London South Bank University
EST 1892

# Management and Leadership

# UEL_4_MLS

# School of Law and Social Sciences

# become what you want to be

## Table of Contents

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| **Module Title:** | Management and Leadership |
| **Module Level:** | 4 |
| **Module Reference Number:** | UEL_4_MLS |
| **Credit Value:** | 20 CAT points |
| **Student Study Hours:** | 164 |
| **Contact Hours:** | 36 |
| **Private Study Hours:** | 102 |
| **Pre-requisite Learning (If applicable):** | N/A |
| **Co-requisite Modules (If applicable):** | N/A |
| **Course(s):** | BA (Hons) Tourism and Hospitality Management, BA (Hons) Entertainment and Events Management |
| **Level and Semester** | Level IV Semester 1 |
| **Module Coordinator:** | Dr Edward M Isaacs |
| **Module Leader Contact Details (Tel, Email, Room)** | 020 7815 8133; isaacsem@lsbu.ac.uk |
| **Subject Area:** | Tourism and Hospitality |
| **Summary of Assessment Method:** | 100% Coursework |
| **External Examiner appointed for module:** | Amanda White, Manchester Metropolitan University |

## 1.   SHORT DESCRIPTION

The module provides a short introduction at an elementary level to a range of aspects of the academic analysis of the operation of organisations and their management. The module is designed for students who will be working in tourism & hospitality organisations and therefore will have some emphasis on Human Resource Management and the development of managerial skills. The residential fieldtrip will allow the participants the opportunity to develop team working and leadership techniques through the use of management exercises, essential in both studying and in the work place. The visits in the New Forest will expose the cohort to tourism hospitality and leisure products (for example, historic towns, national parks, seaside regeneration) to provide a common body of knowledge for use in the classroom.

## 2.   AIMS OF THE MODULE

This module aims to introduce students to the nature and scope of academic thinking about organisations and their management. The module will use this broad introductory approach to theory to set the context for the understanding by the student of their own organisation and their personal role within it. The module will develop the students` practical skills in organisational analysis by using workshop learning methods which enable students to apply theory to their own organisation.

## 3.   LEARNING OUTCOMES

**4.1   Knowledge and Understanding:**
- LO1 - Demonstrate an appreciation at an introductory level of the characteristics of different organisations and the issues facing their managers.
- LO2 - Illustrate the link between organisational behaviour and the tourism & hospitality industries by reviewing case studies of organisations.

**4.2   Intellectual and Research Skills:**
- LO3 - Demonstrate an understanding of key theoretical concepts of organisational analysis.
- LO4 - Articulate basic concepts involved in the management of organisational behaviour.

**4.3    Transferable Skills and Personal Attributes:**
   • LO5 - Work effectively as a member of a team.


# 4.    ASSESSMENT OF THE MODULE
**ASSESSMENT METHOD**

This module is assessed through formative and summative components. The summative component is via two pieces of coursework. Coursework 1 is worth 40% of the module and coursework 2 is worth 60% of the module. Consequently, the module is assessed by the following:


1.  Formative assessment: feedback on presentations provided in seminars on the progress of students work. The presentations will require students to work in groups to present their initial findings after the field trip in relation to the summative assessment. Learning outcome addressed in this assessment are: LO2, LO3, LO4 and LO5.
2.  Summative assessment: A 1000-word report worth 40% of the module and a 2000-word report worth 60% of the module, both of which are outlined below. Learning outcome addressed in this assessment are: LO1, LO2, LO3, LO4.


*Coursework 1 – A Theoretical Review of Leadership Models in Tourism, Hospitality & Events Industries - An Individually Prepared Report (worth 40% of the module)*

Coursework 1 requires you to prepare a theoretical review of leadership models used in our industries. Based on the lecture academic week three you must provide a review of the key developments relevant to leadership in our industries.

*Executive Summary*
The abstract should be a 100-word overview of the coursework. It should summarise the purpose and any outcomes (or conclusions or findings) of the piece of work.

*Theoretical perspective on leadership*
The coursework should include a theoretical perspective on a leadership model (i.e. using academic journals you should provide a brief account of a model of leadership). 350 words.

*Leadership in practice*
This perspective should then be discussed in relation to our industry (i.e. having presented the academic underpinning of a model of leadership you should then explain how it can be relevant to our workplace). 250 words.

*Critical review*
The work should then provide a brief critique or critical analysis of how successful our industry has been at interpreting this model into reality. 200 words.


*Conclusions*
Finally, your work should provide a very brief conclusion. This section should synthesise the previous sections and provide some insight into the current state of play of leadership in our industries. 100 words.

It would be advisable to use at least 7 references when undertaking this coursework. A mix of journal articles, books and factual sources should be used to support your argument.

You must include an electronic word count at the end of your written report (but before your reference list). Consider the presentation of the report, such as including a title page, a contents page, graphs, tables, charts and any appendices that may enhance the value of your written work. It would be advisable to include a contents page at the start of your work. You are expected to use the Harvard referencing system, and you will be marked upon your ability to be able to use it successfully as this is a skill that you will require the next three academic years (and beyond).

**Word Length:** 1000                    **Date set**:29/01/20

**Date and place to be handed in**:          06/03/20 no later than 1300 hours through moodle. Coursework must first be submitted electronically through Turn-it-in to check for plagiarism, available through the module site and then uploaded on the coursework submission link. **Please note that work submitted via the Turn-it-in link on Moodle is not considered as a submission. Having uploaded the work through the plagiarism tool (which is called Turn-it-in) you must then submit your coursework through the coursework submission link. Failure to submit your work through the coursework submission link on the Moodle site will result in a non-submission of coursework.**

**Feedback to Student**: *15 working days after submission date*

**Assessment Criteria - a full description of the criteria can be found at the end of this module guide**

Research
Subject Knowledge
Practical Competence
Academic Integrity

*Coursework 2 – Maintaining Satisfied Internal Customers in Tourism, Hospitality & Events Industries - An Individually Prepared Report (worth 60% of the module)*

Coursework 2 asks you to prepare an answer that demonstrates evidence of academic research (and any personal industrial experiences you can draw upon). Discuss the key concepts of maintaining a satisfied and motivated workforce within tourism, hospitality and leisure organisations. Justify your arguments with concepts from organisational academia (theories, models or ideas) and comment on the relevance of the literature included. Provide examples from industry and/or from your own industrial experience.

*Executive Summary*
The abstract should be a 100-word overview of the coursework. It should summarise the purpose and any outcomes (or conclusions or findings) of the piece of work. 100 words.

*Section 1 - Internal Customers*
You must discuss what constitutes a motivated or satisfied worker in the tourism, hospitality and leisure industry and comment on the relevance of the academia surrounding the issues you choose to focus upon. You may justify your argument with observations citing academia, case studies, current industry practice and/or your own professional experience. You should provide critical insight using management concepts and organisational academia (theories, models, concepts, frameworks or ideas) whilst commenting on the relevance of the literature included.

**A minimum of 10 academic references, are required in support of this aspect of the report. Above and beyond these 10 academic references it is advised that you additionally use at least 5 sources from trade magazines, news articles or Industry/Government bodies.**

1400 words approximately.

*Section 2 - Linking of preceding analysis to create recommendations*
Based on the observations, evidence, discussion and theory provided in the previous section of the report you must then make recommendations as to how the industry can maintain, satisfy and enhance the experiences of internal customers. The recommendations should be quite extensive and should be considered the focus of what has gone before. Consequently, in section 1 you have laid the ground work upon which to create recommendations as to how the industry can improve itself to maintain satisfied internal customers.

**It is advised that you do not introduce any new sources in this section. You may refer to sources cited in section 1 but it is expected that this section will provide you with the opportunity to synthesise your thoughts to create suitable conclusions and recommendations.**

500 words approximately.

