



EST 1892

**London
South Bank
University**

Events Strategy

UEL_5_EVS

**School of Law and
Social Sciences**

Table of Contents

1.	Module Details	3
2.	Short Description	3
3.	Aims of the Module	3
4.	Learning Outcomes.....	3
5.	Assessment of the Module	4
6.	Feedback.....	8
7.	Introduction to Studying the Module	8
7.1	Overview of the Main Content.....	8
8.	The Programme of Teaching, Learning and Assessment	9
9.	Learning Resources	13
10.	Assessment criteria	14

1. MODULE DETAILS

Module Title:	Events Strategy
Module Level:	5
Module Reference Number:	UEL_5_EVS
Credit Value:	20 credits
Student Study Hours:	150
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 1
Module Coordinator:	Joanna Hedges
UC Contact Details (Tel, Email, Room)	020 7815 5732; hedgesj2@lsbu.ac.uk BR-158A
Subject Area:	Events and Entertainment
Summary of Assessment Method:	100% Coursework
External Examiner appointed for module:	Dr Tom Lunt, University of Surrey

2. SHORT DESCRIPTION

This module will introduce students to the various stages in the strategic event planning process. It highlights the principles and practices associated with planning, managing, organising, implementing, and monitoring events. It also discusses the key issues of event tourism, sponsorship objectives, and project management for events.

3. AIMS OF THE MODULE

At the end of the module, the student should be able to:

- To enable students to understand the various stages in the research and planning process for events including the creation of the concept, research of the environment and the setting of aims and objectives.
- To discuss the bidding process for events and the PR/selling process to attract funding/sponsorship and media coverage of events.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding Skills:

- LO1 Understand, evaluate and reflect upon issues of lifestyle, consumption and culture as they affect people's leisure lives.
- LO2 Demonstrate a range of knowledge and skills required to effectively manage in the events sector. For example, administration, design, operations, risk, law and how they apply to operations management.

4.2 Intellectual and Research Skills:

- LO3 Evaluate and apply theories and concepts from generic management areas to the strategic planning of events of a range of sizes.
- LO4 Identify and respond appropriately to diverse and conflicting stakeholder interests within the events sector applying the principles of sustainability, ethics and good business practice.

4.3 Transferable Skills and Personal Attributes:

- LO5 Demonstrate personal, practical, intellectual skills and knowledge required to perform effectively in the events workplace.
- LO6 Demonstrate interpersonal and employability skills of listening, negotiating, persuasion and presentation in relation to the different stages of the events planning process.

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: This will involve a range of mock case studies which are answered and discussed during seminar time.
2. Summative assessment: 100% Coursework. There are two elements to the assessment. Coursework 1 worth 40% of the module and Coursework 2 worth 60% of the module. CW briefings are outlined below.

Coursework One - 40%: An individual Poster with defence in class: Create a poster to summarise an initial event proposal for an event scenario, applying the use of business and strategic analysis models to demonstrate the events feasibility. Poster presentation week 10 in class.

Coursework Two – 60%: A 2000-word report on the bidding processes for an event scenario and the process to attract funding/sponsorship that enable event planners. Hand in date academic week 13.

Summative assessment covers LOs of 2-6 by investigating internal and external situational analysis for an event concept, the importance of stakeholder engagement and bidding processes for successful event execution. Both poster and report require students to demonstrate practical and intellectual skills in event workplace by using strategic analysis to demonstrate an events feasibility and understand the importance of listening, negotiating and presenting in the event planning process.

Course Work 1 & 2 - Scenario

A local community group called “Singing Southwark Mums” (SSM) in Southwark have identified the need for and would like to create a celebratory community summer event for families, young people and children. SSM believe such an event will help communities from different cultural backgrounds mix and support local community cohesion. The group have approached Southwark Council for funding for this event, but the council have told the community group that

they need produce an initial proposal for event order to be considered at a bid stage for public events funding.

