



Hospitality & Tourism Management

BA International Hotel Management

Module Handbook Autumn Term

2023

Food and Beverage Operation

BMIH4002 - LEVEL 4

Module Lead:

Antoinette Milne BA, Dip-WSET

Food and Beverage Operations Autumn Term 2023

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module taught in Term 2 to Level 4 BA IHM and CertHE IHM students in the School of Hospitality & Tourism Management.

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

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

AIM(S)

- To provide students with a practical first-hand experience of food and beverage operations. The module is a practical introduction to the issues associated with food and beverage operations to enable students to appreciate what constitutes good practice.
- To introduce the student to the key skills within food and beverage operations in the hotel industry. The student will gain practical experience in areas such as restaurant (including bars) and kitchen. They will gain an understanding of team - work, communication, task management etc. and will focus upon self-management and developing the skills and competency required for their future careers.

LEARNING OUTCOMES

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

- Undertake efficiently a variety of different positions within food and beverage operations and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop food production and food service skill competencies to meet organisational requirements and standards;
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems will be addressed.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be designed to focus on the broad range of areas within food and beverage operations in the hotel industry. The module will provide students with a comprehensive introduction to the requirements of working in food and beverage operations.
- Develop food production and food & beverage guest service skills.
- Key skills – communication, teamwork, task management, personal skills, operational issues.
- Operational tasks appropriate to F&B departments – task management, performance.
- Review – reflection, self-appraisal, reaction to feedback.
- Theory into practice.
- Operations Management

- Organisational Issues: Policies and procedures relating to Food and Beverage Operations, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	32	16%
Independent learning	168	84%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Learning Log	750 words	25%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assessment of practical tasks	Throughout practical placement work	25%

Assessment Component 3

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Multiple choice question paper	1 hour	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	25%
Practical	75%
TOTAL	100%

8 Week Teaching Plan.

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment	Assessment Submission date
1 W/C 25/09	9AM - 1PM	Introduction to Food & Beverage Operations - Overview of the industry - Types of Food & Beverage Operations - Roles & Responsibilities - Skills	Powerpoint Slides Class Discussion Case Study: The Ritz Carlton	Assignment 1 Student Journal (Learning Log 750 Words) Assignment 2 Practical Tasks (Menu Development) Assignment 3 Multi-choice paper (1hr) In-class test	Friday 20th October 2023 by 23:59 Friday 10th November 2023 by 23:59 Thursday 16th 2PM November
2 W/C 02/10	9AM - 1PM	Service Operations - Service Methods - Service Styles - Ratings & Accolades	Powerpoint Slides Class Discussion Case Study: Four Seasons		
3 W/C 09/10	9AM - 1PM	Menu Planning & Design - Types of Menus - Principles of Menu Planning - Menu Engineering and Design - Pricing Strategies	Powerpoint Slides Class Discussion		
4 W/C 16/10	9AM - 1PM	Food Production - Kitchen Brigdade - Food Safety & the 4Cs - Food Hygiene Ratings - Allergens	Powerpoint Slides Class Discussion Case Studies	Assignment 1 Student Journal (Learning Log 750 Words)	Friday 20 th October 2023 by 23:59
5 W/C 23/10	9AM - 1PM	- Food allergens - Labelling - Natasha Law	PowerPoint Slides Discussion: Case studies		

6 W/C 30/10	9AM - 1PM	Beverages - Types of Beverages - Beverage Service - Bar Management	Powerpoint Slides Class Discussion		
		Mixology & Cocktails			
7 W/C 6/11	9AM - 1PM	Marketing & Sales - Marketing Strategies - Sales Techniques - Customer Relationship Management	Powerpoint Slides Class Discussion	Assignment 2 Practical Tasks (Menu Development)	Friday 10th November by 23:59pm
8 W/C 13/11	9AM - 1PM	No Lecture - Exam Thursday 16th November at 2pm	Powerpoint Slides Class Discussion	Assignment 3 Multi-choice paper (1hr) In-class test	Thursday 16th November at 2pm

BIBLIOGRAPHY

Essential

Cousins, J. (2020) *Food and beverage service*. 9th ed. London: Hodder Education Group.**

Davis, B *et al.* (2018) *Food and Beverage Management*. 6 edn London: Routledge.**

Johnston, R. (2012) *Service operations management : improving service delivery*. 4th ed. Harlow, England: Pearson.*

Motarjemi, Y and Lelieveld, H (2014) *Food safety management : a practical guide for the food industry*. Illustrated edition. Amsterdam: Academic Press.*

Zutshi, A. (2019) 'How to develop well-informed and assured teams to embed food safety compliance in the UK catering and hospitality industry', *Perspectives in Public Health*, 139(6), pp. 294–295.*

Recommended

Brown, D. R., TotalBoox and TBX (2013) *The Restaurant Manager's Handbook : How to Set Up, Operate, and Manage a Financially Successful Food Service Operation*. 4th Edition. Atlantic Publishing Group*

Cousins *et al.* (2011) *Food and beverage management: For the hospitality, tourism and event industries*. 3rd edn. Oxford: Goodfellow.

Foskett, D. *et al.* (2021) *The Theory of Hospitality and Catering*. 14th Edition. London: Hodder Education Group.*

Boussard, S (2021) *Food and Beverage Management in the Luxury Hotel Industry*. New York: Business Expert Press**

Walker, J (2017) *Introduction to Hospitality*. Harlow: Pearson Education Limited.*

Wood, R. (2013) *Key Concepts in Hospitality Management*. London: Sage*

*Available online through the UWTSD Online Library

**Available through the Institute of Hospitality Library

Journals

Journal of Hospitality and Tourism Research

International Journal of Contemporary Hospitality Management

Journal of Foodservice Business Research

Journal of Hospitality and Tourism Management

International Hospitality Review

Research in Hospitality Management

The Caterer

Cornell Hospitality Quarterly

Magazines (available online)

Onboard Hospitality <https://www.onboardhospitality.com>

Modern Restaurant Management <https://modernrestaurantmanagement.com/>

Websites

<https://www.instituteofhospitality.org/>

<https://www.thecaterer.com/>

www.theaccessgroup.com

www.bighospitality.co.uk

www.food.gov.uk

<https://winefolly.com>

<https://guide.michelin.com/gb/en>

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Food & Beverage Operations		
Module code:	BMIH4002	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Antoinette Milne, Ka Po Chong, Philippa Fitzgerald	Internal Verifier:	Ka Po Chong
Assignment Title:	Assignment 1 Student Journal (750 Word Learning Log)	Word count (or equivalent):	750 Words (+/- 10%)
Submission deadline:	Friday 20th of October 23.59 2023	Draft Deadline:	Thursday 12th October by 23:59
		Return date of provisional marks & written feedback:	Friday 10th of November 23.59 2023
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- Undertake efficiently a variety of different positions within food and beverage operations and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop food production and food service skill competencies to meet organisational requirements and standards;
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems will be addressed.

TASK DESCRIPTION

Student Journal (Learning Log) – 25%: 750 words (+/-10%)

Assignment Title: Skill Requirements for Service Improvement in Restaurants

Assignment Type: Student Journal

Task Description:

Objective: The purpose of this assignment is to explore and analyse the essential skills required to enhance service quality in the restaurant industry. As future professionals in the field of hospitality and service management, you will be tasked with identifying and discussing key skills that are vital for improving customer service in restaurants.

Instructions:

1. **Introduction (100 words):** Begin your journal by introducing the importance of service quality in the restaurant industry. Explain why enhancing service is crucial for restaurant success and customer satisfaction.
2. **Identification of Key Skills (200 words):** Identify and describe at least five key skills that are essential for improving service in restaurants. These skills can include but are not limited to communication, empathy, time management, conflict resolution, and product knowledge. Provide brief explanations of each skill's significance in the context of restaurant service.
3. **Skill Development Strategies (200 words):** Discuss how aspiring restaurant professionals can develop and enhance the identified skills. Consider both formal training programs and practical on-the-job experiences. Share insights on how these skills can be nurtured and improved over time.
4. **Real-Life Examples (150 words):** Share real-life examples of restaurants that have successfully improved their service quality by focusing on the skills you mentioned. Highlight specific strategies or initiatives they implemented and the outcomes they achieved.

5. **Challenges and Solutions (100 words):** Identify potential challenges that restaurant staff may face when trying to implement these skill requirements. Offer practical solutions or recommendations for overcoming these challenges.
6. **Conclusion (100 words):** Summarise the key points of your essay and reiterate the significance of skill development in service improvement within the restaurant industry.

You must reference your work accordingly, by providing both in-text citations and a reference list containing a minimum of 8 references at the end, which must follow IHM's UWTSD Harvard Referencing Guide (this can also be located on Moodle, under the Module Information tile).

Microsoft Word settings

Please use:

- Arial Font 12
- Justify Text
- 1.5 line spacing

Wordcount: 750 words + - 10%. You must display your wordcount on your cover page.

Between 10% and 25% above the word limit – Deduction of 5 marks off final mark or reduce to capped mark whichever is the lesser penalty.

Between 25% and 50% above the word limit – Deduction of 10 marks off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty.

