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| **Module code and title:** | Academic Writing for Business and Management | **Module leader:** | Faria Tofail |
| **Assignment No. and type:** | Essay 1,500 words | **Assessment weighting:** | 50% |
| **Submission time and date:** | On or before: **2pm Friday, 4 March 2022** | **Target feedback time and date:** | 3 weeks from the date of final submission |

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| **Assignment task** | |
| This assignment involves preparing a written essay on your learning development and presentation on your reflection in academic studies | |
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| **This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:** | |
| LO 1 | Identify, search, and retrieve academic information relevant to business and management issues |
| LO 2 | Demonstrate an ability to use effective and appropriate academic skills when exploring business and management issues; |
| LO 3 | Understand and implement good academic practice and know how to avoid academic malpractice |
| LO 4 | Review academic resources in the field of business and management and synthesise them to produce and present a literature review. |
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| **Task requirements** | |
| **OVERVIEW**  This assignment will encourage the students to apply the academic skills from the module to a business issue and will be submitted in form of an essay  **DESCRIPTION OF THE TASK – WHAT YOU ARE BEING ASKED TO DO?**  The submission of a **written essay** that discusses a business issue using a wide variety of research materials (1,500 words).  **Part 2 – Essay (1,500 words) – 50%**  You are required to write an essay on the following topic: ***Evaluate the impact of the*** ***Covid-19 pandemic on the UK tourism industry*** by using a variety of research materials.  **The essay must:**     1. Give the full CCCU Harvard reference within the reference page for each item used, ***and*** the correct Harvard citation within the essay. 2. Include both direct and indirect citations from a wide variety of sources. 3. Make use of the relevant research items from within the module. 4. Explain and discuss the topic by describing **what** the issue is (Covid-19 pandemic), and **how** the UK tourism industry is affected by it?   A suggested format would be to create individual paragraphs of approximately 400 words within the main body of the essay. For example, you can write two separate paragraphs to address the questions raised in (d) – **what** the issue is (Covid-19 pandemic) and **how** the tourism industry- one of UK’s major sectors, is impacted by and reacting to this worldwide crisis. Make sure that the conclusion offers recommendations on ways the UK tourism industry could recover and come out of this crisis.  **Important Notes:**   * For detailed guidance on the Essay structure and breakdown of words for this assignment please consult the Assignment Guide. * Also look at the relevant sections of your weekly lectures and tutorial slides on how to effectively write and structure your essay. * You must reference all information used in the essay, using the correct referencing conventions. * For assessment, please find the grid for grade descriptors on page-5 of this document. | |
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| **Referencing and research requirements** | |
| Please reference your work according to the Canterbury Harvard style guidance which you can access on Moodle. | |

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| **How your work will be assessed** |
| Your work will be assessed on the extent to which it demonstrates your achievement of the stated learning outcomes for this assignment (see above) and against other key criteria, as defined in the University’s institutional grading descriptors. If it is appropriate to the format of your assignment and your subject area, a proportion of your marks will also depend upon your use of academic referencing conventions.  This assignment will be marked according to the grading descriptors for Level 0 |
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| **Submission details** |
| This assignment should be submitted electronically via Moodle (module tutors will discuss this process with you during class time).   * Please ensure that your work has been saved in an appropriate file format (Microsoft Word, Excel or PowerPoint, or PDF are the most widely used). Please use Times New Roman or Calibri type face in12 font with 1.5 line spacing. Your file must also contain at least 20 words of text, consist of fewer than 400 pages and be less than 40MB in size. * You can submit your work as many times as you like before the submission date. If you do submit your work more than once, your earlier submission will be replaced by the most recent version. * Once you have submitted your work, you will receive a digital receipt as proof of submission, which will be sent to your forwarded e-mail address (provided you have set this up). Please keep this receipt for future reference, along with the original electronic copy of your assignment * You are reminded of the University’s regulations on academic misconduct, which can be viewed on the University website: Academic Misconduct Policy. In submitting your assignment, you are acknowledging that you have read and understood these regulations. |
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| **Submission date and time** |
| This assignment should be submitted to Moodle **before 2pm on Week Commencing, 4 March 2022.**  You should submit all work for summative assessments by the above deadline. Work submitted up to three working days after the deadline will be accepted and marked, but the mark will be capped at the pass mark (40%) unless there is a valid reason for the late submission (i.e. having been granted an extension to the deadline or a deferral under the terms of the Extenuating Circumstances Policy).  Work submitted more than three working days after the deadline without a valid reason will not be accepted and will be recorded as 0% RN (refer, no work submitted).  For more information, please refer to: Student Handbook on Moodle.  Feedback and marks for this assignment will be available in three weeks from the deadline. |

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| Provision at Level 3 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework (QCF), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.  **A pass mark (40% or above) demonstrates achievement of all learning outcomes associated with the module assessment** | | | | | |
|  | | **Assessment category** | | | |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass Mark** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Insightful and accurate interpretation and evaluation of information and ideas, based on an excellent application of the most appropriate skills, methods and procedures. Work shows full awareness of the nature of the area of study and different perspectives or approaches within it | Insightful and effective use of a carefully selected range of relevant reading. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Excellent interpretation and evaluation of information and ideas, employing highly appropriate skills, methods and procedures. Work shows strong awareness of the nature of the area of study and different perspectives or approaches within it | Consistent and balanced engagement with a refined selection of many types of relevant reading. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4. | Effective interpretation and evaluation of information and ideas, showing effective use of appropriate skills, methods and procedures. Work shows well established awareness of the nature of the area of study and different perspectives or approaches within it. | Consistent engagement with a wide range of relevant reading. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and clearly expressed throughout. |
| **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | Competent presentation of work in terms of structure and clarity of expression. |

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| **Level 3** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark** | **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4, but lacking depth and breadth. | Adequate interpretation and evaluation of information and ideas, largely using appropriate skills, methods and procedures. Work shows awareness of the nature of the area of study and an emerging awareness of different perspectives or approaches within it. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | Work is structured in a largely coherent manner and is for the most part clearly expressed. |
| **40% – 49%** | Simple factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow or misguided selection of material, with elements missing or inaccurate. | A limited interpretation and evaluation of information and ideas, showing emerging awareness of the nature of the area of study and different perspectives or approaches within it, although not always logical or coherent and with inaccuracies. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% – 39%** | Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Weak and at times flawed interpretation and evaluation of information and ideas, resulting in largely descriptive work that shows lack of awareness of the nature of the area of study and different perspectives or approaches within it. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. Little awareness of the nature of the area of study and no appreciation of different perspectives or approaches within it. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views, showing complete lack of awareness of the nature of the area of study and different perspectives or approaches within it. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |