



## **Hospitality and Tourism Management**

### **Module Handbook 2026/27**

## **BMTP6015 Independent Project (Consultancy Project)**

**LEVEL 6**

**Module Lead:**

**Scott James**

**[scott.james@uwtsd.ac.uk](mailto:scott.james@uwtsd.ac.uk)**

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## **Independent Project (40 credits)**

Welcome to this module handbook. This is a level 6, 40 credit module taught to Level 6 students in the School of Hospitality and Tourism Management.

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.

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### **AIM(S)**

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

### **LEARNING OUTCOMES**

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

### **INDICATIVE CONTENT**

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.

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## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 36         | 9%          |
| Independent learning | 364        | 91%         |
| Placement learning   | 0          | 0%          |
| <b>TOTAL</b>         | <b>400</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume                                             | Weighting |
|--------------------|----------------------------------------------------|-----------|
| Portfolio          | Minimum of 3 elements (equivalent to 10,000 words) | 100%      |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 100%        |
| Practical     | 0%          |
| <b>TOTAL</b>  | <b>100%</b> |

## INDICATIVE READING LIST

This will be guided by the student's individual project.

| Module Code    | BMTP6015                                                                                                                                 |                                     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Independent Project                                                                                                                      |                                     |
| Classification | Reading List entry                                                                                                                       | Electronic*                         |
| Essential      | Saunders, Thornhill, A., & Lewis, P. (2016). Research methods for business students, 7 <sup>th</sup> edn.. Pearson Education Limited.    | <input checked="" type="checkbox"/> |
| Essential      | Okumus, Rasoolimanesh, S. M., & Jahani, S. (2023). Cutting edge research methods in hospitality and tourism. Emerald Publishing Limited. | <input checked="" type="checkbox"/> |
| Essential      | Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 <sup>rd</sup> edn, Palgrave.                     | <input checked="" type="checkbox"/> |
| Essential      | Gray, D.E. (2018) <i>Doing Real World Research</i> . SAGE.                                                                               | <input type="checkbox"/>            |
| Further        | Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i>                                    | <input type="checkbox"/>            |
| Further        | Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins                                                                 | <input type="checkbox"/>            |
| Further        | Flick, U. (2014) <i>An Introduction to Qualitative Research</i> . SAGE.                                                                  | <input type="checkbox"/>            |
| Further        | Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> . SAGE.                                      | <input checked="" type="checkbox"/> |
| Further        | Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . SAGE                                             | <input type="checkbox"/>            |
| Further        | Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . SAGE                                                     | <input checked="" type="checkbox"/> |
| Further        | Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . SAGE                            | <input type="checkbox"/>            |
| Further        | <a href="https://ec.europa.eu/jrc/en/entrecomp">https://ec.europa.eu/jrc/en/entrecomp</a>                                                | <input checked="" type="checkbox"/> |

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## **Teaching Schedule (Semester 1)**

| <b>Week</b>         | <b>Content Overview</b>                                                                                                                                                                                                                                                              |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>W/C 28.09.2026 | <b>Module Introduction &amp; Choosing Your Independent Project</b><br><br>Module overview; learning outcomes; assessment structure; expectations at Level 6; introduction to independent learning; overview of the three project routes; key deadlines and supervision arrangements. |
| 2<br>W/C 05.10.2026 | <b>Developing a Strong Independent Project</b><br><br>Moving from an initial idea to a viable project; defining purpose; aims and objectives; scope and feasibility; stakeholders/audiences; what makes a strong Level 6 project; considering how project success can be evaluated.  |
| 3<br>W/C 12.10.2026 | <b>Element 1 Focus &amp; Development</b><br><br>Understanding Element 1 requirements; developing and justifying ideas; using evidence; communicating ideas effectively; expectations of Level 6 work.                                                                                |
| 4<br>W/C 19.10.2026 | <b>Research Ethics &amp; Responsible Project Practice</b><br><br>Importance of ethics; informed consent; confidentiality and anonymity; data management; working with organisations and stakeholders; completion of the Ethics Form; responsible use of AI.                          |
| 5<br>W/C 26.10.2026 | <b>Element 1 Drop-Ins</b><br><br>Dedicated drop-in support ahead of the Element 1 submission; opportunity to discuss questions, clarify                                                                                                                                              |

