



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

200
1822 - 2022

PROGRAMME TITLE(S)

BA (Hons) Hospitality and Hotel Management

**Certificate of Higher Education Hospitality and Hotel
Management**

Module Handbook Autumn Term 2023

Business Skills for the International Hotel Industry

BMIH4007

LEVEL 4

Module Lead:

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Business Skills for the International Hotel Industry Autumn Term 2023

Welcome to this generic overview handbook for the above module. This is a level 4, 20-credit module taught in semester 1 to Level 4 IHM students in the School of International Hotel Management.

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

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

AIM(S)

- To provide students with the underlying communication skills to prepare them for the range of written and oral presentations required by the hotel industry by studying a range of business-related material that has been specially designed to develop their knowledge and reading and writing skills.
- To provide students with the underlying numeracy and IT skills to prepare them for the range of work that will be required by the hotel industry and an understanding of key legislation affecting the operation of a hotel.

LEARNING OUTCOMES

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

- Apply the written, numeracy, and IT skills necessary to fulfil all that will be required of them during their placement in the hotel.
- Understand the main legal risks that the hotel industry faces.

INDICATIVE CONTENT

- Communicating and presenting information (e.g., presentation techniques, styles)
- Developing an appropriate writing style (e.g., planning, and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking, problem solving, etc.)
- Referencing convention (e.g., the Harvard System, the numeric system)
- Using computers and e-learning to support learning (e.g., the VLE, Internet search techniques)

- Organising study/work (e.g., time management, organising space, organising resources)
- Gathering relevant information (e.g., effective note-taking, using the library and internet resources, reflecting on experience)
- Key research skills/data collection methods (e.g., primary, and secondary sources, interview, questionnaire, observation, focus groups, questionnaire design, sampling methods)
- Presentation of data using varied formats such as charts, diagrams, and graphs.
- Developing and enhancing numerical competency
- Using varying word-processing software for document compilation (e.g. – formal reports, essays, presentations, minutes, letters, CVs, recruitment, and selection pro-forma / templates
- Develop the skills to read and understand Key legislation affecting the operation of a hotel: liability, health and safety, food hygiene, risk management, and licensing, including key provisions within the Hotel Proprietors Act 1956.
- Using spreadsheet software such as Excel for statistical analysis - use of formulae to include min, max, sum, AutoSum, autofill, function wizard, relative and absolute cell referencing, sorting and filtering data, generating charts from data sets
- Using presentation software (e.g., slide design, slide masters, importing images, animation)

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
Portfolio	4 elements, equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMIH4007	
Module Title	Business Skills for the International Hotel Industry	
Classification	Reading List entry	Electronic*
Essential	Mullins, L. J. (2019) <i>Organisational behaviour in the workplace</i> . Harlow: Pearson Education	☒
Essential	Thomson, N. (2018) <i>Effective communication: A guide for the people professions</i> . 3 rd Edition. Basingstoke: Palgrave Macmillan.	☒
Essential	Database: <i>Cite them right</i> : The essential reference guide. London: Bloomsbury Academic.	☒
Essential	Food Standard Agency https://www.hse.gov.uk/catering/	☒
Essential	Catering and Hospitality - HSE https://www.hse.gov.uk/catering/	☒
Further	Cottrell, S. (2021) <i>Skills for success: Personal development and employability</i> Palgrave Study Guides), 4 th Edition. London: Red Globe Press.	☒
Further	Walker, J. (2021) <i>Introduction to hospitality</i> 8 th Edition. Harlow: Pearson	☒
Further	McMillan, K. & Weyers, J. (2021) <i>The study skills handbook</i> 4 th Edition: Harlow: Pearson Education.	☒
Further	Cottrell, S. (2019) <i>Study skills handbook</i> , 5th Edition., Palgrave Macmillan: Basingstoke.	☒
Further	Database: LinkedIn Learning Free access to thousands of useful courses to improve your academic, professional, and employability skills. Sign up with your UWTSD email to access.	☒
Further	UWTSD (n.d.) UWTSD Digicentre. https://digitalskills.uwtsd.ac.uk/ . A collection of tools and resources to improve your digital skills.	☒

Teaching Plan – Please speak to your lecturer if you require a one-to-one meeting.

Week Commencing	Lecture content – main themes to be covered:	Supporting Material	Assessment Handout Date	Assessment Submission Date
Week 1 3 rd October	Part 1: Welcome to Business Skills Part 2: Reflective Me!	➤ Lecturer content delivered via PowerPoint presentation ➤ Moodle tour Q&A ➤ Business Skills module handbook and assessment brief overview ➤ Getting started with reflective practice: The ERA Model of Reflection Activity: ➤ Compile a Personal SWOT Analysis	3 rd October	Portfolio of Evidence Tasks 1, 2, and 3 Friday 24th November 23:59 pm
Week 2 10 th October	Legal Issues	➤ Recap on week 1 ➤ Lecturer content delivered via PowerPoint presentation ➤ Scenario handout: Preparation for week 4 Activities: Group Learning: Getting started with research and referencing.		

		Research topics linked to the hospitality industry where applicable. ➤ Health and Safety ➤ Food Safety UWTSD Careers: ➤ Creating charts and graphs 40-minute course Asynchronous Learning: ➤ Library - InfoSkills		
Week 3 17th October	Mini-Exhibition Preparation Workshop	➤ Recap on week 2 to include independent learning discussion Group Activity: ➤ In groups design a mini exhibition on Health and Safety or Food Safety. * Linked to the hospitality industry where applicable.		
Week 4 24th October	Delivery of Mini-Exhibition	➤ In-class group mini-exhibition on Health and Safety or Food Safety.		

Week 5 31st October	Transferable Me! ➤ Part 1: Time Management ➤ Part 2; Effective Communication	➤ Reflect on your contribution to the Mini Exhibition. How well did you communicate, work as a team, and manage your time? ➤ Lecturer content delivered via PowerPoint presentation Activities: ➤ Time Management Course via UWTSD Careers Service ➤ Communication and Interpersonal Skills Course via UWTSD Careers Service ➤ Group discussion, linked to the hospitality industry where applicable.		
Week 6 7^h November	Transferable Me!: ➤ Part 3: Teambuilding	➤ Recap on Week 5 ➤ Lecturer content delivered via PowerPoint presentation ➤ Videos Activities ➤ Collaborative Working course via UWTSD Careers Service ➤ Group discussions linked to the hospitality industry where applicable.		
Week 7 14th November	Assignment Draft Workshop	➤ Recap on Week 6		

		➤ Referencing and reflective writing recap ➤ Preparation for submission of tasks 1, 2, and 3		
Week 8 21st November	Me.com! ➤ Part 1: Critical Thinking ➤ Part 2: Ambition is critical	➤ Lecturer Content Delivered via PowerPoint Presentation ➤ Videos ➤ Course via UWTSD Careers Service		Portfolio of Evidence Final Submission - Tasks 1, 2 and 3 Friday 24th November 23:59 pm
Week 9 28th November	Me.com! ➤ Part 2: Ambition is critical (continued)	➤ Recap on Week 8 ➤ Lecturer Content Delivered via PowerPoint Presentation ➤ Videos Activity: ➤ Quiz – How ambitious are you? ➤ Design a collage		
Week 10 5th December	Me.com! ➤ Part 3: Brand me! Competitive me!	➤ Recap on Week 9 ➤ Lecturer Content Delivered via PowerPoint Presentation Activities: ➤ Design a poster showcasing your personal brand and creativity. ➤ UWTSD Career Centre: Let's explore LinkedIn ➤ It's game time – how competitive are you?		

		➤ Looking forward to brand me! ➤ Extend your learning (optional) Career Pulse *Session time handouts for Academic Interviews and discussion on how to prepare		
Week 11 12th December	Task 4: ➤ Academic Interview	Small group sessions. ➤ Students will be asked a series of questions linked to the concepts covered in the session material Me.com! during weeks 9-11		30-minute session per group – Individually assessed (Task 4)



Student name:		Student number:	ID	
Programme:	BA International Hotel Management			
Module:	Business Skills			
Module code:	BMIH4007	Contribution to Overall Module Assessment (%):	100%	
Lecturer:	Deborah Lloyd	Internal Verifier:	Helen Evans	
Assignment Title:	Portfolio – 4 Elements (4 Tasks)	Word count (or equivalent):	3000	
Handout Date:	3 rd October 2023	The return date of provisional marks & written feedback:	<u>Written Assessment mark and feedback</u>	
Submission Title:	<u>Portfolio of Evidence</u> <u>Draft Deadline</u>			
Draft Deadline:	During the session 14 th November		Friday 22 nd December 23.59 pm	
Submission Deadline:	<u>Portfolio of Evidence</u> <u>Final Submission</u> Friday 24 th November 23:59 pm			
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, the maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.			
Academic honesty/referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited, or quoted in order to complete this assessment.			
Module Learning Outcomes (from module syllabus)				
Apply the written and IT skills necessary to fulfill all that will be required in the hotel industry.				
Understand the main legal risks that the hotel industry faces.				

Please read the following information carefully. Ask your lecturer if there is anything you do not understand.

Tasks 1 and 2 must be compiled into *one Word document*

Written in First Person, produce a reflective journal on what you have learned/experienced in Business Skills.

Task 1): 1000 words +/- 10%

Task Description

Reflective Journal:

Using the ERA model of reflection for guidance, you are required to reflect on your learning and what you experienced during weeks 2-6 of Business Skills (1000 words).

Task 2): 500 words +/- 10%

Task Description

Action Plan

Conclude your reflective journal with an action plan discussing areas for improvement and/or you may wish to discuss areas you excel in and how you could further enhance your core strengths opening up opportunities for professional practice (500 words).

You must provide a ***minimum of 2 references for your action plan*** referring to the sources of information that informed your response. Please ensure these are accurately cited within your action plan. Your reference list should be included on a new page after your action plan.

Top Tip Time!

- This is a ***reflective journal*** – an account of what you have learned/experienced during weeks 2-6 of Business Skills. It is advised that you take notes during the sessions and ***write up*** every week so it is fresh in your mind.

- Consider the limitations of word count for both your reflective journal and action plan. You cannot possibly reflect on all you have learned or experienced in great depth – choose what to include carefully.
- Poor planning or a lack of planning results in students falling behind with assignments and deadlines being missed.

Task 3):

Task Description

Mini Exhibition

This will take place during the session on Tuesday 24th October.

Please refer to the ***Happy Hotel scenario*** on our Business Skills Moodle page (week 2).

*Showcase your creativity – you are not restricted to PowerPoint slides. You will have the opportunity to discuss this task with your lecturer in more detail during weeks 1-3.

Working in groups, you are required to contribute to the development of the legal issues mini-exhibition. As a group, you will choose **one** of the following topics.

- Health and Safety
- Food Safety

You will be assessed on your ability 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 be assessed individually. Please ensure you contribute to the development of the mini-exhibition as your lecturer will ask you questions in relation to your chosen topic at the end of the event.

Integrate 3 photographs showcasing your contribution to the Mini Exhibition group task to support/supplement your reflective journal.

Be creative - this is your work – personalise it! 😊

Marks and feedback for task 3 – contribution to the mini-exhibition will be included within your Portfolio of Evidence submission on Turnitin. Please ensure you integrate 3 photographs as evidence of your contribution.

Please submit via Turnitin by Friday 24th November 23:59 pm

Portfolio of Evidence Cover Page Guide: (Be Creative!)

