



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

Module Handbook 2026-27

Research Methods and Field Study Experience BMTP5022 Level 5

Module Lead:
Lisa Bassler

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Florida Field Trip 2025 (Bassler, 2025)

Research Methods and Field Study Experience Autumn 2026

Welcome to this overview handbook for the above module. This is a Level 5, 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 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 provide the student with the critical academic underpinning to plan and undertake industry and subject specific field study research related to their level 5 studies utilising a real-life opportunity to critically research, review and evaluate a chosen industry topic and put forward informed recommendations to improve performance.

LEARNING OUTCOMES

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

- use academic skills to undertake a field study research excursion within a chosen travel, tourism, event, leisure, or resort destination;
- effectively use appropriate research methods to investigate and review the performance of travel, tourism, event, or leisure operations and offer effective recommendations to improve the product performance and experience.

INDICATIVE CONTENT

Topics will be linked to all level 5 modules and will be studied through lectures, seminars, field study trips, practical experiences, behind-the-scenes visits, guest speaker presentations, and student planned field excursions-based research.

- Research Methods: Primary and secondary research, qualitative and quantitative research, observation, market research, guest service analysis, experiential reviews, performance reviews, validity and reliability, surveys, questionnaire design, interview design, use of focus groups, SPSS, Feefo, guest service measurements, customer review measures, statistical reviews, and analysis.
- Field Study Trip: including real life experiences, excursions, observations, student led field study research, specialist educational networking opportunities with key industry professional to discuss issues which have been introduced through academic studies covering the following specialist areas which may form part of student's research experience.
- Travel Specific: Integrated travel experiences focusing on a range of travel systems and services, provision, networks, management, performance and interrelationships with tourism, events, and leisure resorts.

- Tourism Specific: Cultures, languages, traditions, heritage, impacts, visitor experiences, globalisation, authenticity, seasonality, issues, and impact evaluation.
- Events Specific: Experiences, strategies, venues, legacies, markets, trends, policies, Meetings, Incentives, Conferences and Exhibitions (MICE), personal, cultural, heritage and sports events, issues, and impact evaluation.
- Leisure Specific: Destinations and resort developments, infrastructure, attractions, visitor trends, operations, strategies, seasonality, issues, and impact evaluation.
- Management: Operational performance, performance measures, KPI's, ROI'S
- Hospitality and guest service: cultural differences, gastro tourism, food and wine, local cuisine, service standards, traditions, meet and greet, guest needs, accommodation, issues, and performance evaluation.
- Marketing: social media campaigns, national, provincial, regional and city marketing campaigns, experiential marketing, influencer marketing, blogging, vlogging, issues and performance evaluation.

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
Research Project	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video Project	10 Minutes	50%

Assessment Summary

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

Module Code	BMTP5022	
Module Title	Research Methods and Field Study Experience	
Classification	Reading List entry	Electronic*
Essential	Saunders, M.N.K., Lewis, P. and Thornhill, A. (2023) <i>Research methods for business students</i> . 9 th edn. New York: Pearson.	☒
Essential	Hammond, M. and Wellington, J.J. (2021) <i>Research methods: the key concepts</i> . 2 nd edn. London: Routledge.	☒
Further	Dul, J. and Hak. T. (2008) <i>Case study methodology in business research</i> . Oxford: Butterworth-Heinemann.	☒
Further	Durberry, R. (2018) <i>Research methods for tourism students</i> . Abingdon: Routledge.	☐
Further	Okumus, F., Rasoolimanesh S.M. and Jahani, S. (2023) <i>Advanced research methods in hospitality and tourism</i> . London: Emerald Publishing Limited.	☒
Further	Okumus, F., Rasoolimanesh, S.M. and Jahani, S. (2023) <i>Cutting edge research methods in hospitality and tourism</i> . Bingley: Emerald Publishing Limited.	☒
Further	O'Leary, Z. and Tennant, E. (2025) <i>The essential guide to doing your research project</i> . 5 th edn. London: Sage Publications.	☐
Further	Takhar-Lail, A. and Ghorbani, A. (2015) <i>Market research methodologies: multi-method and qualitative approaches</i> . Hershey: Information Science Reference.	☒
Further	Ramos, C.M.Q., de Almeida, C.R. (2020) <i>Handbook of research on social media applications for the tourism and hospitality sector</i> . Hershey: IGI Global.	☒
Journals	Annals of Tourism Research	☒