|                                |                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p>assessment requirements, review progress and receive individual guidance on specific areas requiring further development.</p> <p><i>Ethics Form (Due Friday 6<sup>th</sup> November 23.59PM)</i></p>                                                                                                                                              |
| <p>6</p> <p>W/C 02.11.2026</p> | <p><b>Element 1 Drop-Ins</b></p> <p>Dedicated drop-in support ahead of the Element 1 submission; opportunity to discuss questions, clarify assessment requirements, review progress and receive individual guidance on specific areas requiring further development.</p>                                                                             |
| <p>7</p> <p>W/C 09.11.2026</p> | <p><b>Element 1 Drop-Ins</b></p> <p>Dedicated drop-in support ahead of the Element 1 submission; opportunity to discuss final questions, clarify assessment requirements, review progress and receive individual guidance on specific areas requiring further development.</p> <p><i>Element 1 (Due Friday 13<sup>th</sup> November 23.59PM)</i></p> |
| <p>8</p> <p>W/C 16.11.2026</p> | <p><b>Presentation Week</b></p>                                                                                                                                                                                                                                                                                                                      |
| <p>9</p> <p>W/C 23.11.2026</p> | <p><b>Element 2 Focus &amp; Development</b></p> <p>Introduction to Element 2; moving from proposal to project; responding to Element 1 feedback; project planning; milestones; managing workload; evidence and record keeping; expectations for independent study and supervision.</p>                                                               |
|                                |                                                                                                                                                                                                                                                                                                                                                      |

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|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10<br>W/C 30.11.2026 | <b>Individual Supervision and Support Tutorials</b><br><br>Individual/project-group tutorials focused on project development, progress against objectives and resolving emerging issues.     |
| 11<br>W/C 07.12.2026 | <b>Individual Supervision and Support Tutorials</b><br><br>End-of-semester progress review; review of Element 2 development; identification of priorities and agreed actions for Semester 2. |

## Teaching Schedule (Semester 2)

| Week              | Content                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------|
| 1<br>W/C 25.01.27 | Individual Supervision and Support Tutorials                                                                   |
| 2<br>W/C 01.02.27 | Individual Supervision and Support Tutorials                                                                   |
| 3<br>W/C 08.02.27 | Individual Supervision and Support Tutorials<br><br><i>Element 2 (Friday 12<sup>th</sup> February 23.59PM)</i> |
| 4<br>W/C 15.02.27 | Element 3 Workshop                                                                                             |
| 5<br>W/C 22.02.27 | Individual Supervision and Support Tutorials                                                                   |
| 6<br>W/C 01.03.27 | Individual Supervision and Support Tutorials                                                                   |
| 7<br>W/C 08.03.27 | Individual Supervision and Support Tutorials                                                                   |
| 8<br>W/C 15.03.27 | Individual Supervision and Support Tutorials<br><br><i>Element 3 (Sunday 21<sup>st</sup> March 23.59)</i>      |

## LEVEL 6 ASSESSMENT SPECIFICATION

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                      |                                            |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------|
| Student name:        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Student ID number:                                   |                                            |
| Programme:           | International Travel and Tourism Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                      |                                            |
| Module:              | Independent Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                      |                                            |
| Module code:         | BMTP6015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Contribution to Overall Module Assessment (%):       | 100%                                       |
| Lecturer:            | Scott James                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Internal Verifier:                                   | Lisa Bassler                               |
| Assignment Title:    | Portfolio including three elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Word count (or equivalent):                          | 10,000 words                               |
| Submission deadline: | Sunday 21 <sup>st</sup> March 23.59PM 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Return date of provisional marks & written feedback: | Friday 16 <sup>th</sup> April 23/59PM 2027 |
| Submission method:   | <p>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.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>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</p> |                                                      |                                            |