Event brief:

To hold an afternoon event in Burgess Park for a maximum of 1000 people (families and children) during the school summer holidays. The event needs to include free engaging activities to attract a diverse audience of people from different cultural backgrounds, celebrate and promote local culture and talent and offer a range of food and refreshment.

Event budget - £8000

Projected income - £5000 from council bid, £3000 to be found from Sponsors and other sources.

Organisation background:

SSM are set up as a community charity. They have a board of trustees who provide the governance of the organisation. All members are volunteers, one of the trustee's has experience in events management, the treasure has experience in bookkeeping, other members are full time parents, or work in other industries.

You are an events consultant; SSM have approached you to help the group to:

- 1) Help them prepare a feasible concept and initial event proposal
- 2) Advise for their bidding process and approaching sponsorship for their venue and event costs.

Coursework One 40%: Create an academic poster with defence in class; create a poster to summarise an initial event proposal for the above scenario, applying the use of business and strategic analysis models to demonstrate the events feasibility.

The poster needs to be designed as an A1 poster (layout can be landscape or portrait your decision) using power point. The posters will be presented on power point in class on week 10, each student will be given 5 minutes to present and defend their poster.

Students should approach their poster presentation by considering the following:

- A give clear overview of the proposed event
- Show you have researched the environment of the event and its target market
- To include use of at least 3 strategic analysis tools such as SMART, SWOT, PESTLE, stakeholder identification and analysis to support the event proposal
- To demonstrate how your findings, affect the event feasibility, concept and proposal
- To draw conclusions on your findings, offering recommendations for ongoing event development at the bid stage

The presentation feedback marking sheet with the marking criteria is found on the module moodle site

Further details of how to construct an academic poster and defend it will be given in seminar time.

Submission date: Week 10 Presentation in class please upload your posters as a Power Point document to on to on Moodle through turnitin by 10am 25/11/19.

Coursework Two 60%: A 2000-word report on the bidding processes for events and the process to attract funding/sponsorship that can support event income and revenue for the above scenario.

In your report, you must:

- Present, analyse and evaluate the bidding process for the event.
- Critically assess the opportunities of attracting sponsorship by identifying potential sponsors for the event with a clear justification of why they may sponsor the event.
- Provide a deeper understanding of the sponsorship and funding challenges in organising public events.
- Assess sponsorship approaches with critical views towards both academic and non-academic contexts.
- Recommend the most suitable sponsorship/funding methods after assessing planning and operation considerations, human resources and other logistical issues for the event.

The SSM Community Group expects you to construct a report that demonstrates evidence of research, the use of academic theory and commentary of your findings. The report should outline the sponsorship and funding approaches you are suggesting and highlight the salient issues that should be considered when approaching potential sponsors. You must prepare a strategy (or strategies) for the SSM Community Group given the evidence you have provided and the argument you have constructed. There should be evidence of research and an extensive reference list to highlight the research you have undertaken when constructing your report.

The report should contain no fewer than 20 references, of which at least 15 are from academic journal articles or other academic sources, the remainder should be from factual sources such as trade magazines or Industry/Government institutions.

Submission Date: 10/01/20 to be submitted by 1300 hours on the Moodle coursework submission link.

Coursework must be submitted electronically through Turnitin to check for plagiarism, available through the module site and then uploaded on the coursework submission link by 1300 hours on the 10/01/2020.

Written work

- All CWs are submitted as Microsoft Word format.
- Marking sheet **MUST** be attached in the front of your assignment with your name(s) and student identification number must be clearly stated on the marking sheet.
- 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

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

Marking Criteria

CW1: Posters will be marked on the following criteria

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

CW2: Reports will be marked on the following criteria

1. Research
2. Subject Knowledge
3. Critical Analysis
4. Academic Integrity

View [LSBU Undergraduate Marking Criteria \(PDF\)](#) in full.

Coursework Submission

You must submit your work to TurnItIn via moodle. Follow the instructions carefully, otherwise you may not only submit to TurnItIn but make a final submission before you are ready.

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.

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.

