

Hospitality & Tourism Management

BA (Hons) International Gastronomy Management

Module Handbook September 2026

BMGM5000/BMGM5000D
Embedding Sustainability within Organisations
LEVEL 5

Module Lead:

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Embedding Sustainability within Organisations, September 2026

Welcome to this generic overview handbook for the above module. This is a 20-credit module taught to Level 5 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 gain a comparative overview of sustainable hospitality developments both nationally and internationally and to review appropriate policy and strategy frameworks.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the term “sustainability” and apply it within the context of restaurant management and hospitality.
- Analyse concepts of “sustainable good practice” within professional kitchens and restaurants and the wider hospitality industry.
- Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture and the impact of these on sustainability practices and change management.
- Analyse concepts of sustainable business practices, by investigating appropriate sourcing production and restaurant business operations, via case studies of market providers, sustainable producers, and fine dining restaurants.

INDICATIVE CONTENT

- Definitions of sustainability - principles of sustainability; cause and effects; demand and supply issues.
- Historical development of hospitality- contemporary growth rates; changing patterns of economic development; changing consumer lifestyles – “needs and wants”.
- Sustainability development – key global policy documents identified and reviewed.
- Sustainable gastronomy development – defining responsible business values and communicating good practice, management, and marketing perspectives.
- Leadership and future directions – taking responsible business to the heart of the community.

- Environmental regulations, market mechanisms and self-regulatory codes influencing the tourism industry.
- “Greening Your Business” – practical steps for restaurant businesses to adopt and introduce sustainable approaches for operational procedures and practice.
- Business ethics: How philosophy can help us make ethical decisions in today’s business.
- Our changing world and the evolution of corporate social responsibility (CSR).
- Responsible leadership: Inspiring sustainability and CSR.

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
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Summary

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

Module Code	BMGM5000/BMGM5000D	
Module Title	Embedding Sustainability within Organisations	
Classification	Reading List entry	Electronic*
Essential	Costa, & Costa, C. (2022). Sustainability and competitiveness in the hospitality industry (Costa & C. Costa, Eds.). Business Science Reference.	☒
Essential	Haski-Levanthal, D. (2022) 2 nd Edn. Strategic Corporate Social Responsibility. A holistic approach to Responsible & sustainable business. Sage. London.	☐
Essential	W. Legrand, J. S. Chen, G. C. M. Laeis (2023) Sustainability in the Hospitality Industry: Principles of Sustainable Operations. 4 Ed. Routledge.	☒
Further	Beirman, D. (2022) Tourism Crises & Destination Recovery. Sage. London.	☐
Further	Edgell. (2020). Managing sustainable tourism: a legacy for the future (Third edition). Routledge.	☐
Further	Everett, S. (2016) Food & Drink Tourism, Principles and Practice. Sage. London	☒
Further	Hawkins, R. & Bohdanowicz P (2011) Responsible Hospitality, Goodfellow, Oxford.	☒
Further	Korstanje, George, B., & Nedelea, A. (2020). Strategies for promoting sustainable hospitality and tourism services. IGI Global.	☒
Journals	Annals of Tourism Research	☒
Journals	Current Issues in Tourism	☒
Journals	Journal of Sustainable Tourism	☒
Journals	Tourism Management	☒
Websites	www.tourismconcern.org.uk	☒
Websites	www.culture.gov.uk	☒
Websites	www.wto.org	☒
Websites	www.thecaterer.com	☒

Websites	www.bighospitalty.co.uk	☒
Websites	www.restaurantmagazine.com	☒
Websites	www.instituteofhospitality.org	☒
Websites	https://thesra.org/	☒

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	Introduction Week • Welcome back • Module aim(s) & outcomes • Assignment 1 & 2 overview • What is sustainability? • Introduction to key terms	PowerPoint Video	Assignment 1 (Essay) Assignment 2 (Report)	Assignment 1 19/11/2026 23:59 Assignment 2 21/01/2027 23:59
Week 2 w/c 5/10	9am-1pm	Sustainable Hospitality: • Definitions • History • Changing consumer wants & needs • Principles Of Sustainability • Pillars Of Sustainability • Key Global Policies	PowerPoint Video		

Week 3 w/c 12/10	9am- 1pm	Corporate Social Responsibility and Ethical Business Practice • Responsible leadership • Inspiring sustainability & CSR • The changing world & evolution of CSR • Business ethics: the impact of philosophy on contemporary businesses & decision-making processes • Examples of good vs poor practice	PowerPoint Video Activities		
Week 4 w/c 19/10	9am- 1pm	Assignment workshop (Assignment 1)	PowerPoint		
w/c 26/10		Reading Week – NO CLASS			
Week 5 w/c 2/11	9am- 1pm	Regulations, codes of conduct & creative ways of working • “Greening your business” • The Circular Economy	PowerPoint Video Activities		