|                                        | <p>penalties may be lifted only if there is an approved extenuating circumstances claim.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |                 |                       |            |                     |                                                                                            |                     |                                                                                             |                 |                              |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|-----------------------|------------|---------------------|--------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------|-----------------|------------------------------|
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                 |                       |            |                     |                                                                                            |                     |                                                                                             |                 |                              |
| <b>Work over the word limit:</b>       | <p>To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure:</p> <ul style="list-style-type: none"> <li>• You write clearly and concisely.</li> <li>• All students complete the assessment on an equal basis.</li> </ul> <p><b>If You Go Over the Word Limit</b></p> <p>If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.</p> <table border="1"> <thead> <tr> <th>Amount Over Limit</th><th>Penalty Applied</th></tr> </thead> <tbody> <tr> <td><b>Up to 10% over</b></td><td>No penalty</td></tr> <tr> <td><b>10%–25% over</b></td><td>5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td><b>26%–50% over</b></td><td>10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td><b>Over 50%</b></td><td>Mark capped at the pass mark</td></tr> </tbody> </table> <p><b>Examples (Undergraduate):</b></p> | Amount Over Limit | Penalty Applied | <b>Up to 10% over</b> | No penalty | <b>10%–25% over</b> | 5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty) | <b>26%–50% over</b> | 10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty) | <b>Over 50%</b> | Mark capped at the pass mark |
| Amount Over Limit                      | Penalty Applied                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |                 |                       |            |                     |                                                                                            |                     |                                                                                             |                 |                              |
| <b>Up to 10% over</b>                  | No penalty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                 |                       |            |                     |                                                                                            |                     |                                                                                             |                 |                              |
| <b>10%–25% over</b>                    | 5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                 |                       |            |                     |                                                                                            |                     |                                                                                             |                 |                              |
| <b>26%–50% over</b>                    | 10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                 |                       |            |                     |                                                                                            |                     |                                                                                             |                 |                              |
| <b>Over 50%</b>                        | Mark capped at the pass mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                 |                       |            |                     |                                                                                            |                     |                                                                                             |                 |                              |

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

### **If You Are Under the Word Limit**

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

### **Feedback**

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

## **Module Learning Outcomes**

**(from module syllabus)**

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

1. Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
2. Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
3. Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
4. Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

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## TASK DESCRIPTION

### **Portfolio of 3 elements (equivalent to 10,000 words +/-10%)**

Your portfolio should contain some of the following sections:

**Portfolio Piece 1 (time limited to 7<sup>th</sup> November, 2025 for Ethical Approval)** – This element is a completed PG1 Ethical Approval and must be submitted and approved before ANY primary research can go ahead. Any aspects which do not involve primary data collection can be presented as a pitch or proposal in a slightly more flexible format such as presentation for approval by the module lead within the agreed deadlines.

This piece will be NOT be graded at this time but will either be APPROVED or DENIED. In due course you can include this document in your full portfolio for grading.

### **Consultancy Project**

The consultancy project involves selecting an organisation and identifying a specific problem or opportunity for improvement within its business operations. This process will require a comprehensive analysis of the organisation's current practices, pinpointing challenges or inefficiencies, and proposing practical, actionable solutions. Drawing on relevant expertise and methodologies, the objective is to enhance the organisation's overall effectiveness, operational efficiency, and strategic positioning in the marketplace.

#### **Element 1: Bid Proposal (15 Minute Presentation/ 30%)**

**Due Date:** Friday 13<sup>th</sup> November 23.59PM 2026

The Bid Proposal provides you with an opportunity to present and justify your proposed consultancy project. You should demonstrate a clear understanding of the organisation, identify a specific problem or opportunity that warrants investigation, and explain how your proposed project could provide value to the organisation.

Your presentation should demonstrate that the proposed project is relevant, achievable and supported by an appropriate initial approach.

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## 1. Introduction and Organisational Context

Begin by briefly introducing yourself and the organisation you will be working with. Provide sufficient context to allow the audience to understand the organisation and the environment in which the proposed consultancy project will take place.

You should consider:

- The organisation and its main activities
- Your connection to the organisation
- Relevant organisational context
- The specific problem, challenge or opportunity you have identified
- Why this issue is important to the organisation

## 2. Project Proposal

Clearly outline what you are proposing to investigate and/or address through the consultancy project.

You should consider:

- **Aim and Objectives:** Clearly define the overall aim of the project and the specific objectives you intend to achieve.
- **Rationale:** Explain why the project is needed and the potential value it could provide to the organisation.
- **Scope:** Identify what will and will not be included within the project.
- **Proposed Approach:** Provide an initial overview of how you intend to undertake the project and achieve its objectives.
- **Timeline:** Identify the key stages, milestones and anticipated timescale.
- **Resources:** Consider the resources, information and organisational support that may be required.
- **Methodology:** Outline the research or investigative methods you propose to use and explain why they are appropriate to the project.

## 3. Proposed Implementation and Organisational Value

Conclude by explaining how you anticipate the project could be used within the organisation.