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

- **Events Industry and Economic Impact**
Introduction to definition of Events, and Meeting, Events, Exhibition and Convention industry. We will examine the development of these concepts. Particularly in relation to the event economy and evolution of festival and events. This issue of participation and government involved in events, and leisure is explored.
- **Event Strategy**
Introduction to event strategy within context of event is an asset and preparing strategic checklists and setting up an objective. Explain the role of sponsorship.
- **Preparing the Strategy**
Overview of event strategy, and develop the concept in decision-making, and situation analysis framework. Explore the importance and tools of SWOT and stakeholder relationships. Furthermore, identify key issues in services and legal environment.
- **Event Support: Directing and Developing**
Understand the typology of the event and its related the support relationship to maximise benefits and minimise the risks. To look at and discuss the nature of events and being able to adopt the best strategy to develop the event.
- **Implementation of the Strategy**
To investigate and describe the role of the events, within objectives, research, capacity planning, information evaluation, events development, and execution. Explain the role of local government and authority role within chosen case studies.
- **Techniques and Tools of the Strategy**
To understand an event development tools of bidding and attending for tender and writing an event development plan for different types of events. To differentiate between event types, how events sit within tourist and cultural strategies at local and national levels.
- **Building Competency**
To understand the implementation of successful event strategy and build on competency on planning and regulatory bodies' policies. To critically examine the importance of event association, risk management, and training the staff.
- **Management Models in the Business Case**
To evaluate the phases of event management and event cycle based on critical evaluation identify the event management environment's uncertainty, different models of economic fragile outlook, and its outcomes. To assign the intangibility of outcomes within business context.
- **Setting up the Management System**
To familiarise with event management system, setting up a project methodology, and project management. To prepare and organise project management tools, develop required skills, and be aware of internal and external forces, including stakeholders' roles and responsibilities.

- **Event Management Processes**

To get an overview of managing an event, including stakeholder management, sponsorship, event design, marketing and financial process. To evaluate the impact of financial implication, managing both cash flow and time; and to manage the communication and contract management.

- **Event Metrics and Checklists**

To discuss the role and importance of Return on Objectives (ROO) and Return on Investment (ROI) and applying it into real case study and evaluate the exposure profile and event impacts.

- **Event Operation Feasibility and Development**

To explore the feasibility of an event and capacities required for development. Giving an overview in event logistics will summarise the target of being able to plan an event strategy and its successful implementation.

7.2 Overview of Types of Classes

Teaching will consist of 12 two-hour sessions, each of which will be followed by a one hour seminar in which the content of the previous session will be developed and explored. The teaching and learning will take place through a combination of the following: lectures, audio-visual material, discussion, research and reading.

7.3 Importance of Student Self-Managed Learning Time

Self-managed study is critical. The lecture will give you the essential theoretical background and introduce you to key concepts, but it is equally important that students keep up to date with what is going on in the event and entertainment industry. To do this you are expected to read industry journals, magazines and newspapers for current information.

7.4 Employability

This unit will enable students to conceive and evaluate ideas for event concepts and to contribute to a strategic plan for a new or an ongoing event.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week 1: Introduction to Events Industry & Events Strategy

This lecture will offer an overview of the Events Industry, its economic profile and relationship with cross over and closely related sectors such as Tourism, Leisure and Education. The lecture will use an open planning model to identify and deconstruct environmental factors impacting on events organisations, as well as case study of a London Events Agency to identify the main stages of strategic planning for the corporate sector.

Seminar: Creating Events Strategy for Corporate Sector Organisations

Suggested Reading:

Bowdin G, Allen J, O'Toole W, Harris R and Mc Donnell I. (2011) *Events Management*. Great Britain: Elsevier

Week 2: Critical Events Studies & Current Trends in Events Management

This lecture will explore critical thinking in response to events studies and the events industry. In the lecture we will identify key current themes in critical event studies and identify how these

themes relate, respond and drive current trends within events management and the events industry. These themes will then be applied to how we consider events strategy from a critical approach.

Seminar – Applying Critical Thinking to Events Strategy & Academic Poster Production

Suggested Reading:

Getz D, (2012). Event Studies: Theory Research and Policy for Planned Events.

Week 3: Event Concept & Design.

This lecture will address the concept, objectives, feasibility, proposal and design processes which take place at the inception of a new events organisation or event. We will apply the SMART model to identify event objectives and the 5 W's to develop an events purpose and scope. The session will also explore feasibility of the event concept, event themes and duality of event design for both visual and experiential purposes.

Seminar – Creating an Event Concept

Suggested reading

Orefice C, (2017) Designing for events – a new perspective on event design. International Journal of Event and Festival Management. Vol 9, Issue 1.

Week 4: Events Environment - Scanning & Analysis

This topic will explore the macro and micro environmental factors in event planning process. Address the issues in how political, legal, economic and environmental factors and technological advancement used within organising an event, planning the event process, coordinating, promoting, controlling the event, financial implications of the event process, and evaluation of an event.

Seminar: Applying Business and Strategic Analysis Models to an Event Scenario

Suggested Reading:

Allen, J., O'Toole, W., McDonnell, I. and Harris, R. (2002). *Festival and Special Event Management*, 2nd ed. Sydney: John Wiley and Sons Australia

Week 5: Government, Corporate, and Community Perspectives

This lecture will offer an overview of Government, Corporate and Community Event perspectives. We will explore the role of events within national and local government and policy making as well as considering events within the context of tourism and cultural strategies. The topic of corporate events as marketing and promotional tools will be discussed as well as identifying how events can affect host communities or be used by communities as tools for creating cultural identity, celebrating heritage and creative place making.

Seminar: Examining the role of events in council tourism & cultural strategy case studies.

Suggested reading: Andrews A and Lepold T, (2013). Events and the Social Sciences. Routledge

Week 6: Event Stakeholders

This lecture will address the topic of stakeholders within the events environment. The lecture will explore the complexity of stakeholder roles and identification and apply stakeholder

analysis to analyse levels of stakeholder engagement and management. Through a community events case study, we will also identify and discuss the challenges in stakeholder management.

Seminar: Developing a Stakeholder Consultation Plan

Suggested reading: Balden C, Kennell J, Abson E, and Wilde N (2012) Events Management: An Introduction. Routledge

Week 7: Techniques and Tools for Event Development: Tenders, Bidding and Pitching

This topic will provide the theoretical and practical tools to write an event proposal for both commercial pitching, and event bidding and tender processes. We will identify the role of research, data collection, commercial partnership and stakeholder legitimacy as part of that strategic collection. It will provide the comprehensive practical guidance to apply into any types of events planning and tender-bidding.

Seminar: Event Pitching Scenario and Role Play

Suggested Reading: O'Toole W.J, (2010). Events Feasibility and Development. Oxford: Routledge. Chapter 5.1 - Bidding and Requests for Tender.

Berridge G, (2010) Event pitching: The role of design and creativity. International Journal of Hospitality Management 29 (2010) 208–215.

Week 8: Event Revenues and RIO

This lecture will explore forms of income generation for different event types and relevant economic principles that apply to events and the economic evaluation techniques that are used to determine the values of events. This session will also focus on 3 key income streams for events sponsorship, Ticket Sales and Funding from Grants and Foundations and will use a Study of Brighton Fringe Festival to identify and discuss sponsor motivations.

Seminar: Creating a Sponsorship Pack

Suggested reading:

Burgan, B. and Mules, T. (2000). Event analysis – understanding the divide between cost benefit and economic impact analysis. In Events Beyond 2000: Setting the Agenda (J. Allen, R. Harris, L. Jago and A. Veal, eds). Sydney: Australian Centre for Event Management, University of Technology

Getz, D., O'Neil, M. and Carlsen, J. (2001). Service quality evaluation at events through service

Week 9 – Students on Field Trip

Week 10 – Poster Defence

In week 10 you will hand in your academic posters for course work one and we will use the lecture and seminar session time for each student to give a 5-minute justification and defence for their poster.