50% or more over length – Maximum mark of capped mark

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 /10

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: *Provide evidence of wider reading, and reference all sources accordingly, by providing a separate reference list which conforms to UWTSD's Harvard Referencing Guide. Minimum of 8 references.*

2. Knowledge and Understanding Skills /40

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should begin by briefly introducing the two restaurants, their types of service and the role you will be discussing. The reflective essay should discuss and compare the required skill set for the same job role in different types of restaurants with different service methods within the food and beverage industry. You should include relevant taught content. You should also include any relevant content from your independent research. The reflective essay should conclude by reflecting on the importance of these skills in the respective role and summarising your answer to the assignment question.*

3. Cognitive and Intellectual Skills /20

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *It is important to show that you can think critically and analyse information while researching the required skill set for a Food & Beverage employee. This means breaking down information, comparing and contrasting different perspectives, and justifying your arguments and judgments. You should reflect on the ideas of others and use data and concepts to make strong arguments and draw valid conclusions that are relevant to your research. If you propose any alternative solutions or recommendations, they should be based on the evidence you present.*

4. Practical Skills /20

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Guidance specific to this assessment: *You should use what you've learned to understand and interpret concepts and ideas in the real world. You should use tools like models, methods, and theories to analyse situations, solve problems, and create things. You should look at real-life examples and compare different types of businesses and their service methods.*

5. Transferable Skills for Life and Professional Practice /10

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You should write this assignment as a reflective essay, provide your student name, number, module name and module code and assignment title. You should use a font of Arial 12 point. Justify your text, in order for your journal to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	10	
2. Knowledge and Understanding Skills		
	40	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	10	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge	Major gaps in	Gaps in	Limited	Knowledge of	Competent	Excellent	Exceptional,

Level 4	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%
and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	knowledge and understanding of the basic underlying concepts and principles of the subject.	detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiate	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	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%
		d opinions. Ideas sometimes illogical and contradictory.					
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently

Level 4	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%
structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Food & Beverage Operations		
Module code:	BMIH4002	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Antoinette Milne, Ka Po Chong, Philippa Fitzgerald	Internal Verifier:	Ka Po Chong
Assignment Title:	Assignment 2 Menu Engineering (Practical Task)	Word count (or equivalent):	Throughout practical placement work
Submission deadline:	Friday 10th of November 23.59 2023	Draft Deadline:	Thursday 2nd November by 23:59
		Return date of provisional marks & written feedback:	Friday 8th of December 23.59 2023
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- Undertake efficiently a variety of different positions within food and beverage operations and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop food production and food service skill competencies to meet organisational requirements and standards;
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems will be addressed.

TASK DESCRIPTION

Assignment 2 (25%) – Assessment of Practical Tasks Hotel Trinity is a 4* city centre hotel, part of the Trinity Hotel chain, located in the United Kingdom (within your locality).

The objective of this assignment is to design a menu for a new restaurant concept of your choice being introduced to the Hotel Trinity Hotel Chain.

PART 1: Restaurant Concept

Provide a brief write-up consisting of 400 words to explaining your restaurant concept, target audience, and the reasoning behind your menu choices.

Microsoft Word settings

Please use:

- Arial Font 12
- Justify Text
- 1.5 line spacing

Marks Available: 40 Marks

PART 2: Menu Design

Title: Crafting a Memorable Dining Experience Menu in Keeping with the Concept

Task Description:

In this assignment, you will have the opportunity to showcase your menu planning skills, and the ability to create a dining experience that lingers in the memory of guests.

Assignment Objectives:

Conceptualization: Consider the concept you have chosen when choosing menu items (so that the menu is in alignment with your concept) and consider factors such as style of service (e.g., plated, tasting menu, buffet etc.), and any unique elements that can enhance the overall experience.

Menu Items: Create a comprehensive list of menu items, including appetizers, main courses, side dishes, desserts, and beverage options. Ensure that the menu caters to a variety of dietary preferences, including vegetarian, vegan, and any specific allergies or restrictions.

Pricing Strategy: Determine pricing for each menu option, considering ingredient costs, for example.

Menu Design: Design the layout and format of the dining experience menu. Ensure that it aligns with the overall theme or concept and is visually appealing. Utilize appropriate fonts, graphics, and color schemes.

Menu Description: Craft engaging and enticing descriptions for each menu item. Use descriptive language to highlight the flavors, ingredients, and any special culinary techniques that make each dish exceptional.

Sustainability and Seasonality: Consider the use of sustainable and seasonal ingredients in your menu. Ensure that the restaurant's operations align with current environmental trends and regulations.

Marks Available: 60 Marks

You must reference your work accordingly, by providing both in-text citations and a reference list containing a minimum of 10 references at the end, which must follow IHM's UWTSD Harvard Referencing Guide (this can also be located on Moodle, under the Module Information tile).