You should consider:

- How you will work with relevant organisational stakeholders
- How the proposed project will be managed
- Potential challenges or constraints

- 
- The anticipated outputs or deliverables
  - How the project could provide practical value to the organisation

At this stage, you are not expected to have developed a complete project plan. The purpose of the Bid Proposal is to demonstrate that you have identified an appropriate consultancy project and developed a credible initial proposal for taking it forward.

## **Element 2: Project Initiation Document 'PID' (4,000 words/ 40%)**

**Due Date:** Friday 12<sup>th</sup> February 23.59PM

Element2 requires you to develop a comprehensive Project Initiation Document (PID) for your consultancy project. The PID should build upon the proposal presented in Element 1 and provide a detailed blueprint for how the project will be managed, investigated and delivered.

Your PID should demonstrate that the project is appropriately planned, achievable and capable of producing meaningful outcomes for the organisation.

### **1. Project Overview**

- **Project Title:** Clearly state the title of the project.
- **Project Purpose:** Explain the rationale for the project and the organisational problem or opportunity it seeks to address.
- **Project Objectives:** Establish clear and achievable objectives for the project.
- **Anticipated Outcomes:** Explain what the project intends to achieve and the potential value to the organisation.

### **2. Scope and Deliverables**

Clearly establish the boundaries of the project, identifying what is included and excluded. Identify the key tangible and/or intangible deliverables that the project is expected to produce.

### **3. Stakeholders**

Identify the key individuals or groups who have an interest in or may be affected by the project. Explain their roles, responsibilities and influence, and consider how relevant stakeholders will be engaged throughout the project.

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## **4. Project Timeline**

Provide a detailed project schedule identifying the main phases, activities, milestones, deadlines and deliverables. The timeline should demonstrate that the project can realistically be completed within the available timeframe.

## **5. Budget**

Where applicable, identify anticipated project costs and relevant funding or resource requirements. Where no direct financial expenditure is required, consideration should still be given to relevant resource implications.

## **6. Resources**

Identify the personnel, information, equipment, technology, materials and organisational support required to successfully undertake the project.

## **7. Methodology**

Clearly explain and justify the methodology that will be used to investigate the identified organisational problem or opportunity. This may involve qualitative, quantitative, mixed or other appropriate investigative approaches.

You should explain:

- The methods used to collect relevant information or data
- Sampling or participant selection, where appropriate
- How the information or data will be analysed
- Why the selected approach is appropriate to the project
- Relevant ethical considerations

## **8. Risk Management**

Identify and assess potential risks that could affect the successful completion of the project. Appropriate mitigation or contingency strategies should be developed for the key risks identified.

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## 9. Success Criteria

Establish clear criteria against which the success of the project can subsequently be evaluated. These should relate directly to the project's objectives, intended deliverables and stakeholder requirements.

## 10. Constraints

Identify any known limitations or constraints that may affect the project, such as time, access to information, organisational resources, budget, stakeholder availability or other relevant factors. Consider how these constraints will be managed where possible.

## **Element 3: Project Findings (4,000/ 30%)**

**Due Date:** Sunday 21<sup>st</sup> March 23.59

Element 3 requires you to present, analyse and critically evaluate the findings and outcomes of your consultancy project. You should demonstrate how the evidence gathered through the project has been used to address the original organisational problem or opportunity and develop meaningful recommendations.

Your work should move beyond describing what happened and provide a critical evaluation of what the findings mean for the organisation.

### **1. Project Findings and Analysis**

Present and analyse the key findings generated through your consultancy project.

You should:

- Present findings clearly using appropriate evidence
- Analyse and interpret the information or data collected
- Relate findings to the original project aim and objectives
- Identify important patterns, themes or issues
- Draw upon relevant academic and professional literature where appropriate
- Consider what the findings mean within the context of the organisation

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## **2. Evaluation of the Project**

Critically evaluate the overall success of the consultancy project against the objectives and success criteria established within the PID.

Consider:

- What was successfully achieved
- Areas where expectations were not fully achieved
- Challenges encountered during the project
- How these challenges were addressed
- The strengths and limitations of the approach taken
- Lessons that can be learned from the project

## **3. Recommendations**

Develop clear, realistic and actionable recommendations for the organisation based directly upon your findings.

Recommendations should be supported by the evidence generated through the project and should consider their practical feasibility within the organisational context.

Where appropriate, you should consider the resources, timescales, stakeholders and potential challenges associated with implementing your recommendations.

## **4. Conclusion**

Provide a concise conclusion that brings together the key findings and outcomes of the project. Explain the extent to which the original aim and objectives have been achieved and summarise the potential value of the project to the organisation.

## **5. Presentation**

Deliver a 10-minute presentation summarising the key findings, outcomes and recommendations from your consultancy project.

The presentation should be appropriate for an academic and professional audience and communicate the most important aspects of the project clearly and effectively.

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**Applies to all projects within each component:**

- **List of References:** You are required to use credible sources for your research, including academic journals, reputable online industry sources, and textbooks. A minimum of 50 references is required for the entire assignment.
- **Appendices:** Include any additional material that supports your work, such as raw data, detailed descriptions of instruments, or supplementary information relevant to the project.

**Use of Generative AI in Assessment:**

|              |                                                                                                                                                                                   |                                                                        |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research and data analysis.                                                                                      | Yes <input type="checkbox"/><br>No <input type="checkbox"/>            |
| 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 <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| 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 <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                     | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                      | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMING   | For this assessment, you can use Generative AI to create and check code.                                                                                                          | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |

|      |                                                                                                                                                                                                 |                          |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| NONE | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | <input type="checkbox"/> |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|

## 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:***

***You should draw on high quality academic and professional sources. This should include up to date journal citations for all methodological, theoretical and analytical matters while case study elements may draw on other information sources. Show academic honesty by citing where all of material is drawn from and seek the highest credibility. Whilst it is appreciated that web and other online sources will be referred to also balance this with the use of text-based information from industry journals. You must include a minimum of 50 reference sources, with in-text citations throughout your entire portfolio.***

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## 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:***

***You should show an in-depth knowledge understanding of your chosen field and how you might investigate topics of interest. This final project should showcase your understanding of all the subjects and modules that you have studied up to this point. There are a multitude of topics that students may explore in this project and for better marks you should show an awareness of recent published literature, appropriate theories, methodologies and analyses.***

## 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.

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***Guidance specific to this assessment:***

***You should be able to show that your portfolio is a coherent collection of pieces which showcase an in-depth focus on a specific subject. These various outputs should be well thought out, and relatively achievable, although there is always room for some failure within a plan/scheme. If you wish, the variety of outputs that you select allows you specialise in a range of media suitable for different audiences and purposes. Demonstrating a strong underpinning theoretical, methodological and analytical basis for your outputs will improve your marks.***

#### **4. Practical Skills**

At level 6, 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:***

***At level 6 you will be writing from an informed and in-depth position based on all that you have learned from modules up until now to assist you in writing this portfolio. You must draw on your technical, professional and academic skills to demonstrate that you can investigate topics within your field using appropriate methods.***

#### **5. Transferable Skills for Life and Professional Practice**

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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.

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**Guidance specific to this assessment:**

***By compiling this portfolio, you are displaying your ability to work as an industry professional drawing on a range of skills and personal organisation. This independent project allows you to focus all your professional and academic knowledge and skills on investigating and presenting on a specific topic. You should show a thoughtful, organised and coherent approach to your work ensuring that they meet the university requirements in terms of ethical process as well as professional standards.***

## 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 |
|----------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>  |                 |               |
|                                              | 20              |               |
| <b>2. Knowledge and Understanding Skills</b> |                 |               |
|                                              | 20              |               |
| <b>3. Cognitive and Intellectual Skills</b>  |                 |               |
|                                              | 20              |               |

|                                                                  |    |  |
|------------------------------------------------------------------|----|--|
| <b>4. Practical Application Skills</b>                           |    |  |
|                                                                  | 20 |  |
| <b>5. Transferable Skills for Life and Professional Practice</b> |    |  |
|                                                                  | 20 |  |

|                                                                                                                                                                                                            |                                                        |  |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--|----------|
| <b>Assessment Mark</b> (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. ) | <b>Late Submission Penalties (tick if appropriate)</b> |  | <b>%</b> |
|                                                                                                                                                                                                            | 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<br>(3 <sup>rd</sup> / Pass)                        | GOOD<br>(2.2 / Pass)                              | VERY GOOD<br>(2.1 / Merit)                        | EXCELLENT<br>(1 <sup>st</sup> / Distinction)       | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction) |
|-------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|----------------------------------------------------|------------------------------------------------|
| Category                                        | 0-29%                                               | 30-39%                                                 | 40-49%                                                          | 50-59%                                            | 60-69%                                            | 70-84%                                             | 85-100%                                        |
| <b>Engagement with literature</b><br>(including | Little or no evidence of reading and/or reliance on | Poor engagement with essential reading. No evidence of | Engagement with a limited range of mostly relevant and credible | Engagement with an appropriate range of research- | Engagement with a wide range of research-informed | Engagement with an extensive range of relevant and | Exceptional engagement with an extensive       |

| Level 6                                                          | FAIL                                                                                                                                                           | MARGINAL FAIL                                                                                                                                                                                  | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                               | GOOD<br>(2.2 / Pass)                                                                                                                                     | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                            | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                     |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                         | 0-29%                                                                                                                                                          | 30-39%                                                                                                                                                                                         | 40-49%                                                                                                                                 | 50-59%                                                                                                                                                   | 60-69%                                                                                                                                                                             | 70-84%                                                                                                  | 85-100%                                                                                                                                            |
| reading, referencing, academic conventions and academic honesty) | inappropriate sources.<br><br>Views and findings mostly unsupported and non-authoritative.<br><br>Referencing conventions used incoherently or largely absent. | 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. | sources. Some omissions and minor errors.<br><br>Referencing conventions evident though not always applied accurately or consistently. | informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies. | literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies. | credible literature, informed by the latest research. Consistently accurate application of referencing. | range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied. |
| Knowledge and understanding                                      | Major gaps in knowledge and systematic                                                                                                                         | Gaps in knowledge, with only                                                                                                                                                                   | Limited knowledge and systematic                                                                                                       | Knowledge is reasonably detailed,                                                                                                                        | Knowledge is reasonably extensive                                                                                                                                                  | Excellent coherent and detailed                                                                         | Exceptionally coherent                                                                                                                             |

| Level 6                                                                                                                                                                                                   | FAIL                                                                                                                                                               | MARGINAL FAIL                                                                                                                                                                                       | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                     | GOOD<br>(2.2 / Pass)                                                                                                      | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                   | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                             | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                  | 0-29%                                                                                                                                                              | 30-39%                                                                                                                                                                                              | 40-49%                                                                                                                                                       | 50-59%                                                                                                                    | 60-69%                                                                                                                                                                                       | 70-84%                                                                                                                                                                                                   | 85-100%                                                                                                                                                           |
| <b>g</b> (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.) | understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline. | 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. | understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship. | accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship. | 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. | 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. | and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, |

| Level 6                                                                                                                                                        | FAIL                                                                                      | MARGINAL FAIL                                                                                            | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                          | GOOD<br>(2.2 / Pass)                                                                                     | VERY GOOD<br>(2.1 / Merit)                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                        | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Category                                                                                                                                                       | 0-29%                                                                                     | 30-39%                                                                                                   | 40-49%                                                                            | 50-59%                                                                                                   | 60-69%                                                                                                             | 70-84%                                                                                                              | 85-100%                                                                                |
|                                                                                                                                                                |                                                                                           |                                                                                                          |                                                                                   |                                                                                                          |                                                                                                                    |                                                                                                                     | sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.   |
| <b>Cognitive and intellectual skills</b><br>(Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts) | Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. | Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and | Limited attempt at critical thinking, analysis, synthesis and evaluation, tending | Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and | Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and | Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete | Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously |

| Level 6                                                            | FAIL                                                                                                                                                  | MARGINAL FAIL                                                                                                                                                                  | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                              | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                       | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                   | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                         |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                           | 0-29%                                                                                                                                                 | 30-39%                                                                                                                                                                         | 40-49%                                                                                                                                                                                                                | 50-59%                                                                                                                                                                                                                                     | 60-69%                                                                                                                                                                       | 70-84%                                                                                                                                                                                                                      | 85-100%                                                                                                                                                                |
| and data (that may be incomplete); logic, argument and judgement.) | Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence. | judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory. | towards description.<br><br>Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.<br><br>Asserts rather than argues a case. | data without guidance.<br><br>An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument.<br><br>Mostly valid arguments and logical judgements. Some tendency to assert/state | sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements. | 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. | selected evidence.<br><br>Ability to investigate contradictory or incomplete information and make strong, persuasive arguments and sophisticated, nuanced, judgements. |

| Level 6  | FAIL  | MARGINAL FAIL | SATISFACTORY<br>(3 <sup>rd</sup> / Pass) | GOOD<br>(2.2 / Pass)                                           | VERY GOOD<br>(2.1 / Merit) | EXCELLENT<br>(1 <sup>st</sup> / Distinction) | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                     |
|----------|-------|---------------|------------------------------------------|----------------------------------------------------------------|----------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Category | 0-29% | 30-39%        | 40-49%                                   | 50-59%                                                         | 60-69%                     | 70-84%                                       | 85-100%                                                                                                                                            |
|          |       |               |                                          | opinion rather than argue on the basis of reason and evidence. |                            |                                              | Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts. |

| Level 6                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                              | MARGINAL FAIL                                                                                                                                                                                                                                    | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                       | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                            | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                             | 0-29%                                                                                                                                                                                                                             | 30-39%                                                                                                                                                                                                                                           | 40-49%                                                                                                                                                                                                                                                  | 50-59%                                                                                                                                                                                                                                     | 60-69%                                                                                                                                                                                                                                                | 70-84%                                                                                                                                                                                                                                                     | 85-100%                                                                                                                                                                                     |
| <b>Practical skills</b><br>(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.<br><br>Little or no appreciation of the context of the application.<br><br>Limited understanding of the application of theory to practice or making appropriate | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.<br><br>Weak understanding of the application of theory to practice, with | An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques.<br><br>Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but | A good and appropriate application of standard methods, materials, tools and/or techniques.<br><br>Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making | A very good application of a range of methods, materials, tools and/or techniques.<br><br>Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and | An advanced application of a range of methods, materials, tools and/or techniques.<br><br>The context of the application is well considered, and insightful.<br><br>Application and deployment extend beyond established conventions. Can identify complex | Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems |

| Level 6                                                       | FAIL                                                                                                  | MARGINAL FAIL                                                                                                                            | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                   | GOOD<br>(2.2 / Pass)                                                                                                                           | VERY GOOD<br>(2.1 / Merit)                                                 | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                 | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                              |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Category                                                      | 0-29%                                                                                                 | 30-39%                                                                                                                                   | 40-49%                                                                                                                                                                                     | 50-59%                                                                                                                                         | 60-69%                                                                     | 70-84%                                                                       | 85-100%                                                                                                     |
|                                                               | links between the two.<br><br>Very weak problem-solving skills in complex and unpredictable contexts. | only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. | not always making logical links between the two.<br><br>Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity. | appropriate links between the two<br><br>Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts. | unpredictable contexts.<br><br>Evidence of some innovation and creativity. | problems and propose excellent solutions. Innovation and creativity evident. | and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques. |
| <b>Transferable skills for life and professional practice</b> | Communication medium is inappropriate or misapplied.                                                  | Communication medium is poorly designed and/or not                                                                                       | Can communicate in a suitable medium but with some                                                                                                                                         | Can communicate effectively in a suitable format,                                                                                              | Can communicate well, confidently and consistently in                      | Can communicate professionally confidently and consistently in               | Can communicate with an exceptionally high                                                                  |

| Level 6                                                                                                                                                                                                                                                                                               | FAIL                                                                                                                                                                                                                                                                  | MARGINAL FAIL                                                                                                                                                                                                                                                 | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                             | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                           | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                          | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                      |
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| Category                                                                                                                                                                                                                                                                                              | 0-29%                                                                                                                                                                                                                                                                 | 30-39%                                                                                                                                                                                                                                                        | 40-49%                                                                                                                                                                                                                                               | 50-59%                                                                                                                                                                                                                         | 60-69%                                                                                                                                                                                                                                          | 70-84%                                                                                                                                                                                                                                                | 85-100%                                                                                                                                                                             |
| (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.) | 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 | suitable for the audience.<br><br>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 | room for improvement.<br><br>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. | but may have minor errors.<br><br>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 | a suitable format.<br><br>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.<br><br>Demonstrates very good graduate employment | a suitable format.<br><br>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 | level of professionalism.<br><br>Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing |

| Level 6  | FAIL                             | MARGINAL FAIL                                                                                               | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                          | GOOD<br>(2.2 / Pass)                                                                                                                      | VERY GOOD<br>(2.1 / Merit)                   | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                    | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                           |
|----------|----------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Category | 0-29%                            | 30-39%                                                                                                      | 40-49%                                                                                            | 50-59%                                                                                                                                    | 60-69%                                       | 70-84%                                                                                                          | 85-100%                                                                                                                  |
|          | required in graduate employment. | initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment. | Demonstrates the basic skills required in graduate employment, with some areas of minor weakness. | group activities.<br><br>Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness. | skills, with just occasional minor weakness. | meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development. | advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development. |

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH