



**London
South Bank
University**

Business Development

UEL_5_BDM

**School of Law and Social
Sciences**

Table of Contents

1.	Short Description	3
2.	Aims of the Module	3
3.	Learning Outcomes	3
4.	Assessment of the Module	4
5.	Feedback	8
6.	Introduction to Studying the Module	9
	6.1 Overview of the Main Content	9
	6.2 Overview of Types of Classes	9
	6.3 Importance of Student Self-Managed Learning Time	9
	6.4 Employability	9
7.	The Programme of Teaching	10
8.	Learning Resources	10
9.	Assessment Criteria For COURSEWORK	12

Module Details

Module Title:	Business Development
Module Level:	5
Module Reference Number:	UEL_5_BDM
Credit Value:	20 CAT points
Student Study Hours:	164
Contact Hours:	36
Pre-requisite Learning (If applicable):	N/A
Co-requisite Modules (If applicable):	N/A
Course(s):	BA (Hons) Tourism and Hospitality Management
Level and Semester	Level V Semester 1
Module Coordinator:	Nancy Olaniyan
Module Leader Contact Details (Tel, Email, Room)	Olaniyn2@lsbu.ac.uk Room BR165
Subject Area:	Tourism and Hospitality
Summary of Assessment Method:	100% Coursework
External Examiner appointed for module:	Dr Keith Donne

1. SHORT DESCRIPTION

The module integrates the learning of strategy, management and enterprise theory with the practical processes of planning the turn-around of a failing T&H or E&E business. Seminars will be based around the use of videos of declining businesses (pubs, hotels, night clubs, E&E products) which students will analyse in terms of product development, management issues, concept and business planning. They will then take one of these failing enterprises and prepare a business plan for it to the point of identifying markets, developing a business concept and a Profit and Loss account for a standard year of operation.

2. AIMS OF THE MODULE

To engender within the student the confidence in their knowledge and ability to analyse a market and product development opportunity to the point where they can convince others of its viability.

To understand and apply:

- The drivers and nature of businesses and enterprises
- The process of turning an idea into a business opportunity
- The human and organisational requirements to develop and manage an opportunity
- The Business Planning process
- Funding regimes and basic business ratios (e.g. rate of return, return on investment)
- Market assessment and relate it to product positioning and marketing strategy

3. LEARNING OUTCOMES

3.1 Knowledge and Understanding:

- Interpretation of business and research data to the development of tourism, events and hospitality strategies and plans.
- Evaluate the impacts of changes in the political, social environmental technological environment with regards to planning a business.

3.2 Intellectual and Research Skills:

- Use a range of research and interpretive methods for the analysis and understanding of business environments.
- Evaluate and apply theories and concepts business planning to the tourism, events and hospitality industries.

3.3 Transferable Skills and Personal Attributes:

- Communicate effectively in written and graphical forms in ways which are appropriate for those seeking to raise finance for a business turn-around.
- Access, select and synthesise data from library and internet sources to achieve the purpose of business planning.
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4. [ASSESSMENT OF THE MODULE](#)

ASSESSMENT METHOD

Students are required to:

Coursework one in week 8 and includes a poster and defence of the market assessment of the potential new or turn-around venture.

The presentation was to last no more than 15 minutes which is to be followed by a 5-minute question-and-answer session. The overall assessment time will not exceed 20 minutes.

Learning Outcomes covered:

This coursework will cover **LO3, LO4 and LO5**.

Coursework two in Week 12, an individual full business plan report 2500 words long.

This module is assessed through formative and summative components. The summative component is two pieces of coursework (a Poster presentation, worth 25% of the module and written report, worth 75% of the module). However, the module is assessed by both formative and summative methods as noted below:

1. Formative assessment: feedback on case study discussion, participation in workshops and mini presentations provided in seminars on the progress of students work.
2. Summative assessment: A 15-minute presentation and a 2500-word report outlined below.

Introduction

"Southbank Centre is a world-famous, multi-venue arts centre in London, with a dynamic year-round festivals programme and an inclusive ethos.

Southbank Centre is the UK's largest arts centre, founded with the Festival of Britain in 1951. It's a place where people experience world-class art and culture that stimulates, inspires, educates and amazes.

Our festival programme encompasses art, theatre, dance, classical and contemporary music, literature and debate. It reaches 6.25 million people a year, and encompasses over 5,000 events featuring world-class artists from across the globe" (Southwark, 2018).



It is located on the south bank of the Thames river, next to the Waterloo Bridge and the Golden Jubilee Footbridge.

It comprises several venues: the Royal Festival Hall, the Hayward Gallery, the Queen Elizabeth Hall, the Purcell Room, and the National Poetry Library.

"Since being founded in 1951, Southbank Centre has grown to become the world's largest festival site, acclaimed for diverse and ground-breaking programming."

The festival spirit is the very heart of Southbank Centre and inspires everything that we do. Born out of the Festival of Britain in 1951, we are proud to be the UK's only permanent festival site. We believe that the positive and welcoming nature of festivals can help break down barriers in people for whom art and culture may seem irrelevant or daunting. Through our festivals we bring diverse people and communities together to celebrate, discuss, debate and unite.

We work with some of the most important and influential artists and partners from around the world – including our outstanding resident orchestras – to deliver a programme that celebrates the diverse experiences of people and cultures. We have a network of world-class artists from every genre who regard Southbank Centre as their home and who share in our values and help us to deliver our goals" (Southbank Center, 2018).

Source:

Southbank Center, (2018). Southbank Center. Available at: <https://www.southbankcentre.co.uk/>. [Accessed 13 July 2018].

TASK

You are required to identify **one business opportunity** to develop new tourism/events/hospitality business. It should reflect a gap on the market (a new business) or an opportunity arising from an existing business (an extension/reformulation of an existing business). The businesses can be developed as part of the services/products supplied by the Southbank Centre or outside the venue but directly connected to it and to the market it serves.

Coursework 1 – Poster Presentations worth 25% of the module

Produce a poster and present poster assessing the market for your business and its link to your product development ideas. The poster must be done in PowerPoint (no cutting and pasting paper) and printed out in A1 size. You will be questioned on the content of the poster and you will need to defend what you have written.

Word Length: One single Poster

Duration of Presentation: 15 minutes

Date and place to be handed in: 12/11/19, Coursework must first be submitted electronically through the module site.

Feedback to Student: 15 working days after submission date

Assessment Criteria – Coursework 1 - See Appendix 1 for Undergraduate Marking Criteria Level of Achievement Indicators

Research
Subject Knowledge
Experimentation
Practical Competence
Communication and Presentation

Coursework 2 – An Individual Written Report worth 75% of the module

You must prepare a 2500-word report that presents the Business Plan for the development of the business venture presented in your Poster.

The business plan should be rigorous enough to persuade either a bank or other party to invest in the venture. The business plan is to be submitted as a single document but milestones will be set and informal feedback given in seminar sessions.

Structure of Coursework 2: Individual Report (2500 words - +/- 10%)

SITUATION ANALYSIS

You should describe and analyse the existing business of Southwark Centre and use SWOT analysis as one of your tools.

You should explain in detail the rationale for your new business.

NEW PRODUCT DEVELOPMENT

You should describe in detail in what consist the new business and what are its main features.

MARKET AND COMPETITOR ANALYSIS

You should start by analysing the industry by using the Porter 5 Forces model and a PESTEL analysis.

You should make a clear market analysis of the new business and clearly identify competition.

You should present the Marketing Mix of the new product/service/experience produces in the new business.

STRATEGY

You should clearly explain what is the strategy that the company is following and base your explanation on the market and competitor analysis.

OPERATIONAL AND MANAGEMENT PLAN

You should produce an explanation of how the new company is going to operate an what are the human and material resources needed.

FINANCIAL FORECASTS

You should produce financial forecasts of the new business. It is expected that you present at least a Profit and Loss Statement and a Cash Flow Statement for the first three years of operations. These financial projections should be clearly explained and based on the market analysis produced and on the proposed operational and management plan.

Word Length: 2500

Date set: 24/09/19

Date and place to be handed in: 13/01/20, 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 – Coursework 2 - See Appendix 1 for Undergraduate Marking Criteria Level of Achievement Indicators

Research
Practical Competence
Testing and Problem-Solving Skills
Data Literacy
Academic Integrity

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 criterion, rather than allocating a set amount of marks to each criterion. 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 sheets) can be found in section 9 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 LSBU 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.

Include after the title page of your essay, report, etc your Originality Index read out downloaded from Turnitin. 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.

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.

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

Feedback from Students

The Module Evaluation Questionnaires indicated that 57% found the quality of the lecture good/very good and that 55% found the seminars good/very good, thus there will be more student input and discussion in the seminars this academic year. 65% of the participants found the moodle site good/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. Corporate Strategy: Corporate Missions, Aims and Objectives;
2. Strategic Analysis and The Competitive Environment;
3. Strategic Choice – option generation and selection;
4. Entrepreneurship: entrepreneurship versus management; who is the entrepreneur; ideas v opportunity; opportunity identification and development; business start-ups; turning around businesses; business identity; business models and sources of finance
5. Business Planning: the business plan format; financial, market assessment, forecasting; profit and loss, cashflow and balance sheets.