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 1 st October	Module Introduction ▪ Introductions ▪ Module Aim and Learning Outcomes ▪ Assignment Overview ▪ Reflections on Year 1: What have students learned so far? ▪ What is research and why does industry need it? ▪ Research questions and research objectives ▪ Quantitative vs qualitative research	Lecture Slides Moodle Tour Group Discussion	Assignment 1 Deadline: Friday, 20 th November 2026 by 23:59pm Assignment 2 Deadline: Friday, 26 th February 2027 by 23:59pm
Week 2 8 th October	Critical Thinking and Problem-Solving as Industry Skills ▪ What is critical thinking? ▪ Moving beyond description towards analysis and evaluation ▪ Problem identification and problem definition ▪ Evidence-based decision-making ▪ Identifying assumptions, bias and unreliable information ▪ Developing industry solutions and recommendations ▪ Using the “How good is the travel/event experience?” question as a critical-thinking framework	Lecture Slides Quiz Activities Group Discussion	
Week 3 15 th October	Understanding Destinations, Experiences & Impacts ▪ Tourism/event destination typologies ▪ Destination characteristics and visitor experiences ▪ Positive and negative impacts of tourism and events ▪ Economic, social, cultural and environmental impacts ▪ Stakeholder perspectives: visitor, resident, business, government and destination organisation ▪ Authenticity, cultural identity and awareness	Lecture Slides Quiz Activities Group Discussion	
Week 4 22 nd October	Tourism Development ▪ Refresher of the Butler's Tourism Area Life Cycle (TALC) model ▪ Applying models critically rather than simply describing them ▪ Destination development and carrying capacity ▪ Seasonality and visitor management ▪ Overtourism and tourism growth	Lecture Slides Quiz Activities Group Discussion	
Week 5 29 th October	Research Methods: Collecting Evidence ▪ Advanced Research Methods & Primo Refresher with Lisa Ellis	Lecture Slides Quiz	

	▪ Primary and secondary research ▪ Academic, industry and market research sources ▪ Observation and experiential research ▪ Surveys and questionnaires ▪ Interviews and focus groups ▪ Guest service analysis and experiential reviews ▪ Introduction to validity and reliability ▪ Ethical considerations when conducting research	Activities Group Discussion	
Field Trip Week (no lecture) w/c 2 nd November			
Week 6 12 th November	Research Design & Field Study Planning ▪ From topic to research question ▪ Research aims and objectives ▪ Selecting appropriate methodologies ▪ Sampling and participant selection ▪ Designing effective questionnaires ▪ Interview question design ▪ Observation schedules ▪ Avoiding leading and biased questions ▪ Validity, reliability and limitations ▪ Assignment 1 Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 7 19 th November	Auditing the Visitor & Event Experience ▪ What is an audit? ▪ Destination, attraction, event and guest experience audits ▪ Performance measures and KPIs ▪ Customer satisfaction and guest service measurement ▪ Online reviews: Feefo, Google, TripAdvisor and social media ▪ Experiential review methodology ▪ Comparing expected vs actual experience	Lecture Slides Quiz Activities Group Discussion	Assignment 1 Deadline: Friday, 20 th November 2026 by 23:59pm
Week 8 26 th November	Tourism & Events in Practice: Industry Case Studies ▪ Tour guiding and interpretation ▪ Cultural identity and awareness ▪ Religious events and pilgrimage tourism ▪ Cruise ship tourism ▪ Resident/visitor relationships ▪ Globalisation and cultural change ▪ Positive and negative impacts of tourism/events	Lecture Slides Quiz Activities Group Discussion	
Week 9 3 rd December	Overtourism, Globalisation & Destination Management ▪ Cruise ship tourism etc. ▪ Assignment 2 Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 10 10 th December	Feedback Session ▪ Feedback/forward for Assignment 1 ▪ Refresher on topics as identified by lecturer	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			
Week 11 7 th January	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Taith Trip (no lecture)			

w/c 11 th January w/c 18 th January			
Week 12 26 th January	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 13 2 nd February	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 14 9 th February	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 15 16 th February	Group Workshop	Lecture Slides Quiz Activities Group Discussion	
Week 16 23 rd February	Assignment Q&A	Lecture Slides Quiz Activities Group Discussion	Assignment 2 Deadline: Friday, 26 th February 2027 by 23:59pm
Week 17 2 nd March	Module Summary	Lecture Slides Quiz Activities Group Discussion	
Week 18 9 th March	Group Workshop/Placements	Lecture Slides Quiz Activities Group Discussion	
Week 19 16 th March	Group Workshop/Placements	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			

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Research Methods and Field Study Experience		
Module code:	BMTP5022	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Bassler	Internal Verifier:	Jacqui Jones
Assignment Title:	Research Project	Word count (or equivalent):	2,000 words (+/-10%)
Submission deadline:	Friday, 20 th November 2026 by 23:59pm	Return date of provisional marks & written feedback:	Friday, 8 th January 2027 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:

- use academic skills to undertake a field study research excursion within a chosen travel, tourism, event, leisure, or resort destination;
- effectively use appropriate research methods to investigate and review the performance of travel, tourism, event, or leisure operations and offer effective recommendations to improve the product performance and experience.

TASK DESCRIPTION

Research Project – 2,000 words (+/- 10%)

Background

The travel, tourism and events industries are increasingly under pressure to demonstrate sustainable growth and deliver lasting benefits to the communities they serve. While tourism and events can generate significant economic benefits, many destinations are facing challenges associated with **overtourism**, where visitor numbers exceed the destination's capacity to manage them effectively. This can result in congestion, pressure on local infrastructure and services, environmental degradation, and declining resident satisfaction. Similarly, many events (e.g. Expo '92 in Seville) are criticised for creating limited **legacy**, where the long-term social, economic, environmental, or cultural benefits fail to justify the resources invested.

In response to these challenges, governments and destination managers are increasingly exploring the use of **tourist levies** to support infrastructure, visitor management, sustainability initiatives, and community development. In Wales, legislation has been introduced that will allow local authorities to implement a visitor levy, adding further relevance to this debate. Such levies have the potential to generate additional funding for destination improvements, but they also raise important questions regarding competitiveness, visitor perceptions, fairness, and their effectiveness in addressing contemporary tourism and events management challenges.

Task

This **2,000-word research project** assignment requires you to choose and investigate your own case study problem related to one of the aforementioned contemporary issues (depending on your studied programme), and critically evaluate a solution for its effectiveness.

The purpose of this assessment is to demonstrate your ability to apply research methods to investigate a real-world industry issue, and evaluate and propose evidence-based recommendations.

Throughout your written report, you should answer the central research question:

'Is introducing a tourist levy the solution to overtourism or event legacy issues?'

You should draw on all your learning from your studied Level 4 modules up until this point, as well as the upcoming field trip to London (Word Travel Market) or Immersive Experience Spain (part of the taught lecture content).

Further Guidance:

Structure

Please use the following structure:

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

AI Acknowledgement Statement (you must use the University's official template)

Table of Contents (with page numbers)

Introduction (~250 words)

Your introduction should:

- Introduce the chosen case study.
- Clearly identify the issue being investigated (overtourism or lack of legacy).
- Explain why the issue is important to the destination, event, industry, and stakeholders.
- State the aim of the report and outline its structure.

