

Hospitality and Tourism Management



Module Handbook Level 4

Semester 1 & 2 2026/27

BMTP4016 Events and Festival Experience Placement

Year Tutor : Deborah Jenkins

Deborah.jenkins@uwtsd.ac.uk

Events and Festivals Experience 2026/2027

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module taught to Level 4 students in the School of Hospitality and 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.

In addition students should familiarise themselves with the UWTSD Placement Handbook, policies and protocols which accompanies this handbook. This can also be found on moodle.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the lectures and content available in Moodle, including activities 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.

Module Code	BMTP4016
Title	Events and Festivals Experience (Placement)
Date	11/07/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the student's knowledge and appreciation of the structure and functions of the contemporary events and festivals sectors through volunteering and placement experiences at a range of events, along with an understanding of how consumers engage with a variety of events whilst meeting the needs and objectives of the public, commercial and not for profit sectors.

LEARNING OUTCOMES

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

- define the demand, scale and types of events including festivals, Meetings, Incentives, Conferences and Exhibitions (MICE), culture, heritage, music and sports sectors and the purposes they serve to appreciate the structure of the events industry;
- demonstrate the importance of event management and how the industry can meet the objectives of the public, commercial and not for profit sectors.

INDICATIVE CONTENT

- Definitions, typologies, and concepts: event management definitions of scale and type of events, e.g., festivals, personal events, mega events, MICE, culture, heritage, music, and sport events.
- Suppliers and organisations involved in the delivery and production of events, including the roles of the public, commercial and not for profit sectors and other stakeholders.
- Consumer satisfaction: factors effecting satisfaction levels and methods of evaluation.
- The events environment: an introduction to the influence and impact of political, environmental, social, and technological factors on the development of the industry. In addition, the importance of diversity and inclusion.
- Vocational Development: The events experience will be linear and individually designed to focus on either specialist or generic areas of study within the events industry according to the student's level of experience, needs, interests and chosen career pathway.
- Preparation for event Volunteering and employment: to include CV writing, Live CV's, interview skills, assessment centres, qualification audits, personal branding, training needs analysis and professional development planning to help the student secure an appropriate placement to meet their personal and professional needs and the course guidelines.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	80	40%
Placement learning	100	50%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Events Experience and Event Review	100 hours and 1500 words	75%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video	5 mins	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMTP4016	
Module Title	Events and Festivals Experience (Placement)	
Classification	Reading List entry	Electronic*
Essential	Allen J., O'Toole W., McDonnell I. & Harris R., (2011) Festival and special event management, 5 th Edition., John Wiley & Sons: Sydney	☐
Essential	Getz, D. (2005) Event Management and Event Tourism 2 nd Edition Congnizant: Sydney	☒
Essential	Shone, A. and Parry, B., (2013). Successful Event Management: A Practical Handbook. 4 th Edition. Thomson: London	☐
Further	Bladen C. et al (2017) Events Management : An Introduction. Second Edition. Routledge: Oxford	☐
Further	Conway, D.G. (2009) The event manager's bible: the complete guide to planning and organising a voluntary or public event 3 rd ed. How to Books, London	☒
Further	Fenich, G. (2014) Meetings, Exhibitions, Events and Conventions. Pearson, London	☐
Further	Event Management Journal	☒
Further	Torkildsen, G. (2011) Leisure and Recreation Management, 6 th Ed. London: Routledge	☒

Essential Reading

Gibbs, G (1988) Learning by Doing Oxford Brookes – Available online
Honey & Mumford Learning Styles

LECTURE SCHEDULE

LECTURE SCHEDULE

Taught sessions will be held each week on Tuesdays these sessions will run every week at the Swansea Arena 10-11.30am 12 – 4pm with James and Deborah.

Practical sessions at the Arena will count towards placement but these need to be recorded by the students.

Please be aware that there will be additional sessions relating to professional development, placement and events experiences organised outside these schedule times either on campus or at the arena. Please check timetables weekly!

Students will be involved in the Arena House Party event and are able to undertake their placement at the Arena working on the House Party project and other events, or they can organise their own International Travel and Tourism Placement either throughout the academic year, or in blocks through the year. You may also be able to undertake additional placement hours from 12th May – 30th May as a block or complete this by taking part in the Global Field Trip in May.

All placements must be completed by 29th May unless students have approved extenuating circumstances. Students will be encouraged to undertake additional placements, or volunteer experiences over the summer to enhance their employability and some of these opportunities may be international and some may be eligible for funding support.

Due to the nature of this placement experience this schedule is subject to change, so regular consultation of the Moodle site is essential.

Semester 1:

DATE	
Week 1	Introduction to Events & Festivals Experience and Professional Development & Operational Placement. Introduction to placements, field trips and industry learning
Week 2	The Tourism Events Industry: Types, Scale & Purpose - Explore event typologies including festivals, music, sport, culture, heritage, MICE, personal, major and mega events. Examine the different purposes of events across public, commercial and not-for-profit sectors. - Begin identifying areas of personal career interest.
Week 3	Know Yourself: Learning Styles, Strengths & Development Needs - Explore Honey & Mumford learning styles, personal strengths, soft skills and individual training needs. Students begin developing measurable personal learning outcomes for their event experience/placement.
Week 4	Behind the Scenes: Event Operations & Professional Skills - Introduce operational event work and the skills required in the industry: teamwork, communication, initiative, problem solving, decision making, reliability, adaptability, organisation and time management.
Week 5	Discover Your Skills: Qualifications & Skills Audit - Students undertake their individual qualifications and skills audit. Introduce the Development Wheel and identify existing strengths, gaps and areas for improvement. Begin connecting personal skills to specific industry roles.
Week 6 w/c 2 /11	London Trip & Passion for Hospitality
Week 7	The Event Consumer: Experience, Engagement & Satisfaction - Understand why people attend events and how consumers engage with different event experiences. Explore customer/visitor needs, expectations, satisfaction and evaluation. Link this to guest service and employability skills.
Week 8 w/c 16/11	Personal Branding: Your Professional Identity - CV development, personal branding, LinkedIn/professional profiles, email communication and professional

WORLD SKILLS WEEK	presentation. What does your digital and personal brand say about you as an emerging tourism/events professional?
Week 9	Get the Job: Applications, Interviews & Assessment Centres - Recruitment processes, application forms, covering letters/emails, interview techniques, competency-based questions, assessment centres and Talent Plus-style assessments. Students practise communicating their skills and experiences.
Week 10	Assignment planning
Week 11 w/c 7 December	Ready for the Real World: Placement & Volunteering Plan Final preparation for operational experience. Students identify suitable opportunities,
Week 12	
	Christmas Holidays

Semester 2

DATE	Arena Sessions
Week 12	Learning by Doing: The Reality of Event Operations - Students examine their experiences of working within the industry. What happens behind the scenes? Explore operational issues, teamwork, problem solving, decision making, adaptability and dealing with unexpected situations
W/c 4 /01	Assessment Week
Week 2	Malta Field Trip
Semester 2	NEW TERM BEGINS House Party event
Week3 w/c 25/01	The Guest Experience: From Expectation to Reality - Reflect on consumer/guest experiences during placement or volunteering. Examine customer service, communication, accessibility, inclusion and satisfaction. Consider how the organisation meets its visitors' or customers' needs.
Week 4	What Have I Learned? Turning Experience into Employability -Students reflect on their placement/volunteering experience and identify new skills, knowledge and confidence gained. Revisit their Skills Audit and Development Wheel and identify progress against their original objectives.
Week 5 w/c 1/03	ITT Future YOU
Week 7	Event Planning - House Party Student De Brief
	EASTER HOLIDAYS
Week 8	Experiential Events - ITT Planning

	Arena – House Party & ITT Debrief 10-1
Week 9	What's Next? Career Planning & Professional Development - Explore career pathways, industry opportunities, graduate roles, training programmes and continuing professional development. Students identify their next career steps and update their personal development plans.
Week 10	My Future in Tourism & Events: Professional Development Showcase - Students bring everything together. Reflect on their industry experience, demonstrate their professional development and identify future career goals, skills and actions. Celebrate their transition from student to emerging industry professional.
Week 11	Learning by Doing: The Reality of Event Operations - Students examine their experiences of working within the industry. What happens behind the scenes? Explore operational issues, teamwork, problem solving, decision making, adaptability and dealing with unexpected situations.
Week ending 11	END OF TERM

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Cert HE Events & International Festivals Management Dip HE / BA (Hons) Events & International Festivals Management		
Module:	Events & Festivals Experience		

Module code:	BMTP4016	Contribution to Overall Module Assessment (%):	75%
Lecturer:	Deborah Jenkins	Internal Verifier:	Lisa Bassler
Assignment Title:	Assignment 1: Professional Placement Development Plan	Word count (or equivalent):	1,500 words
Submission deadline:	12 th February 2027 11.59pm	Return date of provisional marks & written feedback:	12 March 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.		
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.	
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)	
	- define the demand, scale and types of events including festivals, Meetings, Incentives, Conferences and Exhibitions (MICE), culture, heritage, music and sports sectors and the purposes they serve to appreciate the structure of the events industry; - demonstrate the importance of event management and how the industry can meet the objectives of the public, commercial and not for profit sectors.

