



Hospitality and Tourism Management

Module Handbook Autumn Term 2024

BMTP5022 Research Methods and Field Study

LEVEL 5

Module Lead:

Scott James

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Research Methods and Field Study

Welcome to this module. This is a level 5, 20 credit module taught to Level 5 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 and as available within the Files section of Microsoft Teams for your student Group or cohort.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the online and offline activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To provide the student with the critical academic underpinning to plan and undertake industry and subject specific field study research related to their level 5 studies utilising a real-life opportunity to critically research, review and evaluate a chosen industry topic and put forward informed recommendations to improve performance.

LEARNING OUTCOMES

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

- use academic skills to undertake a field study research excursion within a chosen travel, tourism, event, leisure, or resort destination;
- effectively use appropriate research methods to investigate and review the performance of travel, tourism, event, or leisure operations and offer effective recommendations to improve the product performance and experience.

INDICATIVE CONTENT

Topics will be linked to all level 5 modules and will be studied through lectures, seminars, field study trips, practical experiences, behind-the-scenes visits, guest speaker presentations, and student planned field excursions-based research.

- Research Methods: Primary and secondary research, qualitative and quantitative research, observation, market research, guest service analysis, experiential reviews, performance

reviews, validity and reliability, surveys, questionnaire design, interview design, use of focus groups, SPSS, Feefo, guest service measurements, customer review measures, statistical reviews, and analysis.

- Field Study Trip: including real life experiences, excursions, observations, student led field study research, specialist educational networking opportunities with key industry professional to discuss issues which have been introduced through academic studies covering the following specialist areas which may form part of student's research experience.
 - Travel Specific: Integrated travel experiences focusing on a range of travel systems and services, provision, networks, management, performance and interrelationships with tourism, events, and leisure resorts.
 - Tourism Specific: Cultures, languages, traditions, heritage, impacts, visitor experiences, globalisation, authenticity, seasonality, issues, and impact evaluation.
 - Events Specific: Experiences, strategies, venues, legacies, markets, trends, policies, Meetings, Incentives, Conferences and Exhibitions (MICE), personal, cultural, heritage and sports events, issues, and impact evaluation.
 - Leisure Specific: Destinations and resort developments, infrastructure, attractions, visitor trends, operations, strategies, seasonality, issues, and impact evaluation.
 - Management: Operational performance, performance measures, KPI's, ROI'S
 - Hospitality and guest service: cultural differences, gastro tourism, food and wine, local cuisine, service standards, traditions, meet and greet, guest needs, accommodation, issues, and performance evaluation.
 - Marketing: social media campaigns, national, provincial, regional and city marketing campaigns, experiential marketing, influencer marketing, blogging, vlogging, issues and performance evaluation.

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	--	--
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Project	2000 words	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video Project	10 minutes	50%

Assessment Summary

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

READING LIST

Module Code	BMTP5022	
Module Title	Research Methods and Field Study Experience	
Classification	Reading List entry	Electronic*
Essential	Saunders, Thornhill, A., & Lewis, P. (2016). Research methods for business students (Seventh edition.). Pearson Education Limited.	☒
Further	Okumus, Rasoolimanesh, S. M., & Jahani, S. (Eds.). (2023). Cutting edge research methods in hospitality and tourism. Emerald Publishing Limited.	☒
Further	Cook, R et al (2013) Business of Hospitality Tourism and Travel Pearson International	☒
Further	Brunt, P et al (2017) Research Methods in Tourism, Hospitality and Events, Sage	☐
Further	Dubarry, R (2017) Research Methods for Tourism, Routledge	☐
Further	Yeoman, I (2012) 2015 Tomorrow's Tourism, Channel View	☐
Further	Tourism Management Journal	☒
Further	Annals of Tourism Research	☒

Please ensure you follow the Harvard referencing system for all of your assessed work. Click the following link for guidance. . [Harvard Referencing Handbook](#)

Teaching Schedule Semester 1

Date	Content
Thur 26 th September	Induction Week
Thur 3 rd October	Introductions and Assessments Overview
Thur 10 th October	The Basics of Research Methods (Key Components, Types of Research Methods, Steps in Conducting Research)
Thur 17 th October	Quantitative Methods – Descriptive Research, Correlational Research and Common Methods
Thur 24 th October	Qualitative Methods – Ethnography, Netnography and Common Methods
Thur 31 st October	Mixed Methods Approach Sampling and Ethical Considerations Writing up Methodology and Research Methods
Thur 7 th November	Industry Week
Thur 14 th November	No class - Individual Preparation (Drop ins available all week). Assignment One (17 th November 23.59 2024)
Thur 21 st November	Further Research Methods – Quantitative Assignment Two Workshop
Thur 28 th November	Further Research Methods – Qualitative
Thur 5 th December	Findings and Analysis Limitations in Research Methodology
Thur 12 th December	Individual supervision meetings
W/C 6 th January 2025	Assignment Two (12 th January 23.59 2024)

ASSESSMENT BRIEF 1

Student name:		Student ID number:	
Programme:	International Travel and Tourism Management		
Module:	BMTP5022 Research Methods and Field Study		
Module code:	BMTP5022	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Scott James	Internal Verifier:	Dr Helen Lee
Assignment Title:	Research Project Proposal	Word count (or equivalent):	2,000 words
Submission deadline:	23:59 Sunday 17 th November 2024 23.59	Return date of provisional marks & written feedback:	13 th December 2024 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. Penalties for late submission: Up to one week late, maximum mark of 50%. 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.		

Module Learning Outcomes

(from module syllabus)

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

- use academic skills to undertake a field study research excursion within a chosen travel, tourism, event, leisure, or resort destination;
- effectively use appropriate research methods to investigate and review the performance of travel, tourism, event, or leisure operations and offer effective recommendations to improve the product performance and experience.

TASK DESCRIPTION

Research Project Proposal – 2,000 words (+/- 10%)

Background:

With major events taking place across the summer, the importance of rail travel has become important for spectators to get from A to B, as well as it being a sustainable and viable travel option. Successful and co-ordinated rail transport can path the way for a successful event, so the collaboration between the rail and events/tourism industry needs to be seamless. The benefits effective rail travel brings to passengers and destinations is infinite, and examples include visitor exploration and enhancing destination visibility. However, there are questions over how we can convince travellers to choose rail travel as an eco-friendly and responsible transportation choice.

Your research project proposal should contain the following sections:

1. **Introduction:** Outline the importance of rail travel and why it is of importance and relevance to the Tourism & Events sector in hosting large events, as well as the additional benefits it can bring to a destination. Provide any background detail about the sector and event that will be central to this paper. (200 words)
2. **Research Methodology:** Provide a brief overview of the Research Design, Data Collection Methods, Sampling and Ethical Considerations. (800 words)
3. **Significance of the Study:** Provide an explanation of the importance of the research and its potential contributions to the field. Discuss the practical implications and how the findings might be applied. (600 words)

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4. **Timeline and Budget:** Provide a detailed schedule of the research activities, including milestones and deadlines for each stage of the project. In addition, provide an estimate of the costs associated with research, including materials, travel, personnel and other expenses. (200 words)
 5. **Conclusions and Limitations:** Evaluate the strengths and weaknesses of your chosen methods and identify what the potential limitations may be. This section can use bullet points. (200 words)
 6. **List of References:** You must use credible sources for your research from academic journals, online industry sources and textbooks. This is a 2,000 word paper and so you need to include 20 sources as a minimum. These must also be correctly referenced as in text citations where appropriate and these are not included in the word count.

This report should be compiled into one MS Word document and presented professionally.

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 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 assessment:

You should incorporate academic material about research methodology in section 2, while sections 1 and 3 will utilise online sources mainly to provide underpinning material

for your case study. Be respectful for other who have produced work and cite their work. Show academic honesty and credibility. Your academic sources for methodology should be from text books and academic journals. Go beyond what is provided to you in the module for better marks. All sources must be critically evaluated – so that if you are using a weak source, you show it has some limitations. You must include a minimum of 20 reference sources, with in-text citations.

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 assessment:

You should show an understanding of research methods and how these can be used to investigate case study organisations in Travel and Tourism. You should show some knowledge of analytical approaches suitable to the field and show where there are limitations. This assignment should also be supported by your understanding of the field generally and all modules that you will have studied up to this point.

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 assessment:

You should be able to show an appreciation for which research methods are appropriate for your case study investigation. These should be well thought out, and relatively achievable, although there is always room for some failure within a plan/scheme. You should show a coherent understanding of how all the information fits together to produce your case study. You will get better marks for demonstrating the academic underpinnings of your methods and techniques.

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 assessment:

You need to focus on selecting appropriate methods for the case study to produce meaningful and interesting findings- these need to be realistic and practically achievable given the context and limitations. You will get better marks for using the appropriate academic language, terminology and concepts. You should use what you have learned from modules up until now to assist you in writing this case study project.

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 assessment:

The project should be structured in accordance with an academic report layout using the structure provided. This should involve headings, subheadings and captions that describe any diagrams or pictures. 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 font 12 should be used, with 1.5 line spacing and justified text.

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		
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	30	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	30	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	20	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	10	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	10	

ASSESSMENT BRIEF 2

Student name:		Student ID number:	
Programme:	International Travel and Tourism Management		
Module:	BMTP5022 Research Methods and Field Study		
Module code:	BMTP5022	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Scott James	Internal Verifier:	Dr Helen Lee
Assignment Title:	Video Presentation	Word count (or equivalent):	10 minutes
Submission deadline:	Sunday 12 th January 23.59 2025	Return date of provisional marks & written feedback:	7 th February 23.59 2025
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 50%. 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.
Module Learning Outcomes (from module syllabus)	
Upon the successful completion of this module, the student should be able to: • use academic skills to undertake a field study research excursion within a chosen travel, tourism, event, leisure, or resort destination; • effectively use appropriate research methods to investigate and review the performance of travel, tourism, event, or leisure operations and offer effective recommendations to improve the product performance and experience.	

TASK DESCRIPTION

Video Presentation – 10 minutes (+/- 10%)

Your video presentation should continue your description, analysis and evaluation of Assignment One Research Project Proposal. It should contain the following sections:

1. **Introduction:** Provide a pictorial or video snapshot of the rail industry and its significance on the tourism and event industry when hosting large events. Use annotations, text or images to show how it is of importance and relevance for the tourism and events sector in its region. (2 mins)
2. **Findings/Analysis:** Use a variety of presentational techniques to show the various analyses you have conducted on your case study organisation. This may include pictures, diagrams, tables, interview quotations to demonstrate your findings. (4 mins)
3. **Reflections and Limitations:** Evaluate in some detail the various strengths and weaknesses of your case study methods and findings and reflect on which were the most productive and efficient. This section should involve some personal reflections as well as critical, academic evaluation. (4 mins)
4. **List of References:** You must provide a list of credible sources for your research from academic journals, online industry sources and textbooks on the final slides of your presentation allowing time in the video for these to be read. (This time is not counted)

The student must be visible for at least part of the video at the beginning and end, but for better marks you will use your professional presentation skills to be visible and engaged with your audience throughout.

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 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 assessment:

You should incorporate academic material about research methodology from your written project in a suitable format for your video. All sources must be critically evaluated – so that if you are using a weak source, explain that it has some limitations. You must include a minimum of 20 reference sources, in a list on your final slides making sure they are readable.

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 assessment:

You should show an understanding of research methods and how these can be used to investigate case study organisations in Travel and Tourism. You should show some knowledge of analytical approaches suitable to the field and be able to expand here on what you have written in your written project and focus more on where there are limitations to your sources, applications, methods and analysis. This video content should also be supported by your understanding of the field generally and all modules that you will have studied up to this point.

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 assessment:

You should be able to show an evaluative mindset to be critical about which research methods are appropriate for your case study investigation and how this has occurred in practice. This video should be a reflection of how the various methods worked in this context and how you would improve your plan for a future project. You will get better marks if you can show academic support for your critique and evaluations of your methods and techniques.

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 assessment:

You need to reflect on whether you selected appropriate methods for the case study and whether they produce meaningful and interesting findings given the context and limitations (such as time, money, contacts, ethical approval, personal skills and experience. You will get better marks for using the appropriate academic language, terminology and concepts throughout your reflections and evaluations. You should use what you have learned from modules up until now to assist you in presenting this video.

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 assessment:

The video should be presented in a professional manner using appropriate dress, conventions, format and language. This should be effective and informative using a blend of visual images, text and speech. The student must be visible for at least part of the video at the beginning and end, but for better marks you will use your professional presentation skills to be visible and engaged with your audience throughout.

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		
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	30	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	20	

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.

Level 5	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 and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some 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 inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive 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.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies	Limited but adequate knowledge and critical understanding of the well-established concepts	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and	Exceptionally detailed knowledge and outstanding critical understanding of the well-established

Level 5	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%
concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	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.	principles and the main methods of enquiry, with minor gaps in the selection of material.	concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	principles of the subject and the main methods of enquiry.	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 limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly,	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of	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

Level 5	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%
	to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	may be underdeveloped, with a little inconsistency / misinterpretation or failure to fully recognise limits of knowledge.	some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	to support appropriate and valid judgements.	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.	question', 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 techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to	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

Level 5	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%
	ending 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.	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.	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.	appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	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.	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.	and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	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	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
exercise of personal responsibility and decision-making.)	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.	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.	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-	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 strength and some of minor weakness.	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.	proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	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.

Level 5	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%
			making, with some areas of minor weakness.				