Week 11: Guest Speaker

Seminar: Question and Answer session with the guest speaker

Week 12: A Critical Analysis of FYRE Festival: Failures in the strategic event planning processes.

In this session we will watch the FYRE: The Greatest Party That Never Happened Documentary. Whilst watching students will be asked to take notes. After the documentary we will present our findings and have an open discussion about flaws in the event organisers strategic planning processes.

Seminar:

We will use the seminar time for this session to review requirements for coursework 2.

9. LEARNING RESOURCES

Reading List

Core Materials

Bowdin, G. A. J. (2011) Events management. 3rd ed. Oxford: Butterworth-Heinemann.

O'Toole, William (2011) Events feasibility and development: from strategy to operations. Vol. Events management series. Amsterdam: Butterworth-Heinemann.

Getz, D. (2019) Event studies: theory, research, and policy for planned events. Fourth edition. London: Routledge.

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

Optional Material

Goldblatt, Joe Jeff (2013) Special events: creating and sustaining a new world for celebration. Seventh edition., Vol. Wiley event management series. Hoboken, New Jersey: Wiley.

Berridge, G. (2015) Events Design and Experience. London: Taylor & Francis Ltd.

Golden-Romero, Pat (2007) Hotel convention sales, services, and operations. Amsterdam: Elsevier/Butterworth-Heinemann.

Hall, C. M. and Sharples, L. (2008) Food and wine festivals and events around the world: development, management and markets. Amsterdam: Butterworth-Heinemann.

Mallen, Cheryl and Adams, Lorne (2008) Sport, recreation and tourism event management: theoretical and practical dimensions. Oxford: Butterworth-Heinemann.

Masterman, Guy (2007) Sponsorship: for a return on investment. Amsterdam: Butterworth-Heinemann.

Rogers, Tony (2003) Conferences and conventions: a global industry. Oxford [England]: Butterworth-Heinemann.

Theodoraki, Eleni (2007) Olympic event organization. 1st ed. Amsterdam: Elsevier/Butterworth-Heinemann.

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

10. ASSESSMENT CRITERIA

Division of Urban Environment and Leisure Studies Assessment Feedback Sheet

Student number	
Course	BA (Hons) Events and Entertainment Management
Module title & Code	UEL_5_EVS
Deadline Date	25.11.2019 – Week 10

CW 1- Poster & Presentation					
Assessment Criteria	Excellent 70%+	Very Good 60-69%	Good 50-59%	Weak 40-49%	Poor 0-39%
1 Research					
2 Subject Knowledge					
3 Critical Analysis					
4 Communication and Presentation					

Overall Agreed Mark for CW 1 (%)

NOTE: All assessments and marking are subject to the *Academic Regulations for Taught Programmes 2017/18*

I have read the student's Support Arrangements Form and have marked the work in accordance with the University's DDS Marking Policy.

The attributes of your work that have led to this mark are:

To improve the mark you would need to:

Signed		Date:	
Moderator remarks (if applicable)			
	Signed	Date	

Division of Urban Environment and Leisure Studies
Assessment Feedback Sheet

Student number	
Course	BA (Hons) Events and Entertainment Management
Module title & Code	UEL_5_EVS
Deadline Date	10/01/20 – Week 13

CW 2- Report					
Assessment Criteria	Excellent 70%+	Very Good 60-69%	Good 50-59%	Weak 40-49%	Poor 0-39%
Research					
Subject Knowledge					
Critical Analysis					
Academic Integrity					

Overall Agreed Mark for CW 2 (%)

NOTE: All assessments and marking are subject to the *Academic Regulations for Taught Programmes 2017/18*

I have read the student's Support Arrangements Form and have marked the work in accordance with the University's DDS Marking Policy.

The attributes of your work that have led to this mark are:

To improve the mark you would need to:

Signed		Date:	
Moderator remarks (if applicable)			
	Signed	Date	

Assessment Criteria for Event Strategy Module Assessments are taken from the LSBU-wide marking criteria scheme. These will be interpreted for you in class so that you are away of what they mean regarding your Level and the assignments set.

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/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 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.

