

Academic Discipline of Hospitality & Tourism Management
BA(Hons) International Gastronomy Management

Module Handbook Semester One September 2026

Module Title: Analysis and Review of Operations Process

Module code: BMGM6000

LEVEL 6

Module Lead:

Jemma Smith MA, PGCE

j.smith@uwtsd.ac.uk

Analysis and Review of Operations Process– Semester One 2026

Welcome to this generic overview handbook for Analysis and Review of Operations Process-Semester One(1) September 2026.

To get the best out of this module, it is vital that you engage with the themes explored and that you read the module handbook in conjunction with supplementary information and materials available on Moodle, as well as instructions delivered by your module tutor.

MODULE AIM(S)

To provide opportunities for students to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and of employers' demands for individuals who are innovative and creative in their undertakings.

LEARNING OUTCOMES

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

- Identify with the role of the manager as researcher and work-based operational investigator and develop analytical skills to investigate operational processes relevant to the organisation.
- Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions, and makes sound and informed judgements to achieve a solution(s).
- Measure analysis against industry benchmarks, ensuring that the target audience is the Restaurant General Manager and stakeholders.

INDICATIVE CONTENT

- The roles of internal and external consultants/reviewers within an organisation. How their intervention can favourably impact upon sustaining success within an organisation.
- Change management theories that serve as frameworks for implementing and sustaining change within organisations.
- Consultancy/Brand managers/Organisation quality reviewers as a specialism and the potentially positive contribution that such intervention can make to aid an organisation's ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation.
- Identifying projects by studying the significant external or internal

influences that impact upon an organisations ability to serve and bring about change and innovation.

- Progressing analysis and review projects from initial idea to the presentation of persuasive, pertinent and actionable reports.
- Literature and research reviews relevant projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects.
- Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations.
- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans. Including self-improvement by way of reflexivity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMGM6000 / BMGM6000D	
Module Title	Analysis and Review of the Operations Process	
Classification	Reading List entry	Electronic*
Essential	Ford, R.C. and Sturman, M.C. (2025) <i>Managing hospitality organizations : achieving excellence in the guest experience</i> . Third edition / Robert C. Ford, Michael C. Sturman. Thousand Oaks: Sage.	☐
Essential	Todorov, K. and Akbar, Y.H. (2018) <i>Strategic management in emerging markets : aligning business and corporate strategy</i> . First edition. United Kingdom: Emerald Publishing.	☒
Essential	Ford, R.C. and Sturman, M.C. (2025) <i>Managing hospitality organizations : achieving excellence in the guest experience</i> . Third edition / Robert C. Ford, Michael C. Sturman. Thousand Oaks: Sage.	☐
Essential	Poole, M.S. and Van de Ven, A.H. (eds) (2021) <i>The Oxford handbook of organizational change and innovation</i> . Second edition. Oxford: Oxford University Press.	☒
Essential	Fonseca, A., Andrews, N. and Amatulli, G. (2024). <i>The Routledge Handbook on Meaningful Stakeholder Engagement</i> . 1st ed. Oxford: Taylor & Francis Group	☒
Essential	Freudenreich, B., Lüdeke-Freund, F. and Schaltegger, S. (2020). A Stakeholder Theory Perspective on Business Models: Value Creation for Sustainability. <i>Journal of business ethics</i> , 166(1), pp. 3–18.	☒
Essential	Dawson, P. and Andriopoulos, C. (2021) <i>Managing change, creativity and innovation</i> . Fourth edition. Los Angeles: SAGE.	☐
Essential	Bessant, J.R. (2018) <i>Managing innovation : integrating technological, market and organizational change</i> . Sixth edition. Hoboken. N.J: Wiley.	☒
Essential	Cavusgil, S.T. et al. (2013) <i>Doing business in emerging markets</i> . 2nd edition. Los Angeles ; SAGE.	☐