Week 6 w/c 9/11	9am-1pm	Field trip/guest speaker • Details TBC			
Week 7 w/c 16/11	9am-1pm	Market trends & host populations • International consumer behaviour • Doxey's Irridex	PowerPoint Video Activities		
Week 8 w/c 23/11	9am-1pm	Case Study analysis • Bluestone • The Bull Inn • Bibi London • What makes a good sustainable restaurant? • Green key award winners • National Restaurant Awards • The Sustainable Restaurant Association	PowerPoint Video Activities		
Week 9 w/c 30/11	9am-1pm	Current issues in sustainability & future directions • Farm to fork • Case studies	PowerPoint Activities Online resources		

Week 10 w/c 7/12	9am-1pm	Assignment workshop (Assignment 2)	PowerPoint		
w/c 14/12 21/12 28/12 4/01	Christmas Break – NO CLASSES				
Week 11 w/c 11/01	9am-1pm	Revisiting key themes Field trip/guest speaker. Details TBC			
Week 12 w/c 18/01	9am-1pm	Wrap up and module evaluation	Module Evaluation Form		

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Gastronomy Management		
Module:	Embedding Sustainability Within Organisations		
Module code:	BMGM5000/BMGM5000D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jess Newport	Internal Verifier:	Antoinette Milne
Assignment Title:	Embedding Sustainability in the Restaurant Industry: Evaluating Environmental, Social and Economic Responses	Word count (or equivalent):	2000 (+ or -10%)
Submission deadline:	Thursday 19 th November 2026 23:59	Return date of provisional marks & written feedback:	Thursday 17 th December 2026 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.

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

Essay - 2000 words (+/- 10%)

Critically evaluate how restaurants are responding to sustainability challenges within the sector, such as changing consumer expectations, economic pressures, and operational challenges. Examine the environmental, social and economic dimensions of sustainability and assess the extent to which current restaurant practices provide meaningful and long-term solutions.

Discuss relevant industry trends and factors that are driving or preventing sustainable change. Evaluate real examples of restaurants that are demonstrating either effective or ineffective approaches to sustainability.

Things to consider:

- The meaning and importance of sustainability within the Restaurant Industry
- The environmental, social and economic dimensions of sustainable restaurant operations
- Emerging trends, strategies and innovations within the sector
- Drivers & Barriers to Sustainability
- Real-world examples from Practice
- A critical assessment of whether current initiatives are promoting positive change or primarily acting as a response to pressures such as consumer expectations and the actions of competitors
- What the potential future direction of sustainability is within the restaurant industry

You must present your essay with a cover page; this needs to include:

- The title of the essay – Embedding Sustainability in the Restaurant Industry: Evaluating Environmental, Social and Economic Responses.
- Your name
- The module title and module code
- Your lecturer's name

You should structure your work in the following way;

Introduction (approx. 200 words)

- A brief overview of sustainability and its significance within the restaurant industry
- An introduction to the three pillars of sustainability: environmental, social, and economic
- A clear outline of the essay's structure and main objectives, with an overview of the areas that will be analysed.

Main body (approx. 1600 words)

This section should critically explore the following key areas:

- Define sustainability in the context of the restaurant industry
- Consider how sustainability extends to areas including people, communities, employees, suppliers, customers and financial constraints

- Discuss whether the pillars of sustainability can be realistically balanced within the restaurant industry
- Current trends and innovations in sustainable restaurant management
- Key drivers and barriers influencing sustainability in the industry
- Real-world examples of sustainability practices, highlighting both effective and ineffective approaches
- An equal emphasis on the effectiveness and ineffectiveness of embedding sustainability to satisfy the requirements of critical analysis.

Conclusion (approx. 200 words)

This is where you summarise the key points discussed in the essay; there will be no new material introduced. Reflect on the current extent to which sustainability is being achieved within the restaurant industry and what the future direction is likely to be. Make recommendations on potential improvements or innovations that restaurants could implement to improve their sustainability performance.

Microsoft Word settings:

Please use:

- Arial, Calibri or Times New Roman Font, point size 12
- 1.5-line spacing and justified text

You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle). A minimum of 20 references is required.

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 ☒
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

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 **20 academic references** in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.

2. Knowledge and Understanding 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 sustainability, along with a detailed understanding of the main pillars. Use examples from your own experience.*

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.*

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 particular contexts.

Guidance specific to this assignment: The essay should include critical evaluation of the pillars and drivers of sustainability.

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 essay should be structured in accordance with an academic essay layout (follow guidelines). The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method. Arial, Calibri or Times New Romans font, point size 12 should be used, with 1.5-line spacing and justified text.*

STUDENT FEEDBACK FORM COMPONENT ONE

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		
	15	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	15	

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Gastronomy Management		
Module:	Embedding Sustainability Within Organisations		
Module code:	BMGM5000/BMGM5000D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jess Newport	Internal Verifier:	Antoinette Milne
Assignment Title:	Sustainability in Practice: A Critical Restaurant Case Study of Restaurant of choice (replace red text with your chosen business).	Word count (or equivalent):	2000 + or – 10% or penalties may be applied
Submission deadline:	Thursday 21 st January 2027 23:59	Return date of provisional marks & written feedback:	Thursday 18 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

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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 tourism and hospitality;
- Analyse concepts of “sustainable good practice” within the tourism and hospitality industry (rural, coastal and urban areas) and within the transport sector.

