| **Module code and title:** | Foundation Year Research Project (MGBBT0FYP) | **Module leader:** | Dr. Olatunde Olajide |
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| **Assignment type:** | Poster (1500 words) | **Assessment weighting:** | 50% |
| **Submission due dates:** | 7th October 2022 Before 2pm | **Feedback Target:** | 3 weeks from submission |

| **Assignment Overview** | |
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| The assignment aims to take the generic research gathered and presented in task 1 and to apply it to a particular example of a tourism company, to create a poster that demonstrates the struggles the company has faced, or can face, during a period of inflation and how this can be addressed. | |
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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 | Use information collected from a range of sources and use of appropriate methods to address the stated aims and objectives of the investigation. |
| LO 2 | Provide students with the basic skills and knowledge to be able to plan, execute, analyse findings, and draw conclusions on a project related to the tourism industry. |
| LO 3 | Enable students to communicate through written and visual presentation skills. |
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| **Assignment Task and Requirements** | |
| **WHAT ARE YOU ASKED TO DO?**  Building on the research you have carried out in assignment 1, design a Poster that informs us about  ‘***A tourism company that has been affected by inflation in the past and how they overcame this challenge’.***  This task will require you to include all of the following:   1. Provide an overview of the company and their product/service. 2. Identify the period and causes of inflation that the company experienced in the past. 3. Include research from reliable sources that identifies the theories and models that can be used to reduce the negative impacts of inflation and increase the positive impacts. 4. Use images and charts to help demonstrate the research.   **Important:**  **All of your work must be based on reliable research and have a minimum of 10 different sources within it.** Please ensure you use both direct and indirect citations. | |
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| **Assignment Guide and Format** | |
| **Your poster needs to include the following Headings:**   1. *Provide an overview of the company and their product/service* - this information must come directly from the company chosen, such as the company website, not from your own knowledge. The poster should have the company logo represented close to this section. 2. *Identify the period and causes of inflation that the company experienced in the past* – using the research you used in task one to identify periods of inflation, research your chosen company to identify how they were affected at the time. Company annual reports are a great research tool for this. 3. *Include research from reliable sources that identifies the theories and models that can be used to reduce the negative impacts of inflation and increase the positive impacts* – using textbooks and journals explain which models and theories your chosen company used to aid them during the time of inflation. Company annual reports and specialist industry reports on your chosen company can also be a source of information to aid in this task. 4. *Use images and charts to help demonstrate the research* – you must ensure the images are from a reliable source and not created by yourself. The images must also be clear to read.   **Important:**  **All of your work must be based on reliable research and have a minimum of 10 different sources within it.** Please ensure you use both direct and indirect citations.  **You must reference all sources used in your poster, using the Harvard Referencing Guide from CCCU.** | |
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| **Core Text Books** | |
| Reid, M. (2018) Report Writing, Basingstoke, Palgrave  Cottrell, S. (2019) The study skills handbook, Basingstoke, Palgrave | |
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| **Referencing and research requirements** | |
| Please reference your work according to the Canterbury Harvard Referencing style guidance. You can access this on Moodle.  For each reference used, provide the full Harvard reference within your references section and the core in-text citation if you are referencing something in your text.  Include both direct and indirect citations from a wide variety of sources. | |
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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 **content, design and layout, and graphics**, 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  **See attached grid for grade descriptors.** | |
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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; Google Docs is also accepted). 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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| 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** | | | | | |
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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. |
| **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. |