Literature Review (~550 words)

Your literature review should:

- Review relevant academic and industry literature related to the chosen issue.
- Define key concepts, including tourist levy.
- Demonstrate understanding of key theories, concepts, and debates.
- Critically compare different viewpoints.
- Explore existing research on overtourism, event legacy, sustainability, tourist levies, visitor management, and/or destination development, as appropriate.
- Identify gaps, challenges, or differing perspectives within the literature.

Remember: a literature review should be analytical rather than descriptive.

Case Study Analysis (~400 words)

Your case study analysis should:

- Present the chosen destination, event, or festival.
- Investigate the causes and impacts of the identified issue.
- Use evidence and data to demonstrate the scale and significance of the problem.
- Analyse the issue from multiple stakeholder perspectives, such as:
 - Visitors
 - Local residents
 - Businesses
 - Local authorities
 - Destination management organisations

- Event organisers
- Draw upon examples from your field study experiences where appropriate.

Discussion (~500 words)

Your discussion should:

- Critically evaluate whether a tourist levy represents an effective solution to the identified problem.
- Consider both advantages and disadvantages.
- Discuss potential economic, social, environmental, and operational implications.
- Compare your case study with other destinations or events where visitor levies have been implemented.
- Consider alternative or complementary solutions where appropriate.

This section should demonstrate critical evaluation and support arguments with evidence from the literature and case study findings.

Conclusion and Recommendations (~300 words)

Your conclusion and recommendations should:

- Summarise the key findings of the report.
- Provide a clear answer to the research question.
- Present realistic and evidence-based recommendations for industry stakeholders.
- Explain how the recommendations could contribute to a more sustainable future for the destination, event, or community.

Recommendations should be specific, practical, and justified by your research.

Reference List

- You must use a **minimum of 20 credible sources** (academic journals, textbooks, industry reports, policy documents etc.).
- All references must follow Harvard Referencing conventions. In-text citations are required throughout the written body of work.

Word counts provided are a rough guide.

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 ☐
PROGRAMMING	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: *Your report should demonstrate engagement with a range of credible academic, industry, policy, and destination-specific sources relevant to overtourism, event legacy, sustainability, and tourist levies. You should critically engage with the literature, comparing different viewpoints and evaluating the strengths and limitations of the evidence used. A minimum of 20 credible sources should be included and referenced using Harvard Referencing throughout the report.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should demonstrate a clear understanding of overtourism or event legacy issues, tourist levies, and the wider tourism or events management context. Your report should show knowledge of relevant concepts, theories, stakeholder perspectives, and contemporary industry debates, while drawing upon learning from across your Level 4 studies and field study experiences where appropriate.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You should critically analyse your chosen case study and evaluate whether a tourist levy represents an effective solution to the identified issue. Your discussion should be evidence-based, balanced, and supported by relevant literature and case study data. Higher marks will be awarded for demonstrating critical thinking, considering alternative viewpoints, and providing well-justified conclusions and recommendations.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You should demonstrate your ability to apply research methods, industry knowledge, and academic concepts to a real-world tourism or events issue. The report should make effective use of evidence to investigate the problem and develop realistic, practical, and achievable recommendations for relevant stakeholders. Consideration should be given to operational, social, environmental, and economic implications.*

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *The report should be professionally presented and structured in accordance with the format provided. Your writing should be clear, logical, and concise, using appropriate academic language throughout. Correct spelling, grammar, Harvard Referencing, and effective use of headings and subheadings are expected. Higher marks will be awarded for work that demonstrates professional standards of report writing, organisation, and communication. Times New Roman or Arial font 11 or 12 should be used, with 1.5 line spacing and justified text.*

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		
	30	
2. Knowledge and Understanding Skills		
	30	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	10	
5. Transferable Skills for Life and Professional Practice		
	10	

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 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Research Methods and Field Study Experience		
Module code:	BMTP5022	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Bassler	Internal Verifier:	Jacqui Jones
Assignment Title:	Video Project	Word count (or equivalent):	10 Minutes (+/-10%)
Submission deadline:	Friday, 26 th February 2027 by 23:59pm	Return date of provisional marks & written feedback:	Friday, 16 th April 2027 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.		

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26%–50% over	10 mark deduction or 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%**.
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If You Are Under the Word Limit

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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:

- use academic skills to undertake a field study research excursion within a chosen travel, tourism, event, leisure, or resort destination;
- effectively use appropriate research methods to investigate and review the performance of travel, tourism, event, or leisure operations and offer effective recommendations to improve the product performance and experience.

TASK DESCRIPTION

Video Project – 10 minutes (+/- 10%)

Background

Tourism on the Edge – In his book, Terry Stevens (2026) argues that the tourism industry has become increasingly shaped by geopolitical and economic uncertainty, rapid advancements in artificial intelligence, and evolving consumer expectations. These developments require industry leaders to develop adaptable skill sets and adopt more agile approaches to effectively respond to a rapidly changing environment (Stevens, 2026). The same challenges are increasingly evident within the wider events industry.

Destinations such as **Malta**, **Spain** and **Wales** have long been recognised as leading tourism destinations, attracting millions of visitors annually through their diverse cultural heritage, events portfolios, coastal attractions, cruise tourism, hospitality infrastructure, and international accessibility. However, increasing visitor pressures, lack of legacy, sustainability concerns, labour shortages, changing visitor expectations, technological disruption, and destination management challenges have raised important questions about how these destinations can maintain competitiveness while ensuring long-term social, environmental, and economic sustainability. While major events can generate significant economic activity and attract large numbers of visitors, creating a meaningful long-term legacy remains a challenge. The Expo '92 in Seville is often cited as an example of an event that delivered substantial investment and regeneration benefits, while also raising important questions about how event impacts can be sustained beyond the event itself.

Task

You are required to produce a **10-minute individual manifesto-style video project**, in which you choose either **Malta**, **Spain** or **Wales** as your destination of focus and develop a video in which you discuss an identified issue while putting forward reasonable and well-researched operational solutions.

Your video project should answer the following central question:

‘What would be the operational solutions to the destination's tourism or events leadership challenge?’

You should use **PowerPoint**, **Canva** (or another suitable digital presentation tool) to support your talk.

The video presentation should be organised into the following sections:

1. Introduction (~2 min)

- Provide a visual snapshot (pictures or video clips) of your chosen destination and its role in supporting tourism or events.

Students attending the Taith trip to **Malta** should collect primary video footage, while students choosing to discuss **Spain** should draw on the lecturing team's immersive video project introduced during the module, as well as secondary evidence found online. Students choosing **Wales** should organise their own field study experience and collect primary evidence.

- Use annotations, short texts, or images to highlight the destination's significance within the wider tourism or events context.
- Briefly introduce your chosen issue and explain why it represents an important challenge for destination leaders and stakeholders.

2. Problem Identification & Analysis (~4 min)

- Critically discuss the chosen destination's respective problem and challenges, using credible and contemporary academic research.
- Use a variety of presentation techniques to make your analysis clear and engaging, such as but not limited to:
 - Pictures or video clips
 - Diagrams, graphs, or tables
 - Interview quotations or key insights
- Your goal is to demonstrate the evidence you collected using primary and secondary research methods in a critical and analytical way and explain what it shows about your chosen problem and destination.
- You should comment on the research methods selected by:
 - Explaining their suitability for investigating the chosen issue;
 - Discussing their strengths and limitations;
 - Evaluating the validity, reliability, and usefulness of the collected evidence;
 - Supporting your discussion with appropriate academic literature and in-text citations within your presentation slides.

3. Practical Solutions (~3 min)

- Put forward practical recommendations to your chosen destination and tourism or events sector that demonstrate how the identified challenge could be managed, mitigated, or transformed into an opportunity for future development and improved performance.
- Recommendations should:
 - Be realistic and achievable;

- Be informed by your primary and secondary research findings;
- Consider operational implications for relevant stakeholders;
- Demonstrate awareness of sustainability, visitor experience, performance management, and future trends where appropriate;
- Explain how success could be measured through appropriate performance indicators (KPIs).
- You must support your discussion with credible academic and industry evidence. This should be included in your slides in the form of in-text citations.

4. Conclusion (~1 min)

- Conclude impactfully by summarising the key challenge identified, highlighting the most important findings from your research, and reinforcing the operational solutions that should be prioritised by destination leaders moving forward.
- End with a clear statement that reflects the future direction of the destination and the importance of evidence-based decision-making and leadership within tourism and events management.

5. References (final slides – not timed)

- Provide a list of credible sources used in your research, including:
 - Academic journal articles
 - Industry reports or online sources
 - Textbooks
- Display your references on the final slides of the presentation.
- Leave enough time at the end of the video for viewers to read your references (this time will not be counted towards your total).
- All sources cited within the presentation must be referenced using the University's required Harvard Referencing style.

Suggested Topics

Students may choose a tourism or events leadership challenge such as:

- Overtourism
- Destination sustainability
- Climate change impacts
- Water scarcity
- Seasonality
- Event legacy management
- Visitor congestion
- Cultural authenticity
- Labour shortages and workforce retention
- Smart tourism and AI integration
- Accessibility and inclusion
- Community attitudes toward tourism
- Cruise tourism management

- Event sustainability
- Destination branding and image recovery

Assignment Requirements

- You are encouraged to attend Terry Stevens' book launch on Monday, 7th December 2026, and read the book to gain a contemporary understanding of the leadership challenges, trends, disruptions, and future opportunities currently shaping the tourism and events industries.
- The video should be 10 minutes (+/- 10%), excluding references.
- You must appear on screen at least at the beginning and end of the video.
- Evidence of both primary and secondary research should be included where possible.
- Students who attended the field study trip should draw upon observations, site visits, industry encounters, interviews, photographs, videos, and other field study experiences to support their discussion.

To achieve higher marks:

- Stay visible throughout, demonstrating professional presentation skills (good eye contact, clear voice, confident delivery).
- Ensure your slides and visuals are well-designed, clear, and engaging.
- Demonstrate effective integration of primary and secondary research evidence.
- Critically evaluate the research methods used rather than simply describing them.
- Present recommendations that are evidence-based, realistic, and operationally relevant.
- Show clear links between research findings, analysis, and proposed solutions.
- Support all claims with credible academic, industry, and destination-specific evidence.
- Demonstrate originality, critical thinking, and a strong understanding of destination leadership challenges.

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: *Your video should be informed by a range of credible academic, industry, and destination-specific sources relating to your chosen tourism or events leadership challenge. You should integrate both primary and secondary research evidence throughout the presentation and critically engage with sources rather than simply describe them. A minimum of 20 references must be used. All sources should be referenced using Harvard referencing style, with a complete reference list included on the final slide.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You should demonstrate a clear understanding of your chosen destination challenge and the tourism or events concepts that help explain it. Your presentation should show knowledge of relevant theories, destination management issues, and research methods, while linking academic concepts to real-world industry practice.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: You should critically analyse the selected challenge using evidence gathered through primary and secondary research. Evaluate the strengths and limitations of your research methods and findings, and ensure that your proposed operational solutions are logically justified and supported by credible evidence.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: You should demonstrate your ability to apply research methods and tourism or events management concepts within a real destination context. Use your findings to develop realistic and achievable operational recommendations, considering their implications for stakeholders, destination performance, sustainability, and visitor experience.

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 personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: Your video should be professional, well-structured, and engaging. You should communicate your ideas clearly using an effective combination of verbal presentation, visuals, and supporting evidence. Higher marks will be awarded to students who demonstrate confident presentation skills, effective use of digital technologies, and a professional on-screen presence throughout the presentation.

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		
	10	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	30	
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 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	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. 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. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. 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 (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

Level 5	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%
critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

Level 5	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%
							the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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 outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicate	Can communicate	Can communicate

Level 5	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%
and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	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. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	a suitable medium for the audience 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 group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	effectively in a suitable medium for the audience, 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 for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	well, confidently and consistently in a suitable medium for the audience. 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 skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH