



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

Hospitality & Tourism Management BA(Hons) International Gastronomy Management

Module Handbook Autumn 2026

Marketing and Promoting Restaurant Facilities (BMGM6002) Level 6

Module Lead:

Natalie Brailsford
n.brailsford@uwtsd.ac.uk

Marketing And Promoting Restaurant Facilities 2026

Welcome to this generic overview handbook for the above module. This is a level 6, 20 credit module for Level 6 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 critically analyse the segments and target market most suited for the restaurant location and its concept/ethos - whilst judging global impact, providing practical experience of both operational, management and policy issues allowing for the compilation of a realistic marketing and promotional sales plan.

INDICATIVE CONTENT

- Segmentation and target marketing associated with the ethos of the restaurant,
- company, and wider geographical cultural considerations.
- Sensory marketing and contemporary issues – the influence of destination dining and food culture on the marketing plan.
- Managing customer expectations- truthful marketing and corporate responsibility.
- Promotion of sustainable marketing and the avoidance of greenwashing within marketing and sales planning.
- Maximising digital content, making appropriate choices regarding platform choice and SEO techniques.
- Effective communication skills, within teams and the wider audience to achieve realistic sales planning and promotional opportunities.
- Managing and utilising an effective marketing information system, including legal retention of diner information to grow market share and maximising diner experience -
- conversion from consumer to customer.

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%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Marketing and promotional sales plan	4000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMGM6002	
Module Title	Marketing and Sales	
Classification	Reading List entry	Electronic*
Essential	Baack, D.W, Czarnecka. B, Baack. D., (2019) International Marketing 2 nd Edn. Sage. London	☒
Essential	Bowie, D. Buttle, F. Brookes, M & Mariussen, A (2017), Hospitality Marketing 3 rd Ed, Routledge, London	☒
Essential	Masterson .R, Phillips. N & Pickton. D (2021) Marketing an introduction. 5 th Edn. Sage. London.	☒
Further	Clow, K & Baack, D (2013), Integrated Advertising, Promotion and Marketing Communications 6e, Pearson, London	☒
Further	De Mooij.M,(2019) Global Marketing & Advertising 5 th Edn. Sage . London	☒
Further	Frochot, I. and Batat, W., (2013) Marketing and Designing the Tourist Experience. Goodfellow, Oxford	☒
Further	Gbadamosi. A, (2019) Contemporary Issues in Marketing, <i>principles & practice</i> . Sage. London	☒
Further	Ghauri, P N (2014) International Marketing, 4 th Ed, McGraw Hill, London	☒
Further	Hulten. B, (2020) Sensory Marketing an introduction. Sage. London.	☒
Further	Kingsnorth. S, (2019).Digital Marketing Strategy, an integrated approach to online marketing. 2 nd Edn. Kogan Page. London.	☒
Journals	<i>European Journal of Marketing</i>	☒
Journals	<i>Journal of Restaurant & Foodservice Marketing</i>	☒
Journals	<i>Journal of Marketing Management</i>	☒
Journals	<i>Journal of Marketing</i>	☒
Journals	<i>Journal of Marketing Research</i>	☒
Journals	<i>Journal of Strategic Marketing</i>	☒
Websites	CIM, The Chartered Institute of Marketing (online) Available from: http://www.cim.co.uk	☒
Websites	Red Herring, the Business of Technology (online) Available from: http://www.redherring.com	☒
Websites	www.shapetheagenda.com	☒
Websites	www.instituteofhospitality.org	☒

