



CerHE Events and International Festivals Management
CerHE International Travel and Tourism Management
DipHE Events and International Festivals Management
DipHE International Travel and Tourism Management
BA (Hons) Events and International Festivals Management
BA (Hons) International Travel and Tourism Management

Module Handbook 2026-27

Academic, Industry, and Digital Skills
BMTP4015
Level 4

Module Lead:
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Immersive Room (UWTSD, 2026)

Academic, Industry, and Digital Skills 2026-27

Welcome to this overview handbook for the above module. This is a Level 4, 20-credit module. This should be read in conjunction with all other materials available on Moodle, together with information and instructions delivered by the module tutor.

To get the most out of this module, it is vital that you engage with the themes explored, as well as all the activities during tutorial sessions, as these are designed to enrich the learning experience.

AIM(S)

- To develop the student's academic, industry and digital skills for independent study and lifelong learning to form the foundations for the successful completion of their academic studies and provide the student with the underlying research, numeracy, communication, and academic skills to prepare them for the range of work roles that will be required by the tourism, events, and leisure industry.

LEARNING OUTCOMES

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

- apply the written, practical, communication, numerical and digital skills necessary to demonstrate academic competency and develop capabilities to solve industry-based research issues;
- demonstrate the skills required to develop capabilities to solve industry-based research issues and secure suitable volunteering or placement experiences within the tourism, events, or leisure sectors.

INDICATIVE CONTENT

- Academic Skills: Developing an appropriate level of critical thinking and writing, communicating, and presenting, written style (e.g., planning and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking, problem solving, etc.), presentation skills and reflection and self-reflection skills for a variety of assessments.
- Study Skills: Time management, Gantt Charts, organising study/work, note taking, organising resources and teamwork.
- Research: Information gathering, library familiarisation, use of online academic databases and sources, referencing conventions, Harvard System, the numeric system, and awareness of plagiarism.
- Presentation of data: Use of varied formats such as spreadsheets and presentation software including Excel, charts, diagrams, graphs, slide design, masters, images, and animation to compile reports, presentations, and essays.
- Digital literacy: E-learning to support academic development including VLE, Teams, Internet search techniques, Blogs, VLOGs, website design and development, using appropriate technology; staying safe online, cyber security and digital identity.

- Identity and sense of place: including values, culture and intercultural awareness, heritage, diversity and inclusion and physical literacy, consideration of the role of physical activity to the support of physical, mental health, well-being, and resilience.
- Industry competencies and key skills: Communication (verbal and written), teamwork, initiative, problem solving, decision making, motivation, reliability, time management, adaptability, work standards, planning, organisational skills, and empowerment.
- Personal and professional development planning: CVs and professional development plans.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 Words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 Minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	--
Coursework	50%
Practical	50%
TOTAL	100%

Module Code	BMTP4015	
Module Title	Academic, Industry, and Digital Skills	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2024) <i>The study skills handbook</i> . 6 th edn. London: Bloomsbury Publishing Plc.	☒
Essential	Cottrell, S. (2021) <i>Skills for success: personal development and employability</i> . 4 th edn. London: Red Globe Press.	☒
Essential	McMillan, K. (2021) <i>The study skills book: your essential guide for university success</i> . 4 th edn. Harlow: Pearson Education Limited.	☒
Essential	Mullins, L. (2019) <i>Organisational behaviour in the workplace</i> . 12 th edn. Harlow: Pearson Education Limited.	☒
Essential	Thompson, N. (2018) <i>Effective communication: a guide for the people professions</i> . 3 rd edn. Basingstoke: Palgrave Macmillan.	☒
Further	Bailey, S. (2020) <i>Academic writing for international students of business and economics</i> . 3 rd edn. Abingdon: Routledge.	☐
Further	Greetham, B. (2016) <i>Smart thinking: how to think conceptually, design solutions and make decisions</i> . Basingstoke: Palgrave Macmillan.	☒
Further	Bolton, G. and Delderfield, R. (2018) <i>Reflective practice: writing and professional development</i> . 5 th edn. London: SAGE.	☐
Journals	International Journal of Educational Development	☒
Journals	International Journal of Training and Development	☒
Journals	Assessment and Evaluation in Higher Education	☒
Websites	LinkedIn Learning: https://www.linkedin.com/learning	☒
Websites	Cite Them Right: https://www-citethemrightonline-com.ezproxy.uwtsd.ac.uk/home	☒

Teaching Plan

If you require a one-to-one meeting, please speak to your lecturer to discuss their availability.

Please note that sessions may be subject to change and, depending on student needs, may carry over into the following week.

Week	Content Overview	Resources & Activities	Assignment
Week 1 28 th September	Module Introduction ▪ Introductions ▪ Learning Community and Expectations ▪ Wellbeing and Learning ▪ Accountability and Learning ▪ Student Hwb ▪ Accessing your timetable ▪ Moodle tour (Programme of Study Handbook, Module Handbook etc.) ▪ Welsh Language Standards information ▪ Mitigating/Extenuating Circumstances ▪ Learning Support and Study Skills visit & screening ▪ Skill: Time management	Lecture Slides Moodle Tour Group Discussion	Assignment 1 Deadline: Sunday, 15 th November 2026 by 23:59pm Assignment 2 Deadline: Wednesday, 12 th May by 23:59pm
Week 2 5 th October	Finding and Using Information: The UWTSD (Online) Library ▪ Research: the Basics ▪ Library Tour at Y Fforwm ▪ Online Library Session with Academic Liaison Librarian ▪ Skill: Note-taking	Lecture Slides Quiz Activities Group Discussion	
Week 3 12 th October	Introduction to Harvard Referencing ▪ Academic Integrity and Misconduct ▪ Referencing Workshop with Academic Liaison Librarian	Lecture Slides Quiz Activities Group Discussion	
Week 4 19 th October	Essay & Report-Writing ▪ Introduction to different assignment types ▪ Assignment workshop	Lecture Slides Quiz Activities Group Discussion	
Week 5 26 th October	Introduction to Artificial Intelligence (AI) ▪ What is Generative AI? ▪ Prompting ▪ UWTSD's AI Guidance	Lecture Slides Quiz Activities Group Discussion	
Field Trip Week (no lecture) w/c 2 nd November			
Week 6 9 th November	Presentation Skills for Academic and Professional Practice ▪ Presentation workshop ▪ Guest speaker ▪ Assignment Q&A	Lecture Slides Quiz Activities Group Discussion	Assignment 1 Deadline: Sunday, 15 th November 2026 by 23:59pm
Week 7 16 th November (WorldSkills Week)	Refresher ▪ Summary and reflection on the content so far ▪ Assignment 2 handout	Lecture Slides Quiz Activities Group Discussion	
Week 8	Immersive Room Tour	Lecture Slides	

23 rd November	Guest Speaker: Digital Experience & Engagement Team	Quiz Activities Group Discussion	
Week 9 30 th November	Presentation of Data - Excel workshop - Gantt charts	Lecture Slides Quiz Activities Group Discussion	
Week 10 7 th December	Importance of Feedback - Understanding how feedback and feedforward support learning and development - Assignment 1 feedback: how to read it	Lecture Slides Quiz Activities Group Discussion	
Christmas Break (no lecture) w/c 14 th December w/c 21 st December w/c 28 th December w/c 4 th January			
Taith Trip (no lecture) w/c 11 th January w/c 18 th January			
Week 11 28 th January	Self-Assessment and Reflection in Academia Reflection models	Lecture Slides Quiz Activities Group Discussion	
Week 12 4 th February	Digital Literacy - Using appropriate technology; internet search techniques; staying safe online, cybersecurity and digital identity - Social Media Workshop - LinkedIn	Lecture Slides Quiz Activities Group Discussion	
Week 13 11 th February	Digital Skills Workshop Guest speaker	Lecture Slides Quiz Activities Group Discussion	
Week 14 18 th February	Industry Competencies and Key Skills (Part 1)	Lecture Slides Quiz Activities Group Discussion	
Week 15 25 th February	Industry Competencies and Key Skills (Part 2)	Lecture Slides Quiz Activities Group Discussion	
Week 16 4 th March	Industry Competencies and Key Skills (Part 3)	Lecture Slides Quiz Activities Group Discussion	
Week 17 11 th March	Industry Competencies and Key Skills (Part 4)	Lecture Slides Quiz Activities Group Discussion	
Week 18 18 th March	Industry Competencies and Key Skills (Part 5)	Lecture Slides Quiz Activities Group Discussion	
Easter Break (no lecture) w/c 22 nd March w/c 29 th March w/c 5 th April			

Week 19 (Part 1) 13 th April 15 th April	Refresher - Content refresher - Assignment 2 Q&A	Lecture Slides Quiz Activities Group Discussion	
Week 19 (Part 2) 15 th April	Preparing for the Future - UWTSD Careers Service Visit - Guest speaker: Careers Advisor	Lecture Slides Quiz Activities Group Discussion	
Week 20 (Part 1) 20 th April	Immersive Content Creation Workshop Guest speaker: Digital Experience & Engagement Team	Lecture Slides Quiz Activities Group Discussion	
Week 20 (Part 2) 22 nd April	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 21 (Part 1) 27 th April	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 21 (Part 2) 29 th April	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 22 (Part 1) 4 th May	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 22 (Part 2) 6 th May	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 23 (Part 1) 11 th May	Looking Ahead – What’s Next?	Lecture Slides Quiz Activities Group Discussion	
Week 23 (Part 2) 13 th May	Module Summary & Feedback Module Feedback Questionnaire	Lecture Slides Quiz Activities Group Discussion	Assignment 2 Deadline: Wednesday, 12 th May by 23:59pm

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Academic, Industry, and Digital Skills		
Module code:	BMTP4015	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Bassler	Internal Verifier:	Deborah Jenkins
Assignment Title:	Essay	Word count (or equivalent):	1,500 words (+/- 10%)
Submission deadline:	Sunday, 15 th November 2026 by 23:59pm	Return date of provisional marks & written feedback:	Friday, 11 th December 2026 by 23:59pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

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

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

- apply the written, practical, communication, numerical and digital skills necessary to demonstrate academic competency and develop capabilities to solve industry-based research issues;
- demonstrate the skills required to develop capabilities to solve industry-based research issues and secure suitable volunteering or placement experiences within the tourism, events, or leisure sectors.

TASK DESCRIPTION

Title: The Importance of Research Skills and Academic Integrity for Academic and Professional Success

You are required to write a **1,500-word essay** that explores the importance of research skills and academic integrity within higher education and evaluates how these skills contribute to effective decision-making and professional practice within the tourism, events, and leisure industries.

In the essay, students should:

1. **Define** research skills and academic integrity in the context of higher education.
2. **Discuss** the importance of using credible sources, academic databases, and appropriate referencing conventions when conducting research.
3. **Analyse** how research skills and academic integrity support critical thinking, problem-solving, and academic success.
4. **Evaluate** the importance of ethical and evidence-based decision-making within tourism, events, and leisure organisations.
5. **Consider** how developing research skills and maintaining academic integrity can contribute to future employability, professional standards, and lifelong learning.

Structure

The essay should follow a formal academic format, written in third person throughout.

Title Page

- Student name/ID
- Module name/code
- Assignment title
- Lecturer's name
- Date
- Word count

AI Acknowledgement Statement

(Please use the provided template.)

Introduction (~250 words)

Main Body (~1,100 words)

Conclusion (~150 words)

Reference List

Guidance

- **Word count:** 1,500 words (+/- 10%).
- **Referencing:** A minimum of **15 references** (8 academic sources) is required.
- **Harvard Referencing** conventions must be used throughout.
- All sources, ideas, and evidence taken from others must be appropriately acknowledged.
- The essay must be written in **third person**, avoiding the use of "I", "me", or "my".
- Students are encouraged to draw links between academic research practices, ethical conduct, and professional standards within the tourism, events, and leisure industries.

Do not use headings or sub-headings within your essay; the only heading permitted is the essay title.

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 and data analysis.	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 getting suggestions to rephrase your work.	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.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: *You should demonstrate a range of reading from sources such as textbooks, academic journal articles, and credible websites. All evidence must be referenced using the UWTSD Harvard Referencing standard. A minimum of 15 references is required for this assignment. As this assessment focuses on research skills and academic integrity, you are expected to use credible sources appropriately and ensure that all information, ideas, and evidence are accurately cited throughout your work.*

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: *You should demonstrate knowledge and understanding of research skills and academic integrity, including concepts relevant to academic study and professional practice. It is expected that your discussion will move beyond lecture content, drawing upon independent research to explore the importance of ethical research practices, credible sources, and evidence-based decision-making.*

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: *You will be assessed on your ability to critically discuss and evaluate the importance of research skills and academic integrity. Strong submissions will support arguments with appropriate evidence, demonstrate critical thinking, and make clear links between theory, academic practice, and professional contexts.*

4. Practical Skills

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

Guidance specific to this assessment: Marks will be awarded for your ability to apply concepts relating to research skills and academic integrity to real-world academic and professional contexts. Strong submissions will use relevant theories, examples, and evidence to demonstrate how these concepts can support ethical practice, informed decision-making, and success within higher education and the tourism, events, and leisure industries.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: Your work should be clearly structured, logically organised, and written in an appropriate academic style. The essay should be presented using an appropriate font (Arial or Times New Roman, size 11 or 12), written in third person, and communicate ideas, arguments, and evidence accurately and effectively. Clear expression, coherent discussion, and correct referencing are expected throughout.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	15	
5. Transferable Skills for Life and Professional Practice		
	20	

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

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Academic, Industry, and Digital Skills		
Module code:	BMTP4015	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Bassler	Internal Verifier:	Deborah Jenkins
Assignment Title:	Presentation (Immersive Video)	Word count (or equivalent):	10 minutes (+/- 10%)
Submission deadline:	Wednesday, 12 th May 2026 by 23:59pm	Return date of provisional marks & written feedback:	Thursday, 10 th June 2026 by 23:59pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
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.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
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If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

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

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

- apply the written, practical, communication, numerical and digital skills necessary to demonstrate academic competency and develop capabilities to solve industry-based research issues;
- demonstrate the skills required to develop capabilities to solve industry-based research issues and secure suitable volunteering or placement experiences within the tourism, events, or leisure sectors.

TASK DESCRIPTION

You are required to prepare and deliver a **10-minute individual immersive presentation**.

The purpose of this assessment is to demonstrate how your learning and development during the *Academic, Industry, and Digital Skills* module have prepared you for independent study, lifelong learning, future academic success and professional practice within the tourism, events or leisure industries.

The assessment places reflective practice at its centre.

You should cover at least one **academic** (e.g. academic writing), one **industry** (e.g. communication), and one **digital** skill (e.g. e-learning).

You will create an immersive experience that tells the story of your development during the module. You should critically reflect on your starting point, the experiences that contributed to your development, the skills you have acquired, the challenges you encountered, and how you intend to transfer and further develop these skills during your degree and in professional contexts.

Your presentation should answer the central question:

“How has my learning during this module changed the way I approach my academic and professional development, and how will I use this learning in the future?”



Immersive Room (UWTSD, 2026)

Further Guidance:

In your presentation, you should:

- **Describe** the chosen skills and explain why they are important.
- **Reflect** on how you have developed these skills during the module and what you found most valuable in the learning process.
- **Analyse** how these skills will support your ongoing academic journey.
- **Evaluate** how they can be transferred to professional contexts or placement opportunities, particularly within the tourism, events, or leisure industries.

