

**Hospitality & Tourism Management**  
**BA(Hons) International Gastronomy Management**  
**Module Handbook January 2026**

**BMGM5005**

**Professional Service**

**LEVEL 5**

**Programme Manager**

**Module Lead:**

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## **Professional Value**

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module for Level 5 IGM students in the Hospitality & Tourism Management.

It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

## **AIM(S)**

To enable students to gain insight into, and comprehend, concepts of organisational design, functions, and processes of management, in addition to recognising the importance of 'management' as an integrating activity.

## **LEARNING OUTCOMES**

Upon the successful completion of this module, the student should be able to:

- Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage.
- Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them to sustain life-long employment.

- Coherently and critically analyse the relationship between structure, culture, people, and organisational performance.
- Critically understand the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership.

## **INDICATIVE CONTENT**

- Theoretical perspectives on organisation and management with a particular focus on the paradigm shift from transition, stability, predictability and order towards flexibility, contingency, and flux.
- Internal (SWOT) and external (PESTLE) environments that impact upon the work of personnel professionals, managing and initiating change for improvement including the nature of work groups and teams.
- Major features of national and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing; Theories of leadership, within an emphasis on the pivotal importance of leadership ability within times of organisational change and transition.
- Staffing processes employed by organisations and how these are now influenced by technology; ensuring such processes are administered lawfully, fairly, efficiently, and effectively. Discussing the general principles of organisation design, structure, and culture, illustrated through practical examples and applications.
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow; Focusing on managerial behavior and action, with an analysis of the elements that constitute effective managerial behavior.
- Individual learning styles; retention and levels of engagement of individuals within

firms' psychological theories and explanatory frameworks of individual behavior, pertaining to:

- *Personality*
- *Perception*
- *Learning*
- *Attitudinal dispositions, namely motivation, satisfaction, and commitment*
- Traditional and contemporary means of professional development; coaching and mentoring; continuous professional development.
- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 160        | 80%         |
| Placement learning   | 0          | 0%          |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment            | Volume     | Weighting |
|-------------------------------|------------|-----------|
| Essay – Case Study Evaluation | 2000 words | 50%       |

### Assessment Component 2

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment      | Volume     | Weighting |
|-------------------------|------------|-----------|
| Individual Presentation | 15 minutes | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

| Week W/C        | Time      | Lecture content – main themes to be covered                                                                                                                                                                                                                          | Supporting material                                                                                                                                                                                                                                                                                                                                                                      | Assessment / Activity                                              | Assessment submission date                                                                                             |
|-----------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Week 1<br>28/01 | 9AM - 1PM | <b>Welcome to the Module</b><br><b>Module Content</b><br><b>Assessments</b><br><b>Introduction to Human Resources and Organisational Structure</b> <ul style="list-style-type: none"> <li>- Function of HR Management</li> <li>- Organisational Structure</li> </ul> | Presentation<br><br>Video- 11 Key HR Functions Explained [2023]<br><br>Video - What is Holacracy?                                                                                                                                                                                                                                                                                        | Assignment 1 : Essay Case Study Evaluation                         | <b>Submission Dead Line:</b><br>13 <sup>th</sup> March 2026                                                            |
|                 |           |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          | Assignment 2 : Individual Presentation                             | <b>Submission Dead Line:</b><br>8 <sup>th</sup> May 2026<br><br><b>Final Presentation</b><br>13 <sup>th</sup> May 2026 |
| Week 2<br>04/02 | 9AM - 1PM | <b>Organisational Culture</b><br><b>Environmental Analysis</b> <ul style="list-style-type: none"> <li>- SWOT</li> <li>- PESTEL</li> </ul>                                                                                                                            | Presentation<br><br>Case Study - Charlie Javice<br><br>Video - French Protesters with Flares Storm BlackRock Offices in Paris<br><br>Video - Amazon Reveals Warehouse Robot For Sorting Packages<br><br>Video - Restaurant of the Future 2023   Food Robots On The Rise<br><br>Video - Companies Struggle to Woo Top Talent to Asia as Region's Pollution Poses Significant Health Risks | Prepare a PESTEL Analysis for a selected country for next tutorial | Tutorial Activity - Presentation                                                                                       |

|                                                                                          |            |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                |                                                                  |  |
|------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--|
| <b>Week 3</b><br>11/02                                                                   | 9AM - 1PM  | <b>Recruitment Strategy</b> <ul style="list-style-type: none"> <li>- Employment Market</li> <li>- Globalisation</li> <li>- Recruitment Methods</li> <li>- Staffing</li> </ul>             | Presentation<br><br>Video - The "Cost" of Globalization<br><br>Quiz - National Career Service Skill Assessment<br><br>Video - How to master recruiting   Mads Faurholt-Jorgensen   TEDxWarwick<br><br>Video - Best AI Recruiting Tools you need to use in 2023 | Manage Your LinkedIn Account<br><br>PESTEL Analysis Presentation |  |
| <p style="text-align: center;"><b>Reading Week W/C 16<sup>th</sup> February 2026</b></p> |            |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                |                                                                  |  |
| <b>Week 4</b><br>25/02                                                                   | 9AM - 1PM  | <b>Interviewing &amp; Retention</b> <ul style="list-style-type: none"> <li>- Interviewing Skills</li> <li>- Retention</li> <li>- Motivation (Maslow's theory)</li> </ul>                  | Presentation<br><br>Video - Simon Sinek_Ted Talk<br><br>Video - Microsoft gives unlimited vacation days<br><br>CV Builder - Canva                                                                                                                              | Create CV Role Play                                              |  |
| <b>Week 5</b><br>04/03                                                                   | 9 AM - 1PM | <b>Quality Management in HR</b> <ul style="list-style-type: none"> <li>- ISO 9001</li> <li>- Investor in People</li> <li>- Quality Culture</li> <li>- Quality Management Tools</li> </ul> | Presentation<br><br>Video - Understanding ISO 9001:2015 - Quality Management<br><br>Video - The Journey to Accreditation                                                                                                                                       | Case Study Analysis                                              |  |

|                        |           |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                  |  |  |
|------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                        |           |                                                                                                                                                                                       | <p>Video - Be Yourself @ Swire Hotels</p> <p>Video - 360 degree Performance Appraisal</p> <p>Case Study - Starwood Hotel 360 degree review</p>                                                                                                                   |  |  |
| <b>Week 6</b><br>11/03 | 9AM - 1PM | <b>Learning &amp; Development</b> <ul style="list-style-type: none"> <li>- Types of Training</li> <li>- Learning Style</li> <li>- Leadership Style</li> <li>- Generation Z</li> </ul> | <p>Presentation</p> <p>Questionnaire - Honey and Mumford Learning Style</p> <p>Questionnaire : What kind of learner are you?</p> <p>Video - The Dark Charisma of Adolf Hitler   BBC Select</p> <p>Video - Gen Z is reshaping the future of work – here's how</p> |  |  |
| <b>Week 7</b><br>18/03 | 9AM - 1PM | <b>Ethnical Concern</b> <ul style="list-style-type: none"> <li>- Equality &amp; Equity</li> <li>- Diversity</li> <li>- National Value</li> <li>- Ethnical Concern</li> </ul>          | <p>Presentation</p> <p>Report - Google Diversity Annual Report 2022</p> <p>Video - Dying from 'overwork'— Japan's toxic office culture</p>                                                                                                                       |  |  |
| <b>Week 8</b><br>25/03 | 9AM - 1PM | <b>Managing Human Resources Globally and Psychology Test for Work</b>                                                                                                                 | <p>Presentation</p> <p>Video – Employees increasingly</p>                                                                                                                                                                                                        |  |  |

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|-------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                                                         |            | <ul style="list-style-type: none"> <li>➤ Factors that most strongly influence HRM in international markets.</li> <li>➤ Categories of international employees.</li> <li>➤ Four levels of global participation and the HRM issues faced within each level.</li> <li>➤ Hybrid work</li> <li>➤ Psychology Personality Test for Work</li> </ul> | seek value and purpose at work                                                                                                              |  |  |
| Easter Break 30 <sup>th</sup> March until the 19 <sup>th</sup> of April |            |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                             |  |  |
| <b>Week 9</b><br>22/04                                                  | 9 AM - 1PM | <b>Assignment Workshop</b>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                             |  |  |
| <b>Week 10</b><br>29/04                                                 | 9 AM - 1PM | <b>Employee Engagement</b> <ul style="list-style-type: none"> <li>➤ What is Employee Engagement?</li> <li>➤ Engagement Model(s)</li> <li>➤ Technology and HR</li> <li>➤ Engagement and Wellbeing</li> <li>➤ Health Matters</li> </ul>                                                                                                      | Presentation<br><br>Video - Diana Dosik: Why we need to treat our employees as thoughtfully as our customers – TED talk from September 2015 |  |  |
| <b>Week 11</b><br>06/05                                                 | 9 AM - 1PM | <b>Learning &amp; Development, Mentoring, coaching, and Performance Management</b> <ul style="list-style-type: none"> <li>➤ Learning, Training, and Development</li> <li>➤ Performance Management</li> <li>➤ Feedback Giving</li> </ul>                                                                                                    | Presentation<br><br>Video - Why are learning styles important?<br><br>Video - Simon Sinek on Millennials in the workplace                   |  |  |
| <b>Week 12</b><br>13/05                                                 | 9 AM - 1PM | <b>Final Presentation Module Feedback</b>                                                                                                                                                                                                                                                                                                  | Presentation                                                                                                                                |  |  |

## INDICATIVE READING LIST

|                       |                                                                                                                                                                                          |                                     |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMGM5005</b>                                                                                                                                                                          |                                     |
| <b>Module Title</b>   | <b>Professional Service</b>                                                                                                                                                              |                                     |
| <b>Classification</b> | <b>Reading List Entry</b>                                                                                                                                                                | <b>Electronic*</b>                  |
| Essential             | Brown, D.R (2019) 5th Edn. The Restaurant Managers Handbook. How to set Up, Operate, and Manage a Financially Successful Food Service Operation. Atlantic Publishing Group Inc. Florida. | <input checked="" type="checkbox"/> |
| Essential             | Ford, R.C, Sturman, M.C (2020)<br>Managing Hospitality Organizations.<br>2nd Edn.                                                                                                        | <input checked="" type="checkbox"/> |
| Essential             | Solomon. M, (2018) The Heart of Hospitality, great Hotel and Restaurant Leaders Share their secrets. SelectBooks. New York                                                               | <input checked="" type="checkbox"/> |
| Essential             | Armstrong, M. and Taylor, S. (2020)<br>Armstrong's handbook of human resource management practice. 15th edition. London, United Kingdom ;: KoganPage.                                    | <input checked="" type="checkbox"/> |
| Essential             | Torrington, D, Hall, L, Atkinson, C, & Taylor, S<br>2020, Human Resource Management PDF EBook, Pearson Education, Limited, Harlow.<br>Available from: ProQuest Ebook Central.            | <input checked="" type="checkbox"/> |
| Further               | Friedman, A. (2012) Continuing professional development: lifelong learning of millions. London: Routledge.                                                                               | <input type="checkbox"/>            |
| Further               | Gallagher, K. (2016) Essential study and                                                                                                                                                 | <input type="checkbox"/>            |

|          |                                                                                                                                              |                                     |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|          | employment skills for business and management students. Oxford: Oxford University Press.                                                     |                                     |
| Further  | Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.                                      | <input checked="" type="checkbox"/> |
| Further  | Johnston, R. Clark, G. Shulver, M (2012). Service Operations Management ,Pearson, Londo                                                      | <input type="checkbox"/>            |
| Further  | Marchington, M. and Wilkinson, A. (2016) Human resource management at work. 6th ed. London: Chartered Institute of Personnel and Development | <input type="checkbox"/>            |
| Further  | Murton, A,. Inman, M., O'Sullivan, N. (2010) Unlocking Human Resource Management, Hodder Education                                           | <input checked="" type="checkbox"/> |
| Journals | People Management                                                                                                                            | <input checked="" type="checkbox"/> |
| Journals | Personnel Today                                                                                                                              | <input checked="" type="checkbox"/> |
| Journals | Human Resource Management Journal                                                                                                            | <input type="checkbox"/>            |
| Journals | International Journal of Human Resource Management                                                                                           | <input type="checkbox"/>            |
| Journals | Harvard Business Review                                                                                                                      | <input checked="" type="checkbox"/> |
| Journals | International Journal of Hospitality Management                                                                                              | <input type="checkbox"/>            |
| Journals | International Journal of Contemporary Management                                                                                             | <input type="checkbox"/>            |
| Journals | Journal of Contemporary Leadership                                                                                                           | <input type="checkbox"/>            |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------|
| <b>Student name:</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Student ID number:</b>                                       |                                       |
| <b>Programme:</b>                      | BA Dip CertHE International Gastronomy Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                 |                                       |
| <b>Module:</b>                         | Professional Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                       |
| <b>Module code:</b>                    | BMGM5005                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Contribution to Overall Module Assessment (%):</b>           | 50%                                   |
| <b>Lecturer:</b>                       | Jemma Smith                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Internal Verifier:</b>                                       | Antoinette Milne                      |
| <b>Assignment Title:</b>               | Essay - Case Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Word count (or equivalent):</b>                              | 2000 (+ or -10%)                      |
| <b>Submission deadline:</b>            | 23:59 Friday 13 <sup>th</sup> March 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Return date of provisional marks &amp; written feedback:</b> | 23:59 Friday 1 <sup>st</sup> May 2026 |
| <b>Submission method:</b>              | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.</p> <p>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.</p> |                                                                 |                                       |
| <b>Academic honesty / referencing:</b> | <p>Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                                       |

**Learning Outcomes tested (from module syllabus)**

- Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determine a firm's need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage;
- Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enable them to sustain life-long employment.

## **Task1 : Essay – 2000 words (+/- 10%)**

### **How to engage employees (Generation Z) throughout the employee life cycle?**

#### **Background**

Different generations have distinct characteristics in relation to work and life. Generation Z, broadly defined as individuals born between 1997 and 2012, is increasingly influencing the hospitality industry and requiring organisations to rethink their strategies. This raises important questions about how older generations of managers can effectively manage and engage this emerging workforce.

This assignment will research and discuss the human resource practices that restaurants must adopt to engage Generation Z employees throughout the employee lifecycle.

In your discussion, consider the following areas:

- Examine the role of the human resources function in employee engagement.
- Explore the key characteristics of Generation Z employees.
- Evaluate different approaches to employee engagement and the benefits of engaging an effective team.
- Analyse employee engagement across the stages of the employee lifecycle, including attraction, recruitment, onboarding, development, retention, and separation.
- Provide examples of practical strategies that could be used to engage employees.
- Apply an employee engagement model and explain how it could be implemented in practice.
- Support your discussion with real-life examples from the hospitality industry.

## **Structure - ESSAY:**

### **Cover Page**

**You must present your essay with a cover page, this to include:**

- The module title and module code
- The title of the essay
- Your name and student's number
- Your lecturer's name

### **Introduction (approximately 10% of the word count)**

The introduction should outline the focus of the essay and clearly define any key terms relevant to the discussion.

### **Main Body (approximately 80% of the word count)**

The main body should critically review the employee lifecycle and examine how the workforce can be effectively engaged throughout each stage of their employment. This section should be developed across several well-structured paragraphs, with ideas flowing logically from one section to the next to maintain a clear "golden thread."

### **Conclusion (approximately 10% of the word count)**

The conclusion should introduce no new material. Instead, it should summarise the key findings of the essay and highlight the benefits of employee engagement within the hospitality industry. As this is an academic essay, it should be presented without section headings or a contents page, and each paragraph should link smoothly to the next to ensure coherence throughout.

### **List of References (Not included in word count)**

You must use credible sources for your research including those from the reading list. This also includes online sources, textbooks, media and industry journals to support your essay. This is a 2,000 word paper and so you need to include 20 sources as a minimum. These must also be inserted as in text citations, to support your writing. You will be assessed on your ability to synthesise knowledge, to develop an understanding of the

subject you have chosen, and how you have been able to present this idea in words within this supporting paper.

### Microsoft Word Settings:

Please use:

- Arial Font 12
- 1.5 Line Spacing
- Justified Text

### Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

|              |                                                                                                                                                                                                 |                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research and data analysis.                                                                                                    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| STRUCTURE    | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.               | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.                   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMING   | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | <input type="checkbox"/>                                               |

## Guidance for Students in the Completion of Tasks

### 1. Research-informed Literature /10

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

***Specific to this assignment:*** The work should contain at least 20 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.

### 2. Knowledge and Understanding of Subject /30

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

***Specific to this assignment:*** You should demonstrate knowledge and understanding of the theories/models associated with personnel resourcing, along with a detailed understanding of the employee lifecycle and employee engagement. You should have clear understanding of the generation differences.

### 3. Cognitive and Intellectual Skill /30

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast

information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

***Specific to this assignment:*** You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and recommendations. Review current industry trends and standards and analyse their performance. You should show clear understanding why we have to manage generation Z differently.

#### **4. Practical application and deployment /20**

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

***Specific to this assignment:*** The essay should demonstrate understanding of how engagement affects the employee lifecycle, including specific examples of how to engage employees throughout the lifecycle and the benefits.

#### **5. Skills for professional practice /10**

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

***Specific to this assignment:*** The essay should be structured in accordance with an academic essay layout (follow guidelines). The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method.

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| <b>Student name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Student ID number:</b>                                       |                                           |
| <b>Programme:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | BA Dip CertHE International Gastronomy Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                 |                                           |
| <b>Module:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Professional Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |                                           |
| <b>Module code:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | BMGM5005                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Contribution to Overall Module Assessment (%):</b>           | 50%                                       |
| <b>Lecturer:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Jemma Smith                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Internal Verifier:</b>                                       | Antoinette Milne                          |
| <b>Assignment Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Individual Presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Word count (or equivalent):</b>                              | 2000 (+ or -10%)                          |
| <b>Submission deadline:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Submit slide 23:59 8 <sup>th</sup> May 2026<br>Presentation in class 13 <sup>th</sup> May 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Return date of provisional marks &amp; written feedback:</b> | 23:59 Thursday 11 <sup>th</sup> June 2026 |
| <b>Submission method:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.</p> <p>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.</p> |                                                                 |                                           |
| <b>Academic honesty / referencing:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                           |
| <b>Learning Outcomes tested (from module syllabus)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                           |
| <ul style="list-style-type: none"> <li>• Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determine a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage;</li> <li>• Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enable them to sustain life-long employment.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                           |

## **Task2 : Individual presentation (+/- 10%)**

### **Analyse the impacts of macro environment on human resources management and personal management**

#### **Background**

This individual presentation is for the General Manager highlighting solutions to the contemporary trends such as Artificial Intelligence (AI), Retirement tide, and so forth, facing the hospitality industry and how these challenges re-shape employee recruitment, retention and the employees' continuously growth and learn. The General Manager has requested you, to conduct a **presentation** of 15 minutes based on a **restaurant of your choice**. Please provide a brief background to the restaurant in your presentation.

#### **Consider:**

- PESTLE and SWOT (External factors will affect internal affairs).
- Retention rates
- Industry examples – For example, what have TRG/Miller and Carter/Independents have done to deal with the contemporary trend?
- Leadership Style – Which leadership style you would like to adopt and follow?

You should structure your work as a presentation, inclusive of a cover page, contents page and subheadings.

#### **Structure - Presentation:**

##### **Cover Page**

**You must present your presentation with a cover page, this to include:**

- The module title and module code
- The title of the presentation
- Your name and student's number
- Your lecturer's name

### **Introduction and Background (10% 1 to 2 minutes)**

Briefly discuss the restaurant on which the proposal is to be based. Within your discussion identify the current challenges the proposal will examine along with the issue of retention. This very much sets out the subject that you are proposing, a short background of the restaurant of your choice, identifying the current issues the proposal will examine based around the theme of retention. Consider what might impact retention in your restaurant, examples include staff shortage, lack of training, poor management, learning and development opportunities, and leadership style.

### **Discussion (80% 10 to 12 minutes)**

- In this section, you should summarise work on this topic that other researchers have conducted including their finding and provide any background on the topic that your readers should have before you present your own work.
- Provide examples on how recent and current affairs such as Brexit, Covid, Inflation, Economic Situation, Global Retirement tide, Generation Gap are affecting recruitment and retention.
- What are potential solutions? Provide industry examples with justification.
- Suggest the importance of leadership and how you apply selected leadership style in work.
- How your analysis and evaluation related to F&B department?

### **Evaluation and Conclusion (10% - 1 to 2 minutes)**

- Summarise your main work and findings as well as the implications of your work, including solutions as recommendations to the business.

### **List of References**

You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle).

## Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

|              |                                                                                                                                                                                                 |                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research and data analysis.                                                                                                    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| STRUCTURE    | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.               | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.                   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMMING  | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | <input type="checkbox"/>                                               |

## Guidance for Students in the Completion of Tasks

### 1. Research-informed Literature /10

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

***Specific to this assignment:*** The work should contain at least 20 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.

### 2. Knowledge and Understanding of Subject /25

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

***Specific to this assignment:*** You should demonstrate knowledge and understanding of the theories/models associated with engagement and methods used to obtain levels of engagement within a workforce. You should demonstrate a sound understanding of the impact of current challenges the industry is facing with regards to recruitment, retention and the leadership.

### 3. Cognitive and Intellectual Skill /30

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who?

Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

***Specific to this assignment:*** You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and recommendations. Critically analyse the political, economic, sociological, technological, legal and environmental impact within the industry, specifically your hotel and how your analysis related to F&B department.

#### **4. Practical application and deployment /20**

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

***Specific to this assignment:*** The presentation should include the current challenges and trends faced within the industry and critical analysis of the effects of this, including, highlighting the importance of recruitment, retention, and leadership within the industry and why this is beneficial to the organisation, especially in F&B department. Your lecturer will ask you question after the presentation based on the presentation, your answer should be reasonable.

#### **5. Skills for professional practice /15**

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

***Specific to this assignment:*** The presentation should be structured in accordance with a presentation (follow guidelines). The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be

*referenced using the Harvard method. Remember you're trying to convince people to take your up on your plan. Don't rush it – it is about getting your point across, not about the amount of slides you have or words you use. Make sure you have shown your **professionalism**. You should consider this is a real presentation to GM in the hotel.*

## Appendix A

### GENERIC ASSESSMENT CRITERIA

#### Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

| Level 5                                                                                                          | FAIL                                                                                                                                                            | MARGINAL FAIL                                                                                                                                                                 | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                            | GOOD<br>(2.2 / Pass)                                                                                                                    | VERY GOOD<br>(2.1 / Merit)                                                                                                                          | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                              | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                          |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                                           | 30-39%                                                                                                                                                                        | 40-49%                                                                                                                                                              | 50-59%                                                                                                                                  | 60-69%                                                                                                                                              | 70-84%                                                                                                                    | 85-100%                                                                                                                                 |
| <b>Engagement with literature</b><br>(including reading, referencing, academic conventions and academic honesty) | Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information | Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied | Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing | Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of | Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing. | Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied. |

| Level 5                                                                                                                                                                                                                 | FAIL                                                                                                                                                                                                                                  | MARGINAL FAIL                                                                                                                                                                                                                 | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                         | GOOD<br>(2.2 / Pass)                                                                                                                                                                                        | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                        | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                    | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                              |
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| Category                                                                                                                                                                                                                | 0-29%                                                                                                                                                                                                                                 | 30-39%                                                                                                                                                                                                                        | 40-49%                                                                                                                                                                                                                                           | 50-59%                                                                                                                                                                                                      | 60-69%                                                                                                                                                                                                            | 70-84%                                                                                                                                                          | 85-100%                                                                                                                                                                                                     |
|                                                                                                                                                                                                                         | used incoherently or largely absent.                                                                                                                                                                                                  | gained through class contact. Inconsistent and weak use of referencing.                                                                                                                                                       | accurately or consistently.                                                                                                                                                                                                                      | may show minor inaccuracies or inconsistencies .                                                                                                                                                            | referencing, with no/very few inaccuracies or inconsistencies .                                                                                                                                                   |                                                                                                                                                                 |                                                                                                                                                                                                             |
| <b>Knowledge and understanding</b><br>(Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.) | Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline. | Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline. | Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry. | Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material. | Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge. | Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. | Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories. |
| <b>Cognitive and intellectual skills</b><br>(Critical evaluation and analysis of concepts and principles;                                                                                                               | Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of                                                                                                                                            | Largely descriptive work, with superficial use of critical evaluation and analysis of                                                                                                                                         | Limited attempt at critical evaluation and analysis of concepts and principles, tending                                                                                                                                                          | Some critical evaluation and analysis of concepts and principles, though descriptive in                                                                                                                     | Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used                                                                                                                    | Excellent critical evaluation and analysis of concepts and principles leading to                                                                                | Outstanding critical evaluation and analysis of concepts and principles. Uses evidence                                                                                                                      |

| Level 5                                                                                                             | FAIL                                                                                                                                                                                      | MARGINAL FAIL                                                                                                                                                                                                                             | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                    | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                   | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                               | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                           | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                             |
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| Category                                                                                                            | 0-29%                                                                                                                                                                                     | 30-39%                                                                                                                                                                                                                                    | 40-49%                                                                                                                                                                                                      | 50-59%                                                                                                                                                                                                                                                                 | 60-69%                                                                                                                                                                                   | 70-84%                                                                                                                                                                                                                                                                                                 | 85-100%                                                                                                                                                                                                                                                                                                                                                                    |
| argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.) | concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence. | concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory. | towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge. | parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements. | and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements. | logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts. | exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations. |
| <b>Practical skills</b><br>(Apply underlying concepts and principles more                                           | Limited or no use of established methods,                                                                                                                                                 | Rudimentary application of established methods,                                                                                                                                                                                           | An adequate awareness and mostly appropriate                                                                                                                                                                | A good and appropriate application of established                                                                                                                                                                                                                      | A very good application of a range of established                                                                                                                                        | An advanced application of a range of established                                                                                                                                                                                                                                                      | Exceptional levels of application and deployment                                                                                                                                                                                                                                                                                                                           |

| Level 5                                                                                                                                                   | FAIL                                                                                                                                                                                                                                                                                                | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                 | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                         | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                                                                                | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                           | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                   |
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| Category                                                                                                                                                  | 0-29%                                                                                                                                                                                                                                                                                               | 30-39%                                                                                                                                                                                                                                                                                                                                                        | 40-49%                                                                                                                                                                                                                                                                                                                                                  | 50-59%                                                                                                                                                                                                                                                                                                                                       | 60-69%                                                                                                                                                                                                                                                                                                                                                                    | 70-84%                                                                                                                                                                                                                                                                                                                                                 | 85-100%                                                                                                                                                                                                                                                                                                                                          |
| widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.) | materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied. | materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied. | application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied. | methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied. | methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of | methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied. | skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied. |

| Level 5                                                                                                                                                                                                                                                                                            | FAIL                                                                                                                                                                                                                                                                                                                                                            | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                               | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                   | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                              | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                                                                                             | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                           |
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| Category                                                                                                                                                                                                                                                                                           | 0-29%                                                                                                                                                                                                                                                                                                                                                           | 30-39%                                                                                                                                                                                                                                                                                                                                                                      | 40-49%                                                                                                                                                                                                                                                                                                                                                                     | 50-59%                                                                                                                                                                                                                                                                                                                                                            | 60-69%                                                                                                                                                                                                                                                                                                                                                                                 | 70-84%                                                                                                                                                                                                                                                                                                                                                                                     | 85-100%                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                   | some creativity.                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Transferable skills for life and professional practice</b><br>(Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.) | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making. | Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited | Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates | Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the | Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with | Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the | Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision- |

| Level 5  | FAIL  | MARGINAL FAIL                                                                                                | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                  | GOOD<br>(2.2 / Pass)                                                                                             | VERY GOOD<br>(2.1 / Merit)      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                     | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)  |
|----------|-------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Category | 0-29% | 30-39%                                                                                                       | 40-49%                                                                                                                                    | 50-59%                                                                                                           | 60-69%                          | 70-84%                                                                                           | 85-100%                                         |
|          |       | evidence of the skills for employment requiring the exercise of personal responsibility and decision-making. | the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness. | exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness. | just occasional minor weakness. | exercise of personal responsibility and decision-making and an appetite for further development. | making and an appetite for further development. |