You must include an electronic word count at the end of your written report (but before your reference list). Consider the presentation of the report, such as including a title page, a contents page, graphs, tables, charts and any appendices that may enhance the value of your written work. It would be advisable to include a contents page at the start of your work. You are expected to use the Harvard referencing system, and you will be marked upon your ability to be able to use it successfully as this is a skill that you will require the next three academic years (and beyond).

| | |
|---|---|
| ***Word Length:*** 2000 | ***Date set***: 29/01/20 |

***Date and place to be handed in***:  18/05/20 no later than 1300 hours through moodle. Coursework must first be submitted electronically through Turn-it-in to check for plagiarism, available through the module site and then uploaded on the coursework submission link. **Please note that work submitted via the Turn-it-in link on Moodle is not considered as a submission. Having uploaded the work through the plagiarism tool (which is called Turn-it-in) you must then submit your coursework through the coursework submission link. Failure to submit your work through the coursework submission link on the Moodle site will result in a non-submission of coursework.**

***Feedback to Student***: *15 working days after submission date*

**Assessment Criteria - a full description of the criteria can be found at the end of this module guide**
Research
Subject Knowledge
Critical analysis
Practical Competence
Academic integrity

We are using a marking scheme whereby you are marked on a scale of fail which is poor to 1$^{st}$ which is excellent for each criteria, rather than allocating a set amount of marks to each criteria. An overall impression of the work's quality can therefore be formed, rather than marking to a rather dry and mechanical percentage basis. You will still be awarded an overall percentage mark. Detailed assessment criteria (and feedback sheet) can be found on page 12 of this module guide.

***Written work***
- Your student identification number must be clearly stated at the top of each page of your work.
- Each page must be numbered.
- 1.5-line spacing should be used.
- Where appropriate, a contents page, a list of tables/figures and a list of abbreviations should precede your work.
- All referencing must adhere to School / Institutional requirements, following the **Harvard referencing format**.
- A word count must be stated at the end of your work, before the reference list.
- Your course, level, and the appropriate module title must be included as "footer" on each page.
- Appendices should be kept to a minimum and be of direct relevance to the content of your work.
- All tables and figures must be correctly numbered and labelled.
- Your assignment / coursework should be submitted via Turnitin


As a guide the percentage / grade equivalence is:

70% +      = First Class
60 – 69    = 2:1
50 – 59    = 2:2
45 – 49    = 3$^{rd}$
40 – 44    = pass
30 - 40    = marginal fail
<30        = fail

At both under and postgraduate level problems with poor referencing and plagiarism have been increasing over the years largely due to students using internet sources inappropriately. To help improve the quality of your work, especially academic referencing skills, we are using the Turn-it-in service. Through the Moodle site for this module you must upload your assignments for checking by Turnitin.  You must attach both the turn it in receipt and originality index to your work.

Turn-it-in is software that checks the text of your assignment against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Good scholarship requires that you should draw on others' work but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style (see the LSBU Library leaflet available on the moodle site). When paraphrasing you must also give the source. Turn-it-in generates a report highlighting non-original text and it generates a non-originality index. There is no 'correct' percentage level for the non-originality index as this depends on the nature of your work and the way you use your sources.

Having submitted your work into Turn-it-in you should then REVIEW your work again, taking into account the full Turn-it-in read-out and detailed highlighting of text that it provides. Turn-it-in is there to aid your scholarship, it is not there just to enable you to reduce your Originality index.

*Please Note*

Turn-it-in is not a coursework submission tool. Having reviewed your work after Turn-it-in has reported back to you, you MUST then submit your work electronically via moodle. If you submit only through Turn-it-in your work may not be marked and you will be in danger of receiving a mark of ZERO. Please note that coursework cannot be submitted by email, fax or post or to individual Tutors.

# 5. FEEDBACK

Students can normally expect to receive written feedback 15 working days after the deadline submission. This will be emailed to you via the moodle site. All marks given are provisional and are subject to change. These provisional marks need to go through a moderation process and the marks need to be approved by the exam board. Once this has taken place you will be able to see the final mark through the MY LSBU link.

**Feedback from Students**

The Module Evaluation Questionnaires indicated that 56% of the cohort from last year found the quality of the lecture very good and that the same figure strongly agreed that thy had a clear understanding of the learning outcomes. 81% of the participants found the moodle site very good and more effort will be put into communicating and using e resources in the new semester.

# 6. INTRODUCTION TO STUDYING THE MODULE

**6.1 Overview of the Main Content**

The programme will cover the following topics:

1. An introduction to the study of tourism and hospitality organisations
2. Management issues for Tourism & Hospitality professionals
3. Motivation & Leadership
4. Power and influence
5. The operation of groups
6. Cultures within and surrounding organisations
7. Organisational design and structure
8. Communications in organisations
9. Information Technology and innovation within organisation

**6.2 Overview of Types of Classes**

The module will be taught by a series of lectures and workshops. Lectures will identify the key themes of organisational analysis and behaviour. The workshops are designed as practical sessions for students to apply some of the key concepts developed in lectures and derived from students reading. Some of the workshops will involve students working in groups to develop material for group presentations.

**6.3 Importance of Student Self-Managed Learning Time**

Self-managed study is crucial to this module. The lectures give you the basic theoretical background and will introduce key concepts. It is advised to read from the extensive book list provided and to search for journal articles that will enhance your level of understanding in the field of managing tourism and hospitality organisations.

**6.4 Employability**

Students will learn about motivation and management techniques relevant to the tourism, hospitality and events industries, as well as have experience of working with others in delivering workshops and presentations. Tourism, hospitality and events organisations will require suitably trained and aware staff. This module prepares students for working effectively within their chosen profession.

# 7.    THE PROGRAMME OF TEACHING

**Week 1: Introduction to the study of organisations**

This session will focus on the relevance of studying organisational behaviour. The impact of organisational behaviour on everyday life will be explored and the roles that organisations play in the Globalised marketplace will be considered. The characteristics and differences between public and private organisations will be examined and their relevance on the tourism and hospitality industry.

*Seminar:  Ice Breaker games*

Suggested Reading: Mullins, L. J. (2008) *Essentials of Organisational Behaviour*. Harlow: Financial Times Prentice Hall. (Chapter 1: Management and organisational behaviour).

**Week 2**: **The science of organisations**

This session will dissect the theoretical underpinning of organisational management. The science of organisations has been under academic scrutiny for many years and the lecture will present the main findings of organisational theory.

*Seminar: Presentation of Tourism & Hospitality Organisations*

Suggested Reading: Mullins, L. J. (2008) *Essentials of Organisational Behaviour*. Harlow: Financial Times Prentice Hall. (Chapter 2: Approaches to organisation and management).

**Week 3: Leadership versus management**

This session will look at the difference between the art of leadership and being a manager in the hospitality industry. A review of the main academic and industrial discourse that underlie these issues will be examined.

*Seminar: Motivation game, Diversity Quiz & Harvard referencing system*

Suggested Reading: Liu, W. Lepak, D. Takeuchi, R. and Sims, H. (2003) Matching leadership styles with employment modes: strategic human resource management perspective, *Human Resource Management Review,* 13, pp. 127-152

**Week 4**: **Motivation in the workplace**

This session will focus on why motivational studies have received so much academic attention. The different factors that shape motivation and the key mainstream studies of motivation will be examined. The impact of the individual will be considered and the relationship between the individual and the organisation will be scrutinised.

*Seminar: Exercise on neuro linguistic programming*

Suggested Reading: Osteraker, M. (1999) Measuring motivation and the learning organisation, *Journal of Workplace Learning,* 11 (2), pp. 73-77.

**Week 5: Communications in organisations**

This session will focus on the key modes of communication within organisations as well as considering verbal and non-verbal methods of communication. The relevance of communication studies will be examined and a practical exercise will be undertaken to highlight the relevance of communication skills.

*Seminar: Communication exercises & Harvard referencing system*

Suggested Reading: Lolli, J. (2013) Interpersonal communication skills and the young hospitality leader: Are they prepared? *International Journal of Hospitality Management,* 32, pp. 295-298

**Week 6: Teams and teamwork development**

This session will focus on the tensions that are associated with managing teams. The lecture will review the traditional and mainstream views on teams in the workplace and why they are important for organisations. The stages of group development will be explored as well as the differing roles that individuals assume in group cohesion and productivity.

*Seminar: Human Resources in the workplace. This session will ask you to consider several issues that face organisations and come up with possible solutions to common problems faced by tourism, hospitality and events operators*
Suggested Reading: Bucic, T. Robinson, L. and Ramburuthm P. (2000) Effects of leadership style and team learning, *Journal of Workplace Learning,* 22 (4), pp. 228-248.

**Week 7: Culture and service in organisational management**
This session will focus on the importance of organisational culture and relevance of service quality in our industry.
*Seminar: Student Presentations*
Suggested Reading: Ardichvili, A. and Kuchinke, P. (2002) The concept of culture in international and comparative HRD research: methodological problems and possible solutions, *Human Resource Development Review*. 1 (2), pp. 145-166.

**Week 8: Leading Change and Development**
This session will focus on the concept of managing change within organisations. The lecture will focus on aspects of change management, how it manifests itself and is sustained and developed within the corporate environment.
*Seminar: Leadership Student Presentations of Coursework 1*
Suggested Reading:
Zheng, W. Qing, Q and Yang, B. (2009) Toward a theory of organisational cultural evolution, *Human Resource Development Review,* 8 (2), pp. 151-173
Ottenbacher, M. and Harrington, R. (2010) Strategies for achieving success innovative versus incremental new services, *Journal of Services Marketing,* 24 (1), pp. 3-15

**Week 9: Human Resources**
This session will focus on the main activities of Human Resource management in tourism, hospitality and events industries.
*Seminar: Exercise & Essay writing exercise*
Suggested Reading:

**Week 10: Cross Cultural Management**
This session will review the key management concepts that underpin cross cultural management, the work of Hofstede will be examined
*Seminar:  Coursework 2 workshop*
Suggested Reading: Peterson, M. (2007) The Heritage of Cross Cultural Management Research Implications for the Hofstede Chair in Cultural Diversity, *International Journal of Cross Cultural Management*, 7 (3), pp. 359-377.

**Week 11:  Quality Management**
This session will focus on the concept of quality within organisations. The lecture will focus on the development of quality management, its origins, how it manifests itself and is sustained within the corporate environment.
*Seminar: Leadership Exercises & test on organisational issues*
Suggested Reading: Tari, J. (2005) Components of successful total quality management, *The TQM Magazine,* 17 (2), pp. 182-194.

**Week 12**: **The Management of marketing**
This session will review how organisations use marketing techniques to promote their products and services. A review of the key academic theories underpinning marketing management will be explored.
*Seminar:  Student Presentations*
Suggested Reading: Ottenbacher, M. and Harrington, R. (2010) Strategies for achieving success innovative versus incremental new services, *Journal of Services Marketing,* 24 (1), pp. 3-15

# 8. LEARNING RESOURCES

***Core Reading***

Brooks, I. (2008) *Organisational Behaviour: individuals, groups and organisation*. 4th ed. Harlow: Financial Times Prentice Hall.

Lashley, C and Lee Ross, D. (2005) *Organisation Behaviour for Leisure*. Oxford. Butterworth Heinemann.

Mullins, L. J. (2008*) Essentials of Organisational Behaviour*. Harlow: Financial Times Prentice Hall.

Owen, J. (2014) *The Leadership Skills Handbook, 50 Essential Skills You Need to be a Leader*. 3rd ed. London: Kogan Page Ltd

Rees, W. D. and Porter, C. (2015) *Skills of Management and Leadership, Managing People in Organisations*. London: Palgrave Macmillan.

Watson, G. and Reissner, S. (2014) *Developing Skills for Business Leadership*. 2nd ed. London: Chartered Institute of Personnel & Development.


***Optional Reading***

Handy, C. B. (1995) *Beyond Certainty: the changing worlds of organisations*. London: Hutchinson.

Handy, C. B. (2002) *The Elephant and the Flea: New thinking for a new world*. London: Arrow.

Locke, E. A. (2009) *Handbook of Principles of Organizational Behaviour*. New York: John Wiley & Sons Ltd.

McKenna, E. F. (2006) *Business Psychology and Organisational Behaviour: a student's handbook*. London: Routledge

McShane, S.L. (2008) *Organizational Behaviour*. London: McGraw-Hill Education – Europe.

Mullins, L. J. (2001) *Hospitality Management and Organisational Behaviour*. London: Pearson Education.

Penny D. and Ellis, S. (2005) *Introduction to Organisational Behaviour*.  London: McGraw-Hill Education.

Pettinger, R. (2000) *Mastering Organisational Behaviour*. Basingstoke: Palgrave Macmillan.

Rollinson, D. (2008) *Organisational Behaviour and Analysis: An integrated Approach*. Harlow: Financial Times Prentice Hall.

***Academic journals***
Annals of Tourism
Hospitality in Focus
Human Relations
Human Resource Development Review
International Journal of Cross-Cultural Management
International Journal of Hospitality Management
Journal of World Business
Management and Organisational History
Management Communication Quarterly
Management Journal of Contemporary Management Issues
Organisational Transformation and Social Change
The International Journal of Human Resource Management
Tourism Management
World Hospitality and Tourism Themes

# 9.   ASSESSMENT CRITERIA

### *90 - 100%*

A quite exceptional and outstanding answer, providing insights which would not be available publicly and would, with some editing, be publishable.  In addition to the features of the next section, this range is distinguished by superior organisation, economic use of language and totally comprehensive, given the conditions of the exercise.

### *80 - 89%*

An answer which demonstrates an excellent understanding of the question and of the complexity of the issues involved.  There is a sound basis of relevant factual knowledge and/or the theoretical issues involved.  Most of the important issues are dealt with in a detailed, specific and systematic way.  There is either some measure of original thinking in the answer or an accurate and comprehensive account is given in a way which demonstrates understanding, for example by structuring the material such that it could not have been based just on reproduction of lecture notes and course material.  Evidence of creativity, critical approach, and wide reading beyond the core subject matter.

### Excellent *70 - 79%*

As above but a slightly less consistently excellent level.  Alternatively, this range of mark may be given for an answer which, while not having original insights, gives comprehensive and accurate coverage of the issues at a high level throughout the answer, without significant omissions or errors and has demonstrable applications for the rural hospitality and tourism industry.

### Very Good *60 - 69%*

An answer which demonstrates a clear understanding of the question and grasp of the complexity of the issues and tensions involved.  There is a good correlation between the critical reflection based upon the field study trip and the theoretical issues involved, with few significant errors.  The issues involved are dealt with in a systematic way.  Some of the issues may be limited in critical approach but organised to display a comprehensive understanding and factual information essentially complete.

### Good *50 - 59%*

An answer which demonstrates an understanding of the issues in the question.  There is a reasonable level of critical reflection and critical understanding of relevant theoretical issues and tensions.  Most of the theoretical knowledge presented is at the level of obviously available course material given to the student, but there is also evidence of current industry practitioner input.  Although some errors may be present, the overall framework of the answer is sensible and accurate.  The answer shows planning in its construction, with a clear train of thought or development of argument present.  Average competent performance, well presented, demonstrating understanding of most of the essential issues.

### Acceptable *40 - 49%*

An answer which demonstrates a limited understanding of the issues in the question.  There is some reflection based upon the field study trip and some awareness of theoretical issues, but it is patchy.  A few significant errors may be present.  The answer is not well planned, with little development of argument or problem resolution. Much irrelevant material is present.  Lacks clarity of expression. Only minimal evidence of current industry practitioner input.

The lower range (40-45) would include an answer where current relevant factual knowledge and/or awareness of theoretical issues is poor and confused, but not absent.  Many significant errors may be present.  The answer is poorly planned, with little clear train of thought or development of argument, and much of the answer may be irrelevant. Work not proof read, many grammatical and spelling errors.

**Unacceptable, Border Line Fail** *30 - 39%*

Attempts an answer, but relevant factual knowledge and/or awareness of theoretical issues is very poor and confused, and very limited with many significant errors. Does not meet the minimum referencing and/or word count requirement.

**Unacceptable, Clear Fail** *10 - 29%*

Not clear that an answer is properly attempted.  Only a few minor points made at all relevant to the answer and these may be superficial.  Most material is irrelevant or incorrect. Does not meet the minimum referencing and/or word count requirement.

*1 - 9%*

An answer that is so short or irrelevant that only a few marks are justified.  For example, one or two points may be made which show some peripheral awareness of certain possibly relevant issues. Does not meet the minimum referencing and/or word count requirement.

*0*

No answer is presented.  A zero mark may also be warranted for unfair practice such as plagiarism or collusion.

# London South Bank University, Undergraduate Marking Criteria Level of Achievement Indicators Level 4-6
The weightings for each element within the table may vary between pieces of work. The final mark represents the balance of these elements.

| Criteria | Feedforward comments | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | 100-80% | 79-70% | 69-60% | 59-50% | 49-40% | 39-30% | 29-0% |
| **1. Research**<br>Systematic identification and use of academic and relevant resources | Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others. | Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research. | Wide range of relevant sources identified and used. Very little guidance needed. | A range of sources identified and used. Limited guidance needed. | Limited research identified and used. Some guidance needed to complete research tasks. | Some evidence of research but insufficient amount. Needs support to develop research skills. | Little or no research presented. Needs significant support to develop research skills. |
| **2. Subject Knowledge**<br>Understanding and application of subject knowledge. Contribution to subject debate. | Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge. | Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge. | Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge. | Accurate understanding of key aspects of subject. Evidence of coherent knowledge. | Understanding of key aspects of subject. Some evidence of coherent knowledge. | Some evidence of superficial understanding of subject. Inaccuracies. | Little or no evidence of understanding of subject. Inaccuracies. |
| **3. Critical Analysis**<br>Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates. | Very high-quality analysis developed independently. Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications. | Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications. | Evaluation and synthesis of resources. Use of evidence-based arguments. Identifies trends, inconsistency, congruence, and states the implications. | Evaluation and synthesis of resources. Use of evidence-based arguments. | Some attempt at evaluation and synthesis of resources. Some use of evidence-based arguments. | Limited evaluation of resources. Limited use of evidence-based arguments | Little or no evaluation of resources. Very little use of evidence-based arguments. |
| **4. Testing and Problem-Solving Skills**<br>Design, implementation, testing and analysis of **product/process/system/idea/solution(s)** to practical or theoretical questions or problems | Autonomous creation and novel implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals. | Almost entirely autonomous creation and implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals. | Mainly autonomous creation and implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals. | Some autonomy to create and implement. Some adaption made to unforeseen practical and theoretical challenges to achieve identified goals. | Exploration of possible solution(s). Use of established approaches to resolve practical and theoretical problems. | Limited exploration of possible solution(s) using established approaches to resolve practical and theoretical problems. | Little or no exploration of solution(s). Question or problem unresolved. |
| **5. Experimentation**<br>Problem-solving and exploration of the assessment including risk taking and testing of ideas. | Evidence of rich, in-depth exploration and highly innovative problem-solving. Responds to assessment in a way that pushes boundaries and/or makes exciting new connections possible within discipline. Finds a balance between experimentation and resolution to create a highly coherent and innovative piece of work. | Evidence of in-depth exploration and innovative problem-solving. Responds to assessment in a way that pushes boundaries and/or makes new connections possible within discipline. Finds a balance between experimentation and resolution to create a coherent and innovative piece of work. | Clear evidence of exploration and experimentation. The work may not find the balance between experimentation and the attempt to create a coherent piece of work. | There is some problem-solving evident but lacks creative exploration and experimentation. | Some evidence of limited problem-solving. Appropriate response to assessment but there is little development and exploration evident. | Some evidence of engagement with assessment but it is insufficiently developed. Unable to engage with the challenges of assessment. | Little or no evidence of engagement with the assessment, it shows little development. |

| | | | | | | | |
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| **6. Practical Competence** Skills to apply theory to practice or to test theory | Consistently applies comprehensive practical and/or technical skills which reflect the correct application of theory to context. | Applies comprehensive practical and/or technical skills which reflect the correct application of theory to context. | Applies practical and/or technical skills very well and with careful application of theory to context. | Applies practical and/or technical skills correctly and with some application of theory to context with only minimal errors. | Applies a sufficient level of practical and/or technical skills but with some errors. Limited application of theory to context. | Applies some aspects of the practical and/or technical skills but these are incomplete or contain important errors. Very limited application of theory to context. | Limited application of some aspects of the practical and/or technical skills. No application of theory to context. |
| **7. Communication and Presentation** Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured. | Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience. | Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience. | Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience. | Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience. | Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience. | Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account. | Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account. |
| **8. Academic Integrity[1]** Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline. | Consistent, error free application of relevant referencing conventions with great attention to detail. | Consistent, error free application of relevant referencing conventions. | Consistent application of relevant referencing conventions with few errors. | Application of relevant referencing conventions, with some errors and / or inconsistencies. | Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies. | Limited application of referencing conventions and / or errors. | Very limited or no application of referencing conventions, and/or multiple errors. |
| **9. Collaborative and/or Independent Working** Demonstration of behaviour appropriate to discipline, including individual contribution to team or working with others in teams | Integrates a highly developed sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone. | Integrates a sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone. | Aware of and able to meet most standards required for relevant discipline in simulated or real disciplinary situations. Can work effectively in a team or alone. | Aware of and able to meet the main standards required of relevant discipline in simulated or real disciplinary situations. Able to work in a team or alone | Aware of main standards required of relevant discipline. Able to work in a team or alone | Some evidence of knowledge of relevant disciplinary standards; collaborates reluctantly or struggles to work alone. | Little or no evidence of relevant disciplinary standards. No evidence of collaboration with others; unproductive working alone |
| **10. Personal and Professional Development** Management of learning through self-direction, planning and reflection | Takes full responsibility for own learning and development through continuous cycles of well-articulated purposeful analysis and planning, supported by extensive evidence | Takes full responsibility for own learning and development through continuous cycles of well-articulated purposeful analysis and planning, supported by evidence. | Reflection and planning are self-directed, continuous, habitual and evidenced clearly. Strengths have been built on; weaknesses have been mitigated. | Evidence that a cycle of reflection and planning has been continuous and productive. Actively works to develop strengths and mitigate weaknesses. | Evidence that reflection and planning have led to increased disciplinary engagement and commitment. Developing an awareness of strengths and weaknesses. | Weak evidence of reflection and planning for learning but not followed through consistently. Incomplete awareness of personal strengths and weaknesses. | Insufficient evidence of reflection or planning for learning and no evidence of awareness of personal strengths and weaknesses. |
| **11. Performance Quality** Demonstration of embodied practice including affecting and being affected. | An exceptional level of embodied awareness revealed in a highly sensitive and detailed performance. | Highly developed embodied awareness; consistent detailed and accurate responsiveness; clear and dynamic intentionality / connectivity | Well-developed embodied awareness; for the most part, a detailed and accurate responsiveness; a dynamic intentionality / connectivity | Some moments of embodied awareness; responsiveness is more generalised; intentions / connections are evident, but not dynamic | Little evidence of embodied awareness; responsiveness is slow and inorganic; intentions are self-conscious or guarded and lack connection | Blocked embodied awareness: attempts are frustrated by lack of engagement or resistance to make connections. | Responsiveness is consciously withheld; there is no attempt to make connections or embody intentionality |