

Hospitality & Tourism Management
BA(Hons) International Gastronomy Management
Module Handbook Semester Two 2026

BMGM6001

Leading Restaurant Strategy

LEVEL 6

Module Lead: Jessica Newport BA (Hons), MBA

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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 Academic Discipline of 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 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. 3 rd Edn. Sage. London	☒
Essential	Ford, R.C, Sturman, M.C (2020) Managing Hospitality Organizations. 2 nd Edn.	☒
Essential	Hayes. D.K, Hayes. J.D, Hayes. P.A (2021) Revenue Management for the Hospitality Industry. 2 nd Edn. Wiley. London	☒
Essential	Mullins, L & Dosser, P. (2013) Hospitality Management and Organisational Behaviour (5 th 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) 5 th Edn. The Restaurant Managers Handbook. <i>How to set Up, Operate, and Manage a Financially Successful Food Service Operation</i> . 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.bighospitality.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 26/01/26	9am – 1pm	Module Introduction - Intro to the Module - What is restaurant strategy?	Lecturer slides Group activity Videos	Assessment 1 & 2 Handout
Week 2 W/C 02/02/26	9am – 1pm	Legal Requirements - Property design - Planning laws and building regulations	Lecturer slides Group activities Videos	
Week 3 W/C 09/02/26	9am – 1pm	Introduction to Financial Planning - How to be sustainable in hospitality - Costing analysis for short- and long-term decision making	Lecturer slides Group activities Videos	
W/C 16/02/26 – W/E 20/02/26	N/A	Reading Week – no class		
Week 4 W/C 23/02/26	9am – 1pm	Business Plan Creation Workshop - Interactive workshop session - Practical Business Plan writing	Lecturer slides Group activities Videos	Assessment check-in – recap of requirements
Week 5 W/C 02/03/26	9am – 1pm	Budgeting and capital management - Introduction to budgeting and capital management - Functional and master budgets and pre-opening requirements	Lecturer slides Group activities Videos	
Week 6 W/C 09/03/26	9am – 1pm	Recruitment and Onboarding - Recruitment procedures and how to advertise positions - Onboarding staff and appropriate training procedures	Lecturer slides Group activities Videos	
Week 7 W/C 16/03/26	9am – 1pm	Menu design - Effectively establishing the restaurant concept - Sourcing and supply chain planning	Lecturer slides Group activities Videos	
Week 8 W/C 23/03/26		Assignment workshop Best practice refresh – effective referencing & accurate critical	Harvard Referencing Guide Lecturer slides	

		analysis • Effective research techniques • Practical assignment brainstorming	Activities	
W/C 30/03/26 – W/E 17/04/26		Easter break – no classes		
Week 9 W/C 20/04/26		Marketing and advertising • Campaign techniques • Launching the restaurant	Lecturer slides Activities Videos	Assessment 1 deadline Friday 24th April 2026 23:59pm
Week 10 W/C 27/04/26		Presentation workshop • Practical & interactive session for effective presenting • How to use slides to compliment presentations • How to avoid common mistakes when presenting	Lecturer slides Activities	
Week 11 W/C 04/05/26		Live Presentations		Assessment 2 deadline Monday 04th May 2026 23:59pm (slides upload) Presentations Tuesday 05th May 2026
Week 12 W/C 11/05/26		Module wrap up • Discussion of topics covered • De-brief		

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:	Antoinette Milne
Assignment Title:	Assessment 1 – Pre-opening business plan	Word count (or equivalent):	2000 (+ or -10% or penalties will be incurred)
Submission deadline:	Friday 24th April 2026 at 23:59pm	Return date of provisional marks & written feedback:	Friday 22nd May 2026 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

You are tasked with creating a new hospitality establishment to bring to market. To support your new concept and demonstrate its viability within the hospitality sector, you are required to produce an appropriately structured business plan. This business plan will be designed to interest potential investors and demonstrate your knowledge and understanding of both your business concept and the wider market sector.

