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|  | University of Bolton |

BSc (Hons) Business Management

**All Full-time cohorts**

BMP6034

**International Human Resource Management**

**MODULE GUIDE**

**2022/2023**

###### Semester 3

 ****

**Level HE6**

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# Key Information

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| --- | --- |
| **Module Tutor** | **Dr Baseem Omar**  |
| **Module Tutor Email** | B.omar@bolton.ac.uk |
| **Availability and Contact Method(s)** | Email/Teams/Zoom |
| **Weblink to Moodle Class** | [**https://moodle.bolton.ac.uk/course/view.php?id=27836**](https://moodle.bolton.ac.uk/course/view.php?id=27836) |
| **Weblink to Module Specification**  | [UoB Modules - BMP6034 2022-23 (bolton.ac.uk)](http://modules.bolton.ac.uk/modules/BMP6034/Academicyear/2022-23) |

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| --- | --- |
| **Module Tutor** | Dr Baseem Omar  |
| **Email** | B.omar |
| **Saigon ISB Tutor** | Hương Trâm |
| **Email** |  |
| **Availability and Contact Method(s)** | Please check with your Seminar Tutors for availability |
| **Weblink to Moodle Class** | [**https://moodle.bolton.ac.uk/course/view.php?id=27836**](https://moodle.bolton.ac.uk/course/view.php?id=27836) |
| **Weblink to Module Specification**  | [UoB Modules - BMP6034 2022-23 (bolton.ac.uk)](http://modules.bolton.ac.uk/modules/BMP6034/Academicyear/2022-23) |

# 2. Module Communications

The Module Tutor’s contact details are provided above. You must check your **University of Bolton email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt. However, responses will be longer in holiday periods.

# 3. Module Description

This module aims to provide you with an opportunity to focus your studies on the people dimension of international business and management. In the competitive global arena of the 21st century, people are key to the success of the organisation in achieving competitive advantage. As such, the role of International Human Resource Management has become increasingly important. Organisations, wherever they are based, need to ensure that they have the right people, in the right place at the right time. This module will enhance your understanding of the international context of HRM, specifically the importance of international HRM practices and factors which impact on this.

In order to deliver this module successfully, attention to the **Cohorts (students)** needs and demographic of the cohort will be considered before delivery commences to ensure that content is suitable and challenging with respect to context of case studies and diversification of examples used for in class activities.

**Coherence** will be addressed by building on knowledge from prior modules and referring to parallel knowledge gained from HRM-related modules. BMP4006 introduced students to the concepts of HRM to prepare them for their chosen pathway/option modules. Collectively, these modules will allow students to progress and build on and apply knowledge to the current assessment(s). Students will be encouraged to consider how learning from this module can be transferred to their HE6 dissertation, providing the topic is aligns with the module content.

Students will be **challenged** through a series of learning activities, that encourage live in class debates, discussions, all supported with examples of current research and practice . The literature referred to will address the variables associated with managing people and considering different HR practices that will enable an organisation to expand into a culturally different, business environment.

As part of your **choice**, you have chosen either the People Management pathway or chosen the HR related modules. Choice in relation to assessment, as discussed in teaching sessions, is limited to the choice of models, frameworks and HR tools used to formulate your critical argument. Assignment 2 provides choice in that you can select three topics of your choosing to discuss, and you will have a choice over the platform that you decide to digitally present your findings.

**Consolidation o**f learning will be captured via two assessments. However, each session will provide a consolidation of knowledge to allow students to apply their knowledge gained directly to the assessment. Learning materials within the module allow students to incorporate depth and breadth of knowledge to evidence wider reading to support the achievement of high marks.

Students are referred to **contemporary** literature throughout the module and are expected to source examples of current research and practice in the HR field to draw analysis and to discuss and debate critically. The module is designed to encourage students to consider culturally diverse perspectives on **contemporary** issues that businesses will need to consider when adapting their management practices in unfamiliar culturally and socio-political contexts.

