



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

## **Hospitality & Tourism Management**

### **BA (Hons) Hospitality & Hotel Management**

#### **Module Handbook September 2026**

**BMIH6010**

**International Meetings Management for the Hotel Industry**

**LEVEL 6**

**Module Lead:**

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# **International Meetings Management for the Hotel Industry**

**September 2026**

Welcome to this generic overview handbook for the above module. This is a Level 6, 20-credit module. This should be read in conjunction with all other materials available on Moodle, together with information and instructions delivered by the module tutor.

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

## **AIM(S)**

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

## **LEARNING OUTCOMES**

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

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

## **INDICATIVE CONTENT**

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

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Presentation       | 15 Minutes | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

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

## Assessment Summary

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

|                       |                                                                                                                                                                                                                                    |                                     |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMIH6010</b>                                                                                                                                                                                                                    |                                     |
| <b>Module Title</b>   | <b>International Meetings Management for the Hotel Industry</b>                                                                                                                                                                    |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                                                                                          | <b>Electronic*</b>                  |
| Essential             | Mallen, C. and Adams, L.J. (2024) <i>Event management in sport, recreation, and tourism: theoretical and practical dimensions</i> . 4 <sup>th</sup> edn. Abingdon: Routledge.                                                      | <input checked="" type="checkbox"/> |
| Essential             | O'Toole, W. (2022) <i>Events feasibility and development: from strategy to operations</i> . 2 <sup>nd</sup> edn. Abingdon: Routledge.                                                                                              | <input checked="" type="checkbox"/> |
| Essential             | Quinn, B. (2013) <i>Key concepts in event management</i> . Los Angeles: SAGE.                                                                                                                                                      | <input checked="" type="checkbox"/> |
| Further               | Bowdin, G.A.J. (2024) <i>Events management</i> . 4 <sup>th</sup> edn. Abingdon: Routledge.                                                                                                                                         | <input type="checkbox"/>            |
| Further               | Fox, D., Gouthro, M.B., Morakabati, Y. and Brackstone, J. (2013) <i>Doing events research: from theory to practice</i> . London: Routledge.                                                                                        | <input type="checkbox"/>            |
| Further               | Getz, D. and Page, S. (2024) <i>Event studies: theory and management for planned events</i> . 5 <sup>th</sup> edn. London: Routledge.                                                                                              | <input checked="" type="checkbox"/> |
| Further               | Rogers, T. and Wynn-Moylan, P. (2023) <i>Conferences and conventions: a global industry</i> . 4 <sup>th</sup> edn. London: Routledge.                                                                                              | <input type="checkbox"/>            |
| Further               | Smith, A. (2012) <i>Events and urban regeneration: the strategic use of events to revitalise cities</i> . London: Routledge.                                                                                                       | <input type="checkbox"/>            |
| Journals              | International Journal of Event and Festival Management                                                                                                                                                                             | <input checked="" type="checkbox"/> |
| Journals              | Journal of Convention & Event Tourism                                                                                                                                                                                              | <input checked="" type="checkbox"/> |
| Journals              | Journal of Policy Research in Tourism, Leisure and Events                                                                                                                                                                          | <input checked="" type="checkbox"/> |
| Websites              | Visit Britain (2025) <i>Business events research</i> . Available at: <a href="https://www.visitbritain.org/research-insights/business-events-research">https://www.visitbritain.org/research-insights/business-events-research</a> | <input checked="" type="checkbox"/> |
| Websites              | <a href="http://www.hospitalityinsights.ehl.edu">www.hospitalityinsights.ehl.edu</a>                                                                                                                                               | <input checked="" type="checkbox"/> |

