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

Hospitality & Tourism Management

BA(Hons) International Gastronomy Management

Module Handbook Winter Term 2025

BMGM6001

Leading Restaurant Strategy

LEVEL 6

Module Lead: Jessica Newport BA

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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 encourage and develop the student's ability to interpret trends within the current market, the needs and wants of future diners and the key financial information for budgeting, performance measurement and evaluation techniques to allow for a business plan to be written and 'pitched'.

LEARNING OUTCOMES

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

- Critically analyse and evaluate the informational requirements of management, particularly in relation to decisions involving revenues, costs and other financial criteria used when writing a business plan.

- Demonstrate a systematic understanding of developing and compiling a business plan to enable its successful production and pitch delivery..

INDICATIVE CONTENT

- Financial planning for sustainability within the restaurant and hospitality industry.
- Cost volume profit analysis: cost behaviour, marginal v absorption costing, costing for short- and long-term decision making, use of marginal costing, limiting factors/ constraints.
- Introduction to budgeting, cash budgets and working capital management.
- Functional and master budgets, sales, materials, labour, and overhead budgets (Preopening).
- Property design – planning laws and building regulation controls.
- Recruitment procedures- advertising appropriately.
- Onboarding of staff- designing the training programme.
- Menu design to establish the restaurant concept.
- Sourcing and supply chain planning.
- Marketing and advertising campaign techniques- launching the restaurant.

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

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

Mode of assessment	**Volume**	**Weighting**
Pre-opening business plan	2000 words	50%

Assessment Component 2

Mode of assessment	Volume	Weighting
Individual pitch presentation of the pre-opening business plan	15 mins	50%

Assessment Summary

Activity Type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
Total	**100%**

Indicative Reading List

Module Code	**BMGM6001 / BMGM6001D**	
Module Title	**Leading Restaurant Strategy**	
Classification	**Reading List entry**	**Electronic***
Essential	Blundel, R. Lockett. N, Wang. C & Mawson. S, (2021) Exploring Entrepreneurship. 3rd Edn. Sage. London	☒
Essential	Ford, R.C, Sturman, M.C (2020) Managing Hospitality Organizations. 2nd Edn.	☒
Essential	Hayes. D.K, Hayes. J.D, Hayes. P.A (2021) Revenue Management for the Hospitality Industry. 2nd Edn. Wiley. London	☒
Essential	Mullins, L & Dosser, P. (2013) Hospitality Management and Organisational Behaviour (5th Ed) Harlow, Pearson.	☒

Module Code	**BMGM6001 / BMGM6001D**	
Module Title	**Leading Restaurant Strategy**	
Classification	**Reading List entry**	**Electronic***
Further	Atrill, P. McLaney E (2015) Management Accounting for Decision Makers, FT Prentice Hall	☒
Further	Brown, D.R (2019) 5th Edn. The Restaurant Managers Handbook. *How to set Up, Operate, and Manage a Financially Successful Food Service Operation*. Atlantic Publishing Group Inc. Florida.	☒
Further	Tranter, K. Stuart-Hill, T. Parker, J. (2013) Introduction to Revenue Management for the Hospitality Industry, London, Pearson	☒
Journals	Accountancy	☒
Journals	Accountancy Age	☒
Journals	International Journal of Business and Accountancy	☒
Journals	The Financial Times	☒
Websites	www.thecaterer.com	☒
Websites	www.bighospitalty.co.uk	☒
Websites	www.restaurantmagazine.com	☒
Websites	www.instituteofhospitality.org	☒
Websites	www.flowhospitalitytraining.co.uk	☒
Websites	www.modernrestaurantmagazine.com	☒

