



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

M6X01930

Organisational Consultancy

LEVEL 6

Module tutor:

Dr Olu Adegbite

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Organisational Consultancy 2020

Welcome to this generic overview handbook for the above module. This is a level 6, 20 credit module taught in semester 2 to Level 6 IHM students in the School of International Hotel Management.

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

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

AIM(S)

- To combine the processes of consultancy and project management with the effective management of change.
- To encourage students to develop a reflective, active, positive approach
- To demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings.

LEARNING OUTCOMES

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

1. Identify with the role of a management consultant and initiate and carry out a project that is of strategic relevance to an organisation.
2. Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve a solution(s).

INDICATIVE CONTENT

- The roles of internal and external consultant within an organisation. How a consultant's intervention can favourably impact upon sustaining success within an organisation.
- Change management theories that serve as frameworks for implementing and sustaining change within organisations.
- Consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisations ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation.
- Identifying projects by studying the significant external or internal influences that impact upon an organisations ability to serve and bring about change and innovation.
- Progressing consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports.
- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects.

- Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations.
- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans.
- Paths to self-improvement in consultancy and project management through reflective review.

LEARNING AND TEACHING STRATEGY

The module will be delivered and assessed over one semester and divided into three sections, with each section taking approximately 5 weeks. The module will be facilitated and supported by technology enhanced learning (TEL) and traditional teaching and learning methods.

The first third of the module will be didactic and predominantly led by the module tutor. These sessions will incorporate the teaching of consultancy and project management tools and techniques together with the underpinning theory of the management of change. It is expected that guest lecturers will be invited to discuss with students' issues such as: the role of the consultant; careers in consultancy; managing single and multiple projects; creative thinking; sustainability, enterprise and innovation. Other initiatives intended to broaden student perspective would be to include sessions on becoming self employed as a management consultant and developing a portfolio career.

The second third of the module would be when students will be required to formulate and finalise their project ideas and present them in the form of a project initiation document (PID). Students will be required to submit their PID's on a set date. Resembling the real demands of submitting a project bid on time, else the bid should not be considered, where students fail to submit their PID's on the set date, they will not be awarded the allocated marks. Following the submission of their PID's, students will meet individually with the module tutor to discuss their ideas; to refine their aim and objectives; and reflect upon the projects feasibility and relevance to their chosen organisation. The format of this meeting will resemble the initial meeting a consultant would have with a potential customer to determine the boundaries and deliverables of a project. Here, students will be encouraged by the tutor to adopt an innovative and entrepreneurial stance towards "selling" their project idea(s) for the purpose of gaining such skills and experience in readiness for their entry into the world of work and to take part in the "Pitch" exercise with their fellow students.

Group work will also be a significant part of the teaching and learning strategy where students will form into groups of up to six and present the project idea(s) detailed in their PID, to each other. This process resembles the practice of making a "pitch" as would a consultant in the real world of work when tendering for contracts. Should students fail to take part in the pitch, they will not be awarded the allocated marks. During the pitch, students will be encouraged to adopt an inquisitorial stance with each other thereby, simulating the recruitment of an appropriate consultant to undertake a task within their 'own' organisation. Whilst the didactic part of this module will stress the importance of students maintaining the integrity of their ideas whilst making a pitch, they will also be encouraged to respond positively to constructive feedback and suggestions of change offered by their peers during the pitching process.

The final third of the module would be set aside for individual coaching sessions between module tutor and student. These sessions are intended to serve the students development in finding their own solutions; developing their own ideas; and taking responsibility for the successful completion of their consultant's report in terms of: delivering upon the aim and objectives set out in their PID; and in relation to the pre-set marking criteria. The coaching sessions are also intended to introduce students to a means of communication and engagement that is solution focused and non-judgemental.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 100%

Project Initiation Document (to include feasibility “pitch presentation” exercise and Consultancy Report – 5000 words).

Exemplar:

Assessment will be a 5,000-word equivalent project which will be made up of a Project Initiation Document (PID) and a report.

This will involve students’ undertaking the role of ‘consultant’ and investigating a management related problem of their choice in a field of Hotel Management. Students will base their project on an organisation with which they are familiar. The student can decide whether they will adopt the role of either internal or external consultant to the firm.

