

## **Hospitality & Tourism Management**

### **BA (Hons) International Gastronomy Management**

#### **Diploma of Higher Education International Gastronomy Management**

#### **Certificate of Higher Education International Gastronomy Management**

#### **Module Handbook January 2026** **Specialist Placement: Consultancy** **BMGM6005** **LEVEL 6**

**Placement Coordinator:**  
**Jemma Smith MA, PgCE**  
[j.smith@uwtsd.ac.uk](mailto:j.smith@uwtsd.ac.uk)

## **Placement: Consultancy**

Welcome to this generic overview handbook for the above module. This is a Level 6, 20 credit module for Level 6 IGM students in the Academic Discipline Hospitality & Tourism Management. It should be read in conjunction with supplementary information and materials available on Moodle and your Teams page together with information and instructions delivered by your module tutor.

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

### **AIM (S)**

- To demonstrate the students' growing professional competence in strategic awareness, business orientation, and concern with adding value through initiating and managing change within the placement restaurant
- The student will consider the role of consultancy within the restaurant and what influences improvement, in practical elements of operations including service, and what business success looks like.

### **LEARNING OUTCOMES**

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

- Identify the role of a management consultant and initiate and carry out a project that is of strategic relevance to the placement restaurant.
- Undertake a systematic analysis of data and produce and present a paper that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions, and makes sound and informed judgments to achieve a solution(s), making recommendations to stakeholders (e.g. the restaurant's general manager).

### **INDICATIVE CONTENT**

- The roles of internal and external consultants within an organisation, how consultants' intervention can favorably impact upon sustaining success within an organisation.
- Change management theories that serve as frameworks for implementing and sustaining change within organisations.
- Consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisation's ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation.
- Identifying projects by studying the significant external or internal influences that impact upon an organisations ability to serve and bring about change and innovation.
- Progressing consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports.
- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects.
- Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of

each and the circumstances in which they might be used. Include ethical considerations.

- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans and paths to self-improvement in consultancy and project management through reflective review.

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 0          | 0%          |
| Independent learning | 0          | 0%          |
| Placement learning   | 200        | 100%        |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Consultancy Report | 2000 words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment      | Volume       | Weighting |
|-------------------------|--------------|-----------|
| Individual Presentation | 15 - minutes | 50%       |

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## INDICATIVE READING LIST

| Module Code    | BMGM6005                                                                                                                                                                                                     |                                     |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Specialist Placement: Consultancy                                                                                                                                                                            |                                     |
| Classification | Reading List entry                                                                                                                                                                                           | Electronic*                         |
| Essential      | Clegg, S. R. Skyttermoen, T. Vaagaasar, A. L. (2021) Project Management: <i>A value Creation Approach</i> . Sage. London.                                                                                    | <input checked="" type="checkbox"/> |
| Essential      | Dawson, P. Adriopoulos, C. (2021) Managing Change, Creativity & Innovation. Sage. London                                                                                                                     | <input checked="" type="checkbox"/> |
| Essential      | Ford, R.C, Sturman, M.C (2020) Managing Hospitality Organizations. 2 <sup>nd</sup> Edn.                                                                                                                      | <input checked="" type="checkbox"/> |
| Further        | Brown, D.R (2019) 5 <sup>th</sup> Edn. The Restaurant Managers Handbook. <i>How to set Up, Operate, and Manage a Financially Successful Food Service Operation</i> . Atlantic Publishing Group Inc. Florida. | <input checked="" type="checkbox"/> |

| Module Code    | BMGM6005                                                                                                                        |                                     |
|----------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Specialist Placement: Consultancy                                                                                               |                                     |
| Classification | Reading List entry                                                                                                              | Electronic*                         |
| Further        | Davis, B. Lockwood, A. Alcott, P. Pantelidis, I.A. (2018) Food and Beverage Management. 6 <sup>th</sup> Edn. Routledge. London. | <input checked="" type="checkbox"/> |
| Further        | Everett. S, et al (2021) The tourism, Hospitality and Events students Guide to study & employability. Sage. London              | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.thecaterer.com">www.thecaterer.com</a>                                                                      | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.bighospitality.co.uk">www.bighospitality.co.uk</a>                                                          | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.restaurantmagazine.com">www.restaurantmagazine.com</a>                                                      | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.modernrestaurantmagazine.com">www.modernrestaurantmagazine.com</a>                                          | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a>                                              | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.gaultmillau.com">www.gaultmillau.com</a>                                                                    | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.guide.michelin.com">www.guide.michelin.com</a>                                                              | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.wsetglobal.com">www.wsetglobal.com</a>                                                                      | <input type="checkbox"/>            |

## LEVEL 6 ASSESSMENT SPECIFICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                                                       |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------|
| <b>Student name:</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Student ID number:</b>                                       |                                                       |
| <b>Programme:</b>                      | <b>BA Dip CertHE International Gastronomy Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                                       |
| <b>Module:</b>                         | <b>Specialist placement: Consultancy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                                       |
| <b>Module code:</b>                    | <b>BMGM6005</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Contribution to Overall Module Assessment (%):</b>           | <b>50%</b>                                            |
| <b>Lecturer:</b>                       | <b>Jemma Smith</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Internal Verifier:</b>                                       | <b>Natalie Brailsford</b>                             |
| <b>Assignment Title:</b>               | <b>Consultancy Report</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Word count (or equivalent):</b>                              | <b>2000 (+ or -10% or penalties will be incurred)</b> |
| <b>Submission deadline:</b>            | <b>23:59 Monday 20<sup>th</sup> April 2026</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Return date of provisional marks &amp; written feedback:</b> | <b>23:59 Monday 25<sup>th</sup> May 2026</b>          |
| <b>Submission method:</b>              | <p>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.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> 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.</p> |                                                                 |                                                       |
| <b>Academic honesty / referencing:</b> | <p>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.</p>                                                                                                                                                                                                                                                                                              |                                                                 |                                                       |

## 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMING   | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |

# TASK DESCRIPTION

## **Assignment 1**

You are required to produce a 2,000-word consultancy report based on your placement experience. In this report, you must identify a specific issue or challenge currently affecting the organisation. Taking on the role of an external consultant, you should critically analyse this issue, exploring its impact on both business performance and staff wellbeing or productivity.

Your report should demonstrate a clear understanding of the organisational context, supported by relevant theories, models, or industry practices where appropriate. You are expected to evaluate the consequences of the identified issue in a structured and evidence-based manner, considering both short-term and long-term implications.

Finally, you must provide a set of practical and well-justified recommendations aimed at addressing the issue. These recommendations should be realistic, actionable, and tailored to the organisation, outlining how the problem can be effectively resolved or improved moving forward.

**You must include Academic referencing to back up your arguments. Therefore, this is not simply a piece of writing listing what you have done, it needs to be set against Academic principles and needs to reference your experiences within and using the Academic frameworks.**

In your report, you must reference your work by providing both in-text citations and a reference list containing a minimum of **20 references**. You should follow IGM's UWTSD Harvard Referencing Guide, which is available on Moodle under the Module Information tile.

Structure – Report:

Cover Page You must present your report with a cover page, this to include:

• **You should write in report format and include the following.**

- Title/ Cover page
- Executive Summary (not included in word count)
- Content table (not included in word count)
- Introduction
- Main body (with all the individual subheadings)
- Conclusion
- Recommendations

Including images, graphs, and other visual aids will add depth to your report.

**List of References (Not included in word count)**

**Your placement module lecturer will meet with you bi-weekly to review your progress.**

Upon completion of your placement, you will be required to upload your completed assignment to the Turnitin link provided in Moodle. You are expected to submit in a timely manner, according to the university guidelines, and the required dates will be posted in the Turnitin Link.

**Points for Consideration:**

- **Evidence-Based Analysis:** Use practical and academic evidence from academic research and your industry placement to support your analysis. Ensure your sources are up-to-date and relevant.
- **Theoretical Frameworks:** Reference relevant consultancy models and theories within your report.
- **Recommendations:** Provide recommendations for the future development of the business, keeping the business and its team at the core of your recommendations.

**Your placement module lecturer will meet with you bi-weekly to review your progress.**

Upon completion of your placement, you will be required to upload your completed assignment to the Turnitin link provided in Moodle. You are expected to submit in a timely manner, according to the university guidelines, and the required dates will be posted in the Turnitin Link.

## **GUIDANCE FOR STUDENTS IN THE COMPLETION OF INDIVIDUAL TASK**

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

### **1. Engagement with Literature Skills /20**

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

***Guidance specific to this assessment: At least 20 references showing evidence of a range of sources used to research the topic area.***

### **2. Knowledge and Understanding Skills /20**

At level 6, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

***Guidance specific to this assessment: You need to show your understanding and application of how the Marketing Mix, SWOT, PESTEL and Stakeholder analysis tools can be used in the context of the task.***

### **3. Cognitive and Intellectual Skills /20**

You should be able to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

***Guidance specific to this assessment: Glean and evaluate data assembled through research of the company in question and form judgements based on analysis of the company's external and internal environment. Are there internal effects on the hotel's operation and marketing strategy? Is there flexibility for them to change their individual approach or has this got to be company led?***

#### **4. Practical Skills /30**

At level 6, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

***Guidance specific to this assessment: Demonstrate how the Marketing Mix, SWOT, PESTEL can be used with the hotel in question to reveal problems and how solutions can be sought, based on examples and cases from other sources. Compare and contrast with other global hotels.***

#### **5. Transferable Skills for Life and Professional Practice /10**

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

***Guidance specific to this assessment: This will be achieved through successful completion of your presentation and your ability to display your understanding of the marketing plan you have written, and the benefits that you hope to achieve. This will also show your understanding of how this could be used within a professional context, especially within the context of international hotel management.***

***Specific to this assignment: The work should contain at least 20 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.***

## LEVEL 6 ASSESSMENT SPECIFICATION

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                                                |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------|
| Student name:                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Student ID number:                                   |                                                |
| Programme:                      | BA Dip CertHE International Gastronomy Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                      |                                                |
| Module:                         | Specialist Placement – Consultancy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                      |                                                |
| Module code:                    | BMGM6005                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Contribution to Overall Module Assessment (%):       | 50%                                            |
| Lecturer:                       | Jemma Smith                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Internal Verifier:                                   | Natalie Brailsford                             |
| Assignment Title:               | Individual Presentation<br>15 Minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Word count (or equivalent):                          | 2000 (+ or -10% or penalties will be incurred) |
| Submission deadline:            | Slides to be submitted 23:59 Friday 8 <sup>th</sup> May 2026<br><br>Presentation Monday 11 <sup>th</sup> May 2026 at 10am                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Return date of provisional marks & written feedback: | 23:59 Tuesday 9 <sup>th</sup> June 2026        |
| Submission method:              | <p>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.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark.</b> 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.</p> |                                                      |                                                |
| 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.                                                                                                                                                                                                                                                                                                     |                                                      |                                                |

### 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMMING  | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |

# TASK DESCRIPTION

## **Assignment 2**

The written report will constitute the core material for a formal presentation that will be presented to the client company at the assignment's conclusion.

**The presentations are required to align with the essential structure of the report.**

You are to prepare a presentation using PowerPoint, which must be completed within a 15-minute timeframe. This is a timed exercise, and failure to adhere to the time limit will result in a deduction of marks, as will presentations that are excessively brief. In your slides, it is essential to use very few words while incorporating numerous relevant images to effectively support your narrative.

### **Structure - Presentation:**

#### Cover Page

You must present your presentation with a cover page, this to include:

- The module title and module code
- The title of the presentation
- Your name and student's number
- Your lecturer's name

#### Introduction and Background (10% 1 to 2 minutes)

- Briefly discuss the business on which the proposal is to be based
- Within your discussion identify the current challenges

#### Discussion (80% 10 to 12 minutes)

- Discuss external or internal influences that impact upon the organisations ability to serve and bring about change and innovation

#### Evaluation and Conclusion (10% - 1 to 2 minutes)

- Summarise your main work and findings as well as the implications of your work, including solutions as recommendations to the business.

You will be expected to use credible reference sources (minimum of 15) for information used within your presentation. Your references are not part of the word count.