| Week                       | Indicative content                                                                                                                                                                                                                                                                                      | Supporting Material                         | Assessment                                                                                                                                                                                                                                                                |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W/C 21/09                  | <b>Induction</b>                                                                                                                                                                                                                                                                                        |                                             |                                                                                                                                                                                                                                                                           |
| <b>Week 1</b><br>W/C 28/09 | <b>Welcome to the Module</b> <ul style="list-style-type: none"> <li>Assessments</li> <li>Content to be covered</li> <li>Introduction of key terms</li> <li>Overview of the MICE industry and key stakeholders</li> <li>Role of hotels and resorts as key venues for (international) meetings</li> </ul> | Presentation<br><br>Activity                | <b>Assessment 1</b><br>slides to be uploaded by Thursday 26 <sup>th</sup> November 2026 by 23:59.<br><br><b>Live presentations</b><br>in the w/c 30 <sup>th</sup> November 2026.<br>---<br><b>Assessment 2</b><br>deadline Thursday 7 <sup>th</sup> January 2027 by 23:59 |
| <b>Week 2</b><br>W/C 5/10  | Types of meetings: conventions, exhibitions, incentive travel etc. <ul style="list-style-type: none"> <li>Economic and social impacts of MICE tourism</li> <li>Strategic Planning for Events</li> <li>Event lifecycle models</li> </ul>                                                                 | Presentation<br><br>Activities<br><br>Video |                                                                                                                                                                                                                                                                           |
| <b>Week 3</b><br>W/C 12/10 | Venue Selection and Destination Analysis <ul style="list-style-type: none"> <li>Hotel Event Planner role</li> <li>Skills for event planning</li> </ul>                                                                                                                                                  | Presentation<br><br>Activities<br><br>Video |                                                                                                                                                                                                                                                                           |
| <b>Week 4</b><br>W/C 19/10 | Feasibility Studies in Events Management                                                                                                                                                                                                                                                                | Presentation<br><br>Activities              |                                                                                                                                                                                                                                                                           |

|                                                                                        |                                                                                                                                                                                                         |                                                    |                                                                                               |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                                                                                        | Assignment Workshop (C1)                                                                                                                                                                                |                                                    |                                                                                               |
| <b>W/C 26/10</b>                                                                       | <b>READING WEEK – NO CLASSES</b>                                                                                                                                                                        |                                                    |                                                                                               |
| <b>Week 5</b><br>W/C 2/11                                                              | Financial Planning and Budgeting                                                                                                                                                                        | Presentation<br><br>Activities<br><br>Videos       |                                                                                               |
| <b>Week 6</b><br>W/C 9/11                                                              | Field Trip/Guest Speaker – Details TBC                                                                                                                                                                  |                                                    |                                                                                               |
| <b>Week 7</b><br>W/C 16/11                                                             | Trends & forces shaping (international) events: <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Hybrid meetings</li> <li>• Tech integration</li> <li>• Changes post Covid</li> </ul> | Presentation<br><br>Case Studies<br><br>Activities |                                                                                               |
| <b>Week 8</b><br>W/C 23/11                                                             | Risk management & legal considerations<br><br>Events operations & logistics.                                                                                                                            | Presentation<br><br>Videos<br><br>Activities       | <b>Assessment 1, slides to be uploaded by Thursday 26<sup>th</sup> November 2026 by 23:59</b> |
| <b>Week 9</b><br>W/C 30/11                                                             | <b>Assignment Presentations</b>                                                                                                                                                                         |                                                    | <b>Assessment 1 Live presentations</b>                                                        |
| <b>Week 10</b><br>W/C 7/12                                                             | Marketing and Communication Strategies<br><br>Assignment Workshop (C2)                                                                                                                                  | Presentation<br><br>Activities                     |                                                                                               |
| <p><b>Christmas Break – NO CLASSES</b></p> <p><b>W/C 14/12, 21/12, 28/12, 4/01</b></p> |                                                                                                                                                                                                         |                                                    |                                                                                               |

|                             |                                   |                           |                                                                                                                    |
|-----------------------------|-----------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Week 11</b><br>W/C 11/01 | Revisiting Key Themes.            |                           | <b>Assessment 2</b><br><b>deadline</b><br><b>Thursday 7<sup>th</sup></b><br><b>January 2027</b><br><b>by 23:59</b> |
| <b>Week 12</b><br>W/C 18/01 | Module Wrap up<br>Module Feedback | Module Evaluation<br>Form |                                                                                                                    |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |                                                        |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------|
| <b>Student name:</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Student ID number:</b>                                       |                                                        |
| <b>Programme:</b>                      | <b>BA Hospitality &amp; Hotel Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                 |                                                        |
| <b>Module:</b>                         | <b>International Meetings Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                 |                                                        |
| <b>Module code:</b>                    | <b>BMIH6010/BMIH6010D</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Contribution to Overall Module Assessment (%):</b>           | <b>50%</b>                                             |
| <b>Lecturer:</b>                       | <b>Jess Newport</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Internal Verifier:</b>                                       | <b>Kathryn Flynn</b>                                   |
| <b>Assignment Title:</b>               | <b>Presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Word count (or equivalent):</b>                              | <b>15 Minutes</b>                                      |
| <b>Submission deadline:</b>            | <p><b>Slides to be submitted by Thursday 26<sup>th</sup> November 2026, by 23:59</b></p> <p><b>Live presentations w/c Monday 30<sup>th</sup> November 2026 (specific day and time TBC)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Return date of provisional marks &amp; written feedback:</b> | <b>Thursday 24<sup>th</sup> December 2026 by 23:59</b> |
| <b>Submission method:</b>              | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>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.</p> <p>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.</p> |                                                                 |                                                        |
| <b>Academic honesty / referencing:</b> | <p>Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                 |                                                        |
| <b>Work over the word limit:</b>       | <p>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:</p> <ul style="list-style-type: none"> <li>• You write clearly and concisely.</li> <li>• All students complete the assessment on an equal basis.</li> </ul> <p><b>If You Go Over the Word Limit</b></p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                 |                                                        |

