| **Assignment Submission Deadline:** **Before 14:00 pm on Friday 22/04/2022.** | | |
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| **This assignment guide should be used in conjunction with the assignment brief of**  **E-portfolio. To succeed, you must address each part of the assignment task and satisfy all the learning outcomes.**  **General Notes:**   * The word count indicated below is a guide. Please ensure that you stay within the ***word count i.e., 1500 +/-10%.*** *This means that the allowable word count can be 10% less or 10% greater than the indicated word count* * The information in blue is for guidance only and not a mandatory requirement | | |
| LO 3 | **Demonstrate an understanding of the cultural and behavioural expectations of studying for a degree in business and management.** | □ |
| LO 4 | **Explain the importance of peer-to-peer support and team working to enhance the learning experience.** | □ |
| **DESCRIPTION OF THE TASK – WHAT YOU ARE BEING ASKED TO DO**  You are required to produce an e-portfolio of five documents (word format) which will demonstrate your learning from the module in relation to:   1. The cultural and behavioural expectations of studying for a degree in business management 2. The importance of peer-to-peer support and team working to enhance the learning experience 3. How this learning (in 1 and 2) will impact further studies and your future career 4. How you will practise and apply what you have learnt 5. A personal audit presented as a SWOT analysis   Each of the five documents should be 300 words (approx.)  **You must reference all information used in the report, using the Harvard Referencing Guide ensuring that you use a minimum of 5 academic sources -see additional resource materials in moodle.**  **Notes:**   1. The task requirement is an **e-portfolio** of documents, not an essay, report or reflective journal. You may write therefore in the active voice and in the first person. 2. Where you have used any sources, please ensure that the correct Canterbury Harvard Referencing conventions\* are followed. 3. It is recommended that you use the appropriate e-portfolio template provided below. 4. Include your student ID number, module name, tutor name, academic year/group bubble in your cover page which should be the first page of your essay   **\*Please refer to the Canterbury Harvard Referencing Guide.**  **Portfolio - 1500 words +/-10%.**  The guidance below sets out the requirements of the task and a suggested structure for the portfolio  **Front cover** – student ID number, module name, tutor name and academic year/group bubble.  The following five documents should be **300 words (approx.) each** and demonstrate your learning from the module in relation to the following areas:   1. The cultural and behavioural expectations of studying for a degree in business management 2. The importance of peer-to-peer support and team working to enhance learning experience 3. How this learning (in 1 and 2 above) will impact further studies and your future career 4. How you will practise and apply what you have learnt 5. A personal audit presented as a SWOT analysis     Complete each segment of the portfolio table using full sentences – see examples below:    ***Area of Learning***  1. The cultural and behavioural expectations of studying for a degree in business management  2. The importance of peer-to-peer support and team working to enhance learning experience  3. How this learning (in 1 and 2 above) will impact further studies and your future career  4. How you will practise and apply what you have learnt  5. A personal audit presented as a SWOT analysis   1. Cultural and behavioural expectations – in this section, describe in detail your personal learning of the cultural and behavioural expectations of studying for a degree in business management e.g. *‘prior to attending the module, I had some awareness of behavioural expectations, however, I have come to understand what culture is and how it influences students’ behaviour.’* 2. The importance of peer-to-peer support and team working – in this section, describe in detail your learning in relation to peer-to-peer support and team-working to enhance the learning experience e.g. *‘on this module, I learnt for the first time about peer-to-peer learning as I had previously thought that I would only learn from the tutors and not from fellow students.’* 3. How the learning will impact further studies and future career– in this section, describe how your learning of the cultural and behavioural expectations of studying for a degree in business management and the importance of peer-to-peer support and team working will impact your further studies and future career e.g. *‘from my learning of the cultural and behavioural expectations of studying for a degree in business management, I have developed professional conduct which guides my behaviour and interactions with fellow students, tutors and staff. As I plan to work as a hospitality manager in future, I will be guided by this professional conduct.’* 4. How you will practise and apply what you have learnt – in this section, describe how you will practise what you have learnt in relation to the cultural and behavioural expectations of studying for a degree in business management and the importance of peer-to-peer support and team working e.g. *‘I will practise what I have learnt in relation to the cultural and behavioural expectations of studying for a degree in business management by ensuring timeliness and maintaining professional courtesy to my colleagues and staff at all times.’*   A. Personal audit presented as a SWOT Analysis –in this section:  Identify your personal strengths, weaknesses in relation to your learning and student journey.  Identify the opportunities that would be open to you on the gaining of skills and completion of your degree.  Identify any threats envisaged in relation to your attainment of the opportunities identified. | | |

| Provision at Level 0 (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** | | | | | |
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|  | | **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. |

|  | **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. |