Wk	Date	Time	Lecture Theme	Key Content
1	30/09/2026	2pm-6pm	From Selling Food to Creating Experiences	What is marketing? Evolution of marketing, Production Era, Sales Era, Marketing Era, Relationship Marketing, Experience Economy, Digital Marketing
2	07/10/2026	2pm-6pm	Understanding Diners and Consumer Behaviour	Why customers choose restaurants, needs vs wants, motivations, dining decision-making, food experiences
3	14/10/2026	2pm-6pm	Branding, Brand Perception and Restaurant Identity	Brand identity, brand image, brand equity, restaurant concepts, customer loyalty
4	21/10/2026	2pm-6pm	Marketing Environment and Market Analysis	Brand identity, brand image, brand equity, restaurant concepts, customer loyalty
28/10/2026		Reading Week, no Lectures		
5	Monday 02/11/2026	Time TBC	Industry Brief and Visit	Assessment brief launch
6	04/11/2026		Market Research and Customer Insights, Segmentation, Target Markets and Restaurant Concepts	Primary and secondary research, customer feedback, reviews, marketing information systems, customer databases, Market segmentation, target markets, positioning, customer personas, niche restaurant concepts, generational marketing
7	11/05/2026		Sensory Marketing and Destination Dining	Food culture, sensory marketing, atmosphere, dining psychology, experience design, destination dining
8	18/011/2026		Marketing Mix and Sales Opportunities	7Ps Marketing Mix, , promotions, service quality, physical evidence
9	25/11/2026		Digital Marketing and Customer Acquisition	Restaurant websites, SEO, Google Business, online reservations, CRM, databases, customer journeys
10	02/12/2026		Social Media, Ethics and Sustainability	Influencer marketing, food bloggers, TikTok, Instagram, e-WOM, CSR, diversity,
09/12/2026 16/12/2026 23/12/2026 06/01/2027		Winter Break – No Lectures		
11	06/01/2027	2pm – 6pm	Assessment workshop	

12	13/01/2027	2pm – 6pm	Assessment Day: Live industry presentation	Final plans must be submitted by Thursday 14th January
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LEVEL 6 ASSESSMENTS SPECIFICATION

Student name:		Student ID number:	
Programme:	International Gastronomy Management		
Module:	Marketing and Promoting Restaurant Facilities		
Module code:	BMGM6002	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Natalie Brailsford	Internal Verifier:	Jemma Smith
Assignment Title:	Marketing and promotional sales plan for a restaurant chain	Word count (or equivalent):	4000 words +/- 10%
Submission deadline:	14/01/2027 By 23:59HR	Return date of provisional marks & written feedback:	11/02/2027 By 23:59HR
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.

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)

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

- Systematically understand international consumer behaviour to enhance the marketing
- strategy of the restaurant by gaining knowledge of global customs and culture and
- critically analyse the effectiveness of current marketing objectives of the organisation.
- Analyse the market and competitor set of the restaurant to provide background
- information, to generate a marketing and promotional sales plan.
- Evaluate the major features affecting current sales and promotional opportunities that
- might be available considering market share and segmentation.
- Consider ethical and professional considerations when compiling the marketing and
- promotional sales plan and demonstrate a commitment to equality of opportunity and managing diversity.

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 ☐
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.	Yes ☐ No ☒

TASK DESCRIPTION

Marketing and Promotional Sales Plan 4000 words +/- 10%

Students are required to develop a comprehensive **Marketing and Promotional Sales Plan** in response to a live industry brief provided by on an industry visit during week 5.

The assessment will require students to act as marketing consultants, developing a professional plan that addresses a genuine business challenge identified by the industry partner.

Students must critically analyse:

- The organisation's current market position
- Customer behaviour and consumer trends
- Competitor activity
- Market segmentation and target audiences
- Promotional opportunities
- Sales generation opportunities
- Digital and social media marketing potential

Based on this analysis, students will develop a realistic and evidence-based marketing and promotional sales plan designed to achieve the objectives set out in the industry brief.

As the industry brief unfolds throughout the semester, additional guidance will be provided regarding expectations, deliverables and industry requirements.

Integrated Marketing Campaign

As part of the marketing and promotional sales plan, students must design and justify a promotional campaign aligned with their proposed strategy.

The campaign may include one or more of the following:

- Social media campaign
- Influencer marketing activity
- Customer loyalty initiative
- Promotional event
- Digital advertising campaign
- Email marketing campaign

- Poster or print advertising campaign
- User-generated content campaign
- Partnership or collaboration activity
- Seasonal promotion

Students must provide examples or mock-ups of campaign materials where appropriate and justify how the campaign supports the overall marketing and sales objectives.

Marketing and Promotional Sales Plan structure (4000 words)

1. Introduction and Industry Brief (300 words)

- Overview of the organisation
- Summary of the live brief
- Objectives of the marketing and promotional sales plan

2. Situational Analysis (800 words)

- Current market position
- PESTLE analysis
- SWOT analysis
- Industry trends

3. Customer and Competitor Analysis (700 words)

- Consumer behaviour
- Customer profiles/personas
- Competitor analysis
- Customer journey considerations

4. Segmentation, Targeting and Positioning (500 words)

- Market segmentation
- Target market selection
- Positioning strategy

5. Marketing and Promotional Sales Strategy (1,000 words)

- Marketing objectives
- Marketing mix recommendations
- Sales generation initiatives
- Digital marketing strategy
- Relationship marketing considerations

6. Integrated Campaign Proposal (500 words)

- Campaign concept
- Campaign objectives
- Example content/materials
- Implementation plan
- Expected outcomes

7. Conclusion and Recommendations (200 words)

- Summary of key recommendations
- Expected business impact

Reference page

Tips for Achieving a High Mark

- **Use hospitality-specific academic literature throughout.**
- **Analyse rather than describe.**
- **Justify every major recommendation with evidence.**
- **Link all recommendations back to the live industry brief.**
- **Ensure the campaign directly supports the marketing and sales objectives.**
- **Include examples of promotional materials and campaign content.**
- **Demonstrate commercial realism alongside creativity.**
- **Present the report as though it is being submitted to a professional client.**
- **Draw clear links between your situational analysis, target market selection, strategy and campaign proposal.**
- **Show not only what you recommend, but why it will work and how success will be measured.**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). 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 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: *Your marketing and promotional sales plan should be supported by a range of credible academic, industry and organisational sources. Research should be integrated throughout the report, using marketing theories, hospitality industry data and current consumer trends to justify recommendations. Strong submissions will demonstrate extensive reading, effective use of evidence and accurate academic referencing. A minimum of 40 references are required for your reports*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic 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 assessment: *You should demonstrate a clear understanding of hospitality marketing principles and show how they apply to the organisation and industry brief. This includes concepts such as consumer behaviour, market segmentation, positioning, promotional strategy and digital marketing. The strongest reports will move beyond definitions to explain how theories and models inform marketing decisions.*

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 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 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. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *This assessment requires critical analysis rather than description. Students should evaluate the organisation's current position, assess opportunities and challenges, and justify recommendations using evidence. Strong submissions will develop logical arguments, compare alternative approaches and clearly explain why proposed strategies are appropriate for achieving the objectives of the live brief.*

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and 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: *Students must apply marketing theories and tools to a real-world hospitality business challenge. This includes conducting market analysis, developing realistic objectives, designing practical marketing strategies and creating an integrated promotional campaign. Recommendations should be commercially realistic, achievable and aligned with the needs of the industry partner.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature 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:

The report should be presented to a professional standard, demonstrating skills expected in graduate-level employment. Students should communicate ideas clearly, structure their report effectively and provide realistic, evidence-based recommendations. Strong submissions will demonstrate commercial awareness, strategic thinking, creativity and the ability to develop solutions that could be implemented within a hospitality organisation.

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	Mark s avail able	Ma rks aw ar de d
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	10	
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.)	Late Submission Penalties (tick if appropriate)	
	Up to 1 week late (40% Max)	
	Over 1 week late (0%)	
		%

General Comments & Feedback

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	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 mostly unsupported	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of research-informed literature, including sources retrieved independently.	Engagement with a wide range of research-informed literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level

Level 6	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%
	and non-authoritative. Referencing conventions used incoherently or largely absent.	Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	application of referencing.	referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of

Level 6	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%
		scholarship within the discipline.				the knowledge base.	the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. 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 thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question',

Level 6	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%
				Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.			suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of 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	Rudimentary application of 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	An adequate awareness and mostly appropriate application of well-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	A good and appropriate application of standard 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	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and

Level 6	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%
	links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	unpredictable contexts. Evidence of some innovation and creativity.	propose excellent solutions. Innovation and creativity evident.	development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively;	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. Little or	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	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative.	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally

Level 6	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%
fluency of expression; clarity and effectiveness in presentation and organisation.)	no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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