# 4. Learning and Teaching: Campus Plus

THe module is delivered through five workshops delivered by your University of Bolton Module Leader and five workshops delivered by your Local Tutor.

Most sessions comprise a lecture with workshop activities. If you are unable to attend a session due to factors outside your control, you are expected to inform your tutor and engage in the activities set before the next scheduled session.

Tutorials will take place which will provide you with the opportunity to discuss your progress on the module and receive feedback on assessments.

To complete the module successfully you must allocate a substantial amount of independent study time, which will involve undertaking directed study and assessment activities. Directed study activities will include *preparation for in class activities, background reading, research activities and completion of LEAP online assessments.*

Academic textbook and journal material, as well as other resources have been placed on Moodle to support your learning.

Please note that attendance is taken into account when making Assessment Board decisions.

# 5. Graduate Attributes

Graduate attributes are the personal qualities and skills which the University of Bolton community values, and which a student is expected to develop during their time at the University. Graduate attributes act as a point of reference for a student’s personal development and support the articulation of employability and transferable skills.

In total there are 10 graduate attributes (GAME), which are self-awareness, resilience, problem solving, effective communication, global citizenship (Includes sustainability), enterprise, adaptability, collaboration, confidence and life-long learning.

This module seeks to develop and assess Global Citizenship and Adaptability, through research and practical in class activities, which encourage students to consider culturally diverse perspectives on **contemporary** issues that businesses will need to consider when adapting their management practices in unfamiliar culturally and socio-political contexts.

Students will be **challenged** through in class activities to assess their own academic/professional experiences to understand these GAME attributes.

# 6. Learning Outcomes and Assessments

|  |  |
| --- | --- |
| **Module Learning Outcomes** | **Assessment No.** **and Type** |
| 1. Critically appraise the impact of culture on managerial decision making in relation to Human Resource Management
 | 1 |
| 1. Evaluate the management of people as a business resource integral to international organisational strategies
 | 1 |
| 1. Critically analyse the importance of international HRM practices
 | 2 |
| 1. Synthesise key issues surrounding the management of human resources within a global context
 | 2 |

# 7. Assessment Deadlines

|  |  |  |
| --- | --- | --- |
| **Assessment item** | **Due Date** | **Weight** |
| *1* | A 2500 essay  | 17th July 23 by 23.59 | 50% |
| *2* | 15 -minute recorded presentation – on most important IHRM practices. | Videos and slides uploaded by 28th July 23.59 | 50% |

# 8. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your work to be marked and feedback provided not more than** **15 working days**from the deadline date. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time to read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

# 9. Module Calendar

The Seminar sessions take place on the following dates at 9am – 12pm

|  |  |  |  |
| --- | --- | --- | --- |
| **Session No.** |  **Week Commencing** | **Topics Covered** | **Planned Delivery Method**\* |
| 1 | 19/06/23 | Introduction to IHRM & Globalisation | on campus |
| 2 | 20/06/23 | Strategic Approaches to IHRM  | on campus |
| 3 | 21/06/23 | Culture part 1  | on campus |
| 4 | 22/06/23 | Culture Part 2 | on campus |
| 5 | 23/06/23 | Equality and Diversity Management  | on campus |
| 6 | 28/06/23 | Ethics in IHRM | on campus |
| 7 | 30/06/23 | Assignment 1 workshop  | on campus |
| 8 | 05/07/23 | Recruitment and Selection  | on campus |
| 9 | 07/07/23 | Talent Management  | on campus |
| 10 | 12/07/23 | Pay and Reward  | on campus |
| 11 | 14/07/23 | Performance Management | on campus |
| 12 | 19/07/23 | Assignment 2 workshop  | on campus |
| 13 | 21/07/23 | Module re-cap  | on campus |

\* *Subject to change in the event of any campus restrictions*

# 10. Formative Assessment

Formative assessment is employed to support your learning on the module, allowing you to reflect on feedback on your progress from your tutors and peers. It can be used to identify any areas which would benefit from extra attention on your part, where you can **challenge** yourself to improve, or seek extra support from your tutor. It does not contribute to the marks you receive for the overall formal assessment for the module but will help you understand your strengths and areas that require improvement.

* Informal formative assessment is provided in this module through:
* Group activities and discussion
* Tutorial (Group & Individual) feedback on assessment drafts
* Group tutorial revision sessions in preparation for assessment
* IT and research skills workshops
* Peer to Peer mentoring

# 11. Indicative Reading

Bratton, J. and Gold,J. (2022) Human Resource Management Theory and Practice (7th ed.) Hampshire: Palgrave

Bratton, J. and Gold,J. (2017) Human Resource Management Theory and Practice (6th ed.) Hampshire: Palgrave

Crawshaw J , Padwan B et Al (2020) HRM – Strategic and International perspectives (3rd ed.), Sage: London

Harzing,A. and Pinnington, A. (2018) International Human Resource Management (5th ed.) London: Sage

Reilly,P.and Williams, T. (2012) Global HR: Challenges Facing the Function. Aldershot: Gower

Schuler, R.S and Jackson, S.E. (2007) Strategic Human Resource Management (2nd ed.) Oxford: Blackwell

The International Journal of HRM (e-journal)

International Journal of Human Resource Studies (e-journal)

Human Resource Management – International Digest (e-journal)

Chartered Institute for Personnel Development(www.cipd.co.uk)

Chartered Management Institute (www.managers.org.uk)

French, R, (2015), Cross-Cultural Management in Work Organisations, 3rd Edition, CIPD, London

# 12. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).

 Where a word limit is specified, the following penalty systems applies:

* Up to 10% over the specified word length = no penalty
* 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
* More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.
1. All written work should be referenced using the standard University of Bolton referencing style– Harvard Referencing Style see: <https://libguides.bolton.ac.uk/resources/referencing/>
2. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
3. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).
4. **Late work**

Late work will be subject to the following penalties:

* + Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
	+ More than 7 calendar days late **=** This will be counted as non-submission and no marks will be recorded.

Late submission of assessments on refer and those which are graded Pass/Fail only, is not permitted unless an extension is approved. See below.

1. **Extensions**

In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be requested using the standard University Extension Request Form**.** For approval there would need to be an explanation and evidence of relevant circumstances. Longer extensions for individual projects and artefacts may be granted, at the discretion of the Programme Leader.

Requests for extensions which take a submission date past the end of the module (normally week 15) must be made using the Mitigating Circumstances procedure.

Some students with registered disabilities will be eligible for revised submission deadlines. Revised submission deadlines do not require the completion extension request paperwork.

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

# 13. Procedures for Other Assessments

See assignment brief documentation on Moodle

# 14. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning (contract cheating) amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin.*

Please note that penalties apply if academic misconduct is proven. See the following link for further details: <https://www.bolton.ac.uk/student-policy-zone/student-policy-zone-2022-23/academic-misconduct-regulations-and-procedures-2022-23>

# 15. Assessments

**Module Number: BMP6034**

**Module Name: International Human Resource Management**

**Year/Trimester: 2022/23 – June 2023**

**Module Tutor/s: Kimberley Kershaw**

|  |  |
| --- | --- |
| **Assessment Number**  | **1** |
| **Assessment Type (and weighting)** | **50%**  |
| **Assessment Name** | **Critically evaluate the role of culture in HRM decisions for a UK business successfully locating a call centre in Vietnam.**  |
| **Assessment Submission Date** | **17th July 23.59**  |

**Learning Outcomes Assessed:**

LO1: Critically appraise the impact of culture on managerial decision making in relation to International Human Resource Management.

LO2: Evaluate the management of people as a business resource, integral to an international business.

**Assessment Brief**

As an IHRM consultant you have been asked to critically evaluate the role of culture in HRM decision making for a UK call centre business successfully opening a facility in Vietnam. In answering the question, you need to show an awareness of both potential advantages and potential challenges that could be encountered.

The word count is 2500 words and it is to be presented as a report and submitted through the Turnitin submission box on the Moodle site.

**Minimum Secondary Research Source Requirements:**

**Level HE6** - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a MINIMUM the Reference List should include **three refereed academic journals and five academic books.**

**Specific Assessment Criteria:**

**First class (70% and above):**

Students will provide an in-depth analysis the role of the culture of Vietnam in influencing HRM decisions for the UK organisation, demonstrating excellent critical reasoning skills. Focused and justified recommendations will be made as to how advantages/challenges identified in the analysis may be overcome or utilised. Extensive research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be excellent.

**Second class (50-69%):**

Students will provide a comprehensive analysis of the role of the culture of Vietnam in influencing HRM decisions for the UK organisation, demonstrating excellent critical reasoning skills. Focused and justified recommendations will be made as to how advantages/challenges identified in the analysis may be overcome or utilised. Research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be good.

**Third class (40-49%):**

Students will provide a satisfactory analysis of the role of the culture of Vietnam in influencing HRM decisions for the UK organisation, demonstrating excellent critical reasoning skills. Focused and justified recommendations will be made as to how advantages/challenges identified in the analysis may be overcome or utilised Research demonstrating use of a range of current secondary research sources will be evident. Academic style and referencing will be fair.

**Fail (39% and below):** Students who do not meet the requirements of a third-class grade will not successfully complete the assessment activity.

**Module Number: BMP6034**

**Module Name: International HRM**

**Year/Trimester: 2022/23 – June 2023**

**Module Tutor/s: Ian Chapman**

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| --- | --- |
| **Assessment Number**  | **2** |
| **Assessment Type (and weighting)** | **Presentation - 50% of total mark** |
| **Assessment Name** | **15-minute presentation – Top three most important HR practise for an International Business.** |
| **Assessment Submission Date** | **Presentation recording and slides uploaded to Moodle by 28th July 23.59**  |

**Learning Outcomes Assessed:**

L03 - Critically analyse the importance of Human Resource Management Practices

L04 – Synthesise key issues surrounding the management of Human Resource Management in a global context

**Assessment Brief**

As an International HRM consultant you will prepare and deliver an individual presentation of 15 minutes identifying what you consider to be the three most important HR practices for an international business currently. In the content of your presentation, you must use relevant literature and examples to analyse and justify your selections.

You will upload a recording of your presentation and your slides in separate submission boxes on Moodle.

Please be prepared to answer any questions that may arise from your presentation

**Minimum Secondary Research Source Requirements:**

**Level HE6** - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a MINIMUM the Reference List should include **three refereed academic journals and five academic books.**

**Specific Assessment Criteria:**

**First class (70% and above):**

Students will provide an in-depth understanding of the three most important HRM practices for an international business demonstrating excellent critical reasoning skills. Focused and justified recommendations will be made as to how problems/weaknesses identified in either the role or approach may be overcome, and improved. Extensive research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be excellent.

**Second class (50-69%):**

Students will provide a comprehensive appraisal of the three most important HRM practices for an international business, demonstrating critical reasoning skills. Justified recommendations will be made as to how problems/weaknesses identified in either the approach or role may be overcome, and improved. Research demonstrating use of a wide range of current secondary research sources will be evident. Academic style and referencing will be good.

**Third class (40-49%):**

Students will provide a satisfactory appraisal of the three most important HRM practices for an international business, demonstrating critical reasoning skills. Considered recommendations will be made as to how problems/weaknesses identified in the role or approach may be overcome and improved. Research demonstrating use of a range of current secondary research sources will be evident. Academic style and referencing will be fair.

**Fail (39% and below):** Students who do not meet the requirements of a third-class grade will not successfully complete the assessment activity

**GENERAL ASSESSMENT GUIDELINES – LEVEL HE6**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Relevance** **Learning outcomes must be met for an overall pass** | **Knowledge and Understanding** | **Analysis, Creativity and Problem-Solving**  | **Self-awareness and Reflection**  | **Research/****Referencing**  | **Written English**  | **Presentation and Structure** |
| Class I(Exceptional Quality)**85% - 100%** | Work is directly relevant and expertly addresses the requirements of the brief.**Learning outcomes are met.**  | Demonstrates an exceptional breadth and depth of knowledge and understanding of theory and practice beyond the threshold expectation for the level. Demonstrates mastery in conceptual understanding of a range of specialised areas.  | Presents an exceptional synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and insightful conclusions. Provides a sophisticated critical insight and expertly interprets complex matters and ideas.Demonstrates exceptional creative flair and a high level of originality.Demonstrates exceptional problem- solving skills and initiative.  | Provides insightful reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility.  | An extensive range of contemporary and relevant reference sources selected and drawn upon. Sources cited accurately in both the body of text and in the Reference List/ Bibliography.  | Writing style is clear, succinct and appropriate to the requirements of the assessment. An exceptionally well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used.  | The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured. Where relevant, there is effective inclusion of, and reference to, figures, tables and images.  |
| Class I(Excellent Quality)**70% - 84%** | Work is relevant and comprehensively addresses the requirements of the brief. **Learning outcomes are met.**  | Demonstrates an excellent breadth and depth of knowledge and understanding of theory and practice for this level.Demonstrates an in-depth conceptual understanding of a range of specialised areas.  | Presents an excellent synthesis and critical evaluation of findings from a broad range of relevant sources in order to draw clear, systematic, justified and perceptive conclusions. Provides a critical insight and clearly interprets complex matters and ideas.Demonstrates creative flair and a high level of originality.Demonstrates excellent problem- solving skills and initiative.  | Provides excellent reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility.  | A wide range of contemporary and relevant reference sources selected and drawn upon. Sources cited accurately in both the body of text and in the Reference List/ Bibliography. | Writing style is clear, succinct and appropriate to the requirements of the assessment. An excellently well written answer with competent, spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A wide range of appropriate vocabulary is used. | The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structuredWhere relevant, there is effective inclusion of, and reference to, figures, tables and images. |
| Class II/i(Very Good Quality)**60% - 69%** | Work is relevant and addresses most of the requirements of the brief well.**Learning outcomes are met.** | Demonstrates a thorough breadth and depth of knowledge and understanding of theory and practice for this level.Demonstrates a sophisticated conceptual understanding of a range of specialised areas. | Presents a perceptive synthesis and critical evaluation of findings from a range of relevant sources in order to draw clear, justified and thoughtful conclusions. Interprets complex matters and ideas well.Demonstrates a good level of creativity and originality.Demonstrates strong problem- solving skills. | Provides very good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment.  | A wide range of relevant reference sources selected and drawn upon. Sources cited accurately in the main in both the body of text and in the Reference List/ Bibliography. | Writing style is clear, succinct and appropriate to the requirements of the assessment. A very well written answer with competent spelling, grammar and punctuation. For example, paragraphs are well structured and include linking and signposting. Sentences are complete and different types are used. A range of appropriate vocabulary is used. | The presentational style and layout are correct for the type of assignment. Evidence of planning and logically structured in the main. Where relevant, there is effective inclusion of, and reference to, figures, tables and images. |
|  | **Relevance** **Learning outcomes must be met for an overall pass** | **Knowledge and Understanding** | **Analysis, Creativity and Problem-Solving**  | **Self-awareness and Reflection**  | **Research/****Referencing**  | **Written English**  | **Presentation and Structure** |
