Events Logistics & Operations

UEL_5_EVL

School of Law and Social Sciences

become what you want to be

Table of Contents

1.   MODULE DETAILS

Module Title:	**Events Logistics**
Module Level:	5
Module Reference Number:	UEL_5_EVL
Credit Value:	20 credits
Student Study Hours:	200
Contact Hours:	36
Private Study Hours:	164
Pre-requisite Learning (If applicable):	NA
Co-requisite Modules (If applicable):	NA
Course(s):	NA
Year and Semester	Level V: Semester 2
Module Coordinator:	Joanna Hedges
UC Contact Details (Tel, Email, Room)	hedgesj2@lsbu.ac.uk Room BR158A
Subject Area:	Events and Entertainment
Summary of Assessment Method:	100% Report
External Examiner appointed for module:	Dr Tom Lunt, University of Surrey

2.   SHORT DESCRIPTION

This module introduces students to the various stages in the implementation process for events, and discusses a systematic guide to organising successful events, examining areas such as staging, logistics, marketing, human resource management, control and budgeting, risk management, impacts, evaluation and reporting with real life case studies in academic environment.

3.   AIMS OF THE MODULE

At the end of the module, the student should be able to:
- To analyse the different stages in setting up and running an event
- To evaluate the nature of decision-making at each stage and the nature and flow of information required to create and run successful events.

4.   LEARNING OUTCOMES

 4.1 Knowledge and Understanding Skills:
- LO1 Discuss and evaluate operational models for events and the contribution of different functional areas to the process
- LO2 Discuss the factors leading to the successful implementation of an event and the pitfalls which may stand in the way of success
- LO3 Analyse the different ways of controlling and monitoring event implementation.

4.2 Intellectual and Research Skills:
- LO4 Work as an effective team member during the running of an event

4.3 Transferable Skills and Personal Attributes:
- LO5 Break down a task into a process consisting of inter-linked stages

5.   ASSESSMENT OF THE MODULE

ASSESSMENT METHOD

This module is assessed through formative and summative components. The summative component is Coursework, and this is worth 100% of the module. Consequently, the module is assessed by the following:

1. Formative assessment: Students will be asked to provide commentary on various academic and industry in seminars and mini presentations. Students will engage in debates and discussions based on academic journal articles, book chapters and case studies during the seminar.

2. Summative assessment: A 3500-word report advising on best practice for planning event operations and preparation of supporting information required for an event operation manual. Weighing 100% of CW. Hand in date 15.05.2020

Coursework:

Write a report advising on best practice for planning event operations and preparation of supporting information required for an event operation manual.

Your report should include:

- Key planning functions required for event logistics & operations
- The function of an event operations manual
- Justification for each element of the manual
- Conclusion as to how an events operation manual supports successful event delivery

You must ensure your report uses appropriate theory/literature to support the discussion and justification for event operation planning practices presented. Your report must be clearly and coherently presented with the use of an appropriate referencing system.

Submission Date: 15.05.2020 to be submitted by 1300 hours on the Moodle coursework submission link.
Word Length: 3500

This report should contain no fewer than 20 references, of which at least 10 are from academic journal articles or other academic sources, the remainder should be from factual sources such as trade magazines or Industry/Government institutions.

Written work
- All CWs are submitted as Microsoft Word format.
- 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 a "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

Coursework Marking Criteria:

1. Research
2. Subject Knowledge
3. Critical Analysis
4. Communication and Presentation
5. Academic Integrity

View LSBU Undergraduate Marking Criteria (PDF) in full.

As a guide the percentage / grade equivalence is:

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

We are using a marking scheme whereby you are marked on a scale of fail which is poor to 1st 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 10 of this module guide.

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 Turn-it-in. 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). 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.

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 or manually to the School Office as stated in your module guide or as advised by your module coordinator. 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.
You must attach a copy of the originality report to your assignment.

6.   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.

CW Feedback to Student: *15 working days after deadline dates:*
For CW: 24 June 2019.

Please note that coursework cannot be submitted by email, fax or post or to individual Tutors.

7.   INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

- The Planning Function
Overview of operational and logistical planning processes applied to the production and producing of live events. Discussion of the importance of planning for overall success of an event.

- Project Management for Events
Discussion on project management as an approach to the management of festivals and events. With identifying phases of event management to conduct a successful event using project management techniques.

- Financial Management for Events
Understanding the role of financial management in the overall management of an event is crucial for event managers. Creating an event budget, uunderstanding the methods of event costing and ticket pricing, and monitoring and controlling the event spending and incoming finances are key skills to organisers.

- Human Resource Management and Events
Describing the human resource management challenges posed by events and listing the key steps in the human resource planning process for events to make most event team. Identifying different approaches that can be employed to motivate event staff and volunteers with techniques of event staff and volunteer team building.

- Event Design Practice

Explaining the process of event design, from conceptualization through to layout, design journey, and 3D visualization and practical creation of design through the use of programs such as Auto Cad and Google Sketch- Up.

- Marketing for Events and the Rise of Digital Media
Describing how the marketing concept can be applied to festivals and events, uunderstanding how event consumers can be segmented into markets and consumer decision process for festivals and events. Assessing how digital media can be used to increase successful marketing outcome.

- Logistics
Defining logistics management and describe its evolution to understanding the concept of logistics management and its place in event management.

- Risk Management, H&S, Crowd Management and Fire Safety
Defining risk and its relationship to the management of festivals and special events to understand the context of risk.

- Sustainability
Considering sustainability within the events operations and logistics planning process, researching and applying current international standards to our sustainability plans.

- Major Incidents and Emergency Planning
Identifying key government level policy, procedure and practice for major incidents and emergency planning for live event production. Interpreting and implementing current initiatives such as ACT Awareness the national counter terrorism awareness initiative into event MIP policy and procedures.

- Operations: Staging Live Events
Analysing the staging of an event according to its constituent elements, demonstrating how these elements relate to each other and to the theme of the event.

7.2 Overview of Types of Classes
Teaching will be in a 4-hour per week comprising one hour of formal lecture followed by an activity such as a case study, practical exercise or student led discussion of a topic.
The unit is taught in a concentrated block to allow students to go on their Employment and Practice placement 2.

7.3 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 accommodation operations.

7.4 Employability
This module will prepare students for operational and decision-making roles in an event organisation and will enable them to understand the various inputs and processes necessary to enable an event to run successfully.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week 1: Introduction to Event Logistics and Operations

What logistical and operational systems do we need in place in order to manage the smooth and successful delivery of events management and production? Introducing students to the Purple Guide and other industry standards and guidelines for operational events management.

Seminar: Drafting Event Operation Plans

Suggested Reading: Chapter 4: Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2017) Events Management. 2nd New edition. London: Taylor & Francis Ltd.

Week 2: Fundamentals of Event Project Management

Discussion on project management as an approach to the management of festivals and events. With identifying phases of event management to conduct a successful event using project management techniques, including Gannt Charts and Excel spreadsheets for scheduling and time management.

Seminar: Creating Gantt Charts for event Project Timelines

Suggested Reading: Chapter 2: Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2017) Events Management. 2nd New edition. London: Taylor & Francis Ltd.

Week 3 Financial Management for Live Events - Budget Management and Cash Flow

Understanding the role of financial management in the overall management of an event is crucial for event managers. Creating an event budget, uunderstanding the methods of event costing and ticket pricing, and monitoring and controlling the event spending and incoming finances are key skills to organisers.

Seminar – Balancing Budgets

Suggested Reading:
O'Toole, W. (2006). Event Project Management System. Sydney, EPMS.net. (Multimedia: CD-ROM).
Burke, R. (2003). Project Management: Planning and Control Techniques. 4th edn. Chichester, John Wiley & Sons.

Week 4: Human Resource Management for Live Events Operations

Describing the human resource management challenges posed by live events and listing the key steps in the human resource planning process for events to make most event team. Identifying different approaches that can be employed to motivate event staff and volunteers with techniques of event staff and volunteer team building.

Seminar: Creating a Volunteer Management Tool Kit for Festivals and Community Events

Suggested Reading:

McDuff, N. (1995). Volunteer and Staff Relations. In The Volunteer Management Handbook (T. Connors, ed.). New York, John Wiley and Sons.
Peach, E. and Murrell, K. (1995). Reward and recognition systems for volunteers. In The Volunteer Management Handbook (T. Connors, ed.), New York, John Wiley & Sons.
School of Volunteer Management (2001). Rights and Responsibilities of Volunteers and Voluntary Organisations. Sydney, School of Volunteer Management.

Week 5: H&S, Risk Management, Crowd Management and Fire Safety

Defining risk and its relationship to the management of festivals and special
events to understand the context of risk. Exploring wider issues of Live Event H&S, Crowd Management and Fire Safety Procedures and management.

Seminar: Creating method statements and designing project specific risk assessments

Suggested Reading:
Institute of Directors and Health and Safety Executive (2009). Leading Health and Safety at Work. Suffolk, HSE.

O'Toole, W. and Mikolaitis, P. (2002). Corporate Event Project Management. New York, John Wiley & Sons.

Week 6: Major Incidents Planning and Crisis Communications

Identifying the processes and systems required for emergency planning and crisis management for major Incidents in events. Exploring government policy, industry procedures and practical tools for Major Incident Planning. Interpreting and implementing current initiatives such as ACT Awareness the national counter terrorism awareness initiative into event MIP policy and procedures.

Seminar: Developing Incidents

Suggested Reading: *Health and Safety Executive (1999). The event safety guide: a guide to health, safety and welfare at music and similar events. Norwich: Hse Books.*

Week 7: Industry Insight

This week we will be joined by Guest Lecturer Mick Barlow, who is a Sports Events professional, Mick will be presenting on his own industry experience and key management challenges for Sporting Event Operations.