TASKS – Students MUST complete 100 Hours Placement

Assignment 1 : Placement Skills Audit and Development Plan

Your placement is an opportunity to develop your skills, gain valuable industry experience and apply what you have learned on your Tourism, Events & Leisure programme in a real-world environment.

Before starting your placement, you will complete a **Personal, Professional and Academic Skills Audit**. This will help you to identify your current strengths, areas for development and the skills you need to improve during your placement.

You will then use your audit to create a **Placement Development Plan** setting out what you want to achieve, how you will develop your skills and how you will know that you have been successful.

Where appropriate, you should make links between your development plan and:

- Your placement aims and objectives
- Your future career aspirations
- Your experiences on the programme
- Relevant academic theory and concepts
- Experiential learning and learning from practical experience
- Your personal, professional and academic development

The purpose of this assessment is **not to demonstrate that you already have all the skills required for the industry**. It is about recognising your current abilities, identifying areas for improvement and creating a realistic plan to help you develop.

To complete the Placement Development Plan (using the template below) students must first complete each of the stages below and all these must be included in the assignment.

Stage 1 – Personal, Professional and Academic Skills Audit

Complete a skills audit to identify your current strengths and areas where you need further development.

For each skill, consider:

- How confident am I currently?
- What evidence do I have that I have this skill?
- Why is this skill important for my placement or future career?
- Do I need to develop this skill further?

You may use a simple rating system, for example:

- 1 = I need significant development
- 2 = I need some development
- 3 = I am reasonably confident

4 = I am confident
5 = I am highly confident

Personal Qualifications & Skills Audit
Personal Skills : Consider your current ability in areas such as: Confidence, Organisation, Time keeping, Time management, Planning, Self-motivation, Initiative, Creativity, Self-awareness, Multi-tasking, Working under pressure, Communication, Adaptability, Reliability, Problem solving For each skill, provide a short explanation and, where possible, an example that demonstrates your current ability.
Professional Skills: Consider the professional skills that may be required in the tourism, events and leisure industries. Previous Work Experience, Teamwork, Leadership, Presentation, Communication, Networking, Problem Solving, Task Management, Decision Making, Digital Skills, social media, Motivation, Dealing with difficult situations Think about how these skills could be used during your placement.
Academic Skills : Consider the knowledge and skills you have developed through your programme so far. Marketing, Social Media, Hospitality, Guest Service, Management Understanding Application of Theory in Practice, Understanding tourism organisations , Sustainability, Event planning, Events Experience, Placement & Volunteering, Understanding Travel and Tourism Management and Application of Theory in Practice Research skills, Referencing, Written communication, Presentation skills You should identify the areas where you feel confident and the areas where you need further development.

Stage 2 – Personal Training Needs Analysis & Skills Gap Analysis

Once you have completed your skills audit, identify the areas where you need to develop.

A **skills gap** is the difference between the skills you have now and the skills you need to achieve your placement or career goals.

For example:

Current skill: I am reasonably confident communicating with my classmates but have limited experience communicating with customers.

Skills gap: I need to develop my professional communication and customer service skills.

Training need: I would benefit from gaining experience dealing directly with customers during my placement.

Identify approximately **3–5 key development areas**.

For each development area, explain:

1. What is the skill gap?
2. Why do you need to develop this skill?
3. How will developing this skill benefit you during your placement?
4. How could it benefit your future career?
5. What experience, training or support could help you develop it?

Training Needs Analysis / Skills Gap Analysis
Identify Skills Gaps
Identify Training Needs
Develop Placement Development Plan
Placement Aims & Objectives
Personal, Professional & Academic Development
Learning and Development Aims & Objectives
Measurable Learning Outcomes

Stage 3 – Placement Development Plan

Using the results of your skills audit and skills gap analysis, create your Placement Development Plan.

Your plan should identify realistic goals that you can work towards during your placement.

For each goal, identify:

Placement Aim

- What do you want to achieve during your placement?

Development Need

- What skill, knowledge or ability do you need to develop?

Planned Experience or Activity

- What will you do during your placement to develop this skill?

For example:

- Shadow a member of staff
- Take responsibility for a task
- Work with customers
- Attend a team meeting
- Assist with an event
- Use a digital system
- Complete workplace training
- Develop social media content
- Help with marketing
- Take part in a project

- Volunteer for additional responsibility
- Ask for feedback from your supervisor

Placement Development Plan

Name:

Programme & Level

Placement Details

Key Placement Aims & Objectives	Planned Placement Experiences / Training to achieve Learning Outcomes	Measurable Learning Outcomes	Practical Application of Academic Theory

Measurable Learning Outcome

What will you be able to do by the end of the placement?
Your learning outcomes should be specific and measurable.

For example:

"By the end of my placement, I will be able to confidently communicate with customers and deal appropriately with at least three different types of customer enquiry."

or:

"By the end of my placement, I will have developed my teamwork skills by actively contributing to team meetings and completing allocated tasks within agreed deadlines."

Stage 4 – Applying Academic Theory to Your Placement

An important part of your development is understanding how the theories and concepts you have studied can be applied in the workplace.

Identify **at least two relevant theories or concepts** from your programme and explain how you expect to see them applied during your placement.

You could consider areas such as:

- Experiential learning
- Customer experience
- Guest service
- Sustainability
- Tourism management
- Event management
- Marketing
- Teamwork
- Leadership
- Motivation
- Communication

For example, you may use **Kolb's Experiential Learning Cycle** to explain how you will learn through doing, reflecting on your experience, developing new ideas and applying what you have learned to future situations. You should not simply describe the theory. Explain **how it could relate to your own placement experience**.

Stage 5 – Reflection and Personal Development

Finish your assessment by reflecting on your skills audit and development plan.

Consider:

- What are your strongest skills?
- What are the main areas you need to improve?
- What have you learned about yourself?
- Which skills will be most important during your placement?
- What are your career aspirations?
- How will your placement help you achieve these?
- What challenges might you face?
- How will you overcome them?
- How will you measure your progress?

Font Settings:

- Arial or Times New Roman, size 12.
- 1.5 line spacing
- Justify text

Reference List (Not included in word count):

This is a 1,500-word equivalent assessment and you are required to include 15 sources as a minimum. These must also be inserted as in text citations, to support your writing which conforms with UWTSD's Harvard Referencing Guide (Copy on Moodle)

Where students use images, tables or graphs from the events experience or other sources these should be clearly titled and referenced in the text.

Wordcount:

1,500 words equivalent (+ - 10%)

Use of Generative AI in Assessment:

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: Engage with 15 academic and events industry sources directly related to the placement experience – this should include at least 5 sources for the each tasks and at least 5 new sources for the second task. Your work should include application to academic theories which may include Honey and Mumford learning styles and Kolb's Experiential Learning Model, Dewey and Gibbs.

2. Knowledge and Understanding Skills

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: Tasks should demonstrate a good knowledge & understanding of the events sector and the importance of events management skills with academic underpinning.

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: The assignments should include a critical review of your events experience and self-reflection relating to personal development and professional development.

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: The assignments should demonstrate the development of practical event management skills as well as the use of learning styles, experiential learning theory and reflection models.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of 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: *The assignments should be well presented and organised to review the events experience effectively and critically and consider tasks management and personal skills development.*

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	20	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Presentation Transferable Skills for Life and Professional Practice	20	

--	--	--

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%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme :	Cert HE Events & International Festivals Management Dip HE / BA (Hons) Events & International Festivals Management		
Module:	Events & Festivals Experience		
Module code:	BMTP4016	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Deborah Jenkins	Internal Verifier:	Lisa Bassler
Assignment Title:	Assignment 2: Video – Live CV & Personal Event Experience Passport.	Word count (or equivalent):	5-minute video
Submission deadline:	28th May 2027 by 11.59pm	Return date of provisional marks & written feedback:	20 June 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.										
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. <table border="1"> <thead> <tr> <th>Amount Over Limit</th><th>Penalty Applied</th></tr> </thead> <tbody> <tr> <td>Up to 10% over</td><td>No penalty</td></tr> <tr> <td>10%–25% over</td><td>5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>26%–50% over</td><td>10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>Over 50%</td><td>Mark capped at the pass mark</td></tr> </tbody> </table> 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.	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
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										

Academic honesty / referencing :

Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited, or quoted in order to complete this assessment.

