

Hospitality and Tourism Management

Module Handbook

Semester 1&2 2026-27

BMTP5020

Professional Placement & Enterprise Project

LEVEL 5



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Module Code	BMTP5020
Title	Professional Placement and Enterprise Project for Tourism, Events and Leisure
Date	25/03/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide the students with a first-hand professional development or enterprise experience within their specialist travel, tourism, events, leisure, and hospitality sector, in order to appreciate what constitutes good practice. This will develop the student's professional industry skills, notably teamwork, communication, guest service and task management or their enterprise management skills through focusing upon self-management to enhance the specialist competencies required for their future careers.

LEARNING OUTCOMES

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

- Develop their operational work-based key skills within tourism, leisure, or events through a placement opportunity or via an enterprise project.
- Critically analyse contemporary management issues such as, for example, management performance within the workplace environment, guest services, resource allocation, marketing, management styles, culture, health, and safety, via a work placement or enterprise project.

INDICATIVE CONTENT

- Professional and Personal Development: the experience will be linear and individually designed to focus on either specialist or generic areas of study according to the student's level of experience, needs, interests and chosen career pathway or based upon undertaking an enterprise project to develop a new business idea related to the tourism, events, or leisure sector.
- The student is required to either a) undertake a minimum 8-week placement (200 hours). A student whose agreed placement contract is for more than 8 weeks will be required to complete the contracted period in full. If they leave early (other than for agreed extenuating circumstances) they will receive a fail grade for the employer appraisal element. Or b) Undertake a feasible and well-planned enterprise project to propose, plan and develop a new business project, event, idea, or concept.
- Key skills – communication, teamwork, task management, personal skills – guest services, operational issues or enterprise and business development skills relating to the Tourism, Events or Leisure sector.
- Operational skills for placement would focus on task management, sector specialisms, performance, and professional competencies or for enterprise project would focus on entrepreneurial and business management skills.

- A student studying International programmes will be expected to undertake an internationally based enterprise project or placement although this could be with a UK based organisation in an international focus or working with international clientele within the UK.
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: policies and procedures, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	200	100%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Learning and Development Record (including 3 monthly learning Blogs/Logs/Video Records)	2000 words Based on completing 200-hour placement or 200-hour Enterprise Project	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report (either a Placement & Performance Review and Appraisal Report) or an Enterprise Project	2000 words project or equivalent Based on completing 200-hour placement or 200-hour Enterprise Project	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMTP5020	
Module Title	Professional Placement and Enterprise Project for Tourism, Events and Leisure	
Classification	Reading List entry	Electronic*
Essential	Hagg, E. (2013) <i>Internship Guide: work placements step by step</i> . Eleven International Publishing.	☒
Essential	QAA (2018) <i>UK Quality Code for Higher Education Advice and Guidance – Work Based Learning</i> . QAA.	☐
Essential	ASET (2016) <i>Good Practice Guide for Health and Safety for Student Placements</i> . ASET: Sheffield Halam University.	☐
Essential	Barringer, B.R. & Ireland, R.D. (2016) <i>Entrepreneurship: Successfully Launching New Ventures</i> . 5 th edn. Prentice Hall.	☒
Essential	Blackwell, E. (2011) <i>How to Prepare a Business Plan: Planning for Successful Start-up and Expansion</i> . 5 th edn. Kogan Page.	☒
Further	ASET (2014) <i>Placement Code of Practice</i> . ASET: Sheffield Halam University.	☐
Further	Kolb, D.A. (2015) <i>Experiential/Learning</i> . 2 nd edn. Prentice Hall.	☐
Further	Journals LTSN – Link Prospects – Work based Learning	☒
Further	Websites Organisational websites as personally applicable to the student's individual placement	☒

Teaching Outline

This module will be shared with Neil Dyer leading on Enterprise Project and Lisa Bassler leading International Placement and Taith Student Experience. Assessments are varied and will be dependent on whether students choose the Placement, Taith, or Enterprise route – the assessment options are summarised from Page 9 onwards. The following teaching schedule outlines student sessions for Semester 1 and 2.

Placement and enterprise sessions will run throughout Semester 1 and 2. All students will be provided with the opportunity to attend various placement sessions and events (which can count towards placement hours), and also the opportunity to take part in a Taith trip to Malta in January 2027.

Students, if they wish, will be able to complete some of their placements working on events run by the University. This can be in addition to their own placement, which can be undertaken throughout the academic year, or in blocks during the academic year, or in a block from 5th April until 12th July. All 200 hours towards placements MUST be completed by 12th July.

Additionally, there is a 20-day International Field Trip to New Zealand (Taith) scheduled for May 2027. Students who do not choose the placement route can instead undertake a project linked to their Taith experience, or can complete this module via the Enterprise Project route.

Students will be encouraged to organise and plan additional industry, employability, or volunteering opportunities across the summer and the academic year which may attract further funding.

Teaching Plan

If you require additional one-to-one meetings, please speak to your lecturer to discuss their availability.

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

Enterprise sessions are highlighted in grey.

Placement sessions are highlighted in red.

Other relevant events and trips are highlighted in blue.

DATE	TIME	ACTIVITY
Tue, 29 th Sep 2026	9am-11am	ENTERPRISE: Module Introduction, • Intro to the Module
Thu, 1 st Oct 2026	2pm-4pm	PLACEMENT: Module Introduction, Experiential Learning Intro
Fri, 2 nd Oct 2026	—	Children of Wales Awards event
Tue, 6 th Oct 2026	9am-11am	ENTERPRISE: What is Entrepreneurship? • Finding a suitable definition
Tue, 6 th Oct 2026	11am	Institute of Hospitality (IoH) online onboarding
Thu, 8 th Oct 2026	2pm-4pm	PLACEMENT: Placement Opportunities
Tue, 13 th Oct 2026	9am-11am	ENTERPRISE: Traits of an Entrepreneur • Traits & Motivations and the Entrepreneurship Theory
Thu, 15 th Oct 2026	2pm-4pm	PLACEMENT: Placement Preparation/CVs
Sun, 18 th Oct 2026	—	Parkgate Institute of Hospitality Cymru Awards
Tue, 20 th Oct 2026	9am-11am	ENTERPRISE: Aligning to the Entrecomp Model • Are you entrepreneurial?
Thu, 22 nd Oct 2026	2pm-4pm	PLACEMENT: Events Experience & Operational Placement, Professional Development Planning
Sat, 24 th Oct 2026	—	TEDx Event
Tue, 27 th Oct 2026	9am-11am	ENTERPRISE: Concepts & Idea Generation (Part 1) • Finding a business idea
Thu, 29 th Oct 2026	2pm-4pm	PLACEMENT: Placement, Enterprise & Career Tool Kit Part 1
Sat, 31 st Oct 2026	—	Cruise ship trip to Southampton
Mon, 2 nd – Thu, 5 th Nov 2026	—	London field trip (Passion for Hospitality and WTM)
Tue, 10 th Nov 2026	9am-11am	ENTERPRISE: Concepts & Idea Generation (Part 2) • An eye on the Competition

Thu, 12 th Nov 2026	2pm-4pm	PLACEMENT: Placement, Enterprise & Career Tool Kit Part 2
Mon, 16 th – Thu, 19 th Nov 2026	—	WorldSkills Week
Tue, 17 th Nov 2026	9am-11am	ENTERPRISE: Researching your Market (Part 1) • The marketplace, customers, competitors and your USP.
Thu, 19 th Nov 2026	2pm-4pm	PLACEMENT: Reflection
Tue, 24 th Nov 2026	9am-11am	ENTERPRISE: Researching your Market (Part 2) • The marketplace, customers, competitors and your USP.
Thu, 26 th Nov 2026	2pm-4pm	PLACEMENT: One-to-One Student Sessions
Thu, 26 th Nov 2026	—	Institute of Hospitality Cymru Event
Tue, 1 st Dec 2026	—	Skills Day (tbc)
Tue, 1 st Dec 2026	9am-11am	ENTERPRISE: Marketing - Promotion and Creating Relationships • The marketing plan and mix.
Thu, 3 rd Dec 2026	2pm-4pm	PLACEMENT: Assignment Workshop
Mon, 7 th Dec 2026	—	Terry Stevens's Book Launch event
Tue, 8 th Dec 2026	9am-11am	ENTERPRISE: Contents, Finances & Team (Making Money & Your Support Network)
Thu, 10 th Dec 2026	2pm-4pm	PLACEMENT: One-to-One Student Sessions
w/c 14 th Dec – w/c 28 th Dec 2026		Christmas Break
Thu, 7 th Jan 2027	2pm-4pm	PLACEMENT: One-to-One Student Sessions
c. 14 th – 24 th Jan 2027	—	Malta trip (Taith)
Tue, 26 th Jan 2027	9am-1pm	ENTERPRISE: Reviewing your Concept & SWOT-ing your Idea
Tue, 02 Feb 2027	9am-1pm	ENTERPRISE: Introducing the Business Plan Template for Assessment 2
Tue, 9 th Feb 2027	9am-1pm	ENTERPRISE: The Business Pitch • Ingredients for a successful Pitch
Tue, 16 th Feb 2027	9am-1pm	ENTERPRISE: Starting a Business in the UK • Legal Formats & Business Planning
Sat, 20 th Feb 2027	—	House Party
Tue, 23 rd Feb 2027	9am-1pm	ENTERPRISE: Assessment Workshop and 1-2-1s
Tue, 2 nd Mar 2027	—	Future You Conference
Tue, 9 th Mar 2027	9am-1pm	ENTERPRISE: ASSESSMENT ONE - Business Pitch Presentations (times TBC)
Tue, 16 th Mar 2027	9am-1pm	ENTERPRISE: 1-2-1's – Pitch Feedback and Assessment Support
c. 10 th May 2027	—	New Zealand trip (Taith)

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Professional Placement and Enterprise Project for Tourism, Events and Leisure		
Module code:	BMTP5020	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Neil Dyer	Internal Verifier:	Jacqui Jones
Assignment Title:	Learning and Development Record: Part 1: Enterprise Pitch Presentation (50%) Part 2: Promotional Video (25%) Part 3: Reflective Report (25%)	Word count (or equivalent):	2,000 words 200 hours
Submission deadline:	Part 1: Tuesday, 9th March 2027, by 23:59pm Part 2: Monday, 12th July 2027, by 23:59pm Part 3: Monday, 12th July 2027, by 23:59pm	Return date of provisional marks & written feedback:	Part 1: Tuesday, 27th April 2027, by 23:59pm Part 2: Monday, 9th August 2027, by 23:59pm Part 3: Monday, 9th August 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. <table border="1"> <thead> <tr> <th>Amount Over Limit</th><th>Penalty Applied</th></tr> </thead> <tbody> <tr> <td>Up to 10% over</td><td>No penalty</td></tr> <tr> <td>10%–25% over</td><td>5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>26%–50% over</td><td>10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>Over 50%</td><td>Mark capped at the pass mark</td></tr> </tbody> </table> 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.	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
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Over 50%	Mark capped at the pass mark										

Module Learning Outcomes (from module syllabus)
- Develop their operational work-based key skills within tourism, leisure, or events through a placement opportunity or via an enterprise project. - Critically analyse contemporary management issues such as, for example, management performance within the workplace environment, guest services, resource allocation, marketing, management styles, culture, health, and safety, via a work placement or enterprise project

TASK DESCRIPTION

Part 1: Enterprise Pitch Presentation (50%)

(Equivalent to 1,000 words)

This assessment part is mandatory for all students.

Identify your own viable business idea related to the tourism, events or leisure industry, and produce an engaging and persuasive presentation pitch aimed at successfully achieving/gaining investment and/or support from stakeholders.

Further guidance:

- Develop your own, new tourism, events or leisure related business, using idea generation guidance and tools provided in lectures.
 - Evaluate the market potential and outline the business decisions to minimise the risk of failure and boost early success.
 - Show evidence that you have researched your concept, considered the core areas of business planning, and present this in a persuasive and professional pitch.
 - Produce and deliver an engaging presentation that concisely (and creatively) shares the key areas of your business plan.
 - Potential stakeholders and investors will need to be convinced that your proposal offers a return on their investment (financial or otherwise).
 - To support your written business plan, you are required to share the overall concept, analysis and highlights in a 10-minute formal, 'business pitch' style, presentation. Following your presentation, there will be a 5-minute Q&A session with the panel to further explore your business idea.
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- You will present individually and are required to use a digital presentation support tool such as PowerPoint. You will deliver your presentation 'live' in-person.
 - There are no restrictions on the number of slides or similar, or the use of other supporting materials. However, all content must be delivered in the 10 minutes to be considered for assessment. PRACTICE, PRACTICE, PRACTICE!
 - A reference list should be provided via the presentation.
 - Presentations may be recorded for marking/moderation purposes.

You are required to include 10 sources as a minimum. Please include a reference list slide in your presentation and use in-text citations in your content where applicable.

You MUST submit a copy of your presentation (in PDF format) in advance – the deadline for this is to be confirmed (amendments made to your presentation after submission cannot be considered for assessment).

Part 2: Promotional Video (25%):

(Equivalent to 250 words)

Students should develop a 2-3 minute promotional video in line with the route of assessment they have chosen – whether Placement, Enterprise or Taith project.

The video should use high-impact footage and images supported by professional voiceover.

The video can be animated, a voiceover of a presentation, or video of yourself presenting or speaking, or a combination of these.

Your promotional video may be used by UWTSD in outward marketing, so we recommend producing the video on a suitable platform like Canva in portrait view/vertical format at 9:16 aspect ratio at 1080x1920 resolution. The video can then either be exported as an MP4 file and shared via YouTube or OneDrive. Your submission to Turnitin should be a Word document containing the 'accessible' (please grant access) link to the video either on Canva, YouTube, OneDrive or other agreed facility. It is also recommended that the same link is emailed to your lecturer on submission as a backup.

Please select only one of the following paths:

Enterprise Project – Route A:

The video should market your business concept and its market viability to potential investors, collaborators, buyers/suppliers and the wider world. The video should clearly present the new business idea and promote how it clearly meets essential business and marketing criteria; i.e. value proposition, market viability, competitive edge, etc. Where possible, you should use underpinning academic theory to highlight your enterprise skills and sell the business concept.

Placement Project – Route B:

The video should showcase your personal placement learning experience, and clearly show the placement roles and responsibilities, host organisation and critically reflect upon your personal development. Where possible, you should use underpinning experiential learning and academic theory to highlight placement learning and career development opportunities.

Taith Project – Route C:

The video should showcase your personal experience of the Taith trip, and should promote attendance to future students. You should present the highlights of your trip and should reflect on expectations versus reality, and the lessons learned from this. Where possible, you should use underpinning experiential learning and academic theory to highlight personal and career development opportunities.

Part 3: Reflective Report (25%):

(Equivalent to 750 words)

Using reflective and academic theory, you should reflect on the skills you have developed, your learning, and showcase evidence of your professional development throughout the module. Students are to follow one of the following three briefs (depending on their chosen assessment route) and are required to produce a 750-word report.

Please select only one of the following paths:

Enterprise Project – Route A:

On completion of the Enterprise Project (business plan) students are required to reflect on their entrepreneurial journey so far and experience of developing their own business idea. Using reflective and academic theory, you should reflect on the entrepreneurial skills you have developed, your entrepreneurship learning, and evidence your professional development throughout the module.

Further guidance:

- Students should include academic models and research that align to the subject of entrepreneurship, and in particular to entrepreneurial traits, motivations and skills.
- Students should evaluate their applied learning and development by aligning to entrepreneurial competency models such as the Entrecomp model, as well as using underpinning experiential and reflective learning theories/models such as Kolb, Gibbs, Dewey and Honey & Mumford.

Placement Project – Route B:

During your placement, you are required to identify a contemporary management issue, challenge, or opportunity that affected the organisation. This may relate to areas such as organisational culture, customer experience, workforce management, leadership, sustainability, marketing, resource allocation, health and safety, digital innovation, or another relevant travel, tourism, hospitality or events topic.

Drawing on relevant academic learning and relevant theories, and workplace evidence, you will conduct a critical analysis of the issue and evaluate its impact on organisational performance.

Based on your findings, you will develop evidence-based recommendations that could be implemented by management to improve operational effectiveness, employee performance, customer satisfaction, or organisational outcomes.

Your reflective report should:

- Clearly define and contextualise the management issue.
- Critically analyse the issue using relevant academic theory and literature.
- Evaluate the impact of the issue on organisational performance.
- Draw upon examples and evidence from your placement organisation.
- Present realistic and actionable recommendations.
- Consider both short-term operational improvements and longer-term strategic developments.

Taith Project – Route C:

You are required to use your academic learning and relevant theories to critically reflect on your Taith Project experience.

Drawing on appropriate reflective models and academic literature, you should evaluate how participation in the Taith Project has contributed to your personal, academic, and professional development. You should reflect on the knowledge, skills, behaviours, and confidence gained throughout the experience, considering how these have influenced your personal growth, employability, and future career aspirations.

Your reflective report should:

- Critically analyse key experiences and learning gained from the Taith Project.
- Apply relevant reflective and academic theories to support your discussion.
- Evaluate the development of your personal and professional skills, such as communication, teamwork, adaptability, leadership, cultural awareness, problem-solving, and resilience.
- Reflect on any challenges encountered and how these were managed or overcome.
- Consider how the experience has enhanced your confidence, self-awareness, and future career preparedness.
- Identify areas for further development and future learning goals.

The emphasis should be on critical reflection and evaluation, rather than simply describing activities undertaken during the Taith Project.

Font Settings:

- Arial or Times New Roman, size 12.
- 1.5 line spacing
- Justify text

Reference List (Not included in word count):

You are required to include 7-8 sources as a minimum. These must also be inserted as in-text citations to support your writing, which conforms with UWTSD's Harvard Referencing Guide (copy on Moodle).

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 are expected to engage with at least 15 employability, experiential learning, entrepreneurship, management, reflective practice, and/or subject-specific academic research sources relevant to your chosen route. Students should demonstrate the ability to integrate academic theory with practical application by drawing upon relevant models, frameworks, and contemporary research. Enterprise students should use literature to support the development and evaluation of their business concept, market opportunity, and entrepreneurial competencies. Placement students should use academic and industry sources to analyse organisational issues, workplace practices, and professional development. Taith students should engage with literature relating to reflective learning, intercultural development, employability, and personal growth. Sources should be used to support critical analysis, evaluation, reflection, and recommendations rather than description alone.*

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: *The assignment requires students to demonstrate a detailed knowledge and understanding of employability, industry skills, professional development, and career planning within the context of their chosen route. Enterprise students should demonstrate knowledge of entrepreneurship, business planning, innovation, and market viability. Placement students should demonstrate understanding of organisational contexts, management issues, and professional practice within the workplace. Taith students should demonstrate understanding of experiential learning, intercultural awareness, and personal and professional development. Across all routes, students should apply relevant concepts, theories, models, and frameworks, demonstrating how academic learning can be translated into professional and industry contexts and supporting their future career aspirations.*

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: *Students are required to apply academic, professional, and experiential learning theories to critically analyse and evaluate their chosen assessment route. Enterprise students should critically evaluate the viability, opportunities, risks, and competitive advantage of their proposed business idea. Placement students should critically analyse workplace challenges, management issues, or organisational opportunities and evaluate their impact on organisational performance. Taith students should critically reflect upon key experiences, challenges, and learning gained from participation in the Taith Project. Across all routes, students should synthesise evidence from academic literature, industry sources, and personal experience to develop informed judgements, justified conclusions, and evidence-based recommendations or action plans.*

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: *Students will be required to apply practical employability, enterprise, professional, and reflective skills throughout the completion of their chosen assessment route. Enterprise students should demonstrate skills in opportunity identification, business planning, market analysis, professional pitching, and project development. Placement students should demonstrate the ability to apply academic learning within a professional workplace setting, analyse organisational practices, and develop realistic recommendations. Taith students should demonstrate the practical application of experiential learning, adaptability, communication, cultural awareness, and self-development. Across all routes, students should demonstrate effective problem-solving, decision-making, planning, organisation, and reflective practice, while recognising the strengths and limitations of the models and approaches applied.*

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: *Students will be required to demonstrate the development and application of transferable skills that support employability, professional practice, and lifelong learning. Through the completion of their chosen assessment route, students should evidence their ability to communicate effectively to a range of audiences using appropriate formats and digital media. This includes presenting and defending ideas, reflecting on personal strengths and areas for development, and demonstrating initiative, self-management, organisation, and independent decision-making. Work should be professionally presented, clearly structured, and demonstrate the ability to communicate complex information in a coherent, engaging, and accessible manner.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. 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 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Professional Placement and Enterprise Project for Tourism, Events and Leisure		
Module code:	BMTP5020	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Lisa Bassler	Internal Verifier:	Jacqui Jones
Assignment Title:	Report (Enterprise, Placement or Taith Project Route)	Word count (or equivalent):	2,000 words 200 hours
Submission deadline:	Monday, 12 th July 2027 by 23:59pm	Return date of provisional marks & written feedback:	Monday, 9 th August 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. <table border="1"> <thead> <tr> <th>Amount Over Limit</th><th>Penalty Applied</th></tr> </thead> <tbody> <tr> <td>Up to 10% over</td><td>No penalty</td></tr> <tr> <td>10%–25% over</td><td>5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>26%–50% over</td><td>10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr> <tr> <td>Over 50%</td><td>Mark capped at the pass mark</td></tr> </tbody> </table> 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.	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
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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										

Module Learning Outcomes (from module syllabus)
• Develop their operational work-based key skills within tourism, leisure, or events through a placement opportunity or via an enterprise project. • Critically analyse contemporary management issues such as, for example, management performance within the workplace environment, guest services, resource allocation, marketing, management styles, culture, health, and safety, via a work placement or enterprise project.

TASK DESCRIPTION

Please select only one of the following paths:

Enterprise Project – Route A:

BUSINESS PLAN REPORT (100%): **(2,000 words)**

Produce a professional, comprehensive and persuasive business plan that further explores, analyses and details your business idea from the pitch. This report should evidence further support for the viability of your concept by demonstrating your consideration for the critical core areas of business planning.

***** You must use the business plan template/tool provided (*the use of any other template will receive a failing grade*). *****

Further guidance:

- Fully evaluate the market potential and outline the business decisions to minimise the risk of failure and boost early success.
- Show evidence that you have undertaken considerate and appropriate market research for your concept and present this in a persuasive and professional report.
- Include accurate financial information relating to 'start-up' funding and/or support, and identify realistic and accurate funding sources.

The template includes the following sections, which must be completed:

- **Title/Cover Page** [not included in word count]
- **Contents Page** [not included in word count]
- **Executive Summary** [not included in word count]
- **The Business Idea** [Approx. 250 words]
 - *Introduction to the product/service, SWOT summary*
- **The Team** [Approx. 250 words]
 - *Key personnel, skills gaps and alliances*
- **Market Research** [Approx. 600 words]
 - Market analysis, customer and competitor profiles
- **Marketing Plan** [Approx. 500 words]
 - 4P's Marketing Mix
- **Key Resources** [Approx. 150 words]
 - Premises, equipment and key suppliers
- **Finances & Start-Up Support** [Approx. 250 words]
 - One year financials table and summary
- **Appendices** (including SWOT, PESTLE and other supporting materials) [not included in word count]
- **Reference List** (a minimum of 20 references) [not included in word count]

Font Settings:

- Arial or Times New Roman, size 12.
- 1.5 line spacing
- Justify text

Reference List (Not included in word count):

This is a 2,000-word equivalent assessment and you are required to include 20 sources as a minimum. These must also be inserted as in-text citations to support your writing, which conforms with UWTSD's Harvard Referencing Guide (copy on Moodle).

Word Count:

2,000 words equivalent (+/-10%)

Placement Project – Route B:**PLACEMENT PERFORMANCE APPRAISAL (100%):**

(15 minutes total)

You will complete an **individual viva interview** based on your placement experience. The assessment comprises:

1. **A short presentation** outlining your placement role, responsibilities and key experiences (10 minutes maximum).
2. **A professional discussion (Q&A)** with your lecturer (5 minutes maximum).

The viva will assess your ability to:

- Critically reflect on your placement experience.
- Demonstrate your personal and professional development.
- Explain and evaluate the skills and knowledge gained during placement.
- Apply relevant academic theories and concepts to workplace situations.
- Reflect on any challenges encountered and how these were addressed.

You may wish to discuss areas such as marketing, people management, teamwork, communication, leadership, and problem-solving, supported by relevant academic theory.

Further guidance:

Your presentation and discussion should:

- Use specific examples from your placement.
- Demonstrate critical reflection, not just description.
- Link workplace experiences to academic concepts and theories.
- Identify key skills developed and areas for future growth.

Required Placement Documentation

In addition to the viva interview, you must submit:

- ☐ **Proof of Placement Hours Completed**
- ☐ **Feedback from Your Placement Provider/Supervisor**

Please ensure all documentation is submitted by the specified deadline and is complete and accurate.

Taith Project – Route C:

MANAGEMENT REPORT (100%): **(2,000 words)**

Produce a professional management report on a current industry issue relating to your **Taith International Experience**. The issue must be relevant to the **Travel, Tourism, Events, Festivals, Leisure industry**, or a related organisation within the destination where your Taith International Experience took place.

The report should critically analyse the chosen issue using appropriate academic literature, industry reports, and relevant organisational or destination-specific evidence. You are expected to demonstrate an understanding of how the issue impacts the organisation, industry sector, or destination and propose realistic, evidence-based recommendations.

Examples of suitable topics include:

- Sustainable tourism development and destination management
- Overtourism and visitor management
- Event sustainability and environmental impacts
- Cultural heritage preservation and tourism development
- Digital marketing and social media strategies
- Customer experience management
- Workforce challenges, skills shortages, and employee retention
- Accessibility and inclusive tourism
- Crisis management and destination resilience
- The use of technology and innovation within tourism, events, or leisure organisations
- Responsible tourism and corporate social responsibility
- Festival or event impacts on local communities

Further guidance:

- You must agree your chosen topic with your lecturer in advance.
- The report should demonstrate engagement with relevant academic literature and industry sources.
- The discussion should move beyond description and provide critical analysis and evaluation.
- Recommendations should be specific, realistic, and clearly linked to the findings of the report.
- You should draw upon experiences, observations, and insights gained during your Taith International Experience where appropriate.
- The report must be professionally presented, with clear headings, sub-headings, and logical structure.
- All sources must be accurately cited and referenced using Harvard Referencing conventions.

Font Settings:

- Arial or Times New Roman, size 12.
- 1.5 line spacing
- Justify text

Reference List (Not included in word count):

This is a 2,000-word equivalent assessment and you are required to include 20 sources as a minimum. These must also be inserted as in text citations to support your writing, which conforms with UWTSD's Harvard Referencing Guide (Copy on Moodle)

Wordcount:

2,000 words equivalent (+/-10%)

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 are expected to engage with a minimum of 20 credible academic, industry, organisational, and professional sources relevant to their chosen assessment route. Enterprise Project students should draw upon entrepreneurship, business planning, marketing, innovation, and small business management literature to support the development and evaluation of their business plan. Placement Project students should engage with literature relating to employability, professional development, experiential learning, workplace practice, leadership, management, and organisational performance to support their viva discussion and critical reflection. Taith Project students should engage with academic and industry literature relating to their chosen management issue, alongside relevant tourism, events, leisure, destination management, sustainability, or international development literature. Across all routes, students should critically apply evidence from relevant sources to support analysis, evaluation, decision-making, and recommendations.

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: The assessment requires students to demonstrate detailed knowledge and understanding of concepts, theories, and contemporary issues relevant to their chosen route. Enterprise Project students should demonstrate knowledge of entrepreneurship, business planning, market research, marketing strategy, finance, and business feasibility. Placement Project students should demonstrate understanding of workplace practices, professional development, organisational performance, employability, and relevant management concepts. Taith Project students should demonstrate knowledge of a contemporary industry issue and its relevance to the travel, tourism, events, festivals, or leisure sectors. Across all routes, students should demonstrate how academic theories, frameworks, and principles can be applied to real-world professional contexts and future career development.

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: *Students are required to demonstrate critical analysis, evaluation, synthesis, and evidence-based decision-making throughout their chosen assessment route. Enterprise Project students should critically evaluate the viability of their proposed business concept, market opportunities, risks, competitors, and financial projections to justify business decisions. Placement Project students should critically evaluate their placement experiences, workplace challenges, personal development, and professional learning through the application of relevant academic theory. Taith Project students should critically analyse a contemporary industry issue, evaluate its implications for an organisation, destination, or sector, and develop justified recommendations. Across all routes, students should demonstrate logical reasoning, independent judgement, and the ability to formulate well-supported conclusions based on academic and professional 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: *Students will be required to apply practical, professional, and subject-specific skills appropriate to their chosen assessment route. Enterprise Project students should demonstrate skills in business planning, market analysis, financial planning, opportunity evaluation, and professional report writing. Placement Project students should demonstrate their ability to apply academic learning within a workplace environment, communicate professionally, reflect upon practical experiences, and evaluate professional performance. Taith Project students should demonstrate their ability to investigate, analyse, and report upon a real-world industry issue using evidence gathered from academic, industry, and destination-specific sources. Across all routes, students should demonstrate effective planning, organisation, problem-solving, research, and self-management skills, while recognising the strengths and limitations of theoretical and practical approaches.*

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: *Students will be required to demonstrate the development and application of transferable skills that support employability, professional practice, and lifelong learning. Across all routes, students' work should be professionally presented, clearly structured, and demonstrate effective communication of information, ideas, and analysis in an appropriate professional format.*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. 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)
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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