Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Academic Discipline of Hospitality and Tourism Management
BA Hospitality and Hotel Management

Module Handbook Academic Year 25/26

BMIH5008

Hotel Placement – Food and Beverage Operations

LEVEL 5

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Food and Beverage Operations

Welcome to this overview handbook for the above module. This is a level 5, 20-credit module taught on hotel placement in semester 2 to Level 5 HHM students in the Academic Discipline of Hospitality and Tourism Management.

AIM(S)

- To provide students with a practical first-hand experience of food and beverage operations to enable students to appreciate what constitutes good practice. The students will gain practical experience in areas such as restaurant (including bars) and kitchen. They will gain an understanding of team - work, communication, task management etc. and will focus upon self-management and developing the skills and competency required for their future careers.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be designed to focus on the broad range of areas within food and beverage operations in the hotel industry. The module will provide students with a comprehensive introduction to the requirements of working in food and beverage operations.
- Develop food production and food & beverage guest service skills.
- Key skills – communication, teamwork, task management, personal skills, operational issues.
- Operational tasks appropriate to F&B departments – task management, performance.
- Review – reflection, self-appraisal, reaction to feedback.
- Theory into practice.
- Operations Management.
- Organisational Issues: Policies and procedures relating to Food and Beverage Operations, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	200	100%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	6 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

INDICATIVE READING LIST

Module Code	BMIH5008	
Module Title	Food and Beverage Operations (Placement)	
Classification	Reading List entry	Electronic
Essential	John Cousins, D.F. (2023) *Food and Beverage Management: For the hospitality, tourism and event industries*. 6th edn. Goodfellow Publishers Ltd	☒
Essential	Camillo, A.A. (2021) *Strategic International Restaurant Development: From Concept to Production*. 1st edn. IGI Global.	☒
Essential	Boussard, S. (2021) *Food and beverage management in the luxury hotel industry*. 1st edn. Business Expert Press.	☒
Essential	Association of Science Education Tutors. (2013) ASET good practice guide for work based and placement learning in higher education. Sheffield: ASET.	☒
Essential	Andersen, V., Lelieveld, H.L.M. and Motarjemi, Y. (2023) *Food Safety Management - A Practical Guide for the Food Industry (2nd Edition)*. 2nd edn. Elsevier.	☒
Essential	Anon (n.d.) *Institute of Hospitality.* Available from: www.instituteofhospitality.org	☒
Further	Guidara, W. (2024) *Unreasonable Hospitality: The Remarkable Power of Giving People More Than They Expect*. Ebury Edge .	☒
Further	Anon (n.d.) *Hotel Management Journals | Business Management Journals*. Available from: https://www.longdom.org/hotel-business-management.html	☒
Further	Anon (n.d.) *The Caterer*. TW Group Limited. https://www.thecaterer.com/	☒
Further	Anon (n.d.) *Homepage | Food Standards Agency*. Available from: https://www.food.gov.uk/	☒
Further	Anon (n.d.) *Hospitality news*. Available from: https://www.restaurantonline.co.uk/	☒
Further	Anon (n.d.) *UKHospitality*. Available from: https://www.ukhospitality.org.uk/	☒
Further	Peeters, M.J. and Sexton, M.E. (2020) 'Use of reflective writing within interprofessional education: a mixed-methods analysis', *Journal of interprofessional care*, 34(3), pp. 307–314. Available at: https://doi.org/10.1080/13561820.2019.1649644	☒
Websites	Organisational websites as personally applicable to the students' individual placement	☒

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Hospitality and Hotel Management**		
Module:	**Food & Beverage Operations**		
Module code:	**BMIH5008**	**Contribution to Overall Module Assessment (%):**	**100%**
Lecturer:	**Daniel Payne, Lisa Bassler**	**Internal Verifier:**	**Antoinette Milne**
Assignment Title:	**Portfolio (6 Elements)**	**Word count (or equivalent):**	**4000 Words**
Submission deadline:	**Monday, 20th April 2026** **by 23:59pm**	**Return date of provisional marks & written feedback:**	**Tuesday, 19th May 2026** **by 23:59pm**
Submission method:	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.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** 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. 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.		
Academic honesty / referencing:	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.		

Module Learning Outcomes
(from module syllabus)

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

- Undertake efficiently and shadow a supervisory position in Food and Beverage Operations and critically appreciate the importance of work-based key skills.
- Systematically analyse management performance within the workplace environment and knowledgeably discuss issues relating to Food and Beverage Operations.
- Systematically examine and understand performance criteria and technical knowledge necessary to meet hotel F&B guest service standards.

TASK DESCRIPTION

This 6-part portfolio assignment is designed to help you reflect on your experiences in the Food and Beverage (F&B) department during your hotel placement, incorporating both feedback and self-assessment. Follow the sections outlined below, adhering to the word counts and structure provided.

Part 1: Reflective Writing Using Gibbs' Model (1,500 words)

Guidance:

You are required to reflect on your experience in the Food and Beverage (F&B) department using **Gibbs' Reflective Cycle** (reference accordingly). Break your reflection into the following six stages:

1. **Description**: What happened during your placement? Provide a detailed account of a specific situation or task in the F&B department.
2. **Feelings**: What were your thoughts and feelings about the experience? Explore your emotional response to the situation.
3. **Evaluation**: What was good or bad about the experience? Analyse both positive and negative aspects objectively.
4. **Analysis**: Why did things go well or poorly? Link your experience to theories or concepts from your studied Level 4 modules (e.g. BMIH4011).
5. **Conclusion**: What have you learned from this experience? Identify key takeaways that enhance your professional development.
6. **Action Plan**: How will you apply this learning in future situations? Outline specific steps for improvement or further development. Consider your upcoming Level 6 hotel placement.

Example Layout:

- **Introduction (100-150 words):** Briefly introduce the purpose of the reflection and your role in the F&B department.
- **Main Body (1,200-1,300 words):** Structure your reflection according to Gibbs' six stages. Use subheadings for clarity.
- **Conclusion (150-200 words):** Summarise your insights and learning outcomes.

A minimum of **three academic references** is required for this component.

Part 2: Hotel Mentor Feedback (250 words equivalent)

Guidance:

This section requires your Hotel Mentor to provide feedback on your performance in the F&B department.

Details to Include:

- **One Overall Feedback Statement**: General comments on your skills and contribution.
- **Reporting Areas**: Specific comments on your performance, such as knowledge of menu and service standards, speed and efficiency in service, and ability to upsell and engage with guests.
- **Contact Information**: Mentor's name and role.

Action: Copy this feedback into your portfolio as provided by your Placement Tutor.

Part 3: Placement Tutor Feedback (250 words equivalent)

Guidance:

Your Placement Tutor will assess your performance and provide feedback specific to the **F&B department**.

Details to Include:

- **One Overall Feedback Statement**: General observations on your placement based on interaction with the Hotel Mentor and the student one to one meetings throughout the 12 weeks.
- **Reporting Areas**: Evaluation of your behaviour and engagement with your placement (Food and Beverage department) and skill development (e.g. time management, communication, problem-solving).
- **Contact Information**: Tutor's name and role.

Action: Copy this feedback into your portfolio as provided by your Placement Tutor.

Part 4: Reflection on Hotel and Placement Tutor Feedback (1,000 words)

Guidance:

Reflect on the feedback you received from both your Hotel Mentor and Placement Tutor **focussing on the Food and Beverage department**. Use the following three-point structure to organise your reflection:

1. **Understanding the Feedback**: Summarise and interpret the feedback received.
2. **Impact of the Feedback**: Evaluate how the feedback has shaped your understanding of your performance and skills.
3. **Action Steps for Growth**: Identify how you will use this feedback to improve in future placements (Level 6) or professional settings.

Example Layout:

Introduction (100-150 words)

Briefly introduce the purpose of this reflection.

- Explain that the section focuses on analysing feedback received from both your Hotel Mentor and Placement Tutor regarding your performance in the F&B department.
- Highlight the importance of feedback in identifying strengths, addressing weaknesses, and guiding personal and professional development.

Main Body (750-800 words)

1. Understanding the Feedback

- Summarise the feedback from your Hotel Mentor, highlighting key strengths and areas for improvement (e.g. customer service skills, time management).
- Summarise the Placement Tutor's feedback, focusing on comments about critical thinking, reflective skills and application of theory.
- Identify common themes between the two feedback sources and any unique insights provided by each.

2. Impact of the Feedback

- Reflect on how the feedback has helped you understand your strengths (e.g. strong interpersonal skills) and weaknesses (e.g. multitasking under pressure).
- Relate the feedback to specific experiences during your placement, such as a challenging or rewarding moment where feedback was particularly relevant.
- Discuss how the feedback has reshaped your perspective on professional growth in the F&B industry.

3. Action Steps for Growth

- Outline specific actions you will take to address the feedback, such as implementing new time management strategies or seeking further training.
- Explain how these steps will improve your future performance in placements (Level 6) or professional roles.
- Connect these actions to your long-term career goals, demonstrating how this reflection contributes to your development as a hospitality professional.

Conclusion (100-150 words)

- Summarise the key insights gained from reflecting on the feedback.
- Reiterate how this process has highlighted areas for personal and professional growth.
- Conclude with a commitment to applying these lessons in future roles within the hospitality industry.

A minimum of **two academic references** is required for this component.

Part 5: Presentation on Placement Experience (1,000 words equivalent)

Guidance:

Prepare a 15-minute presentation divided into **three** parts. Include a brief write-up summarising your key points and learnings based on above reflections for each operational department.

Food and Beverage (F&B) Department

Provide an overview of your role, key experiences, challenges faced and the skills you developed in the F&B department.

Hotel Administration and Front Office (HAFO)
Describe your exposure to the reception department, focusing on guest interactions, administrative tasks, and the skills gained.

Operating Hotel Facilities (OHF)
Summarise your experiences in housekeeping and other departments, highlighting operational tasks, challenges and learnings.

Presentation Tips:

Time Management: Allocate approximately 5 minutes to each section to ensure balanced coverage.

Use Visuals: Include slides, photos or diagrams to make your presentation more engaging.

Connect Themes: Show how experiences in F&B, HAFO and OHF interlink and contribute to the overall guest experience.

Conclude Strongly: End with a summary of your key learnings and how this placement has prepared you for your career in hospitality.

References: Consistently include in-text citations throughout all slides of your presentation and a reference list as your final slide. A minimum of **six academic references** is required for this component.

Part 6: Questions and Answers Based on the Presentation

Guidance:

This section will remain **blank** for submission, as it will be completed by the lecturer during the marking process. It is intended to record the questions asked by the lecturer based on your presentation and any additional comments they provide.

Example Questions the Lecturer Might Ask:

- What skills did you develop during the placement?
- How did this experience align with your career goals?
- What would you do differently if given another opportunity?

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 ☒ No ☐
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 ☒ No ☐
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 ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS COMPONENT ONE

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

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 an appropriate *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 a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

For this assessment, your work must demonstrate an informed understanding of the Food and Beverage (F&B) sector by incorporating a wide range of scholarly and industry-specific sources. Use academic journal articles, textbooks, and industry reports to explore F&B operations, service standards, and customer engagement strategies. Reliable online content, such as government or industry association websites, can supplement your research, but use such sources sparingly and critically. Focus on current publications from the past five years to ensure your work reflects contemporary practices, while also integrating seminal works where applicable. Consistently include in-text citations throughout all sections of your portfolio, referencing examples from your placement and supporting these with evidence from your research. A complete and correctly formatted reference list must be included at the end of your work, including a minimum of 11 references.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

In this assessment, you are expected to demonstrate a sound understanding of key concepts and principles related to Food and Beverage operations. This includes an understanding of service delivery, guest satisfaction, and operational efficiency within the context of your placement. Use Gibbs' Reflective Model to structure your reflections in Part 1, explaining the principles behind your actions and decisions. Clearly articulate how theories, such as customer satisfaction frameworks or workflow management techniques, were applied to your tasks. Show a clear connection between your learning and the realities of working in

the F&B department, emphasising how academic knowledge influenced your practical approach to challenges and opportunities

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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 what cost? At all times, you must provide justification/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Your work should reflect your ability to critically evaluate your experiences within the Food and Beverage department. Analyse the feedback provided by your hotel mentor and placement tutor in Part 4, assessing its relevance and identifying actionable insights. Discuss specific scenarios where you faced challenges, such as managing high-pressure service environments or resolving customer complaints, and provide a critical analysis of your approach. Justify your decisions and outcomes by referencing theoretical frameworks and industry practices. Your ability to consider alternative approaches, propose solutions, and evaluate the effectiveness of your actions will demonstrate a high level of intellectual engagement and critical thinking.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/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, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

This assessment requires you to demonstrate how you applied theoretical concepts to real-world F&B operations during your placement. Reflect on how you managed specific tasks, such as setting up service areas, managing reservations, or addressing guest concerns. In Part 5, provide examples from your placement to illustrate how you implemented service standards, followed organisational protocols, or utilised tools to improve efficiency. Highlight the practical techniques you used to enhance customer satisfaction, teamwork, and operational success. Additionally, acknowledge any limitations you encountered, such as time constraints or resource availability, and discuss how you adapted to these challenges.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Your portfolio must reflect the development of transferable skills crucial for success in the Food and Beverage industry. Communicate your ideas clearly and professionally throughout all written sections, ensuring your work is logically structured with clear headings and subheadings. Demonstrate how you improved key skills during your placement, such as time management, customer service, and teamwork. In Part 5, ensure your presentation is well-organised, visually engaging, and confidently delivered, showing your ability to communicate effectively to both specialist and non-specialist audiences. Use this opportunity to highlight how your placement experience prepared you for future roles within the hospitality industry, particularly in F&B management. You should write the report in a recognised format within the assignment word count. All writing should be academic style, formal, focused, concise and subject-specific. It should use a font of Arial, Calibri or Times New Roman 12 point and be 1.5 lined spaced.

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	15	

	Late Submission Penalties (tick if appropriate)		**%**
	Up to 1 week late (40% Max)		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Over 1 week late (0%)		

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 knowledgeand 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 theiranalyses 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 (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**

Engagement with literature (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 used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources.Some omissionsand minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive rangeof relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive rangeof relevant and credible literature. High-level referencing skills consistently applied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Knowledge and understanding (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.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement**;** the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work.Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of 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.	Limited attempt at critical evaluation and analysis of concepts and principles, tending 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.	Some critical evaluation and analysis of concepts and principles, though descriptive in 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.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Abilityto devise arguments that show awarenessof different stances, and useevidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to 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.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence 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 fieldand wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, 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.	Rudimentary application of established methods, 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.	An adequate awareness and mostly appropriate 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.	A good and appropriate application of established 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.	A very good application of a range of established 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 some creativity.	An advanced application of a range of established 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 problemsand propose excellent, creative solutions outsidethe context in which they were first studied.	Exceptional levels of application and deployment 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 outsidethe context in which they were first studied.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Transferable skills for life and professional practice (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 evidence of the skills for employment requiring the exercise of personal responsibility and decision- making.	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 agroup, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision- making, with some areas of minor weakness.	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 ofa team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision- making, with some areas of strength and some of minor weakness.	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 ofa team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision- making, with just occasional minor weakness.	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 exercise of personal responsibility and decision-making and an appetite for further development.	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- making and an appetite for further development.

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