TASK DESCRIPTION COMPONENT TWO

Assignment 2 (50%) – Report – 2000 words (+/- 10%)

Sustainability in Practice: A Critical Restaurant Case Study of **Restaurant of choice (replace red text with your chosen business)**

Select a restaurant of your choice and undertake critical research regarding its approach to sustainability.

Using relevant theories, models and your critical research, evaluate how effectively your chosen organisation integrates sustainability into its day-to-day operations and wider business strategy.

Your report should:

- Consider the extent to which the restaurant’s practices contribute to sustainable gastronomy.
- Critically analyse rather than simply describe what the restaurant claims to do. Assess evidence including areas of strength and weakness and consider any associated challenges.
- Examine principles and pillars of sustainable gastronomy. Assess how effectively your chosen restaurant reflects these principles in its operations.
- Identify the relevant regulations and legislation businesses must follow within the sector.
- Examine the concept of the circular economy and its relevance to the operation of your chosen organisation.
- Consider whether there is evidence of meaningful commitment to sustainability within the operations of your chosen restaurant and identify realistic opportunities for improvement.

Points for Consideration:

- **Evidence-Based Analysis:** Support your discussion using a combination of academic research and industry evidence.
- **Industry Placement/Professional Experience:** Where relevant include observations from your

placement or professional experience to demonstrate how sustainability operates in practice in the restaurant sector. Ensure you support personal observations with relevant and up to date academic sources.

- **Theoretical Frameworks:** Reference relevant sustainability models and theories within your report.
- **Recommendations:** Provide realistic, evidence-based recommendations for the future development of sustainability within your chosen restaurant. Ensure recommendations keep sustainability at the centre of the proposed improvements and respond to any identified weaknesses in your analysis.

You should write in report format and include the following.

Title/ Cover page

- The title of the report: **Sustainability in Practice: A Critical Restaurant Case Study of Restaurant of choice (replace red text with your chosen business)**
- Your name
- Module name and code
- Lecturer's name

Executive Summary (not included in word count)

Content table (not included in word count)

Introduction (approx. 200 words)

- Briefly introduce the chosen restaurant.
- Explain why sustainability is relevant to this organisation and the restaurant industry.
- Outline the key areas that will be analysed throughout the report.

Main Body (including all subheadings, approx. 1400 words)

- Organise your analysis with appropriate subheadings.
- Refer to the guidance of what your report should include and the points for consideration for direction and guidance.

Conclusion (approx. 200 words)

- Summarise the key findings and reflect on the extent to which sustainability is integrated into the organisation's operations.
- Do not introduce any new material in this section.

Recommendations (approx. 200 words)

- Discuss realistic and practical recommendations based directly on your case study analysis findings. Support your suggestions with evidence that demonstrates clear links to your main body analysis.

Reference List

- You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (available on Moodle). A minimum of 20 references is required.

Microsoft Word settings:

Please use:

- Arial, Calibri or Times New Roman Font, point size 12
- 1.5-line spacing and 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 ☒
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 TWO

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 20 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions. Access relevant and current data from your chosen destination.*

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 sustainability, for example, the Pillars of Sustainability and the Circular Economy model. You should demonstrate a sound understanding of your restaurant of choice.*

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.*

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 particular contexts.

Guidance specific to this assignment: *The report should include critical evaluation of the benefits and drawbacks of sustainable development.*

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 report should be presented using a formal business report as demonstrated within the assignment guidance notes. The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. Include data through the use of graphs, tables and charts throughout your report, where necessary. Images can also be included.*

STUDENT FEEDBACK FORM COMPONENT TWO

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		
	15	
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	25	
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	15	

GENERIC ASSESSMENT CRITERIA

Level 5

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

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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	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. Some omissions and 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	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	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.

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	used incoherently or largely absent.	Inconsistent and weak use of referencing.		inaccuracies or inconsistencies .	inaccuracies or inconsistencies.		
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.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned	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',

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limits of their knowledge, and how this influences their analyses and interpretations.)	concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / misinterpretation or failure to fully recognise limits of knowledge.	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.	describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	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.	suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
techniques; propose solutions to problems arising from analysis.)	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.	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.	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.	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.	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.	well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice	Communication medium is inappropriate or misapplied.	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium for the audience but with	Can communicate effectively in a suitable medium for the audience but	Can communicate well, confidently and consistently in a suitable	Can communicate professionally confidently and consistently in a	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience.

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(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.)	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.	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.	some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas	may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of	medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	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	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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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
			of minor weakness.	strength and some of minor weakness.		further development.	

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	UNSATISFAC TORY	SATISFACTO RY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONA L
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.