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 /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 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: *Provide evidence of wider reading, and reference all sources accordingly, by providing a separate reference list which conforms to UWTSD's Harvard Referencing Guide. Minimum of 10 references.*

2.Knowledge and Understanding Skills /40

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *In Part 1 you should explain your restaurant concept, target audience, and the reason behind your menu choices, use information from taught content and from your further reading to support this. You should show a clear understanding of the underlying concepts and principles associated with menu design for a new restaurant concept.*

In Part 2 your menu design should include evidence of knowledge of food and beverage selection, pricing strategy, nutrition and special dietary requirements, menu layout and design, as well as sustainability and seasonality.

3.Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *N/A*

4.Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret

these within the context of your area of study. 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. 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.

Guidance specific to this assessment: N/A

5. Transferable Skills for Life and Professional Practice /45

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You should present your assignment with a cover page - provide your student name, number, module name and module code and assignment title.*

In Part 1 you should use a font of Arial 12 point, justify your text and present it with 1.5 line spacing.

In Part 2 your menu should look professional and appealing, with accurate spelling and grammar. Suitable headings should be used to differentiate menu items. A logo should be included for the hotel. Appropriate fonts for both text and monetary values should be applied. Menu should be A4 sized (2 pages). The menu should reflect a 4 hotel offering.*

Spelling and grammar should be accurate throughout.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	40	
3. Cognitive and Intellectual Skills		
	0	
4. Practical Application Skills		
	0	
5. Transferable Skills for Life and Professional Practice		
	45	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%

Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies .	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies .	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge	Major gaps in	Gaps in	Limited	Knowledge of	Competent	Excellent	Exceptional,

Level 4	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%
and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	knowledge and understanding of the basic underlying concepts and principles of the subject.	detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiate	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	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%
		d opinions. Ideas sometimes illogical and contradictory.					
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently

Level 4	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%
structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Food & Beverage Operations		
Module code:	BMIH4002	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Jaliya De Silva, Dale Clarke, Ka Po Chong	Internal Verifier:	Ka Po Chong
Assignment Title:	Assignment 3 Multiple Choice (In class) Test	Word count (or equivalent):	1 hour exam
Submission deadline:	Thursday 16th of November 2023 2:00 PM	Return date of provisional marks & written feedback:	Thursday 14th December by 23:59
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

**Module Learning Outcomes
(from module syllabus)**

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

- Undertake efficiently a variety of different positions within food and beverage operations and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop food production and food service skill competencies to meet organisational requirements and standards;
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems will be addressed.

TASK DESCRIPTION

For Assignment 3, you will be required to complete a multiple-choice test assessing your knowledge of the Food & Beverage content covered in this module. The test will consist of 45 questions covering material from Weeks 1 to 7.

The test will take place in-class (online), where all cameras **must** be turned on. You will have 1hr to complete the test. The test will be held on Teams and accessed via Moodle on **Thursday 16th of November 2PM**.

- Check your internet connection and equipment beforehand to ensure that everything is working properly.
- Avoid any distractions during the exam, such as notifications from social media or messaging apps.
- Stay in the designated exam area and do not leave the room unless given permission.
- Do not communicate with other students during the exam, whether through messaging or verbally.
- Do not access any unauthorised materials, such as notes or textbooks.
- Follow the instructions given by the instructor, including how to submit the exam.
- Be mindful of the time and pace yourself to ensure that you have enough time to complete the exam.
- Do not plagiarize or cheat in any way, as this is a violation of academic integrity.
- Respect the exam process and take it seriously, as it is a reflection of your knowledge and skills.
- If there are any technical issues during the exam, notify the instructor immediately.
- You must be logged in with your Student account on Teams to be observed.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

6. 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: N/A

7. Knowledge and Understanding Skills /100

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: You will be tested on taught content from Week 1 to 7 and Moodle resources provided.

8. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: N/A

9. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Guidance specific to this assessment: N/A

10. 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 some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: N/A

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	0	
2. Knowledge and Understanding Skills		
	100	
3. Cognitive and Intellectual Skills		
	0	
4. Practical Application Skills		
	0	
5. Transferable Skills for Life and Professional Practice		
	0	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge	Major gaps in	Gaps in	Limited	Knowledge of	Competent	Excellent	Exceptional,

Level 4	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%
and understanding (Knowledge of the basic underlying concepts and principles of a subject.)	knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	knowledge and understanding of the basic underlying concepts and principles of the subject.	detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiate	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	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%
		d opinions. Ideas sometimes illogical and contradictory.					
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently

Level 4	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%
structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.