| Class II/ii(Good Quality)**50% - 59%** | Work addresses key requirements of the brief. Some irrelevant content. **Learning outcomes are met.** | Demonstrates a sound breadth and depth of knowledge and understanding of theory and practice for this level.Demonstrates a sound conceptual understanding of specialised areas. | Presents a logical evaluation of findings from a range of relevant sources in order to draw clear and justified conclusions. Interprets some complex matters and ideas.Demonstrates some creativity. Demonstrates effective problem-solving skills and initiative. | Provides good reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment. | A range of relevant reference sources selected and drawn upon. Most sources accurately cited both the body of text and in the Reference List/Bibliography. | Writing style is mostly appropriate to the requirements of the assessment. Grammar, spelling and punctuation are generally competent and minor lapses do not pose difficulty for the reader. Paragraphs are structured and include some linking and signposting. Sentences are complete.A range of appropriate vocabulary is used. | The presentational style and layout are correct for the type of assignment. Logically structured in the most part. Inclusion of figures, tables and images but not all relevant or referred to.  |
| Class III(Satisfactory Quality)**40% - 49%** | Work addresses the requirements of the brief, although superficially in places. Some irrelevant content. **Learning outcomes are met.** | Demonstrates a sufficient breadth and depth of knowledge and understanding of theory and practice for this level. Demonstrates a conceptual understanding of some specialised areas. | Presents an evaluation of findings from a range of sources in order to draw some valid conclusions. Interprets some complex matters and ideas but with descriptive passages evident which lack clear purpose. Demonstrates creativity in places. Demonstrates sufficient problem- solving skills and initiative. | Provides some reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, as required by the assessment. | Some relevant reference sources selected and drawn upon. Some weaknesses in referencing technique. | Writing style is occasionally not appropriate for the assessment.Grammar, spelling and punctuation are generally competent, but may pose minor difficulties for the reader. Some paragraphs may lack structure, and there is limited linking and signposting. Some appropriate vocabulary is used | The presentational style and layout are largely correct for the type of assignment.Adequately structured.Inclusion of some figures, tables and images but not all clear, relevant and/or referred to. |
| BorderlineFail**35% - 39%** | Work addresses some of the requirements of the brief. Irrelevant and superficial content. **One or more learning outcomes have not been met.** | Demonstrates a lack of knowledge and understanding of theory and practice for this level. Demonstrates Insufficient conceptual understanding of specialised areas. | Presents a limited evaluation of findings from set sources. Descriptive or narrative passages evident which lack clear purpose. Demonstrates little creativity. Demonstrates insufficient problem- solving skills and initiative. | Provides limited reflection and critical self-awareness in relation to the outcomes of own work and personal responsibility, when required. | Sources selected are limited and lack validity/relevance. Poor referencing technique employed.  | Writing style is unclear and does not match the requirements of the assessment. Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear in places. Paragraphs are poorly structured.  | For the type of assignment the presentational style, layout and/or structure are lacking.Inclusion of figures, tables and images but not clear, relevant and/or referred to.  |
| Fail**<34%** | Work does not address the requirements of the brief. Irrelevant and superficial content. **One or more learning outcomes have not been met.** | Demonstrates inadequate knowledge and understanding of theory and practice for this level. Demonstrates Insufficient conceptual understanding of relevant areas. | Analysis is weak and poorly constructed with inadequate sources drawn upon. Demonstrates little or no creativity.Demonstrates a lack of problem- solving skills and initiative. | Provides inadequate reflection and self-awareness in relation to the outcomes of own work and personal responsibility, when required. | An absence of relevant sources selected and drawn upon. Poor referencing technique employed. | Writing style is unclear and does not match the requirements of the assessment in question.Deficiencies in spelling, grammar and punctuation makes reading difficult and arguments unclear. Unstructured paragraphs. | For the type of assignment the presentational style, layout and/or structure are lacking.Inclusion of figures, tables and images but not clear, relevant and/or referred to. |