| 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)**

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

## TASK DESCRIPTION COMPONENT ONE

**Scenario:**

You are the **Event Manager** of a **hotel of your choice**. Your hotel has been approached by an international organisation that is considering your venue for its annual two-day business conference covering the theme of **sustainability in hospitality**. You have been asked to present a feasibility proposal to your hotel's senior management team. In this presentation you should demonstrate how the hotel can successfully host the conference and outline how annual hosting could be a valuable source of repeat business.

**Task:**

Prepare a 15-minute individual presentation (+Q&A) in which you:

- Critically evaluate the feasibility of hosting this two-day business conference. Ensure you justify the feasibility in sufficient depth, with clearly discussed recommendations that are evidence-based, realistic

and supported by relevant academic theory and wider industry research.

- Present the strategic steps you will take to ensure its success through clear presentation of the pre-planning research you have/will undertake.
- Outline how your hotel will become the chosen venue annually.

A minimum of **15 academic references** is required. Provide in-text citations in your slides as needed.

**Additional details:**

- Day 1: 10am-5pm
- Day 2: 10am-2pm
- Delegates: 50
- Required accommodation: 2 nights
- Conference organiser will pay for bed, breakfast, lunch and daytime refreshments
- Delegates will be responsible for their evening meals

**Points to consider:**

- How will you ensure that the event organiser will use your hotel for accommodation as well as the event space?
- How will you encourage delegates to utilise your F&B facilities for their own extras?
- How will you manage check-in/check-out times to provide a smooth delegate experience (especially with arrivals the evening before day 1 or on the morning of day 1, and departures after day 2)?
- How can you use F&B outlets, room packages, and service enhancements to maximise revenue while meeting the needs of delegates? How will you remain aware of other operations within the hotel e.g. other residents/non-residents utilising facilities?
- How will you apply the **Event Cycle** (research → planning → implementation → delivery → evaluation) to ensure both the immediate success of the event and the hotel's long-term positioning?

**Structure & Timings (15 minutes total):**

**1. Event Overview (approx. 2 mins)**

- Introduce your hotel, briefly outline its market position and location, and provide an introductory overview where you outline which event space within your hotel is applicable for this conference.
- Briefly outline the proposed conference and anticipated profile of delegates. Introduce key points that will be presented regarding the potential value for your hotel.

**2. Market & Demand Analysis (approx. 2-3 minutes)**

- Assess the international demand for a conference of this type and likelihood of longevity. Support your assessment with evidence that you have gained from academic sources and your own independent research.

- Identify and critically analyse your hotel's immediate competitors.
- Present your hotel's competitive advantage (consider USP, reputation, facilities, sustainability, affordability etc).

### 3. Venue Suitability (approx. 2 minutes)

- Evaluate facilities: meeting rooms, accommodation capacity, AV/technology, catering, breakout spaces, accessibility and overall delegate experience.
- Highlight any limitations and how they will be addressed (e.g. outsourcing, temporary upgrades, partnerships).

### 4. Financial Feasibility (approx. 2 minutes)

- Present a realistic financial budget where you outline key aspects including:
  - Anticipated overall revenue (rooms, F&B etc).
  - Expected costs (staffing, technology, any required repairs/upgrades etc).
  - Show breakeven or profit projection with realistic assumptions. **If breakeven, discuss how profit could be obtained/increased in subsequent years.**

### 5. Operational & Risk Considerations (approx. 2 minutes)

- Discuss logistics: staffing requirements, room requirements e.g. blocked floors to accommodate delegates together, suppliers (new/existing), F&B needs.
- Contingency for anticipated outcomes: e.g. all delegates wishing to eat at the same time, how will this be managed in line with other operational needs?
- Risk management: health & safety, reputational risks, financial exposure. How will these concerns be addressed/mitigated?
- Sustainability strategies: waste reduction, carbon footprint, CSR initiatives (this is crucial given the conference theme).

### 6. Steps to Long-Term Success (approx. 2 minutes)

- Utilise the Event Cycle to discuss your strategies for managing and delivering the conference effectively.
- Discuss how you will encourage loyalty to secure future business e.g. tailored packages, potential future discounts and additional opportunities such as hybrid delivery, partnerships and branding potential.
- Demonstrate a clear commitment to obtain and utilise feedback for continued improvements.

### 7. Conclusion & Recommendations (approx. 2 minutes)

- Close your presentation with clear and evidence-based recommendations for the senior management team where you address the following questions:
  - Is hosting this conference feasible?
  - What is the long-term strategic benefit for the hotel?

**Tips for a successful presentation:**

- Know your role: Present as the Event Manager of your hotel, rather than a student.
- Know your audience: Focus on financial feasibility, profitability, risks and contingencies, the overall guest experience and the long-term benefits. Being critical is key – reinforce your points with evidence to demonstrate accuracy and research.
- Keep slides visual: Be concise, the slides should provide prompts and visual engagement through images/charts/tables. They should **not** be a script for you to read from.
- Know your competitors: Use real competitors to successfully identify and communicate your competitive advantage.
- Justify financial feasibility by presenting simple financials to demonstrate the anticipated outcomes.
- Support with academic theory & industry data. **Include in-text citations.**
- Prepare for Q&A by researching potential questions.

**Please note:** The presentation slides must be submitted in their original form (e.g. PowerPoint) by **Thursday 26<sup>th</sup> November by 23:59**. The submission of screenshots is **not** permitted.

## Use of Generative AI in Assessment

|              |                                                                                                                                                                                                 |                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research and data analysis.                                                                                                    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| STRUCTURE    | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.               | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.                   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROGRAMING   | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | <input type="checkbox"/>                                               |

# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

## 1. Engagement with Literature Skills

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

**Guidance specific to this assessment:** *You should show a wide level of reading from a variety of sources – a minimum of 15 – to include credible industry sources, academic journals and academic-based websites. You must reference academic sources for theory. In-text citations must be displayed on your slides where required.*

## 2. Knowledge and Understanding Skills

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

**Guidance specific to this assessment:** *You should demonstrate clear knowledge of event planning functions and pre-planning considerations. Knowledge of the event lifecycle.*

## 3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example,

to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

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

#### **4. Practical Skills**

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

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

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

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

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

## 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 |
|------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                      |                 |               |
|                                                                  | 15              |               |
| <b>2. Knowledge and Understanding Skills</b>                     |                 |               |
|                                                                  | 25              |               |
| <b>3. Cognitive and Intellectual Skills</b>                      |                 |               |
|                                                                  | 15              |               |
| <b>4. Practical Application Skills</b>                           |                 |               |
|                                                                  | 25              |               |
| <b>5. Transferable Skills for Life and Professional Practice</b> |                 |               |
|                                                                  | 20              |               |

| Student name:                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Student ID number:                                   |                                                 |                   |                 |                |            |              |                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------|-------------------|-----------------|----------------|------------|--------------|--------------------------------------------------------------------------------------------|
| Programme:                      | BA Hospitality & Hotel Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                      |                                                 |                   |                 |                |            |              |                                                                                            |
| Module:                         | International Meetings Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                      |                                                 |                   |                 |                |            |              |                                                                                            |
| Module code:                    | BMIH6010/BMIH6010D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Contribution to Overall Module Assessment (%):       | 50%                                             |                   |                 |                |            |              |                                                                                            |
| Lecturer:                       | Jess Newport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Internal Verifier:                                   | Kathryn Flynn                                   |                   |                 |                |            |              |                                                                                            |
| Assignment Title:               | Report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Word count (or equivalent):                          | 2,000 Words                                     |                   |                 |                |            |              |                                                                                            |
| Submission deadline:            | Thursday 7 <sup>th</sup> January 2027 by 23:59                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Return date of provisional marks & written feedback: | Thursday 4 <sup>th</sup> February 2027 by 23:59 |                   |                 |                |            |              |                                                                                            |
| Submission method:              | <p>All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>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.</p> <p>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.</p> |                                                      |                                                 |                   |                 |                |            |              |                                                                                            |
| Academic honesty / referencing: | <p>Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                      |                                                 |                   |                 |                |            |              |                                                                                            |
| Work over the word limit:       | <p>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:</p> <ul style="list-style-type: none"><li>You write clearly and concisely.</li><li>All students complete the assessment on an equal basis.</li></ul> <p><b>If You Go Over the Word Limit</b></p> <p>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.</p> <table><tr><th>Amount Over Limit</th><th>Penalty Applied</th></tr><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></table>                                                                                                                                                   |                                                      |                                                 | 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) |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                      |                                                 |                   |                 |                |            |              |                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>26%–50% over</b> | 10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Over 50%</b>     | Mark capped at the pass mark                                                                |
| <p><b>Examples (Undergraduate):</b></p> <ul style="list-style-type: none"> <li>• A mark of <b>44%</b> would be reduced to the pass mark of <b>40%</b> if the work is 10–25% over.</li> <li>• A mark of <b>49%</b> would be reduced by 5 marks to <b>44%</b>.</li> <li>• A mark of <b>47%</b> at 25–50% over would be reduced to <b>40%</b>.</li> <li>• A mark of <b>55%</b> at 25–50% over would be reduced by 10 marks to <b>45%</b>.</li> </ul> <p><b>If You Are Under the Word Limit</b><br/>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.</p> <p><b>Feedback</b><br/>If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.</p> |                     |                                                                                             |
| <p><b>Module Learning Outcomes</b><br/>(from module syllabus)</p> <ul style="list-style-type: none"> <li>• demonstrate a systematic understanding, including acquisition of coherent and detailed knowledge of the international meetings and events environment to critically appraise policy and plans for large scale event projects and facilities;</li> <li>• apply the concept of the event/venue feasibility study to critically evaluate financial and operational capability of destinations and decision-makers.</li> </ul>                                                                                                                                                                                                                                                               |                     |                                                                                             |

## TASK DESCRIPTION COMPONENT TWO

Please select **one** of the following international MICE events:

- **World Travel Market (WTM), London**
- **Arabian Travel Market (ATM), Dubai**
- **IT&CM Asia, Bangkok**
- **International Hospitality Investment Forum (IHIF), NYC**

You are required to produce a **2,000-word professional report** critically analysing your chosen event within the context of the **global MICE industry**.

Your report should be structured as follows:

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

## AI Acknowledgement Statement

**Executive Summary** (not included in word count)

**Contents Page** (not included in word count)

### 1. Introduction (approx. 200 words)

- Introduce the chosen MICE event and identify its purpose (e.g. trade show or exhibition etc.).
- Explain the **event's significance** within the international MICE industry.
- Briefly outline the **purpose and scope of the report**.

### 2. Main Body (approx. 1,350–1,400 words)

#### 1. Event Overview and Stakeholders

- Analyse **key stakeholders**: organisers, exhibitors, delegates, sponsors, destination authorities, and local hotels.
- Discuss the **scale and reach** of the event, including its significance for the local and international MICE market.

#### 2. Marketing and Communication Strategy

- Evaluate the event's **marketing channels**: website, social media, YouTube, newsletters, professional networks.
- Analyse the **effectiveness of marketing in previous years**: how does it attract delegates, exhibitors and sponsors?

#### 3. Trends and Innovation

- Explore how the event integrates **current MICE trends**: technology adoption, AI, hybrid or virtual components, immersion, wellness and sustainability.
- Support discussion with **industry research and reports**. Reinforce with **academic theory** where applicable. Reference accordingly.
- Evaluate **how innovations enhance delegate experience and event competitiveness**.

#### 4. Operational Challenges, Risks, and Legal Considerations

- Critically assess the **operational requirements**, including aspects such as logistics/staffing, H&S, security measures and any legal requirements. Discuss the importance of mitigating risks through contingency planning.
- Analyse **risks and mitigation strategies**, including financial, reputational, and technological risks.

#### 5. Venue Feasibility and Future Growth

- Consider the **suitability of the venue**. Analyse the capacity and infrastructure, accessibility and transport links, accommodation, potential for support from local businesses and the technical capabilities of the venue.
- Discuss **future growth potential**: can the venue scale the event to allow for increased attendees, whether this be delegates or exhibitors? If so, how? If not, then why not and what may this mean moving forward?
- Support your research and analysis with relevant **event and venue feasibility concepts**.

### 3. Conclusion (approx. 150 words)

- Summarise your **key findings**.
- Highlight **critical considerations** for sustainable growth and long-term success.

### 4. Recommendations (approx. 300 words)

- Provide actionable, **evidence-based recommendations** for:
  - **Event organisers:** e.g. operational improvements, innovation and technology, sustainability, risk mitigation and future growth.
  - or*
  - **Local establishments:** e.g. partnership opportunities for accommodation and/or dining, travel and transport, investment and return potentials and marketing collaborations.
- Each recommendation should clearly link to the analysis within your report, be justified through the support of appropriate evidence, and include clear outlining of the anticipated benefits.
- Ensure you consider **trade-offs, risks and limitations** where appropriate to demonstrate critical analysis.

### 5. Reference List

- A minimum of **20 credible sources** (credible websites, official event websites, academic journals, industry reports, event documentation, professional publications).
- Harvard Referencing style.

#### Tip for a successful report:

- Critically analyse through clear discussion to avoid your report sounding descriptive.
- It is important to use evidence to compare, evaluate and justify your discussion points and recommendations. Avoid simply describing the event and how it operates.

## Use of Generative AI in Assessment

|              |                                                                                                                                                                                   |                                                                        |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research and data analysis.                                                                                      | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| STRUCTURE    | For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc. | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.     | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                     | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                      | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |

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

## GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS COMPONENT TWO

### 1. Engagement with Literature Skills

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

**Guidance specific to this assessment:** You should show a wide level of reading from a variety of sources-a minimum of 20 – to include credible industry sources and reports, academic journals and academic-based websites. You must reference academic sources for theory.

### 2. Knowledge and Understanding Skills

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

**Guidance specific to this assessment:** Explicitly link your analysis to theories and concepts from MICE and hotel management. Use current research, industry reports, and case studies to support arguments. Critically

*discuss limitations and uncertainties, e.g. fluctuating demand, emerging technologies, or sustainability challenges. Demonstrate depth of understanding by explaining why particular investments, operational strategies, or innovations matter for competitiveness.*

### 3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

**Guidance specific to this assessment:** *Use real hotel examples and case studies from other industries to justify your arguments (e.g. investment in AV technology, sustainability measures). Critically compare hotels with alternative venues to highlight competitive advantages and limitations. Support recommendations with evidence, cost-benefit analysis, and operational feasibility. Discuss trade-offs and uncertainties (e.g. hybrid events investment vs expected ROI).*

### 4. Practical Skills

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

**Guidance specific to this assessment:** *Use the chosen event and real hotel examples to show application of concepts. Benchmark competitor hotels or venues using data, features, or service offerings. Apply analytical techniques to assess operational, financial, and strategic feasibility. Suggest practical improvements or innovations based on analysis. Highlight limitations and risks when applying theory to practice.*

### 5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional

nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

***Guidance specific to this assessment:*** *Ensure your report is well-structured, coherent, and logically sequenced. Use professional language and clear, concise expression throughout. Present data, tables, and figures in a way that is accessible and informative to both industry professionals and academic audiences. You must use Arial or Times New Roman font size 11 or 12 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 |
|------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                      |                 |               |
|                                                                  | 25              |               |
| <b>2. Knowledge and Understanding Skills</b>                     |                 |               |
|                                                                  | 25              |               |
| <b>3. Cognitive and Intellectual Skills</b>                      |                 |               |
|                                                                  | 15              |               |
| <b>4. Practical Application Skills</b>                           |                 |               |
|                                                                  | 20              |               |
| <b>5. Transferable Skills for Life and Professional Practice</b> |                 |               |
|                                                                  | 15              |               |

## GENERIC ASSESSMENT CRITERIA

### Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

| Level 6                                                                                                          | FAIL                                                                                                                                                                                                 | MARGINAL FAIL                                                                                                                                                                                                                                         | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                        | GOOD<br>(2.2 / Pass)                                                                                                                                                                                      | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                           | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                                                                                | 30-39%                                                                                                                                                                                                                                                | 40-49%                                                                                                                                                                                          | 50-59%                                                                                                                                                                                                    | 60-69%                                                                                                                                                                                                                               | 70-84%                                                                                                                                                     | 85-100%                                                                                                                                                                                     |
| <b>Engagement with literature</b><br>(including reading, referencing, academic conventions and academic honesty) | Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent. | Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing. | Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently. | Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies. | Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies. | Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing. | Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied. |
| <b>Knowledge and understanding</b><br>(Coherent and detailed)                                                    | Major gaps in knowledge and systematic understanding of the subject                                                                                                                                  | Gaps in knowledge, with only superficial systematic understanding.                                                                                                                                                                                    | Limited knowledge and systematic understanding of the relevant                                                                                                                                  | Knowledge is reasonably detailed, accurate with a good systematic                                                                                                                                         | Knowledge is reasonably extensive coherent and detailed.                                                                                                                                                                             | Excellent coherent and detailed knowledge and systematic                                                                                                   | Exceptionally coherent and detailed knowledge and systematic                                                                                                                                |

| Level 6                                                                                                                                                                                                                          | FAIL                                                                                                                                                                                                                                            | MARGINAL FAIL                                                                                                                                                                                                                                                                           | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                  | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                               | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                    | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                         | 0-29%                                                                                                                                                                                                                                           | 30-39%                                                                                                                                                                                                                                                                                  | 40-49%                                                                                                                                                                                                                                                                                    | 50-59%                                                                                                                                                                                                                                                                                                                                                             | 60-69%                                                                                                                                                                                                                                                                                          | 70-84%                                                                                                                                                                                                                                                                                                                                          | 85-100%                                                                                                                                                                                                                                                                                                                                                     |
| knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)                                                        | matter. Substantial inaccuracies. No awareness of the latest research and/or advanced scholarship within the discipline.                                                                                                                        | Some significant inaccuracies and/or irrelevant material. No awareness of the latest research and/or advanced scholarship within the discipline.                                                                                                                                        | concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.                                                                                                                                                            | understanding of the field of study and to some extent, current research and scholarship.                                                                                                                                                                                                                                                                          | Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.                                                                                                                           | understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.                                                                                                                                                                 | understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.                                                                                                                                            |
| <b>Cognitive and intellectual skills</b><br>(Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.) | Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence. | Largely descriptive work, with superficial use of critical evaluation. 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 thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case. | Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on | Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements. | Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts. | Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding |

| Level 6                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                                                                                                               | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                                      | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                                                                             | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                                         | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                              | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                             | 0-29%                                                                                                                                                                                                                                                                                                              | 30-39%                                                                                                                                                                                                                                                                                                                                                                             | 40-49%                                                                                                                                                                                                                                                                                                                                                                                                                               | 50-59%                                                                                                                                                                                                                                                                                                                                                                       | 60-69%                                                                                                                                                                                                                                                                                                             | 70-84%                                                                                                                                                                                                                                                                                                                    | 85-100%                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      | the basis of reason and evidence.                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           | grasp of the broader field and wider concepts.                                                                                                                                                                                                                                                          |
| <b>Practical skills</b><br>(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.) | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts. | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. | An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity. | A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts. | A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity. | An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident. | Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques. |
| <b>Transferable skills for life and professional practice</b><br>(Exercise of initiative and                                                                                                         | Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised                                                                                                                                                                                                                       | Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a                                                                                                                                                                                                                                                                        | Can communicate in a suitable medium but with some room for improvement.                                                                                                                                                                                                                                                                                                                                                             | Can communicate effectively in a suitable format, but may have minor errors.                                                                                                                                                                                                                                                                                                 | Can communicate well, confidently and consistently in a suitable format.                                                                                                                                                                                                                                           | Can communicate professionally confidently and consistently in a suitable format.                                                                                                                                                                                                                                         | Can communicate with an exceptionally high level of professionalism.                                                                                                                                                                                                                                    |

| Level 6                                                                                                                                                                                                                                                                   | FAIL                                                                                                                                                                                                                                                           | MARGINAL FAIL                                                                                                                                                                                                                                                                                             | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                  | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                            | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                  | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                                                                  | 0-29%                                                                                                                                                                                                                                                          | 30-39%                                                                                                                                                                                                                                                                                                    | 40-49%                                                                                                                                                                                                                                                                                                                    | 50-59%                                                                                                                                                                                                                                                                                                                          | 60-69%                                                                                                                                                                                                                                                      | 70-84%                                                                                                                                                                                                                                                                                                                                      | 85-100%                                                                                                                                                                                                                                                                     |
| personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.) | and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment. | disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment. | Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness. | Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness. | Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness. | Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development. | Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development. |

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