As a first stage of the assignment students will be required to meet with the organisation and module tutor to discuss their ideas and to refine aims and objectives of the project. They will then be required to prepare a power-point presentation and present key proposals within a “pitch exercise” to determine the feasibility of the project idea. The format of this exercise will resemble the initial meeting a consultant would have with a potential client to determine the boundaries and deliverables of the project. Where possible an organisational representative will be invited to join the panel with the module tutor.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
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): Students will be asked to consider the issue of sustainable development within their consultancy projects. Change management theories proposed will embrace SD within strategic plans.	

BIBLIOGRAPHY

Essential

Buttrick, R. (2005) *The Project Workout*, London: Prentice Hall

Burnes, B. (2004) 4th Edition, *Managing Change*, Great Britain, Prentice Hall.

Noordzife, G. (2014) *Project Management of Hotel Opening Processes: Exploring Better Ways to Manage New Hotel Openings*, CreateSpace

Recommended

Baron, A. and Armstrong, M. (2007) *Human Capital Management*. London: Kogan Page.

Brierley, E. (2006) *Talent on tap: getting the best from freelancers, interims and consultants*. London: Chartered Institute of Personnel and Development.

Cannell, M. (2007) *The self-employed HR consultant*, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/hrpract/general/selfhrcnslt>

Fisman, R. & Sullivan, T. (2014) *The Org: How the Office Really Works*, Murray, London

Goodge, P. (2007) *HR business partnering*, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/corpstrtggy/general/hrbusprtnr>

Johnson, M. (2005) *The Independent Consultant's Survival Guide*, London, Chartered Institute of Personnel and Development.

Thomson, I. (2007) *Hiring consultants*, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/hrpract/general/hireconslt>

Whittington, R. and Molloy E. (2005) *HR's role in organisation: shaping change*. Research report. London: Chartered Institute of Personnel and Development.

Background

Journals

British Journal of Management

Coaching at Work

Harvard Business Review

HRM Review

Human Resource Management Journal

International Journal of Employment Studies

Journal of Organisational Behaviour

Management Today

People and Strategy: Journal of the HR Planning Society

People Management Magazine: <http://www.peoplemanagement.co.uk/pm/>

Public Personnel Management

Strategic HR Review

Work Employment and Society

Websites

<http://apollo.smu.ac.uk/library/>

<http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm>

http://www.prospects.ac.uk/p/types_of_job/management_consultant_job_description.jsp

www.acas.org.uk

www.berr.gov.uk

www.cbi.org.uk

www.cipd.co.uk

www.employment-studies.co.uk

www.equalityandhumanrights.org.uk

www.hrmguide.co.uk

www.statistics.gov.uk

www.wao.gov.uk

10-week teaching plan.

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
1 May 12th		Module Review Assessment Review – Brand Standard Audit The Role of Internal and External Consultants LRA by Deloitte – Leading Global Provider of Brand Protection and Customer Experience Measurement Service for Multinational Companies YOU are the LRA Consultant	Module Handbook Assessment Review PID Document – 1500 words Brand Standard Audit Template Consultancy Report – 3500 words Brand standard Audit Review and the Role of Internal Auditors	Assessment 1 (100%) Project Initiation Document (to include feasibility “pitch presentation” exercise and Consultancy Report – 5000 words).	PID Presentations - Submission due on June 12th 2020 Final Report Submission due on July 24th 2020
2 May 19th		Brief Introduction to Project Management	Lecture Case studies Class Activities		

3 May 26 th		The Project Initiation Document Defined	Discuss Project Initiation Document on the Birmingham Marriott Hotel which covers: Description of the Hotel (all areas) client base, facilities etc. - The area – why go to Birmingham & surroundings - Competitors / market place - SWOT / PESTLE Assign specialists for each area for the audit.		
4 June 2 nd		The Brand Standard Audit Defined	Brand Standard Audit Lecture You will receive the BSA template to complete What a Consultancy Report contains: - How the audit is conducted - Findings of the audit		

