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

Academic Discipline of Hospitality and Tourism Management

BA(Hons) International Hotel Management
BA (Hons) International Hotel Management (with placement year)
Certificate of Higher Education International Hotel Management

BMIH6007

International Meetings Management for the Hotel Industry

LEVEL 6

Autumn Term 2024

Module Lead: Kathryn Flynn

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Module Code	**BMIH6007**
Title	**International Meetings Management for the Hotel Industry**
Date	**24/04/2023**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- To develop critical perspectives on policy and planning for international events, conferences, convention centres and major international exhibitions. The module examines the nature and purpose of strategic and operational decision making within an international events context, with a particular focus on the concept of the feasibility study. Students will scrutinise the key trends and forces affecting international events management practice.

LEARNING OUTCOMES

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

- Demonstrate a systematic understanding, including acquisition of coherent and detailed knowledge of the international meetings and events environment to critically appraise policy and plans for large scale event projects and facilities
- Apply the concept of the event/venue feasibility study to critically evaluate financial and operational capability of destinations and decision-makers

INDICATIVE CONTENT

- Introduction to the context of international meetings and events; characteristics of a range of international event case studies
- Event tourism impacts; Business visits and events
- National and international event policy; the case for investment in events and event facilities
- The concept of the feasibility study; forces impacting on feasibility studies; specific sections of a feasibility study and generating research
- Review of research areas in meetings and events management. Approaches to research and research design for events management
- The case for economic investment in event projects; capital investment appraisal; return on investment; economic impact studies; analysis of performance
- Operational decision-making and key performance indicators

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	25%
Independent learning	160	75%
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Report	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMIH6007**	
Module Title	**International Meetings Management for the Hotel Industry**	
Classification	**Reading List entry**	**Electronic***
Essential	Fox, D. et al. (2014) Doing events research: from theory to practice. Routledge: Oxford	☐
Further	Getz, D. and Page, S. (2019) Event studies: theory, research and policy for planned events. 3rd Edition. Routledge: Oxford	☐
Further	Meredith, J. (2022) Project management: a managerial approach	☐
Further	O'Toole, W. (2011) Events feasibility and development: from strategy to operations. Elsevier: Oxford	☐
Further	Rogers, T. Wynn-Moylan, P (2022) Conferences and conventions: a global industry. 4th Edition. Routledge: Oxford	☐
Further	Smith, A. (2012) Events and urban regeneration: the strategic use of events to revitalise cities. Routledge: Oxford	☐

Students will also be directed to use academic databases such as -

Journals
International Journal of Event and Festival Management
Journal of Convention & Event Tourism
International Journal of Events Management Research
Journal of Policy Research in Tourism, Leisure and Events

Also advisable to read country specific journals as they relate to your chosen areas of study

Learning and Teaching Schedule Autumn Term 2024

Week	Topic
1. W/C Monday 23rd September	Module Introductions. Background-Context – Event Definitions and Concepts (IMM / MICE). *Assignment 1 Focus – 'Event Feasibility Plan'.* Assignment Case Study Guidance.
2. W/C Monday 30th September	Meetings / Events Aims and Objectives -The Event Cycle . Operations and Planning Factors. Situational Analysis.
3. W/C Monday 7th October	Events and Meetings Management. Presentation Skills (Recap).
4. W/C Monday 14th October	EVENT PRACTICAL TASK : ASSIGNMENT 1 COMPLETION – LIVE PRESENTATIONS.
5. W/C Monday 21st October	*Assignment 2 Focus – 'Event Planning and Delivery'.* Event Strategic Operations - Design, Production, Logistics… Report Writing Skills (Recap).
6. W/C Monday 28th October	MICE Industry Trends – Focus :Technology. MICE Industry and Cultural Considerations.
7. W/C Monday 4th November	Module Recap. Assignment Q&A - Report Draft Reviews WEEK ENDING - ASSIGNMENT 2 HAND-IN.
8. W/C Monday 11th November	Individual Tutorials – Mandatory for all students to contribute to attendance.

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LEVEL 6 ASSESSMENT SPECIFICATION Assignment 1			
Student name:		**Student ID number:**	
Programme:	**International Hotel Management (BA)**		
Module:	**International Meetings Management for the Hotel Industry**		
Module code:	**BMIH6007**	***Contribution to Overall Module Assessment (%):***	**50%**
Lecturers:	**Kathryn Flynn (Module Lead)** **Chris Wilkin**	**Internal Verifier:**	**Lisa Bassler**
Assignment Title:	**Assignment 1: Feasibility Plan for an International Meeting.** **Individual Presentation (50%)**	**Word count (or equivalent):**	**15-Minute Presentation**
Submission deadline:	**Presentations to be Completed Week of Monday 14th of October 2024 (In-Class).** ***Draft Deadline Week of: 7th October 2024***	**Return date of provisional marks & written feedback:**	**Friday 15th November 2024** **23:59pm** **(20 working days)**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes – From Module Syllabus	
Demonstrate a systematic understanding, including acquisition of coherent and detailed knowledge of the international meetings and events environment to critically appraise policy and plans for large scale event projects and facilities Apply the concept of the event/venue feasibility study to critically evaluate financial and operational capability of destinations and decision-makers	

ASSIGNMENT 1:

Use of Generative AI in Assessment
(Lecturer to indicate Yes or No against each element)

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 ☐

Individual Presentation of 15 Minutes

The presentation will be completed 'live' during class time, presented via Teams directly to the lecturer. Presentations will be completed week of the 14th of October. Following completion of the presentation in lecture time, a brief resource document (which will include the presentation slides), are to be then submitted to Turnitin by Friday the 18th of October 23:59.

The presentation will require the student to undertake the role of an EVENT PLANNER for a MICE industry event within the hospitality sector and present a feasibility study, ahead of a prospective event taking place.

The event will be required to focus on a seasonal theme of : **"Winter"**

You should critically justify the feasibility and strategic pre-planning research for the chosen event. You must create the event – *it cannot be an event that is already taking place. The idea should be original. Case study ideas need to be pre-approved by the lecturer.*

The feasibility should include Background Research and Situational Analysis. To address this, ensure to cover the below points….

- **Event Content and Context** (background to the event) – What is the proposed focus for the event ? - type and nature.

- **Market factors** (target market, demand, supply, competition, marketing activity) Who is the potential target market? Is there a demand for this type of event? What competition could impact your event , if any?.....

- **Operational factors** (venue availability, skills required, resources). *Where is the proposed location for the event to take place? Venue Availability? Suitability of the venue? Staffing requirements / skills sets to host the event? Likely resource allocations – catering, lighting, parking facilities, seating etc?.....*

- **Financial factors** (costs and predicted revenues, funding sources) *You must provide a 'predicted' breakdown of costs – a proposed income and expenditure table. Where will the funding come from? How will you generate revenue?..... The event should not result in a 'loss'.*

Within assignment 1, you should be critically analysing the **initial feasibility factors**, ahead of more detailed event planning stages.

You should understand the topic and the feasibility study well enough to discuss it for 15 minutes, without using a script. The use of Powerpoint must be the method of delivery. This assignment is about developing presenting skills, reading from a script will result in a reduction of marks.

The PowerPoint slides should be referenced throughout. A maximum of 10 PowerPoint slides should be included.

You must use credible sources for your research from online sources, text books, media and industry journals to support your presentation. 20 sources are required.

You will be assessed on your ability to synthesise knowledge, to develop an understanding of the practicalities of delivering your chosen event. You will be expected to show an understanding of the considerations made *ahead* of event implementation.

PLEASE NOTE: The assessed 15-minute presentation should discuss the feasibility of the same event which will be further discussed in the later assessment (Assignment 2 - Report).

Submitting your work to Turnitin

In additional to completing the 'live' presentation, a word document is ALSO required to be submitted to Turnitin and should include the following:

- Cover page, with your name, student number and your tutor's name
- PowerPoint Slides (you can copy and paste these onto the word document)
- Full reference list
- Speaker / presenter notes are **not** required.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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, where 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 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.

Specific to this assignment:

You should show a wide level of reading from a variety of sources – a minimum of 20 – to include credible industry sources, academic journals and academic based websites. <u>You must reference academic sources for theory.</u>

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

Clear knowledge of event planning functions and pre planning considerations.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 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 others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment:

This assessment is based on the ability to analyse planning information for the proposed hospitality event. Each aspect of the event should therefore be justified, establishing why and how certain activities have been planned for.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment:

Practical skills will be evidenced in the event planning presentation. You should deploy relevant examples of event feasibility and planning, using wider reading to illustrate the points you make.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for 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 and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment:

The accurate presentation of the event feasibility / planning components are crucial. This is a skill the student should have developed when producing the presentation. Use the same attention to detail, using clear structure and language within the presentation to communicate the event planning effectively.

<u>Essential Resources:</u>

You should demonstrate wider reading and research, as well as the use of resources provided in the module handbook, lecture notes, tutorial material and on Moodle.

ASSIGNMENT 1 MARKING CRITERIA AND FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	15	
2. Knowledge and Understanding Skills Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	10	
4. Practical Application Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	25	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	25	

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

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LEVEL 6 ASSESSMENT SPECIFICATION Assignment 2			
Student name:		**Student ID number:**	
Programme:	**International Hotel Management (BA)**		
Module:	**International Meetings Management for the Hotel Industry**		
Module code:	**BMIH6007**	***Contribution to Overall Module Assessment (%):***	**50%**
Lecturers:	**Kathryn Flynn (Module Lead)** **Chris Wilkin**	**Internal Verifier:**	**Lisa Bassler**
Assignment Title:	**Assignment 2: Event Strategic Planning and Delivery Considerations for an International Meeting.** **Report Format (50%)**	**Word Count (or equivalent):**	**2,500 Words (Report)**
Submission deadline:	**Friday 8th November 2024 23:59** ***Draft Deadline week of :*** ***1st November 2024***	**Return date of provisional marks & written feedback:**	**Friday 6th December 2024 23:59pm** **(20 working days)**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark.** Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes **(from module syllabus)**
• Demonstrate a systematic understanding, including acquisition of coherent and detailed knowledge of the international meetings and events environment to critically appraise policy and plans for large scale event projects and facilities • Apply the concept of the event/venue feasibility study to critically evaluate financial and operational capability of destinations and decision-makers

ASSIGNMENT 2:

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

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 ☐

Report - 2,500 Words

Event Focus : Seasonal Theme – Winter *[NB: should be the same event as discussed in Assignment 1].*

You have explained that the proposed meeting/event is feasible (in assignment 1), you must now prepare a report that critically outlines the relevant **STRATEGIC PLANNING AND DELIVERY** considerations, focusing on *theoretical and practical issues.*

The content within the report, must strongly build and develop on the information that was covered as part of the presentation. Remember that the presentation was focusing on general event feasibility, this report must be more strategic in focus, concentrating on the *specifics* of acute planning linked to the potential future delivery of the event.

NB: It is important that you apply theory to justify and underpin the stages in your planning.

In compiling the report, please follow the set structure as below;

Structure :

1. Cover Page – This must include the following:
   Your name and student number
   The assignment title: Planning and Delivering an International Meeting/Event.
   The module title: International Meetings Management BMIH6007
   Your lecturer's name.

2. Introduction – *What is the meeting/event? Why has it been chosen? What is the location?..... ie; description and background.*

3. The Event Cycle – *Brief definition of the Event Cycle and apply it to your meeting/event. Ensure to reference your chosen Event Cycle.*

4. Event Concept – *What will delegates/guests experience on the day?*.....ie; provide an full itinerary.

5. Aim and Objectives of the Meeting / Event – Provide 1 overarching Aim and *2 to 3 SMART Objectives.*

6. Event Management – *What skills and resources will be required for the meeting/event?* - - Operational / Planning / Marketing Activities…..?

7. Event Budget – *A breakdown of Income and Expenditure, further explanation / analysis of costs, funding sources and income generation related to the meeting/event.*

8. Industry Trends / Issues / Impacts – *What are the latest trends, issues and impacts linked to the meetings/events industry? Consider whether your meeting/event is influenced by any of them*

9. Situational and Cultural Considerations – *What are the wider situational and cultural considerations linked to your meeting/event? Why may they be important to consider? Refer to a Business Analysis Tool – eg; SWOT / PESTEL / SOAR…*

10. Reference List (not included in word count) - The reference list should only include works cited in the above report. A variety of sources including academic/peer approved journals and books should be included, in addition to appropriate websites. Please ensure Harvard style referencing is used throughout the report and the reference list. Wikipedia is not to be used!

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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, where 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 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.

Specific to this assignment:

You should show a wide level of reading from a variety of sources- a minimum of 20 – to include credible industry sources, academic journals and academic based websites. <u>You must reference academic sources for theory.</u>

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment:

Clear knowledge of event planning functions, and contingency should be demonstrated.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline 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 others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment:

The report should clearly analyse the planning information for the chosen hospitality event. Each aspect of event planning should therefore be justified with detail establishing why and how certain activities have been planned for.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. 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 or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment:

Practical skills will be evidenced in your event planning report. You should deploy your chosen examples and wider reading to illustrate the points you make.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for 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 and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

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Specific to this assignment:

The accurate presentation of the event planning report is crucial. This is a skill the student should have developed to produce a report with attention to detail and clear structure and language. You should write the report in a recognized format. All writing should be academic in style, formal focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 double spaced.

Essential Resources:

- Resources provided in module handbook, lecture notes, tutorial material and on Moodle

ASSIGNMENT 2 MARKING CRITERIA AND FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	**Marks available**	**Marks awarded**
1. Engagement in Literature Skills Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	25	
2. Knowledge and Understanding Skills Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	15	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	15	

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

COMMON ASSESSMENT AND MARKING CRITERIA

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.
Knowledge and understanding (Coherent and detailed knowledge	Major gaps in knowledge and systematic understanding of the subject matter. Substantial	Gaps in knowledge, with only superficial systematic understanding. Some significant	Limited knowledge and systematic understanding of the	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to	Knowledge is reasonably extensive coherent and	Excellent coherent and detailed knowledge and systematic understanding	Exceptionally coherent and detailed knowledge and systematic

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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.)	inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	some extent, current research and scholarship.	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.	of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well- informed by current research and scholarship. A critical, sophisticate d 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	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	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging	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	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive,	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictor

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concepts and data (that may be incomplete); logic, argument and judgement.)	evidence.	statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	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.	arguments , and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgement s.	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.	y or incomplete information and make strong, persuasive, arguments and sophisticate d, 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	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited	Rudimentary application of methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of well-established methods, materials,	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly	A very good application of a range of methods, materials, tools and/or	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application	Exceptional levels of application and deployment skills in unpredictable, practical contexts,

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projects; formulate solutions to solve problems in complex and unpredictable contexts.)	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.	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.	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.	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.	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.	is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	drawing skillfully on the latest research within the discipline. Can identify complex problems and propose sophisticate d solutions. Assimilation and development of cutting edge processes and techniques.

Transferable skills for life and professional	Communication medium is inappropriate or misapplied.	Communication medium is poorly designed and/or not	Can communicate in a suitable medium but	Can communicate effectively in a suitable format, but may have minor	Can communicate well, confidently	Can communicate professionally confidently and	Can communicate with an exceptionally

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practice (Exercise of initiative and personal responsibility ; professional development ; initiate and complete tasks and procedures: individually and/or collaborativel y; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	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.	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. Demonstrate s the basic skills required in graduate employment, with some areas of minor weakness.	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.	and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomo-usly 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.	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.	high level of professional ism. 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.