Week 8: Field Trip to London Events Site

This week we will be heading out to a London based commercial sporting events site. We will be learning from the event staff which manage the site and considering what operational planning takes place and the challenges of running sporting events.

Week 9: Field Trip – Feedback and Analysis

This week we will hold an open space session to analyse research gathered from the fieldtrip and discuss how this information could help inform students understanding of event operations planning and management, to support their writing of the coursework report.

Week 10: Event Logistics including FOH, Ticketing, Gate Management and Artist Liaison

Defining logistics management and describe its evolution to understanding the concept of logistics management and its place in event management. Discussing logistics management for Front of House, Ticketing, Gate and Artist Liaison for major festivals and events.

Seminar: Creating a FOH Staffing plan and procedure

Suggested Reading: Allen, J. (2011) Festival & special event management. 5th ed. Milton, Qld: Wiley.

Week 11: Creating a Sustainability Plan for Event Operations

Events sustainability is an important and current issue within the events industry. Events take a heavy toll on our resources, society and the environment. They can generate significant waste, put a strain on local resources like water or energy, or even ignite tensions in local communities. Creating sustainable events is key to becoming a responsible event professional, in this session we will review event sustainability plans and international standards such as ISO 20121.

Seminar: Creating an event sustainability plan.
Reading: Chapter 14: Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2018). Events management: an introduction. Abingdon, Oxon; New York, Ny: Routledge.

Week 12: Module Review & Coursework Clinic

This week's session will be dedicated to reviewing the learning which has taken place throughout the weekly module sessions and to discuss preparation of student reports for their module coursework.

9.   LEARNING RESOURCES

Core Reading List

Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2017) Events Management. 2nd New edition. London: Taylor & Francis Ltd.
Bowdin, G. A. J. (2011) Events management. 3rd ed. Oxford: Butterworth-Heinemann.
Davis, B. (2012) Food and beverage management. 5th ed. Abingdon, Oxon: Routledge.
Guide to the Project Management Body of Knowledge (PMBOK Guide) (2018). 6th ed., 2017. Newton Square, PA: Project Management Institute.
Hannam, C. (2015) Health and Safety Management for Tour and Production Managers and. Cambridge: Cambridge Media Group.
Hudson, S. and Hudson, L. (2017) Marketing for Tourism, Hospitality & Events. London: SAGE Publications Ltd.
O'Toole, W. (2015) Events Feasibility and Development. London: Taylor & Francis Ltd.
Pielichaty, H., Els, G., Reed, I. and Mawer, V. (2016) Events Project Management. London: Taylor & Francis Ltd.
Tarlow, P. E. (2002) Event risk management and safety. New York: J. Wiley.
Van Der Wagen, L. and White, L. (2014) Human Resource Management for the Event Industry. 2nd New edition. London: Taylor & Francis Ltd.

Optional Reading List

Allen, J. (2011) Festival & special event management. 5th ed. Milton, Qld: Wiley.
Berridge, G. (2015) Events Design and Experience. London: Taylor & Francis Ltd.
Evans, N. (2019) Strategic Management for Tourism, Hospitality and Events. 3rd New edition. London: Taylor & Francis Ltd.

Holmes, K., Hughes, M., Mair, J. and Carlsen, J. (2015) Events and sustainability. Abingdon, Oxon: Routledge.

Reic, I. (2016) Events marketing management: a consumer perspective. London: Routledge.

Silvers, J. R. (2015) Risk Management for Meetings and Events. London: Taylor & Francis Ltd.

Tresidder, R. and Hirst, C. (2011) Marketing in food, hospitality, tourism and events: a critical approach. Oxford: Goodfellow Publishers.

Academic Journals

Annals of Tourism Research
Cornell Hospitality Quarterly
Event Management: an International Journal
Hospitality in Focus
International Journal of Contemporary Hospitality Management
International Journal of Event Management Research
International Journal of Hospitality Management
Journal of Convention & Event Tourism
Journal of Culture, Tourism & Hospitality Research
Journal of Sustainable Tourism
Journal of Travel and Tourism Marketing
Journal of World Business
Management Communication Quarterly
Management Journal of Contemporary Management Issues
Tourism Management
World Hospitality and Tourism Themes

10. ASSESSMENT CRITERIA

Coursework Marking Criteria:

1.   Research
2.   Subject Knowledge
3.   Critical Analysis
4.   Communication and Presentation
5.   Academic Integrity

Please see full details on the Rubric below:

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 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 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 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 Design, implementation, testing and analysis of product/process/system/i dea/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 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.

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 knowledge 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
12. Data literacy Competence in working ethically with data including data access, data extraction, interpretation and representation.	An exceptional level of competence in the ethical use and presentation of data.	Highly developed competence in the ethical use and presentation of data.	Well-developed competence in the ethical use and presentation of data.	Evidence of competence in the ethical use and presentation of data.	Limited evidence of competence in the ethical use and presentation of data, with some minor errors.	Evidence of limited competence in the ethical use and presentation of data, with some major errors.	Little or no evidence of competence in the ethical use and presentation of data.