			- Conclusion – SWOT on each area / dept. - Comments / observations - Areas for Improvement - Areas of concern - Areas of excellence - Recommendations and final comments - Summary		
5 June 9th		Brand Standard Audit completion	Brand Standard Audit Submitted. Tutor to assemble all submissions to formalise one comprehensive audit document for completion of the consultancy report.		PID Presentations Submission due on June 12 th 2020.
6 June 16th		PID Presentations	PID Presentations		PID Presentations

			Presented via Microsoft Teams in time slots.		
7 June 23rd		Practical sessions & Student Support	Individual support (15 minutes each)		
8 June 30th		Practical sessions & Student Support	Individual support (15 minutes each)		
9 July 7th		Practical sessions & Student Support	Individual support (15 minutes each)		
Final Week July 14th		Final Practical sessions & Student Support Submission Week for Report	Recap of the Module Student one-to-one with tutor before submitting the Consultancy Report		Assignment due July 24th.

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student P number:	
Programmes:	BA International Hotel Management		
Module:	Organisational Consultancy	Module Level (4, 5, 6):	6
Module code:	M6X01930	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr Olu Adegbite	Internal Verifier:	John Howells
Assignment Title:	Undertake a Brand Standard Audit of the Birmingham Marriott Hotels (Marriot Birmingham and/or Forest of Arden)	Assignment No:	1
Hand Out Date:	May 2020	Submission deadlines: Return date of provisional marks & written feedback:	PID Presentations - Submission due on June 12 th 2020 Final report submission July 24 th 2020. TBC

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).				
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:			
Lecturer to indicate if a hard copy version of the assignment must be submitted. DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.			<table><tr><td>NO</td><td>X</td></tr></table>	NO	X
NO	X				

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Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate:
Upon the successful completion of this module, the student should be able to demonstrate the ability to: 1. Identify with the role of a management consultant and initiate and carry out a project that is of strategic relevance to an organisation. 2. Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve a solution(s).	• An understanding of the role of consultancy and the strategic relevance. • Thorough analysis of the Hotel Brand Standard Process. • The importance of sustaining competitive advantage and driving the guest experience. • Demonstrate a critical understanding from your analysis of internal and external influences. • Recommendations provided in report. • Referencing skills.

TASK DESCRIPTION:

Students must undertake a brand standard audit of the Birmingham Marriott Hotels (Marriot Birmingham and/or Forest of Arden) where you have all recently completed your Level 4 placement.

Assessment will be a 5,000-word equivalent project which will be made up of a Project Initiation Document (PID) (10% of the final marks) and a report.

This will involve each student undertaking the role of 'consultant' and each student can decide whether they will adopt the role of either internal or external consultant to the firm.

As a first stage of the assignment students will be required to meet with the module tutor to discuss their ideas and to refine aims and objectives of the project. **They will then be required to prepare a power-point presentation and present key proposals within a "pitch exercise" to determine the feasibility of the project idea (PID). The format of this exercise will resemble the initial meeting a consultant would have with a potential client to determine the boundaries and deliverables of the project. Where possible an organisational representative will be invited to join the panel with the module tutor.**

Each year Marriott International has an inspection of each and every property as part of its Quality Assurance compliance policy. The Brand Standard Audit (BSA) calls for a yearly inspection of the hotels.

Students will write a report of the consultancy will be similar to a brand standard audit of the Birmingham Marriott Hotel. Your module tutor will guide you through the audit you will draw on the knowledge of the hotel and its operations that you gained whilst on placement at the hotel. Your consultancy document will contain both an evaluation of the hotel, its procedures and the hotel operation and also recommendations that the Manager may want to implement in the future.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. 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/APA referencing system.

Specific to this assignment:

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 must reference academic sources for theory.

2. Knowledge and Understanding of Subject

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

which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

Make reference to relevant cross-cultural communication theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them.

3. 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.

Specific to this assignment:

The task specifies what is required of you. Take care to answer only the question set fully. You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. 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.

Specific to this assignment: You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the models selected.

5. 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.

Specific to this assignment:

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 11 point or Times New Roman 12 point and be 1.5 or double spaced. **Essential Resources:** Resources provided in module handbook, lecture notes, tutorial material and on Moodle.

ASSIGNMENT 1 - MARKING CRITERIA AND FEEDBACK

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

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	40	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	15	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		

	15	
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Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. 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 unsupported/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 evaluated 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.

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			