Teaching plan

Week	Time	Indicative Lecture Content	Supporting Material	Assessment
Week 1 W/C 13/01/25	2pm - 6pm	**Module Introduction** • Intro to the Module • What is restaurant strategy?	Lecturer slides Group activity Videos	**Assessment 1 & 2 Handout**
Week 2 W/C 20/01/25	2pm - 6pm	**Legal requirements** • Property design • Planning laws and building regulations	Lecturer slides Group activities Videos	
Week 3 W/C 27/01/25	2pm - 6pm	**Introduction to financial planning** • How to be sustainable in hospitality • Costing analysis for short and long term decision making	Lecturer slides Group activities Videos	
Week 4 W/C 03/02/25	2pm - 6pm	**Budgeting and capital management** • Introduction to budgeting and capital management. • Functional and master budgets and pre-opening requirements.	Lecturer slides Group activities Videos	
Week 5 W/C 10/02/25	2pm - 6pm	**Recruitment and Onboarding** • Recruitment procedures and how to advertise positions. • Onboarding staff and appropriate training procedures.	Lecturer slides Group activities Videos	**Assessment check-in – recap of requirements**
Week 6 W/C 17/02/25	2pm - 6pm	**Menu design** • Effectively establishing the restaurant concept. • Sourcing and supply chain planning.	Lecturer slides Group activities Videos	
Week 7 W/C 24/02/25	2pm - 6pm	**Marketing and advertising** • Campaign techniques and effectively launching the restaurant.	Lecturer slides Group activities Videos	**Assessment 1 deadline Friday 28th February 23:59pm**
Week 8 W/C 03/03/25	2pm - 6pm	**Module wrap up** • Discussion of topics covered • De-brief.	Lecturer slides Group activities Videos	**Assessment 2 deadline Monday 3rd March 23:59pm (slides upload) Presentations Wednesday 5th March Times TBC**

APPENDIX GA36b

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Dip CertHE International Gastronomy Management**		
Module:	**BMGM6001 Leading Restaurant Strategy**		
Module code:	**BMGM6001**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Jessica Newport**	**Internal Verifier:**	**Jemma Smith**
Assignment Title:	**Assessment 1 – Pre-opening business plan**	**Word count (or equivalent):**	**2000 (+ or -10% or penalties will be incurred)**
Submission deadline:	**Friday 28th February 2025 at 23:59pm**	**Return date of provisional marks & written feedback:**	**Friday 28th March 2025 at 23:59pm**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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.		

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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.	Yes ☐ No ☒

TASK DESCRIPTION

Assignment 1

Identify a **small and feasible** business opportunity within the catering and hospitality field and prepare a comprehensive and persuasive business plan to endorse this idea.

It is crucial to follow the provided business plan template, as using any other format will incur a failing grade.

Guidance

- Create an innovative hospitality business by utilising the idea generation techniques and resources discussed in class.
- Assess the market viability and detail strategic decisions aimed at reducing the likelihood of failure while enhancing initial success.
- Provide proof of thorough research on your concept, presented in a compelling and professional report.
- It is essential to persuade potential stakeholders and investors that your proposal will yield a favorable return on their investment, whether financial or otherwise.
- Additionally, incorporate precise financial data regarding start-up funding and support, and pinpoint credible funding sources.

Consider

- What will be the organisational framework of the business?
- Ethos
- Brand standard
- Leadership

You must present your report with a title page, this to include:-

- The title of the report
- A business plan for (Insert the name of the business)
- Your student name and ID
- The Module Title – Leading Restaurant Strategy
- The Module Code – BMGM6001

Font Settings:

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

Reference List (Not included in word count):

This is a 2,000 word report and so you need to include 20 sources as a minimum.
These must also be inserted as in text citations, to support your writing.

APPENDIX GA36b

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA Dip CertHE International Gastronomy Management**		
Module:	**BMGM6001 Leading Restaurant Strategy**		
Module code:	**BMGM6001**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Jessica Newport**	**Internal Verifier:**	**Jemma Smith**
Assignment Title:	**Assessment 2 - Individual pitch presentation of the pre-opening business plan**	**Word count (or equivalent):**	**15 minute presentation**
Submission deadline:	**Upload of slides Monday 3rd March 2025 23:59pm** **Live presentation Wednesday 5th March 2025**	**Return date of provisional marks & written feedback:**	**Monday 31st March 2025 23:59pm**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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.		

TASK DESCRIPTION

To support your written business plan, you must deliver a 10-minute formal presentation in a 'business pitch' style, covering the overall concept, analysis, and key highlights. Following this, there will be a Q&A session with the panel to further investigate your business idea.

Further guidance:

- Create and present a captivating presentation that effectively and creatively highlights the essential components of your business plan.
- Your pitch must be delivered in a polished and engaging style, providing crucial information that will convince potential investors to back your concept.
- Demonstrate that you have thoroughly researched and understood the key elements of successful business pitching.
- You will present individually using a digital tool like PowerPoint, delivering your presentation live in person.
- The duration should not exceed 15 minutes, followed by a Question and Answer segment.
- There are no limits on the number of slides or additional materials, but all content must fit within the 15-minute timeframe to qualify for evaluation.
- Remember to practice extensively!A reference list should be provided via the presentation.
- Presentations may be recorded for marking/moderation purposes.

- **You will be given your individual presentation time slots**
- **You MUST submit a copy of your presentation (in PDF format) in advance – (amendments made to your presentation after submission cannot be considered for assessment).**

Use of Generative AI in Assessment:

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	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 rephrasing of your own work within specific standards.	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.	Yes ☐ No ☒

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 provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks,

current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to- date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

Show evidence of a range of credible sources used to research this topic area. You must include a minimum of 20 reference sources, and these must be accurately cited within the report text.

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well- established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Demonstrate your knowledge of business planning by incorporating the required sections and making them applicable to your business idea. All information shown within your report should be relevant and useful to the reader to help them understand your proposal.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all

times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Utilise relevant business planning tools (SWOT, PESTEL, Five Forces) and effectively present the findings of your analysis. Formulate strong, reasoned statements and conclusions to highlight the potential of your business.

4. Practical Skills

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

Guidance specific to this assessment:

Show evidence to help support your ideas and offers comparisons and/or examples to validate the potential of your concept. Highlight areas that solves problems and offer creative and innovative solutions to the market. Demonstrate your awareness of risks and your consideration of the practical requirements of the business.

Marking Criteria and Student Feedback

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

Generic Assessment Criteria	Marks Available	Marks Award
1. Engagement with Literature Skills **Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.**	15	
2. Knowledge and Understanding Skills **Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.**	25	
3. Cognitive and Intellectual Skills **Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence**	20	
4. Practical Application Skills **Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.**	20	
5. Transferable Skills for Life and Professional Practice **Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.**	20	
Assignment 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%	%

Appendix A

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	used incoherently or largely absent.	gained through class contact. Inconsistent and weak use of referencing.	accurately or consistently.	texts. Referencing may show minor inaccuracies or inconsistencies .	sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies .		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 scholarship within the discipline.	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 the knowledge base.	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 the ambiguities and limitations of knowledge.
Cognitive and intellectual skills	Wholly or almost wholly descriptive	Largely descriptive work, with	Limited attempt at critical thinking,	Some critical thinking, analysis,	Sound critical thinking, analysis,	Excellent critical thinking, analysis,	Exceptional critical thinking, analysis,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
(Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	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.	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.	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.	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. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	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.	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.	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', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills	Limited or no use of	Rudimentary application of	An adequate awareness and	A good and appropriate	A very good application of a	An advanced application of a	Exceptional levels of

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	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 making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	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 links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	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 unpredictable contexts. Evidence of some innovation and creativity.	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 propose excellent solutions. Innovation and creativity evident.	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 development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	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 no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate	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. 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 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 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	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 of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. 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	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		employment.		some of minor weakness.		appetite for further development.	