- The title: Portfolio of Evidence
- Your name
- Your student ID number
- The module title: Business Skills BMIH4007
- Your lecturer's name.
- Your wordcount. (Cover page and reference list (if applicable) are not included within the word count)

Word Count:

- Up to 10% above the word limit – No deduction off final mark.
- Between 10% and 25% above the word limit – **Deduction of 5 marks** off final mark or reduce to capped mark whichever is the lesser penalty.
- Between 25% and 50% above the word limit – **Deduction of 10 marks** off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty.
- 50% or more over length – **Maximum mark of capped mark**
- Likewise, a failure to meet the maximum word limit may result in lower marks based on the quality of the work because they may not have included the necessary information required for the assessment and met the stated learning outcomes.

Task 4:

Academic interview.

Task Description

This will take place during the session on Tuesday 12th December.

30-minute session per group – Individually assessed.

As part of a small group, you will be asked a series of questions linked to the concepts covered in the session material **me.com!** during weeks 9,10 and 11 and assessed on your ability to expand on this for academic and professional practice.

You will be provided with details of how to prepare during week 10.

**** Please note you will be assessed individually. Your lecturer will let you know the time of your academic interview during week 10.***

Marks and feedback for task 4 will be included within your Portfolio of Evidence submission on Turnitin.

Please take time to read the following generic assessment criteria pp 15-23. This will help you to understand how your work is assessed.

Generic Assessment Criteria Assignment	Marks available	Marks awarded
1. Engagement with Literature Skills		
A minimum of 2 references for your action plan	5 Marks	
2. Knowledge and Understanding Skills		
	35 Marks	
3. Cognitive and Intellectual Skills		
	20 Marks	
4. Practical Application Skills		
	30 Marks	
5. Transferable Skills for Life and Professional Practice		
	10 Marks	

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

Engagement with Literature Skills /5

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: *Reflective Journal Action Plan:* You must provide a minimum of 2 references for your action plan referring to the sources of information that informed your response.

Knowledge and Understanding Skills /35

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 should refer back to the activities you have undertaken throughout the module.

Cognitive and Intellectual Skills /20

You should be able to present, evaluate and interpret qualitative and quantitative data, in order 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: *You will be assessed on the extent of your ability to reflect on what was learned during weeks 2-6 of Business Skills and what plans are in place to address opportunities/skills gaps.*

Practical Skills /30

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 artifacts. This is likely to involve, for instance, the use of real-world artifacts, 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: *Marks will be awarded based on your contribution to the mini-exhibition. Integrate 3 photographs showcasing your contribution to the Mini Exhibition group task to your Portfolio of Evidence which supports/supplements your reflective journal.*

Transferable Skills for Life and Professional Practice /10

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:

/10 Marks (Presentation of Document)

- *Work should be coherent and structured in presentation and organisation with appropriate font style and size – Calibri, Arial, Times New Roman, size 10 or 12, and appropriately sized images.*

Essential Resources:

- *Resources listed on Moodle*
- *The Module Handbook*
- *Cite Them Right.*
- *The Generic Assessment Criteria: Included on the following page of this document*

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgments in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

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	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	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.

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%
	incoherently or largely absent.	weak use of referencing.					
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	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and	Exceptional evaluation of the underlying concepts and principles-based evidence. Outstanding interpretation of

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%
a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements .)	concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	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.	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.	data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	arguments using evidence to make mostly appropriate and valid judgements.	with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	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.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of	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	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	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	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	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly

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%
	Very weak evidence of different approaches to problem-solving in particular contexts.	the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	alternative approaches or solutions though there may be errors.	problem-solving in particular contexts and proposes mostly appropriate solutions.	problem-solving in particular contexts and proposes appropriate solutions.	approaches to problem-solving in particular contexts and proposes appropriate solutions.	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)	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	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	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	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,	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

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%
t requiring the exercise of some personal responsibility within a structured and managed environment.)	evidence of the skills for employment requiring the exercise of some personal responsibility.	others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	exercise of some personal responsibility, with some areas of minor weakness.	with some areas of strength and some of minor weakness.			further development.