Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Hospitality and Tourism Management

Module Handbook Autumn Term 2024

Strategic Tourism, Events & Leisure Management BMTP6016

LEVEL 6

Module Lead:

Scott James

scott.james@uwtsd.ac.uk

MODULE INTRODUCTION

Title	**Strategic Tourism, Events and Leisure Management**
Date	
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To enable the student to critically evaluate the effectiveness of current Tourism, Events and Leisure Strategies, and to assess how these could be improved at governmental, corporate and sectoral levels to ensure effective future sustainable development of the industry.

- To provide the student with an opportunity to identify, discuss and analyse external and internal market forces and assess their impact on strategic decision-making processes and funding.

LEARNING OUTCOMES

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

- Apply relevant strategic and economic models in order to assess the impact of political and economic conditions on current strategies.

- Analyse the impact and effectiveness of current Tourism, Events and Leisure strategies and government policies.

INDICATIVE CONTENT

- The strategy process - the nature of Strategic Management, the strategic context, and the importance of effective management. Diagnosing and analysing strategic capability – using models such as Porter's Five Forces, PESTLE etc, in order to analyse the current and future market potential.

- Internal environmental analysis, resources and capabilities; the resource-based view of the firm – the analysis of the environment and current strategic issues. The situational analysis (the SWOT vs. TOWS matrices). Stakeholder profiling and analysis.

- Basic Strategic Management and Sustainability tools relevant for an internal analysis of organisations, such as Porter's Generic Strategies, Boston Consulting Group Matrix, Value Chain

- Strategy formulation; functional and business level strategies, strategic positioning, competitive advantage, generic strategies, the strategy clock. Corporate level strategies: growth, direction, Ansoff's Matrix, limited vs. substantive growth strategies (diversification, integration, mergers and acquisitions)

- Political environment, supra national forces, WTTC, WTO, EU, Brexit, Central Government strategies, Regional Government Policies, Economic Policies

- UK Government Tourism Sector Deal, Industry Strategies to address the sector skills shortage, Economic Strategies, Policies

- Tourism and Events Strategies - BTA Strategies, Visit Britain Strategies , Visit Wales Strategies, Events Wales Strategies Industry Strategies to address the sector skills shortages and Community Initiatives

- Transport and Travel Policies and Strategies – Cross Rail, Heathrow and Bristol Airport Expansion, Blue Skies Strategies, Wales Transport Reviews

- Strategic linkages, network strategies, Destination Management Organisations, Industry Lead Bodies and Boards, ABTA, Institute of Hospitality, TTG and Tourism Alliance

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 ***(Tick one)***

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Political News Story Video	10 minutes	50%

Assessment Component 2 ***(Tick one)***

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Strategic Case Study Review	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

Indicative Schedule

Date	Content
Wednesday 25th September	Induction Week
Wednesday 2nd October	Introduction & Key Note Lecture
Wednesday 9th October	Understanding Market Forces - External Analysis
Wednesday 16th October	Internal Environmental Analysis
Wednesday 23rd October	Stakeholder Profiling and Analysis
Wednesday 30th October	Strategy Formulation Tools
Wednesday 6th November	*Industry Week*
Wednesday 13th November	Strategic Leadership
Wednesday 20th November	Political and Supranational Forces
Wednesday 27th November	UK and Wales-Specific Strategies
Wednesday 4th December	Tourism and Events Strategies Assignment One (8th December 23.59 2024)
Wednesday 11th December	Trains For Wales – In-Class Project Assignment Two Workshop

INDICATIVE READING LIST

Module Code	**BMTP6016**	
Module Title	**Strategic Tourism** , **Events and Leisure Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Evans, N (2015) Strategic Management for Tourism, Hospitality and Events, 3rd ed, Abingdon: Routledge	☐
Essential	Okumus, F Altinay, L & Chathoth, K (2010) Strategic Management for Hospitality and Tourism, Abingdon: Routledge	☐
Essential	Sloman, J, Garratt, D, Guest, J & Jones, E. (2016) Economics for Business. 7th ed. Harlow: Pearson	☒
Further	Dileep, M (2019) Tourism, Transport and Travel Management, Abingdon: Routledge	☐
Further	Morrison, J. 2016 The Global Business Environment. 4th ed. Palgrave	☒
Further	Johnson, G, Scholes, K and Whittington, R (2015) Exploring Corporate Strategy: Text and Cases, London: Prentice Hall	☒
Further	Porter, M. (2004) Competitive Advantage – Creating and Sustaining Superior Performance, London: Harper Collins	☐
Further	Journal of Management Studies	☒
Further	Cameron, E. & Green, M. (2015), Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change, 4th edition, London: Kogan Page	☒
Further	Hayes, J. (2014), The Theory and Practice of Change Management, 4th edition, Basingstoke: Palgrave Macmillan	☒
Further	Travel and Tourism Analysis	☒
Further	Journal of Sustainable Tourism	☒
Further	Travel and Tourism Analysis	☒
Further	Current Issues in Tourism	☒
Further	Journal of Hospitality Management and Tourism	☒
Further	Strategic Management and Sustainability Journal	☒

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LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management**		
Module:	**Strategic Tourism, Events & Leisure Management**		
Module code:	**BMTP6016**	***Contribution to Overall Module Assessment (%):***	**50%**
Lecturer:	**Scott James**	**Internal Verifier:**	**Jaliya Da Silva**
Assignment Title:	**Strategic Case Study Review Report**	**Word count (or equivalent):**	**2,000 words**
Submission deadline:	**08/12/2024 23.59**	**Return date of provisional marks & written feedback:**	**03/01/2025 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 50%. 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)**
• Demonstrate a systematic, extensive, and comparative knowledge and understanding of a number of advanced and emerging cultural and institutional differences between national and regional contexts and their implications for leadership and management • Use other cultural and institutional perspectives as a lens to construct a more critical understanding of their own context and management and leadership practice • Evaluate information systematically on different national and regional contexts and draw implications for the effective practice of management and leadership in those settings • Obtain key competencies in managing across cultural and institutional contexts including cultural intelligence; brokering; and recasting ideas and practices in terms which make sense in particular local contexts.

TASK DESCRIPTION:

Case Study Report (50%)

Task:

Strategic leadership is crucial for a tourism and events company due to the dynamic and competitive nature of the industry. Strategic leadership is particularly important in this context as it can help an organisation navigate market conditions, enhance the customer experience and allow for financial stability and sustainable growth. Acting as a CEO of a chosen tourism and events organisation, your task is to conduct a comprehensive internal review to evaluate the effectiveness of your organisation's current strategies.

Please consider the following:

Introduction:

- Your report should begin with an executive summary, outlining the focus areas of your review and the methodologies you will be using for analysis. Following this, introduce your chosen company, emphasising the strategic challenges or opportunities it faces.

Findings:

- In the main body, you are to apply strategic frameworks like Porter's Five Forces, SWOT, or other relevant models to assess the internal audit and the market analysis (external factors) affecting your organisation. Your findings should not just highlight the current status but critically evaluate how effective or ineffective these existing strategies have been.

Conclusion and Recommendations:

- To conclude, synthesise your observations and offer actionable recommendations to senior management on how the strategies can be improved or pivoted for better results. Remember to properly cite any external information or data used.

Your work will be evaluated based on the depth of your analysis, the cogency of your arguments, and the feasibility of your recommendations.

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**	**Yes ☒**

	grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	**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 make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly 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: *Students should undertake a detailed review of literature which should include at least 15 references which should include 10 academic texts and academic journals, as well as news articles or topical online research focused on the case study and strategic management theory.*

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation, and insights associated with the subject area. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *Students should demonstrate an understanding of strategic management theories, topical industry and global issue and be able to relate this to a particular case study, which demonstrates an understanding of 'strategy' within a practical industry context.*

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation, and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast

information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You will need to demonstrate an ability to evaluate the information that you provide within different national and regional contexts and draw implications for the effective practice of management and leadership in those settings.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading-edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *Students should demonstrate the ability to consider topical issues and impacts and identify strategic recommendations / solutions, linked to both a practical and theoretical context..*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Students should demonstrate their critical understanding of subject related concepts and topical agendas, to discuss issues and use theories to develop innovative and strategic plans.*

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 (50% Max)		**%**
		Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

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

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.

Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problemsin complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

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

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		**Student ID number:**	
Programme:	**BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management**		
Module:	**Strategic Tourism, Events & Leisure Management**		
Module code:	**BMTP6016**	***Contribution to Overall Module Assessment (%):***	**50%**
Lecturer:	**Scott James**	**Internal Verifier:**	**Jaliya Da Silva**
Assignment Title:	**Political News Story**	**Word count (or equivalent):**	**10 minutes**
Submission deadline:	**15/01/2025 23.59**	**Return date of provisional marks & written feedback:**	**12/02/2025 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 50%. 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)**
• Demonstrate a systematic, extensive, and comparative knowledge and understanding of a number of advanced and emerging cultural and institutional differences between national and regional contexts and their implications for leadership and management • Use other cultural and institutional perspectives as a lens to construct a more critical understanding of their own context and management and leadership practice • Evaluate information systematically on different national and regional contexts and draw implications for the effective practice of management and leadership in those settings • Obtain key competencies in managing across cultural and institutional contexts including cultural intelligence; brokering; and recasting ideas and practices in terms which make sense in particular local contexts.

TASK DESCRIPTION:

Political News Story (50%)

Task:

You've been assigned the role of an investigative journalist focusing on a strategic rail travel topic (High Speed 2, South Wales Metro, Station Openings, Train Delays, Electrification, Heart of Wales Line etc). You are required to produce a 10-minute news story video that critically examines how political decisions and policies impact the execution and effectiveness of strategic travel plans, and also the wider effect it has on the event and tourism industry.

This assignment aims to equip you with practical investigative skills and a deeper understanding of how political dynamics impact the tourism, events, or leisure industry. Upon completion, you should be able to:

- Conduct in-depth investigative analysis of the relevant sector
- Critically examine the political factors affecting a specific sector.
- Coherently present your findings and insights in a video format.

Your work will be evaluated based on the depth of your investigation, the quality of your analysis, and your ability to present complex issues in an engaging, understandable way. Use the following structure to support your news story:

- Introduction: The introduction should effectively set the stage for the content that follows. It should capture the viewers attention, provide context, and outline the importance of your chosen strategic rail travel project.

- Main Body: In the main body, you should clearly provide an in-depth study incorporating how political decisions and policies impact the execution and effectiveness of your chosen strategic rail project. Think about what the current status is and timeline, what impact it is having on stakeholders and the local area, and what are the challenges and potential solutions?

- Conclusion and Recommendations: In this section, you should be tying up what you have mentioned in the main body by summarising the main points, reflecting on the impacts of the projects, and offering forward looking suggestions or actions.

Guideline:

- **Relevancy:** Ensure that your story is relevant to the impact of strategic travel topic.

- **Investigative Element:** Your video should have a strong investigative journalism angle, diving deep into a particular project, story or issue that is of current relevance. This could be a new governmental policy, a controversial development project, or an upcoming event that's sparking public debate.

- **Critical Analysis**: Apply frameworks and theories discussed in class to dissect the political intricacies surrounding your chosen topic. Explain how these political decisions are affecting the sector and what could be the long-term implications.

- **Narrative Flow:** Your video should have a clear structure, comprising an introduction, main findings, and a conclusion where you share your own insights or recommendations based on your investigation.

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 make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly 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: *Students should undertake a detailed review of literature which should include at least 15 references which may include videos, television news stories, academic journals, books, articles or online research depending upon the chosen topic. The module is designed to utilize and apply online and multi media research as well as traditional research.*

2. **Knowledge and Understanding Skills**

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation, and insights associated with the subject area. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: *Students should utilise research, analytical and presentation skills supported by detailed theories from this module in order to evidence their knowledge and understanding of the topic.*

3. **Cognitive and Intellectual Skills**

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation, and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that

you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Students should demonstrate strategic understanding and critical thinking to debate issues and consider a range of research in an unbiased manner.*

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading-edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *Students should demonstrate their Strategic Management skills and abilities to develop a detailed investigation and a professional video discussion as well as developing informed conclusions and strategic recommendations.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *Students should demonstrate their critical understanding of subject related strategies concepts and topical issues in a well presented and organized news story which uses innovative and creative media skills.*

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		
	15	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	25	
5. Presentation Transferable Skills for Life and Professional Practice		
	25	

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 (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

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

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.

Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

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