Module Code	BMGM6000 / BMGM6000D	
Module Title	Analysis and Review of the Operations Process	
Classification	Reading List entry	Electronic*
Further	Romano, L. (2017) <i>Project portfolio management strategies for effective organizational operations</i> . Edited by L. Romano. Hershey, Pennsylvania: IGI Global.	☒
Further	Gray, D.E. (2022) <i>Doing research in the real world</i> . 5th edition. London: SAGE.	☐
Further	Clegg, S.R., Skyttermoen, T. and Vaagaasar, A.L. (2020) <i>Project management : a value creation approach</i> . First. Thousand Oaks: SAGE.	☐

Further	Wavei, E. B., Lo, A., & Gedecho, E. K. (2025). Understanding Frontline Employees' Knowledge Management in Key Aspects of Customer Relationship Management: Insights from Contemporary Hotels. <i>International Journal of Hospitality & Tourism Administration</i> , 1-29.	☒
Further	Cottrell, S. (2023) <i>Critical thinking skills : effective analysis, argument and reflection</i> . 4th edition. London: Bloomsbury Academic.	☒
Further	Fisman, R. and Sullivan, T. (2014) <i>The org : how the office really works</i> . London: John Murray Learning.	☐
Further	Wu, Y., van Rooij, B. and Kluin, M. (2024). Organizational life-cycle analysis of corporate offending: insights into how changes in business cycles interact with regulatory oversight to shape compliance and violations. <i>Crime, law, and social change</i> , 81(2)	☒
Further	Bonnafeous-Boucher, M. and Rendtorff, J.D. (2016) <i>Stakeholder Theory : A Model for Strategic Management</i> . 1st ed. 2016. Cham: Springer International Publishing.	☒
Journal	<i>British Journal of Management</i>	☒
Journal	<i>Coaching at Work</i>	☒
Journal	<i>Harvard Business Review</i>	☒
Journal	<i>International Journal of Employment Studies</i>	☒
Journal	<i>Management Today</i>	☒
Journal	<i>People and Strategy: Journal of the HR Planning Society</i>	☒
Journal	<i>Work, Employment and Society</i>	☒
Websites	www.thecaterer.com	☒
Websites	www.bighospitality.co.uk	☒
Websites	www.restaurantmagazine.com	☒
Websites	www.instituteofhospitality.org	☒
Websites	www.flowhospitalitytraining.co.uk	☒
Websites	www.modernrestaurantmagazine.com	☒
Websites	https://www.ukhospitality.org.uk/	☒
Websites	https://hbr.org/	☒

Teaching Schedule Semester One 2026

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment	Assessment submission date
Week 1 W/C 28/09/26	2PM –6PM	Introduction to the module and the concept of hospitality and industry Assignment brief	Presentation Module Handout	Assignment Business Report	14/01/2027
Week 2 W/C 5/10/26	2PM –6PM	Guest Lecturer – Daniel Payne Organisational theories Stakeholder theory Stakeholders in the hospitality industry	Presentation Group Discussion		
Week 3 W/C 12/10/26	2PM –6PM	Guest Lecturer – Daniel Payne Managing hospitality organisations Introduction to the company and its major goals	Presentation Videos Group Discussion Group Activities		
Week 4 W/C 19/10/26	2PM –6PM	Guest Lecturer – Daniel Payne Report Workshop	Presentation Group Discussion Group Activities		
READING WEEK-NO CLASSES					
Week 5 W/C 02/11/26	2PM –6PM	Internal analysis of a business: SWOT	Presentation Group Discussion Individual Activity		
Week 6 W/C 09/11/26	2PM –6PM	External analysis of a business: Porter's Five Forces	Presentation Videos Group Discussion Group Activities		
Week 7 W/C 16/11/26	2PM –6PM	External analysis of a business: Porter's Five Forces	Presentation Group Discussion Group Activities		
Week 8 W/C 23/11/26	2PM –6PM	Strategy and strategic management Industry and/or business lifecycle analysis	Presentation Group Discussion Group Activities		
Week 9 W/C 30/11/26	2PM –6PM	Guest lecture: Ruth Taylor Davies Consultant The role of a consultant	Presentation Videos Group Discussion Group Activities		
Week 10 W/C 07/12/26	2PM –6PM	Industry and/or business lifecycle analysis Innovation and change management	Presentation Group Discussion Group Activities		
CHRISTMAS BREAK					
Week 11 W/C 11/01/27	2PM –6PM	Assignment workshop	Mandatory for all. One-to-one student appointments if required afterwards	Assignment Business Report	14/01/2027
Week 12 W/C 18/01/27	2PM –6PM	Module Feedback and Evaluation Online			

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	International Gastronomy Management		
Module:	Analysis & Review of the Operations Process		
Module code:	BMGM6000	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Jemma Smith	Internal Verifier:	Jessica Newport
Assignment Title:	Business Report: Strategic Analysis of a Hospitality Food and Beverage Business	Word count (or equivalent):	4000
Submission deadline:	23:59 Thursday the 14 th of January 2027	Return date of provisional marks & written feedback:	23:59 Thursday the 11 th of February 2027
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	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: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

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.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- 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)**

Demonstrate the ability to critically analyse and evaluate the informational requirements of management, particularly in relation to decisions involving facilities, access, operational issues, innovation, change, and other service criteria, by applying appropriate methods and techniques in restaurant management

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

TASK DESCRIPTION

Written Business Report – 4000 words (+/- 10%)

Business Report: Strategic Analysis of a Hospitality Food and Beverage Business

Background:

The hospitality Food and Beverage (F&B) sector is characterised by rapid changes in consumer expectations, technological innovation, economic pressures and increasing competition. To remain competitive, hospitality businesses must continually evaluate their strategic position, operational performance and market environment.

This assessment requires you to critically analyse the performance of a restaurant or hotel Food and Beverage (F&B) outlet using relevant business theories and strategic management frameworks.

Select one restaurant or hotel Food and Beverage (F&B) outlet that you have:

- Personally visited;
- Visited during a field trip; or
- Researched in depth (subject to lecturer approval).

Task:

Prepare a **4,000-word business report** evaluating the organisation's strategic performance and proposing evidence-based recommendations for future development. Your report should address the following areas:

1. Business Profile and Strategic Direction

Provide an overview of the business, including:

- Business concept and target market
- Mission, vision and organisational values
- Business objectives and competitive strategy
- Ownership and management structure

2. Internal Business Analysis

Evaluate the organisation's internal capabilities by analysing:

- Products and service offering
- Customer experience and service quality
- Workforce management and organisational culture
- Operational resources and technology
- Strengths and weaknesses using an appropriate strategic framework (e.g., SWOT or Value Chain)

3. External Environment and Industry Position

Assess the external environment influencing business performance by considering:

- Industry trends
- Customer behaviour
- Competitive landscape
- Economic, technological, environmental and legal influences (PESTLE)
- The organisation's competitive position using an appropriate model (e.g., Porter's Five Forces)

4. Digital Presence and Customer Engagement

Critically evaluate how the business engages customers through digital platforms, including:

- Website functionality
- Online booking systems
- Social media activity
- Online reviews and reputation management
- Digital marketing effectiveness

Discuss how these elements influence customer perceptions, loyalty and business performance.

5. Operational Challenge and Strategic Evaluation

Identify one significant operational or managerial challenge currently facing the business. Examples may include:

- Staff recruitment and retention
- Service inconsistency
- Rising operating costs
- Sustainability implementation
- Customer satisfaction
- Supply chain management
- Technology adoption

Critically analyse the causes and business implications using relevant hospitality management theory

6. Strategic Recommendations and Implementation Plan

Develop practical recommendations to improve organisational performance.

Your recommendations should:

- Be realistic and evidence-based
- Consider financial and operational implications
- Include an implementation timeline
- Identify potential risks and methods for managing organisational change
- Explain how success could be measured through Key Performance Indicators (KPIs)

Additional Guidance:

- Include a brief background section about your chosen restaurant, outlining its location, unique selling points and operational issues.
- Ensure your report clearly links theory and practice by incorporating relevant concepts discussed in class and insights gained through independent research.
- Focus on analysing the restaurant rather than providing a purely descriptive overview. Compare your chosen restaurant's approach with other restaurants and industry best practices where possible.
- Ensure that your recommendations are realistic, practical, and applicable to restaurants across different market segments.

Assignment Format and Requirements:

Your report should include:

- Executive Summary
 - Table of Contents
 - Introduction
 - Main Analysis
 - Strategic Recommendations
 - Conclusion
 - Reference List (Harvard Referencing)
 - Appendices (if applicable)
-
- **Reference List** (a minimum of 30 references) (Not included in word count)

Other Requirements:

- Use Microsoft Word with Arial, Calibri, or Times New Roman font, size 12, 1.5 line spacing, and justified text.
- In-text citations must be used throughout the report.

Suggested Strategic Models

Students are encouraged to use appropriate analytical frameworks such as:

- SWOT Analysis
- PESTLE Analysis
- Porter's Five Forces
- Value Chain Analysis
- Business Life Cycle
- Ansoff Matrix
- McKinsey 7S Framework
- Service Quality (SERVQUAL)
- Kotter's Change Management Model
- Balanced Scorecard

1. Research-informed Literature /15

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard referencing system.

Specific to this assignment: The work should contain at least 40 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.

2. Knowledge and Understanding of Subject /30

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment: You should demonstrate knowledge and understanding of the theories/models associated with personnel resourcing, along with a detailed understanding of the role of consultant. You should have clear understanding of the business report.

3. Cognitive and Intellectual Skill /25

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within

the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and recommendations. Review current industry trends and standards and analyse their performance. You should show clear understanding on how to improve selected company.*

4. Practical application and deployment /20

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *The report should demonstrate understanding of key strategic theories, such as stakeholder theory and Porter's 5 forces. You have to measure the effectiveness of the recommendation by the appropriate model.*

5. Skills for professional practice /10

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment: *The report should be structured in accordance with a business report layout (follow guidelines). The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. Use headings, and include charts, graphs and images where possible. Label these sequentially throughout your text.*

Marking Criteria and Student Feedback

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks Available	Marks Award
1. Engagement with Literature Skills Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	15	
2. Knowledge and Understanding Skills Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	30	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	25	
4. Practical Application Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	20	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	10	
Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)	
	Up to 1 week Late	40% Max
	Over 1 week Late	0%
		%

Appendix A

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	used incoherently or largely absent.	gained through class contact. Inconsistent and weak use of referencing.	accurately or consistently.	texts. Referencing may show minor inaccuracies or inconsistencies .	sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies .		consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills	Wholly or almost wholly descriptive	Largely descriptive work, with	Limited attempt at critical thinking,	Some critical thinking, analysis,	Sound critical thinking, analysis,	Excellent critical thinking, analysis,	Exceptional critical thinking, analysis,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
(Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills	Limited or no use of	Rudimentary application of	An adequate awareness and	A good and appropriate	A very good application of a	An advanced application of a	Exceptional levels of

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		employment.		some of minor weakness.		appetite for further development.	

Appendix B

Student Self Evaluation Form							
Student Name:				Student Number:			
Programme:				Year of Programme:			
Assignment Title:							
Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Cognitive and intellectual skills	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
Please Comment on Areas in Which You Feel That You Have Performed Well				Please Comment on Areas in Which You Feel That You Need to Develop			
Student's Name				Date:			
Student's Signature							

This section repeats in brief the common assessment criteria detailed on previous pages. The extent to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.