## GUIDANCE FOR STUDENTS IN THE COMPLETION OF INDIVIDUAL TASK

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

### **1. Engagement with Literature Skills /20**

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

**Guidance specific to this assessment:** *At least 20 references showing evidence of a range of sources used to research the topic area.*

### **2. Knowledge and Understanding Skills /20**

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

**Guidance specific to this assessment:** *You need to show your understanding and application of how the Marketing Mix, SWOT, PESTEL and Stakeholder analysis tools can be used in the context of the task.*

### **3. Cognitive and Intellectual Skills /20**

You should be able to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

**Guidance specific to this assessment:** *Glean and evaluate data assembled through research of the company in question and form judgements based on analysis of the company's external and internal environment. Are there internal effects on the hotel's operation and marketing strategy? Is there flexibility for them to change their individual approach or has this got to be company led?*

#### **4. Practical Skills /30**

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

***Guidance specific to this assessment: Demonstrate how the Marketing Mix, SWOT, PESTEL can be used with the hotel in question to reveal problems and how solutions can be sought, based on examples and cases from other sources. Compare and contrast with other global hotels.***

#### **5. Transferable Skills for Life and Professional Practice /10**

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

***Guidance specific to this assessment: This will be achieved through successful completion of your presentation and your ability to display your understanding of the marketing plan you have written, and the benefits that you hope to achieve. This will also show your understanding of how this could be used within a professional context, especially within the context of international hotel management.***

***Specific to this assignment: The work should contain at least 20 academic references in support of your work from a variety of valid and reliable sources. A reference list should be provided using UWTSD's Harvard referencing conventions.***

## 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<br>(3 <sup>rd</sup> / Pass) | GOOD<br>(2.2 / Pass)           | VERY GOOD<br>(2.1 / Merit)      | EXCELLENT<br>(1 <sup>st</sup> / Distinction) | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction) |
|----------------------------|--------------------------|--------------------------------|------------------------------------------|--------------------------------|---------------------------------|----------------------------------------------|------------------------------------------------|
| Category                   | 0-29%                    | 30-39%                         | 40-49%                                   | 50-59%                         | 60-69%                          | 70-84%                                       | 85-100%                                        |
| Engagement with literature | Little or no evidence of | Poor engagement with essential | Engagement with a limited range of       | Engagement with an appropriate | Engagement with a wide range of | Engagement with an extensive                 | Exceptional engagement with                    |

| Level 6                                                                                                                                                                                                                                | FAIL                                                                                                                                                                                                      | MARGINAL FAIL                                                                                                                                                                                                                    | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                      | GOOD<br>(2.2 / Pass)                                                                                                                                                       | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                     | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                             | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                |
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| Category                                                                                                                                                                                                                               | 0-29%                                                                                                                                                                                                     | 30-39%                                                                                                                                                                                                                           | 40-49%                                                                                                                                                                                        | 50-59%                                                                                                                                                                     | 60-69%                                                                                                                                                                                                                         | 70-84%                                                                                                                                                                                                                                   | 85-100%                                                                                                                                                                                                                                                                       |
| (including reading, referencing, academic conventions and academic honesty)                                                                                                                                                            | reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.                               | 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.           | mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.                                  | range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies. | 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.                           | range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.                                                                                                            | an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.                                                                                                               |
| <b>Knowledge and understanding</b><br>(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. |
| <b>Cognitive and intellectual skills</b><br>(Conceptual and critical thinking, analysis, synthesis and                                                                                                                                 | Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation.                                                                                                                 | Largely descriptive work, with superficial use of critical evaluation. Weak development of                                                                                                                                       | Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description.                                                                                        | Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract                                                                                | Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking.                                                                                                                                   | Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or                                                                                                                                 | Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence.                                                                                                                                                                     |

| Level 6                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                                                                                   | MARGINAL FAIL                                                                                                                                                                                                                                                         | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                          | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                            | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                             | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                           | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                          |
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| evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)                                                                            | Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.                                                                                                                                  | arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.                                                                          | 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.                                                                                                                | 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.        | 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.                                                                     | 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.                                                 | 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.        |
| <b>Practical skills</b><br>(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 | 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 | 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. | 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 | 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. | 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. | 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. |

| Level 6                                                                                                                                                                                                                                                                                                                                                                | FAIL                                                                                                                                                                                                                                                                                                                                                        | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                                                                         | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                                           | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                                                                         | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                                           | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                                                                  | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                                                                                                                                        | and unpredictable contexts.                                                                                                                                                                                                                                                                                                                                 | making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.                                                                                                                                                                                                                                                                                                          | Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.                                                                                                                                                                                                                                                                 | appropriate solutions in complex and unpredictable contexts.                                                                                                                                                                                                                                                                                                                                                 | Evidence of some innovation and creativity.                                                                                                                                                                                                                                                                                          | Innovation and creativity evident.                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                  |
| <b>Transferable skills for life and professional practice</b><br>(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. |

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