

Hospitality & Tourism Management

BA (Hons) International Gastronomy Management

Module Handbook September 2026

BMGM4000
Effective Management
LEVEL 4

Module Lead:

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Effective Management September 2026

Welcome to this generic overview handbook for the above module. This is a 20-credit module taught to Level 4 International Gastronomy Management students in the School of Hospitality and Tourism Management.

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

To get the best out of this module it is vital that you engage with the themes explored as well as with 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 provide students with an introduction to effective restaurant management, and what constitutes good practice.

LEARNING OUTCOMES

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

- Understand the different positions within the kitchen brigade and appreciate the importance of the work based key skills within this area of restaurant operation.
- Examine the different positions within Front of House management and leadership and appreciate the importance of the work based key skills within this area of restaurant operation.
- Explore the relationship between the front of house (dining area) and back of house (kitchen) for effective management and delivery of core functions.
- Investigate issues relating to operations such as resource allocation, the need for technical knowledge, of all departments, industry standards, planning and organisation, differing management styles, health, and safety.

INDICATIVE CONTENT

- Styles of management – what is required for the individual, organisation, and the individual restaurant.
- Teamwork: roles of team membership versus team leadership. The elements of a successful team, internal and external communication for teams.
- Operational tasks: how to manage workload, considerations to allocation, knowing your colleagues – capabilities and strengths of skills.
- Understanding your place in the market: meeting the diners' needs and delivering their wants.
- Organisational Issues: policies and procedures relating to safe operation, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management

structures, working practices, marketing, health and safety, guest service.

- Operating legally: licensing, local laws (planning and permissions) national government (Acts of Parliament).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMGM4000	
Module Title	Effective Management	
Classification	Reading List entry	Electronic*
Essential	Brown, D.R (2019) 5 th Edn. The Restaurant Managers Handbook. How to set up, Operate, and Manage a Financially Successful Food Service Operation. Atlantic Publishing Group Inc. Florida.	☐
Essential	Ford, R.C, Sturman, M.C (2020) Managing Hospitality Organizations. 2 nd Edn.	☐
Essential	Solomon. M, (2018) The Heart of Hospitality, great Hotel and Restaurant Leaders Share their secrets. SelectBooks. New York.	☐
Essential	Wood, R.C., (2015). Hospitality management: a brief introduction, Sage, London.	☒
Essential	Heppell, M. (2015) Five Star Service: How to deliver Exceptional Customer Service, Pearson, London	☒
Further	Johnston, R. Clark, G. & Shulver, M. (2012) Service Operations Management, Pearson, London	☐
Further	Tesone, D. (2010) Principles of Management for the Hospitality Industry, Butterworth Heineman, Oxford.	☒
Further	Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.	☐
Journals	People Management	☒
Journals	Personnel Today	☒
Journals	International Journal of Human Resource Management	☒
Journals	Harvard Business Review	☒
Journals	International Journal of Hospitality Management	☒
Journals	International Journal of Contemporary Management	☒

Week (W/C)	Time	Lecture content – main themes to be covered	Supporting material	Assessment /Activity	Assessment submission date
Week 1 w/c 28/09	9am-1pm	Welcome to the Module - Assessments - Content to be covered - Introduction of key terms: management styles, kitchen brigade etc.	Presentation Activity	Assignment 1: Portfolio – Module Handbook	Assignment Submission Deadline: Thursday 14th January 2027 23:59
Week 2 w/c 5/10	9am-1pm	FOH/BOH Structures & The Principles of Management - Structure: Back of house and front of house (roles & responsibilities) - Kitchen Brigade - What is management & leadership? - Function of management 5 levels of leadership - Styles of management	Presentation Video		

Week 3 w/c 12/10	9am- 1pm	Your Place in the Market - Identifying your role within a team & your preferred leadership style - Managing diverse teams effectively - Belbin Team Roles - MBTI Personality Test	Presentation Quiz		
Week 4 w/c 19/10	9am- 1pm	Assignment Workshop - Digital Skills Session - Academic Misconduct Session - In-depth look at assignment requirements	Guest Lectures Presentation		
w/c 26/10		Reading Week – NO CLASS			
Week 5 w/c 2/11	9am- 1pm	Field Trip Details to be confirmed			

Week 6 w/c 9/11	9am-1pm	Operational tasks & Successful Management - Managing workloads: allocating & supervising tasks - How to identify the strengths of team members - Talent Management: know your team	Presentation Videos Group Activities		
Week 7 w/c 16/11	9am-1pm	Quality Management - SOPs - Quality Standards - Health & Safety - The importance of implementing & ensuring consistency within organisations	Presentation Videos Group Discussions		

Week 8 w/c 23/11	9am- 1pm	Marketing Techniques • Introduction to marketing & how to ensure you meet the diners' needs & deliver their wants • How to inspire & empower your team to deliver • Introduction to marketing techniques: market segmentation & using your customers and staff as key marketers	Presentation Videos Activities		
Week 9 w/c 30/11	9am- 1pm	Communication • Effective Communication • Conflict Management • Cross departmental communication • The importance of top-down communication	Presentation Videos Debate		
Week 10 w/c 7/12	9am- 1pm	Organisational Culture • Cultural elements • Cultural Leadership	Presentation Videos Group Activities		

w/c 14/12 21/12 28/12 4/01	Christmas Break – NO CLASSES				
Week 11 w/c 11/01	9am-1pm	Assignment Workshop • Q & A • Refresher on requirements • Draft feedback discussion			Assignment due Thursday 14th January 2027 23:59
Week 12 w/c 18/01	9am-1pm	Module Wrap up Module Feedback	Presentation		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:					
Programme:	BA International Gastronomy Management						
Module:	Effective Management						
Module code:	BMGM4000	Contribution to Overall Module Assessment (%):	100%				
Lecturer:	Jess Newport	Internal Verifier:	Jemma Smith				
Assignment Title:	Portfolio – A case study of Marina View Restaurant	Word count (or equivalent):	2000 (+ or -10%)				
Submission deadline:	Thursday 14 th January 2027 23:59	Return date of provisional marks & written feedback:	11 th February 2027 23:59				
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.						
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis. If You Go Over the Word Limit If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module. <table><tr><td>Amount Over Limit</td><td>Penalty Applied</td></tr><tr><td> </td><td> </td></tr></table>			Amount Over Limit	Penalty Applied		
Amount Over Limit	Penalty Applied						

	Up to 10% over	No penalty
	10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
	26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
	Over 50%	Mark capped at the pass mark
Examples (Undergraduate): • A mark of 44% would be reduced to the pass mark of 40% if the work is 10–25% over. • A mark of 49% would be reduced by 5 marks to 44%. • A mark of 47% at 25–50% over would be reduced to 40%. • A mark of 55% at 25–50% over would be reduced by 10 marks to 45%. If You Are Under the Word Limit If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes. Feedback If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.		

Module Learning Outcomes (from module syllabus)
• Demonstrate a critical understanding of the term “sustainability” and apply it within the context of hospitality; • Analyse concepts of “sustainable good practice” within the tourism and hospitality industry.

TASK DESCRIPTION COMPONENT ONE

Portfolio – 2000 words (+/- 10%)

Portfolio – A case study of Marina View Restaurant

Background

Organisations across the hospitality industry operate with varying management structures and leadership approaches. It is essential to ensure that the establishment has a clear and defined organisational structure for effective communication, operational efficiency and consistency across service outputs. As emerging professionals in hospitality management, you will be expected to identify and evaluate the essential skills that enhance internal communication and contribute to effective leadership.

As a result, this portfolio requires you to analyse how a General Manager can engage team members across four key areas, both front and back of house, within a busy restaurant environment.

Section 1 – Front of House (FOH) and Back of House (BOH) structure

Section 2 – Standard Operating Procedures (SOPs)

Section 3 – The Role and Importance of Leadership

Section 4 – Employee Characteristics and Management Strategies

The accompanying case study information provides you with a fictional restaurant to base your portfolio on. Ensure that you read this information carefully to guide your research when completing each of the four required sections.

Key considerations:

- **Section 1:** What is the structure FOH and BOH, and how can the two areas work together successfully? Evaluate aspects including the benefits and drawbacks of systems such as the kitchen brigade and theoretical models of hierarchy.
- **Section 2:** How can a General Manager successfully ensure that new starters are trained appropriately in SOPs? Alongside this, how can a General Manager ensure that SOPs are consistently enforced? What are the potential pitfalls of failing in these areas?
- **Section 3:** How can leadership impact on staff turnover – consider both positive and negative effects. What improvements would you suggest for the provided case study restaurant?
- **Section 4:** Analyse the case study example and what it outlines in terms of employee characteristics and management strategies. Discuss how the General Manager can address concerns and improve day-to-day operations as a result. Consider how personality profiling tools such as the MBTI test or Belbin's team roles theory could assist with managing diverse teams. Consider how personality traits of employees may interact with management methods.
- **All sections:** Inform your writing with the case study provided (The Marina View Restaurant) and reference real-life industry practices where appropriate. Support your writing with clear discussion of specific findings from your independent research and lectures.

Case Study – The Marina View Restaurant

The Marina View Restaurant is an independent restaurant located in the popular coastal city of Swansea. The restaurant has capacity to fulfil a maximum of 120 covers. It offers a modern British menu with a heavy focus on fish and seafood to complement its surroundings. The Marina View Restaurant commits to locally sourced ingredients wherever possible, and offers both lunch and dinner services, alongside all-day dining on weekends.

The restaurant has recently experienced growth in customer numbers; however, this growth has highlighted some operational and leadership challenges that require attention.

Recent customer feedback identifies concerns with speed of service – whilst the staff are friendly the service offering is largely inconsistent, with delays during busy periods and errors with orders also.

Other areas of concern are high staff turnover, particularly in entry level roles both front and back of house. Communication breakdowns are apparent between the kitchen and restaurant teams, particularly during peak times. Recent staff feedback suggests that there are unclear expectations from the management team, a lack of training and an authoritarian management style that limits staff involvement in key decision-making processes.

The back of house structure comprises:

- Head Chef
- Sous Chef
- Chef de Partie x3
- Commis Chef x4
- Kitchen Porter x3

The front of house structure comprises:

- General Manager
- Restaurant Manager
- Assistant Manager
- Restaurant Supervisor x2
- Waiting Staff x10 (a mixture of full and part time)

Standard Operating Procedures (SOPs) are in place, covering aspects including service sequences and health and safety etc., however, there are concerns regarding how effective training is for new starters and whether SOPs are consistently enforced.

The management team is known to keep decision making centralised and avoid including the wider team. There is also a lack of clear progression routes available for entry level team members which appears to be negatively impacting on motivation and morale.

The team is diverse, with a range of ages and cultural backgrounds. This range contributes to varying experience levels as well. Members of both the front and back of house are keen to progress and motivated to contribute to the success of the restaurant but the management team do not encourage this or promote individual empowerment within their teams.

Structure – ESSAY:

Cover Page

You must present your essay with a cover page that includes:

- The module title and module code: Effective Management BMGM4000
- The title of the portfolio: Portfolio: A case study of The Marina View Restaurant
- Your name and student number
- Your Lecturer's name
- Submission date

Introduction (approx. 200 words)

This is where you will explain what will be included in the portfolio, whilst also defining the key terms that are appropriate for your portfolio.

Main body (approx. 1600 words)

This is where you will work through the four required sections, using literature from your wider research and any applicable lecture content to support. It is important to ensure that you write in paragraphs that flow well and connect to each other (the golden thread).

Conclusion (approx. 200 words)

This is where you summarise your findings, there will be no new material introduced. Instead, you will highlight the benefits of your findings and how the included restaurant can utilise your portfolio for ongoing organisational improvements.

As this is a portfolio, it must be structured accordingly with no section headings or contents page, instead each paragraph should flow nicely from one section to the next.

List of References (A minimum of 12 references, not included in the word count)

You must use credible sources for your research, including those from the reading list. Utilise a range of sources such as textbooks, online media and industry journals to support your essay and demonstrate effective research. A minimum of 12 references is required, and these must also be included as in text citations to support your writing. You will be assessed by your ability to synthesise knowledge, develop an

understanding of the subject and how you can present your findings and analysis in your own words within this essay.

Microsoft Word Settings:

Please use:

- Arial or Times New Roman font, size 12
- 1.5-line spacing
- Justified text

Use of Generative AI in Assessment

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 ☒
PROGRAMMING	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

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 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/APA referencing system.

Guidance specific to this assignment: *The work should contain at least 12 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 Skills

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.

Guidance 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 organisational structure, SOP, management and leadership and the importance of employees' characteristics. You should have clear understanding of the theories learnt from the lesson.*

3. Cognitive and Intellectual Skills

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.

Guidance 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 trends and standards and analyse their performance. You should show clear understanding of the importance of the theories.*

4. Practical Skills

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 contexts.

Guidance specific to this assignment: *The essay should demonstrate understanding of how organisation structure affects the management, including SOP, the employees, and yourself.*

5. Transferable Skills for Life and Professional Practice

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.

Guidance specific to this assignment: *The portfolio should be structured in accordance with a portfolio layout with good design. 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.*

STUDENT FEEDBACK FORM

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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		
	10	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	15	

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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 are mostly unsupported and non-authoritative. Referencing conventions used incoherently or	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.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing,	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 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd /Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st /Distinction)	EXCEPTIONAL (1 st /Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	largely absent.	Inconsistent and weak use of referencing.	conventions evident though not always applied accurately or consistently.	may show minor inaccuracies or inconsistencies	with no/very few inaccuracies or inconsistencies		
Knowledge and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and

develop lines of argument and make sound judgements.)	arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	development of arguments and judgements. Information accepted uncritically uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

	problem-solving in contexts.	the application. Weak evidence of different approaches to problem-solving in contexts.	problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	problem-solving in contexts and proposes mostly appropriate solutions.	different approaches to problem-solving in contexts and proposes appropriate solutions.	evidence of different approaches to problem-solving in contexts and proposes appropriate solutions.	wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individually or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal	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 individual or group work, meeting only partial	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group	Mostly coherent, organised and accurate 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	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility,	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

	responsibility.	obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	exercise of some personal responsibility, with some areas of strength and some minor weakness.	with just occasional minor weakness.	appetite for further development.	responsibility with an appetite for further development.
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Student Self Evaluation Form

Student Name:		Student Number:	
Programme:		Year of Programme:	
Assignment Title:			

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

3. Cognitive and intellectual skills	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
Please Comment on Areas in Which You Feel That You Have Performed Well			Please Comment on Areas in Which You Feel That You Need to Develop				
Student's Name			Date:				
Student's Signature							

This section repeats in brief the common assessment criteria detailed on previous pages. The extent to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.