



BA (Hons) Hospitality & Hotel Management
Module Handbook Spring Term 2026
Placement Research Project
BMIH6014
LEVEL 6

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Placement research Project Spring Term 2026

Welcome to this generic overview handbook for the above module. This is a level 6; 20 credits module taught in term 2 to Level 6 HHM students in the School of International Hotel Management.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

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

AIM(S)

- The research report will enable the student to produce a body of work which has been instigated, developed and produced as a consequence of their own initiative and will allow an opportunity for independent research. The topic will arise from individual interest from the professional placement period and will require the student to undertake an independent research investigation. In this context it will also aim to allow the student to apply a range of analytical skills and techniques and to develop research-based skills by undertaking structured and methodical research.

INDICATIVE CONTENT

- Defining the research question, defining research aims and objectives.
- Definitions of research methodology.
- Research Techniques: The role of theory, experimental research design, qualitative, quantitative methods, action research, software applications.
- Survey Research Design: Interview technique, selection of samples, questionnaire design, structural interviews.
- Quantitative & Qualitative Analysis: Origins and practice, case studies, written sources, text analysis packages, use of statistical packages and software e.g. SPSS/Excel/SNAP techniques; parameter and non-parameter data analysis
- Achieving research rigor, understanding bias, use of appropriate analytical tools, caveats of interpretation, drawing conclusions

- Developing a research proposal.
- Making theoretical considerations in applied research.
- Planning and starting research; searching data and research data sources.
- Defining research aims and objectives.
- Defining and choosing research methodologies.
- Undertaking survey research and design; research proposal design.
- Evaluating applied research methods.
- Analytical methods and techniques/data analysis.
- Synthesis of research data and cognitive reasoning.

Study Time Allocation

Activity type	Hours	Percentage
Scheduled learning	12	6%
Independent learning	108	54%
Placement learning	80	40%
TOTAL	200	100%

ASSESSMENT

Assessment Component
(Tick one)

Coursework ☐

Mode of assessment	Volume	Weighting
Research report	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMIH6014/BMIH6014D	
Module Title	Placement Research Project	
Classification	Reading List entry	Electronic *
Essential	Collis, J & Hussey, R (2014), <u>Business Research, A Practical Guide for Undergraduate and Post Graduate Students</u> , Palgrave, London	☒
Essential	Saunders, M., Lewis, P. and Thornhill, A. (2012) <u>Research Methods for Business Students</u> , FT/Prentice Hall: Harlow	☒
Further	Veal, A J (2006), <u>Research Methods for Leisure and Tourism</u> , 3 rd Ed, Financial Times/ Prentice Hall	☐
Further	Bryman A. (2008), <u>Social Research Methods</u> , 2 nd Ed, Oxford University Press	☐
Further	Cottrel, S. (2011) <u>Critical Thinking Skills: Developing Effective Analysis and Argument</u> , Palgrave Study Guides, Palgrave Macmillan: Basingstoke	☐
Further	Cottrel, S. (2014), <u>Dissertation and Project Reports – A step by Step Guide</u> , Palgrave Macmillan: Basingstoke.	☐
Further	Denscombe, M., 2010. <u>Ground rules for social research : guidelines for good practice</u> 2nd ed., Maidenhead: Open University Press.	☒
Further	Diamantopoulos, A. & Schlegelmilch, B. B. (2002), <u>Taking the Fear Out of Data Analysis</u> , Dryden, London	☐
Further	Greetham, B. (2014) <u>How to Write your Undergraduate Dissertation</u> , Palgrave Macmillan, Basingstoke.	☐
Further	Grbich C. (2006), <u>Qualitative Data Analysis</u> , Sage Publications Ltd	☐
Further	Marshall, C. (2015), <u>Designing Qualitative Research</u> , 6 th Ed, Sage, London.	☐
Further	McGiven, Y. (2006), <u>The Practice of Market and Social Research, an Introduction</u> , Prentice Hall, Harlow	☐
Further	Pallant, J. (2010), <u>SPSS Survival Manual</u> , Oxford University Press, Buckingham	☒
Further	Robson, C. (2016), <u>Real World Research</u> , 2 nd Ed, Blackwell: Oxford	☐
Further	Silverman, D. (2011), <u>Qualitative Research Methods</u> , 2 nd Ed, Sage: London	☐
Further	Yin, R. K. (2003), <u>Case Study Research</u> , 4 th Ed, Sage: London	☐
Journals	Appropriate journals from the compulsory subject areas and appropriate for the dissertation.	☐
Websites	Appropriate websites from the compulsory subject areas. http://www.socialresearchmethods.net/kb/contents.p_hp	☐

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Hospitality and Hotel Management		
Module:	Placement Research Project		
Module code:	BMIH6014	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Natalie Brailsford	Internal Verifier:	Kathryn Flynn
Assignment Title:	Research Report	Word count (or equivalent):	4000 words +/- 10%
Submission deadline:	Thursday 14 th May 2026 by 23:59Hr	Return date of provisional marks & written feedback:	11/06/2026 by 23:59Hr
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)

- Appraise critically the literature pertaining to their research topic.
- Evaluate, select and apply relevant research techniques in both primary and secondary fields and analyse rigorously the evidence gathered.
- Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.
- Produce an organised and structured document that adheres to academic convention.

TASK DESCRIPTION

Students are required to produce a 4,000-word Placement Research Project based on their current hotel placement, requiring a move beyond description and analysis and demonstrate managerial decision-making informed by evidence.

The report should critically investigate a specific topic directly related to the student's placement hotel, using the hotel as the primary case study. Students should assume the role of a future department manager and use their research findings to determine what actions they would take, what they would change, and what they would implement to achieve best practice within the department and wider hospitality industry.

What makes a good research project?

An effective research project presents, analyses, and interprets evidence that is relevant to the chosen topic and the placement organisation. Sources must be appropriately acknowledged and referenced throughout using Harvard referencing.

Compared to an essay, this research project should adopt a clear, professional, and analytical style, with concise academic writing and a strong emphasis on application to practice. A high-quality project will demonstrate the student's ability to:

- Understand and respond to the research brief and its specifications
- Gather, evaluate, and analyse relevant academic and industry sources
- Apply theory and models to a real organisational context
- Interpret findings and develop scenario-based managerial responses
- Structure content logically and coherently
- Draw evidence-based conclusions
- Propose realistic, actionable, and measurable recommendations aligned with industry best practice

Task Specific Requirements

- The placement hotel must be used as the primary case study
- The topic must clearly relate to the student's placement role, department, or operational experience
- Findings and recommendations must be scenario-based, addressing:
 - If you were a future department manager in this hotel, what would you do differently?
 - What changes or initiatives would you implement based on your findings?
 - How would these actions improve performance and align with industry best practice?

Suggested Structure and Word Count Guidance (4,000 words)

- Title Page
- Include:
 - Title of the research project
 - Student name and number
 - Module name and code
 - Institution and department
 - Supervisor name
 - Submission date

Declaration of AI Use

Students must clearly declare whether AI tools were used and, if so, how they were used in line with university policy.

Acknowledgements (optional – not included in word count)

A brief acknowledgement of those who supported the research and placement experience (e.g. placement hotel, supervisor, family).

Abstract (300–350 words)

The abstract should provide a concise overview of the project and will be the first section read. It should:

- Clearly state the aim and objectives of the research
- Identify the placement hotel and topic area
- Summarise the key findings
- Highlight the scenario-based managerial implications
- Outline the key recommendations proposed

The abstract should focus on outcomes and actions, ensuring the reader immediately understands the relevance and practical value of the research.

Table of Contents

To be completed last, with accurate page numbering.

Chapter 1: Introduction (500 words)

The introduction sets the context for the research project and should:

- Introduce the placement hotel, including brand, location, and operational context
- Identify the specific topic or issue being investigated
- Explain why this topic is relevant to the hotel and the wider hospitality industry
- Clearly state the aim and research objectives
- Introduce the future manager perspective, positioning the study as a foundation for managerial decision-making

Chapter 2: Literature Review (1,000 words)

This chapter should present a critical and systematic review of relevant academic and industry literature related to the chosen topic. Students should:

- Discuss key theories, models, and concepts relevant to the research area
- Compare and contrast different academic viewpoints
- Identify best practice within the hospitality industry
- Highlight gaps between theory and practice that are relevant to the placement hotel

The literature review should provide a clear framework for analysing findings and shaping managerial scenarios.

Chapter 3: Methodology (500 words)

This section should explain how the research was conducted, including:

- Justification of the case study approach
- Discussion of data collection methods (e.g. observation, document analysis, informal interviews, secondary data)
- Strengths and limitations of the chosen methods
- Ethical considerations
- The focus should be on appropriateness and credibility, rather than excessive technical detail.

Chapter 4: Findings and Scenario-Based Discussion (1,300 words)

Findings (650 words)

This section should present the key findings from the placement research, organised around the research objectives or themes. Findings should be:

- Clearly structured
- Evidence-based
- Directly linked to the placement hotel

Scenario-Based Discussion (650 words)

This section is critical and should move beyond description. Students must:

- Interpret findings in relation to the literature
- Identify operational or strategic issues within the placement hotel
- Present “what if” scenarios from the perspective of a future manager
- Evaluate the implications of different managerial decisions
- For example:
 - If current practices continue, what are the risks?
 - If changes are implemented, what improvements could be achieved?

Chapter 5: Conclusion and Managerial Recommendations (700 words)

Conclusion (300 words)

The conclusion should:

- Summarise the key findings
- Revisit the research aims and objectives
- Highlight the most significant insights gained from the study

Recommendations and Practical Strategies (400 words)

This section must be practical, forward-looking, and scenario-based. Students should: Clearly state what they would change, implement, or improve as a future manager:

- Link recommendations directly to findings and literature
- Ensure recommendations are:
 - Specific
 - Measurable
 - Realistic
- Aligned with hospitality industry best practice

Students should demonstrate managerial thinking, not just academic understanding.

References

All sources must be referenced using Harvard referencing

A minimum of 40 academic and industry sources is expected.

Sources should include journals, textbooks, and credible industry reports

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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

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 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 research project must be clearly informed by high-quality scholarly sources that directly support your analysis of the placement hotel. This means drawing on a wide range of credible, up-to-date academic, governmental, and industry materials, including refereed journal articles, textbooks, industry reports, organisational documents, and carefully selected websites. Academic journals should form the core of your evidence base, as they are the most reliable, while websites must be used sparingly and only when trustworthy. Ensure most sources are published within the last five years, except for important seminal works. Throughout your project, you must demonstrate your own research by integrating Harvard-style in-text citations and providing a full reference list, with a minimum of 40 credible sources used to support your interpretation, analysis, and managerial recommendations.*

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 you're *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: *The project must demonstrate a coherent, detailed, and systematic grasp of your chosen topic, drawing on the latest research and advanced scholarship where relevant. This means selecting and applying appropriate theories, concepts, models, and frameworks and explaining them clearly to show genuine understanding, not just recognition. You should acknowledge the uncertainty, ambiguity, and limits of knowledge, showing awareness that real organisational practice may not always align perfectly with theory. Your work should reflect the depth and growth of your subject knowledge by interpreting what academic ideas mean in the context of your placement hotel. Strong projects provide comprehensive, accurate coverage of relevant concepts and use them purposefully to analyse findings and support managerial decision making.*

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: *The project must demonstrate clear analytical thinking by examining evidence in depth, questioning assumptions, and comparing contrasting viewpoints from both your placement findings and current academic research. You should avoid simply describing what happens and instead justifies why it happens, how it affects performance, who is involved, when it occurs, where the issue is most visible, and at what cost to the organisation. Your analysis should evaluate incomplete or conflicting evidence, acknowledge different interpretations, and show how you arrived at your judgements. Throughout the project, reflect on the ideas of scholars and industry experts, using them to build well-reasoned, evidence-based arguments that support your managerial decisions. Your conclusions must follow logically from your analysis, and where appropriate, you should present alternative solutions or recommendations that demonstrate problem-solving ability and critical insight.*

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: *Your project must show that you can use the analytical tools, models, and frameworks learned throughout your degree and apply them meaningfully to the real-world context of your placement hotel. You should demonstrate how concepts work in practice by using them to assess current operations, frame relevant questions, analyse problems, and propose feasible solutions. This may involve applying a model within your department, benchmarking against industry best practice, or evaluating real workplace examples to extend your understanding. Strong work will show that you can operate in complex, changing environments, use appropriate enquiry methods to sustain arguments, and generate well-reasoned managerial responses. You should also recognise the limitations of theories when applied in a specific organisational context, showing an awareness that not all models fit every situation perfectly.*

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: *The project should demonstrate the initiative, responsibility, and decision-making expected of a graduate entering a complex and unpredictable industry like hospitality. You should show that you can independently plan, manage, and complete a substantial piece of work, drawing on your placement experience to develop professional competence and reflective learning. Your writing must be well-structured, coherent, and fluent, communicating arguments and analysis clearly to both specialist and non-specialist audiences. Strong work will also show that you can take the lead in problem solving, adapt to challenges, and use appropriate media and formats to present your ideas effectively. Ultimately, the project should reflect your readiness to assume responsibility within an organisation and your ability to continue developing professionally.*

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	Marks available	Marks awarded
1. Engagement with Literature Skills		
	30	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment 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%)		

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 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)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

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%
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.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	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.	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.	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 (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 / misinterpretation . 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	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

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%
				the basis of reason and evidence.			grasp of the 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	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	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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