Structure

Please ensure your presentation includes all relevant elements:

Title Page (student name/ID, module name/code, assignment title, lecturer's name, date)

AI Acknowledgement Statement (please use the provided template)

Introduction (~1 minute)

Main Body (~8 minutes)

Conclusion (~1 minute)

Reference List

Presentation Requirements

- Length: The presentation should last **10 minutes** (+/-10% = 1 minute)
- References: A minimum of **10 references** is required (excluding images, photos etc.)
- You should use **PowerPoint, Canva** or **Google Slides** (or another suitable digital presentation tool) to support your talk.
- The presentation should be delivered in a **professional manner**, making use of clear communication, structured organisation, and appropriate visual aids.
- Narration and reflection should be in the **first person**, but the explanation and analysis of skills should maintain an academic tone.

Guidance Notes

1. Aim for around **8-10 slides**, with one key idea per slide.
2. Use a balance of text, visuals, and examples to keep your audience engaged.
3. Practice your timing to ensure you stay within the 10-minute limit.
4. Consider applying a **reflective model** from classroom learning to structure your reflective element.
5. Remember to reference any external sources (e.g. definitions, frameworks, or case studies) in line with the **Harvard Referencing style**. Images used within your presentation must also be referenced accordingly.

Tips:

- Your lecturer will be assessing you on your knowledge and understanding of the topic. The information included on the slides should be limited and only there as a visual aid to remind you about what is to be discussed and also remind the audience of the main points.
- Consider limitations of time. You cannot possibly discuss everything you have researched and learned about the topics in great depth – choose what to include carefully.
- Poor planning or lack of planning results in students falling behind with assignments and deadlines being missed.

Important Reminder: You may use graphic design tools like Canva and generative AI tools to assist with the visual creation of your presentation. However, all written content must be based on your own research and original work. Submitting AI-generated content as your own is considered **academic misconduct**.

As per the University's AI Guidance, "the expectation is not to document every instance of automated or AI-assisted CREATIVE WORK with AI generation or editing, but to be transparent where AI has played an advanced role in generating, shaping or transforming creative content. In such cases, you should explain how AI was used and demonstrate your own creative judgement, selection, refinement and critical intent was applied" (UWTSD, 2026, p.1). For more information, please visit: UWTSD (2026) *Creative Work with AI*. Access: [AI Guidance » Hub](#).

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 and data analysis.	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 getting suggestions to rephrase your work.	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.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: *You must provide a minimum of 10 references to support your contribution to the presentation, demonstrating engagement with relevant and credible sources. References should be used to inform and support your responses throughout the presentation and must be cited appropriately using Harvard Referencing conventions. If you include any diagrams, graphs, charts, images, or other visual materials, you must acknowledge their original source within the presentation and include them in your reference list. Marks will be awarded for the relevance, quality, and integration of sources used to support your discussion.*

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: *You should present in a way that demonstrates the extent of your research, as well as your knowledge and understanding of the topic being discussed. Marks will be awarded for demonstrating accurate and relevant subject knowledge, supported by appropriate examples, evidence, and references where applicable. Presentation slides should be used as a visual aid only and should support, rather than replace, your verbal discussion and explanation of the topic.*

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: *You will be assessed on your ability to respond to the topics for discussion with reference to appropriate evidence. Marks will be awarded for demonstrating logical reasoning, critical thinking, and the ability to justify your viewpoints using relevant theories, concepts,*

examples, and/or data. You should move beyond description to explain, analyse, and evaluate the topics or issues being discussed, drawing clear conclusions where appropriate.

4. Practical Skills

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

Guidance specific to this assessment: Marks will be awarded for the effective use of relevant theories, models, and/or statistics, as well as for making clear links to the wider Tourism, Events, and Leisure industries to support your discussion. You should demonstrate your ability to apply academic concepts to real-world contexts, using examples, case studies, or industry practices to evaluate and justify your points.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: Work should be coherent and structured in presentation and organisation, with an appropriate and consistent font style and size, and suitably sized images where applicable. You should present yourself professionally throughout, demonstrating effective communication skills, confidence, preparation, and engagement with the audience. Any visual materials should be clear, well-organised, and free from spelling and grammatical errors.

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	15	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

GENERIC ASSESSMENT CRITERIA

Level 4

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

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

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principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

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	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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		exercise of some personal responsibility.	of minor weakness.				

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