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

BA (Hons) International Hotel Management

Module Handbook Winter Term 2026

Hotel Placement – Managing Food and Beverage Operations

BMIH6002

RESIT/REWORK

Level 6

Module Lead

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Managing Food and Beverage Operations Winter Term 2026

Welcome to this overview handbook for the above module. This is a level 6,10 credit module taught on hotel placement to Level 6 IHM students in the Academic Discipline of Hospitality and Tourism Management.

AIM(S)

- To provide students with knowledge and insights necessary to manage Food and Beverage Operations effectively within food service and production areas – and to develop a range of management issues studied during level 4 and 5.
- To develop individual core service competencies and key skills to meet required food and beverage service standards; focusing upon task management, self-management, problem solving and communication.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be linear and individually designed to focus on either specialist or generic areas of study according to the student's level of experience, needs, interests and chosen career pathway.
- Key skills – communication, teamwork, task management, personal skills – guest services, operational issues.
- Food service and food production techniques and skills.
- Management and supervisory systems related to Food and Beverage Operations.
- Operational tasks – task management, performance.
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures relating to Food and Beverage Operations, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.
- New consumer trends; changing needs of consumers. National and international perspective.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	100	100%
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1

(Tick one)

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

Mode of assessment	Volume	Weighting
Learning Log	1250 words	50%

Assessment Component 2

(Tick one)

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

Mode of assessment	Volume	Weighting
Hotel Manager's Assessment Report on Practical Activities	Practical tasks undertaken on placement	50%

Assessment Summary

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

Module Code	BMIH6002	
Module Title	Managing Food and Beverage Operations	
Classification	Reading List entry	Electronic*
Essential	'Anon (2010) A Good Practice Guide for Placement and Other Work-based Learning Opportunities in Higher Education – Good Practice for Placements Guides – Volume 2. 52 (4). doi:10.1108/et.2010.00452dab.013.	☒
Essential	Hagg, E. (2013) *Internship Guide: Work Placements Step by Step*. 5th Ed. The Hague: Eleven International Publishing.	☒
Essential	Johnston, R., Clark, G. & Shulver, M. (2012) *Service Operations Management: Improving Service Delivery*. 5th Ed. London: Pearson.	☒
Essential	Rutherford, D, G & O'Fallon, M J (eds.) (2007) *Hotel management and operations*. 4th ed. Hoboken, N.J, John Wiley.	☒
Essential	Walker, J.C. (2021) *Introduction to Hospitality*. 8th Ed. Harlow: Pearson Education Limited.	☒
Further	Andersen, V., Lelieveld, H.L.M. and Motarjemi, Y. (eds) (2023) *Food safety management : a practical guide for the food industry.* Second edition .	☒
Further	Cousins, J. & Weekes, S. (2020) *Food and Beverage Service*. 10th Ed. London: Hodder Education.	☒
Further	Dias, A.L. (2024) *Cases on Innovation and Sustainability in Tourism*. 1st edn. Hershey: IGI Global. Available at: https://doi.org/10.4018/979-8-3693-4151-3.	☒
Further	Fanthorne, C. (2004) *Work Placements – Survival Guide for Students*. Basingstoke: Macmillan.	☒
Further	Wood, R.C. (2013) *Key Concepts in Hospitality Management*. London: SAGE Publications Ltd.	☒
Websites	www.thecaterer.com www.theaccessgroup.com www.food.gov.uk www.hotelowner.co.uk www.bighospitality.co.uk www.hospitalitynet.org	☒

Journals/Magazines
Cornell Hospitality Quarterly
International Journal of Contemporary Hospitality Management
Journal of Culinary Science & Technology
Journal of Foodservice Business Research
Journal of Hospitality, Leisure, Sport & Tourism Education
Journal of Hospitality and Tourism Management
The Caterer

Week	Activity	Supporting material	Assessment submission date
W/C 12th January 2026	• Introduction to Module and tutor via group call • Student Hotel Induction (onsite)	Induction presentation Module Handbook	Issue of assignment component 1
W/C 19th January 2026	• Student on placement 16 Hours	Reflective practice	
W/C 26th January 2026	• Student on placement 16 Hours • Group call with tutor group – Assessment support	Module handbook / assignment workshop	
W/C 02nd February 2026	• Student on placement 16 Hours		
W/C 09th February 2026	• Student on placement 16 Hours • Group call with tutor group		
W/C 16th February 2026	• Student on placement 16 Hours		
W/C 23rd February 2026	• Student on placement 16 Hours		**Friday 27th February 2026 by 23:59pm (Component 1)**
W/C 02nd March 2026	• Student on placement 16 Hours • Group call with tutor group		
W/C 09th March 2026	• Student on placement 16 Hours		
W/C 16th March 2026	• Student on placement 16 Hours		
W/C 23rd March 2026	• Student on placement 16 Hours • Debrief Group call with tutor group Placement feedback form	**Last day of placement to be completed on or before Friday, 27th March 2026**	**Friday 27th March 2026 (Component 2 Hotel only)**

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA International Hotel Management**		
Module:	**Managing Food & Beverage Operations**		
Module code:	**BMIH6002**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Jessica Newport, Ka Po Chong**	**Internal Verifier:**	**Natalie Brailsford**
Assignment Title:	**Student Learning Log**	**Word count (or equivalent):**	**1,250 words (+/- 10%)**
Submission deadline:	**Friday 27th February 2026 by 23:59pm**	**Return date of provisional marks & written feedback:**	**Friday 27th March 2026 by 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:** 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.		

Module Learning Outcomes (from module syllabus)
• Undertake efficiently and shadow a supervisory position in Food and Beverage Operations and critically appreciate the importance of work-based keys skills. • Systematically analyse management performance within the workplace environment and knowledgeably discuss issues relating to Food and Beverage Operations.

- Systematically examine and understand performance criteria and technical knowledge necessary to meet hotel food and beverage F&B guest service standards.

TASK DESCRIPTION COMPONENT ONE

Assessment Component 1 – Student Learning Log (50%)

Overview

As part of your 10-week Level 6 hotel placement, you will be expected to gain comprehensive hands-on experience and understand the operational, managerial, and customer service aspects of the **Food and Beverage department.** Your assignment is designed to ensure you reflect on **(<u>not describe</u>)** your experiences, apply theoretical knowledge from previous modules, and develop practical skills within this department.

Prior to writing, students are required to review modules that you have previously studied from this course, such as Sustainability for the Hospitality Industry, Personal Resourcing and Development, Food and Beverage Operations, International Meetings Management etc. These modules will still be available for you to access in Moodle, in Moodle archive.

During your assessment briefing you will be shown where to access these.

Task: Produce a 1,250-word (+/-10%) reflective learning log.

Your learning log should contain the following sections.
Suggested word counts are for guidance only.

Introduction. (150 - 200 words)

Briefly introduce the hotel's F&B operation. You must outline the specific food and beverage options at your placement hotel. Consider all areas including restaurant, bar and events if applicable. You must include the name of the placement hotel that you are completing your practical hours at.

Main Body (850 - 1000 words)

Your time completing practical hours at your placement hotel will provide you with the opportunity to apply your classroom studies in a real-life setting. For example, you will experience breakfast and dinner service in a hotel

restaurant which will provide relevant information to discuss how sustainability is managed at your placement hotel. This is just one possible example out of many.

You are tasked with critically analysing a chosen module. It is important that you discuss aspects of your classroom studies that you witnessed in practice during your placement shifts. Take the time to discuss this with relevant colleagues within the department, this may be Supervisors, Managers or entry level team members that are adopting theoretical practices within their daily tasks. Discuss benefits and drawbacks wherever possible and ensure you include your own personal reflections within this.

When reflecting, ensure you compare your experiences during this Level 6 placement to your Level 4 placement experiences. Be specific to the food and beverage department when doing so. Reinforce your personal reflections with appropriate academic literature and consider any potential improvements that you have identified because of your practical experiences and your wider research.

Include theoretical frameworks and models wherever possible to support your writing and ensure that you cite these accordingly.

Your overriding aim is to experience theory in practice, analyse its effectiveness within the food and beverage department of your placement hotel, and suggest any realistic improvements that may be beneficial.

Ensure that you discuss specific scenarios that you experienced or observed to meet the requirements of writing reflectively.

Conclusion (150 - 200 words)

Summarise your key findings and recommendations.

A minimum of 5 references in line with Harvard Referencing Conventions is required, with a full reference list included.

Including fictional scenarios may result in an automatic 0 Fail mark.