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	Day	Content	Readings
Week 1	25/09/2018	Lecture Today's companies The Business World. The evolution and new trends. The Tourism and Hospitality Industry. Globalisation Entrepreneurship What is a business venture? What constitutes a Business Plan? The importance of the Business Plan in Start-Ups.	Entrepreneurship and Small Business Management, Chapter x
		Seminar No Seminar this Week	
Week 2	02/10/2018	Lecture Entrepreneurship and the Business World New Companies and Entrepreneurship What is an Entrepreneur? What are the main features? Entrepreneur and Entrepreneurship Intrapreneurship The role of the Entrepreneur Entrepreneur and Management: shaping the business to the entrepreneur.	Entrepreneurship and Small Business Management, Chapter 1
		Seminar Case Study: Dubai	
Week 3	09/10/2018	Lecture Products, Services and Experiences The nature and unique characteristics of tourism, events and hospitality products and services Products, Services and Experiences in Tourism, Events and Hospitality	
		Seminar Filed Trip - Southwark Center	
Week 4	16/10/2018	Lecture The importance of adjusting, developing and innovating to remain competitive in the Tourism, Events and Hospitality industry Innovation and Entrepreneurship Creativity and Business Ideas From Idea to Business Opportunity Finding Opportunity in an Existing Business	Entrepreneurship and Small Business Management, Chapter 3&4
		Seminar Case Study: Club Med Hand Out of the Business Ideas for Each Group	
Week 5	23/10/2018	Lecture New Product Development The Product Life Cycle The Phases of New Product Development	Entrepreneurship and Small Business Management, Chapter 5&6
		Seminar Workshop: New Products in the Tourism, Events and Hospitality Industry	
Week 6	30/10/2018	Lecture Managing New Product Development Defining the Product/Service/Experience Identifying the Market The Market and the Marketing Mix Marketing your Product, Service or Experience	Entrepreneurship and Small Business Management, Chapter 7, 8, 9, 10 & 11
		Seminar Assignment 1 Support Seminar	
Week 7	06/11/2018	Lecture Coursework 1 Poster Presentation	
		Seminar Coursework 1 Poster Presentation	
Week 8	13/11/2018	Lecture Structuring the New Business Strategy and Marketing Operations and Finances	Entrepreneurship and Small Business Management, Chapter 7, 8, 9, 10 & 11
		Seminar Case Study: New Boutique Hotel	
Week 9	20/11/2018	Lecture Managing the Business: People and Operations Organisational Structures - Start-Ups Building a Team The Role of the Entrepreneur	Entrepreneurship and Small Business Management, Chapter 17&19
		Seminar Workshop: Structuring, Planning and Organising a Team	
Week 10	27/11/2018	Lecture Business Planning and Feasibility Developing Models Creating Financial Projections	Entrepreneurship and Small Business Management, Chapter 12, 13, 14&15
		Seminar Case Study: The Sombreros	
Week 11	04/12/2018	Lecture Business Planning and Feasibility Business Report	Entrepreneurship and Small Business Management, Appendix 1
		Seminar Workshop: Producing and Executive Summary	
Week 12	11/12/2018	Lecture Assignment 2 Support Week	
		Seminar Assignment 2 Support Week	

8. LEARNING RESOURCES

Core Reading

- Adams, D (2006) Management Accounting for the Hospitality, Tourism and Leisure Industries: A Strategic Approach
- Mariotti, S. and Glackin, C. (2015). Entrepreneurship and Small Business Management, Global Edition, 2nd Edition, Essex: Pearson Education Limited

Optional Reading

- Burns, P., and Davidson, J., (eds. 1996) *Small Business and Entrepreneurship* (2nd Edition) Basingstoke. MacMillan

- Johnson, G and Scholes, K (2008) *Exploring Corporate Strategy*. Harlow. Financial Times, Prentice Hall.
- Tribe, J (1997) *Corporate Strategy for Tourism*. London. Thomson Business Press
- Getz, D Carlsen, J and Morrison, A (2004) *The Family Business in Tourism and Hospitality*. Wallingford. CABI Publishing.
- Hales, J (2007) *Accounting and Financial Analysis in the Hospitality Industry*. Oxford, Butterworth Heinemann
- Morrison, A., Rimmington, M. and Williams, C. (1999) *Entrepreneurship in the Hospitality, Tourism and Leisure Industries*. Oxford. Butterworth Heinemann
- Rae, D (2007) *Entrepreneurship: from opportunity to action* Basingstoke. Palgrave.
- Thomas, R (2004) *Small Firms in Tourism: International Perspectives*. Oxford Elsevier
- Tribe, J (2011 4th ed) *The Economics of Leisure and Tourism*. London. Elsevier.

Additional reading materials will be posted every week on Moodle.

9. ASSESSMENT CRITERIA FOR COURSEWORK

Assessment Criteria for Coursework 2

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%
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.
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.
Testing and Problem-Solving Skills 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.
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.
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	Limited application of some aspects of the practical and/or technical skills. No application of theory to context.

						to context.	
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.
Academic Integrity¹ 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.
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.