TASK: Live CV & Personal Event Experience Passport

Assignment 2:

Part 1: Digital POSTCARD FROM PLACEMENT – 5 Minute Live CV

As part of your 100 hours of event volunteering and placement experience, you are required to create a 5-minute professional video Live CV that showcases your placement experiences, professional skills, learning and career development.

The purpose of this assessment is to help you reflect on your experiences and create a professional piece of personal branding that can be used to promote yourself to potential employers when applying for Level 5 placement opportunities and future employment.

The video should be professionally presented, engaging and creative. It should combine video footage, photographs, images, text and an effective voice-over or presentation to communicate your placement journey.

Think of your Live CV as more than a traditional CV. It is your opportunity to show an employer what you can do rather than simply tell them.

What Your Live CV Should Demonstrate

Your 5-minute video should demonstrate:

- Your event volunteering and placement experience
- The range and type of events you have experienced
- Your understanding of the events industry and event operations
- The roles and responsibilities you undertook
- The professional and transferable skills you developed
- Your ability to work effectively with others
- Your communication and customer/visitor experience skills
- Your ability to solve problems and respond to operational issues
- Your ability to apply academic learning to real workplace situations

- What you have learned from your experiences
- How your experiences have influenced your career goals
- Your readiness for a Level 5 placement
- Your professional identity and personal brand

Your video should answer the question: “Why should an employer choose me?”

Your 100 Hours of Event Experience

Your volunteering and placement experience should total 100 hours across a range of events and/or relevant industry experiences.

You are required to **record your placement and volunteering hours** throughout the year using :

Part 2: Personal Placement Experience Passport.

Your Personal Event Experience Passport will provide the evidence and information you need to create your Live CV.

You may design your Personal Event Experience Passport in a format that works for you.

This could include:

- A digital document
- A portfolio
- A presentation
- A Canva document
- A digital journal
- A website or other appropriate format

You can include photographs, videos, event information, reviews, feedback, certificates, evidence of your contribution and other relevant material.

Personal Event Experience Passport

For each event, placement or volunteering experience, you should record as much of the following information as possible:

- Event Information
- Event name
- Event type
- Scale of the event
- Purpose of the event
- Organisation/sector
- Your role
- Your Experience
- Tasks undertaken

- Responsibilities
- **Skills used**
- Customer/visitor experience
- Problem-solving
- Decision-making
- Initiative
- Time management
- **Operational issues encountered**
- Challenges you experienced
- How problems were addressed
- Your contribution to the event
- **Reflection and Learning**
- What you learned
- What surprised you
- What went well
- What did not go as expected
- What you would do differently
- What skills you need to develop further
- How the experience relates to your career goals
- **Evidence**

Where appropriate, you should include evidence such as:

Photographs

Videos

Event programmes

Tickets or accreditation

Certificates

Customer feedback

Employer/supervisor feedback

Reviews

Screenshots

Examples of your work

Evidence of your contribution

Remember: Only include photographs, videos or information that you have permission to use.

Your 5-Minute Live CV

Your final video should be approximately **5 minutes** in length.

Your Live CV should have a clear beginning, middle and end.

Suggested Structure

1. Who Am I?

Introduce yourself and explain:

- Your name
- Your course
- Your interests within tourism, events, hospitality or leisure
- Your career aspirations

- What type of Level 5 placement you are looking for

2. My Industry Experience

Showcase the range of events and experiences you have completed.

You should demonstrate:

- The types of events you have experienced
- The organisations/sectors you have worked with
- The roles you undertook
- The responsibilities you were given

Use **high-impact photographs and footage** wherever possible.

3. My Professional Skills

Identify the skills you have developed through your experiences.

For example:

- Communication
- Teamwork
- Leadership
- Customer service
- Problem-solving
- Organisation
- Time management
- Adaptability
- Initiative
- Decision-making
- Working under pressure
- Professionalism

Don't simply list your skills.

Show the employer how you have demonstrated them.

For example:

“During my experience at [event], I had to deal with an unexpected operational problem. I worked with the team to...”

4. What Have I Learned?

Reflect on your experiences and explain how they have developed you professionally.

Consider:

- What did you learn?
- What challenged you?
- What surprised you?
- What would you do differently?
- What have you learned about working in the events industry?
- How has your confidence developed?

5. Applying Academic Learning

Demonstrate how your university learning has helped you understand or respond to real workplace situations.

You may use relevant academic theories and concepts to support your reflection.

Where appropriate, you may use:

- Kolb's Experiential Learning Cycle
- Gibbs' Reflective Cycle
- Honey & Mumford Analysis

You do not need to explain the entire theory.

Instead, demonstrate how the theory helps you understand **what you experienced, what you learned and how you will use that learning in the future.**

6. Where Am I Going Next?

Finish your Live CV by explaining:

- What you have learned about yourself
- What skills you still want to develop
- What type of Level 5 placement you are seeking
- Your future career ambitions
- What you can offer a future employer

Your final message should leave the employer thinking:

“I want to meet this student.”

Personal Branding

Your Live CV should communicate your **personal brand**.

Consider:

Who are you?

What are you good at?

What makes you different?

What have you achieved?

What can you offer an employer?

Where do you want to go next?

Your video should be appropriate to send directly to a potential employer.

Think carefully about:

- Your appearance
- Your language
- Your confidence
- Your professionalism
- Your visual presentation
- Your tone of voice
- Your choice of music
- Your use of photographs and video
- Your contact/professional details
- Copyright and permissions

Assessment Requirements

Your submission should include:

1. 5-Minute Live CV Video

A professionally produced video of approximately **5 minutes** demonstrating your placement experience, professional skills, learning and career aspirations.

2. Personal Event Experience Passport

Evidence of your **100 hours of event volunteering and placement experience**, documenting your experiences and learning throughout the module.

3. Academic Reflection

- Your Live CV should demonstrate appropriate use of academic learning and, where relevant, experiential learning theories such as **Kolb, Gibbs and/or Honey & Mumford etc.**

Reference List (Not included in word count):

This is a 1,500-word equivalent assessment and you are required to include 15 sources as a minimum. These must also be inserted as in text citations, to support your writing which conforms with UWTSD's Harvard Referencing Guide (Copy on Moodle)

Where students use images, tables or graphs from the events experience or other sources these should be clearly titled and referenced in the text.

Wordcount:

5 minute equivalent (+ - 10%)

Before You Submit

Use this checklist:

- ☐ I have completed my required **100 hours** of experience.
- ☐ I have recorded my experiences in my **Personal placement Experience Passport**.

Passport.

- ☐ I have included a range of event/placement/volunteering experiences where possible.
- ☐ I have explained my role and responsibilities.
- ☐ I have demonstrated my professional and transferable skills.
- ☐ I have included evidence of my experiences.
- ☐ I have reflected on what I learned.
- ☐ I have discussed challenges and how I responded to them.
- ☐ I have connected my academic learning to workplace experiences.
- ☐ I have used relevant theory where appropriate.
- ☐ I have explained my career goals.
- ☐ I have identified the type of Level 5 placement I am seeking.
- ☐ My video is approximately **5 minutes**.
- ☐ My video is professional and engaging.
- ☐ My video demonstrates my personal brand.
- ☐ I have checked permissions, copyright and confidentiality.
- ☐ My Live CV could realistically be sent to a potential employer.

Use of Generative AI in Assessment:

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: Engage directly with at least 15 personal events experiences along with event management academic sources and experiential learning texts including Kolb's learning cycle, Kolb, or Gibbs to support and underpin the Live CV video.

2. Knowledge and Understanding Skills

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: Demonstrate a detailed knowledge and understanding of events operations and the importance of experiential learning in developing and supporting employability skills relating to the events sector.

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: Demonstrate the ability to critically review event performance and personal event skills development.

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: Demonstrate the application of practical event management skills and experiential learning models relating to skills development.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of 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: The video should be professionally presented using Kolb's experiential learning model to demonstrate skills development and showcase the events experience.

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		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		

	20	
--	----	--

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%)		

DRAFT

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 and understanding	Major gaps in knowledge and understanding of	Gaps in knowledge of the basic underlying	Limited knowledge and understanding of	Knowledge of the basic underlying	Competent knowledge of the basic underlying	Excellent knowledge and understanding of	Exceptional, detailed knowledge and

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%
(Knowledge of the basic underlying concepts and principles of a subject.)	the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	the basic underlying concepts and principles within the subject area. Some elements may be missing.	concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	concepts and principles. Exhibits very good understanding.	the basic underlying concepts and principles of the subject.	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 unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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 / misinterpretation.	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%
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 structured and coherent arguments; the	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively	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	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting	Mostly coherent, organised, and accurate 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	Work is accurate, coherent, fluent, well-structured, and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to

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%
qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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.	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.	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.	Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.