It is vital that you use the provided business plan template, as any other format will incur a failing grade.

Guidance

- Undertake appropriate research to assist you in creating a new and innovative hospitality business.
- Alternatively, you may use a concept that you have already taken to market or have plans to take to market in the future.
- Utilise your classroom studies, and your wider research and industry experience to consider the steps and techniques required ahead of the business launch.
- Evaluate the current market that your concept will become part of. Are your ideas and suggestions realistic?
- Adopt sensible and clear strategic decision-making processes and outline these clearly within your business plan. A considered appreciation of potential risks will demonstrate your knowledge and understanding and increase your chance of success. This is particularly important for a new business in the early stages.
- Demonstrate appropriate research within your business plan. Include citations accordingly and present your business plan in a professional format (using the provided template).
- Appreciate the need for the business plan to be persuasive. A business plan is used to persuade investors to buy into both you as the owner and the likely success of your business concept overall. With a lot of competition within the market, it is crucial that you spark an interest in potential investors, as failing to do so will likely result in their investment being offered to a competitor of yours.
- Be sensible and realistic with what you can offer. Investors will be looking for a favourable return on their investment. Consider this in depth and remember that the return may not necessarily be financial.
- Include key financial figures to demonstrate that you have considered the most effective use of capital and investment. Ensure that your included figures are as accurate as possible and that you include specifics, in line with the business plan template to demonstrate your understanding of different sources of funding.

Consider

- **The organisational framework** – e.g. key staff members.

- **Ethos** – what does your organisation represent?
- **Brand standards** – what are your core values and how are these demonstrated day to day? What can your customers rely on you to provide every time that they visit?
- **Leadership** – how are you managing your business to ensure the greatest chance of success?

You must present your report with a title page, that includes: -

- 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.

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:	Antoinette Milne
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 04th May 2026 23:59pm Live presentation Tuesday 05th May 2026	Return date of provisional marks & written feedback:	Tuesday 02nd June 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

It is commonplace to present a business plan to potential investors via a live presentation. You are therefore required to deliver a 15-minute formal presentation in a business pitch style. You must identify the key points and areas of interest within your full business plan and create a presentation that effectively acknowledges these highlights. This presentation is your opportunity to engage your potential investors, convince them to buy into your concept and to take the time to read your full business plan. Effective presentation delivery will help you to stand out against competitors and secure the crucial funding and support needed to launch a new business. Following your presentation, you will participate in a short Q&A with the assessing panel to explore your concept in further detail. Again, this is a common experience when pitching a business.

Further guidance:

- Utilise the content covered in classes, including the presentation workshop, to create a presentation that you can confidently deliver. This will demonstrate your research and that you have understood the key elements of successful professional pitching.
- Engage your audience through careful consideration of aspects including the importance of eye-contact, clear speech and the avoidance of relying too heavily on your supporting slides.
- Be mindful of the content you include. Identify the parts of your plan that your audience wants and need to know about and focus on these areas to ensure engagement and increase the chance of investment.
- You will present individually using a digital tool like PowerPoint, delivering your presentation live in person. Ensure you are comfortable navigating the technology ahead of time.
- Be mindful of the time limit. The duration of your pitch should not exceed 15 minutes. The question-and-answer segment that follows will not form part of the 15-minute limit.
- There is no limit on the total number of slides that you can include, and no limit either on the use of additional materials if required. However, you must ensure that your use of any content is feasible within the 15-minute timeframe. Anything outside of this will not be considered when marking, so it is crucial to plan effectively.
- It is crucial that you practice extensively! Time yourself to ensure your content fills the time appropriately. Ask others to sit in so you have the experience of performing to an audience. Consider recording yourself so you can watch your presentation and identify any potential areas of improvement ahead of assessment.
- 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 (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	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 (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%
	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 (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%
(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 (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%
(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 (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%
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 (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%
		employment.		some of minor weakness.		appetite for further development.	