Learning Log Submission:

Whilst on placement please take every opportunity to ask questions of your colleagues, learn from the experience and then write reflectively about this. This can be started when you are comfortable to do so and certainly will help you achieve a better progress record if you start writing the record 2-3 weeks into your placement when you have settled into the environment and when you will be observing operations first hand and taking part. If you require additional support, please ask your work-based supervisors within the teams or arrange to meet with your placement lecturer. **If you are concerned that you will not obtain relevant experience in advance of the submission deadline, please contact your placement lecturer for advice on how to structure your learning log effectively.**

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 make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *The work should contain at least* ***5 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

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: Students are required to show knowledge and understanding through reflection of their practical placement, demonstrating key learnings from the food and beverage department applying theoretical knowledge.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Students are to analyse their placement in means of not just describing tasks, but demonstrating the why? how? what? when? Through practical tasks, reflective writing and discussions with hotel employees.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: Students need to consider how they would apply solutions within the workplace of their placement property, highlighting what they have learnt on placement and how they could deploy this in future careers.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use

appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: You should write the report in a recognised format within the assignment word count. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 12 point or Times New Roman 12 point and be 1.5 or double spaced.

STUDENT FEEDBACK FORM COMPONENT ONE

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 awarded**
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	

5. Transferable Skills for Life and Professional Practice		
	20	

LEVEL 6 ASSESSMENT SPECIFICATION COMPONENT TWO

Student name:		**Student ID number:**	
Programme:	**BA International Hotel Management**		
Module:	**Managing Food and Beverage Operations**		
Module code:	**BMIH6002**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Jessica Newport**	**Internal Verifier:**	**Natalie Brailsford**
Assignment Title:	**Management Assessment of Practical Tasks – Feedback from hotel.**	**Word count (or equivalent):**	**N/A**
Submission deadline:	**Friday, 27th March 2026 by 23:59pm**	**Return date of provisional marks & written feedback:**	**Friday 24th April 2026 by 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:** 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.		

Module Learning Outcomes

(from module syllabus)
• Undertake efficiently and shadow a supervisory position in Food and Beverage Operations and critically appreciate the importance of work-based keys skills. • Systematically analyse management performance within the workplace environment and knowledgeably discuss issues relating to Food and Beverage Operations. • Systematically examine and understand performance criteria and technical knowledge necessary to meet hotel food and beverage F&B guest service standards.

Task Description Component Two

Assessment Component 2

Management Assessment of Practical Tasks – Feedback from hotel (50%)

Practical Tasks Evaluation Guidance

PROCESS

Students are encouraged to arrange to participate fully within the learning experiences that placement can provide. **A feedback report will be sent to placement providers by university tutors to assess the practical element of the module.**

It is appreciated that within the hospitality industry there are changes within supervisors, team leaders and managers across a range of shifts and within the student's placement allocation throughout departments, it is therefore the **lecturer's responsibility** to liaise with the point of contact within the hotel at the end of the student's placement to complete a set of questions which are rated:

1-10 over 5 key elements:

1. Students' ability to take part in practical tasks- this includes their approach, eagerness and understanding. (/20)
2. Students' ability to maintain appropriate time keeping, including attendance and engagement within the set department, and their suitable appearance and demeanour. (/20)
3. Students' ability to undertake set tasks**, under supervision**. (/20)
4. Students' ability to undertake set tasks **with little or no supervision** (towards the end of their placement). (/20)
5. Students' suitability for future employability (based on their placement attendance and experience) within the hospitality industry. (/20)

UWTSD Lecturers will use the marking criteria to award a mark for the evaluation (which forms 50% of the overall module mark) in accordance with the University common marking scale and normal University procedure.

STUDENT FEEDBACK FORM COMPONENT TWO

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 awarded**
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
	80	
5. Transferable Skills for Life and Professional Practice		
	20	

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 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 research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed 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, 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 consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic	Major gaps in knowledge and systematic understanding of the subject matter. Substantial	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies	Limited knowledge and systematic understanding of the relevant concepts and principles within	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study	Knowledge is reasonably extensive coherent and detailed. Exhibits very good	Excellent coherent and detailed knowledge and systematic understanding of the principles	Exceptionally coherent and detailed knowledge and systematic understanding of the principles

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%**
understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	the subject area which to some limited extent, is informed by current research and scholarship.	and to some extent, current research and scholarship.	understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	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 (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the

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%**
				reason and evidence.			broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work,	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent,	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very	Can communicate with an exceptionally high level of professionalism. Work is exceptionally

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%**
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.)	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.	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 employment.	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.	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 some of minor weakness.	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.	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 appetite for further development.	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.

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