



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

Hospitality and Tourism Management

Module Handbook 2026/27

BMTP6015 Independent Project (Applied Project)

LEVEL 6

Module Lead:

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Independent Project (40 credits)

Welcome to this module handbook. This is a level 6, 40 credit module taught to Level 6 students in the School of Hospitality and Tourism Management.

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

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	BMTP6015	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Saunders, Thornhill, A., & Lewis, P. (2016). Research methods for business students. 7 th Edn. Pearson Education Limited.	☒
Essential	Okumus, Rasoolimanesh, S. M., & Jahani, S. (Eds.). (2023). Cutting edge research methods in hospitality and tourism. Emerald Publishing Limited.	☒
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd Edn. Palgrave.	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> . SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i>	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> . William Collins	☐
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> . SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> . SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . SAGE	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . SAGE	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . SAGE	☐
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Teaching Schedule (Semester 1)

Week	Content Overview
1 W/C 28.09.2026	Module Introduction & Choosing Your Independent Project Module overview; learning outcomes; assessment structure; expectations at Level 6; introduction to independent learning; overview of the three project routes; key deadlines and supervision arrangements.
2 W/C 05.10.2026	Developing a Strong Independent Project Moving from an initial idea to a viable project; defining purpose; aims and objectives; scope and feasibility; stakeholders/audiences; what makes a strong Level 6 project; considering how project success can be evaluated.
3 W/C 12.10.2026	Element 1 Focus & Development Understanding Element 1 requirements; developing and justifying ideas; using evidence; communicating ideas effectively; expectations of Level 6 work.
4 W/C 19.10.2026	Research Ethics & Responsible Project Practice Importance of ethics; informed consent; confidentiality and anonymity; data management; working with organisations and stakeholders; completion of the Ethics Form; responsible use of AI.
5 W/C 26.10.2026	Element 1 Drop-Ins Dedicated drop-in support ahead of the Element 1 submission; opportunity to discuss questions, clarify assessment requirements, review progress and receive individual guidance on specific areas requiring further development. <i>Ethics Form (Due Friday 6th November 23.59PM)</i>
6 W/C 02.11.2026	Element 1 Drop-Ins Dedicated drop-in support ahead of the Element 1 submission; opportunity to discuss questions, clarify

	assessment requirements, review progress and receive individual guidance on specific areas requiring further development.
7 W/C 09.11.2026	Element 1 Drop-Ins Dedicated drop-in support ahead of the Element 1 submission; opportunity to discuss final questions, clarify assessment requirements, review progress and receive individual guidance on specific areas requiring further development. <i>Element 1 (Due Friday 13th November 23.59PM)</i>
8 W/C 16.11.2026	Presentation Week
9 W/C 23.11.2026	Element 2 Focus & Development Introduction to Element 2; moving from proposal to project; responding to Element 1 feedback; project planning; milestones; managing workload; evidence and record keeping; expectations for independent study and supervision.
10 W/C 30.11.2026	Individual Supervision and Support Tutorials Individual/project-group tutorials focused on project development, progress against objectives and resolving emerging issues.
11 W/C 07.12.2026	Individual Supervision and Support Tutorials End-of-semester progress review; review of Element 2 development; identification of priorities and agreed actions for Semester 2.

Teaching Schedule (Semester 2)

Week	Content
1 W/C 25.01.27	Individual Supervision and Support Tutorials
2 W/C 01.02.27	Individual Supervision and Support Tutorials
3 W/C 08.02.27	Individual Supervision and Support Tutorials <i>Element 2 (Friday 12th February 23.59PM)</i>
4 W/C 15.02.27	Element 3 Workshop
5 W/C 22.02.27	Individual Supervision and Support Tutorials
6 W/C 01.03.27	Individual Supervision and Support Tutorials
7 W/C 08.03.27	Individual Supervision and Support Tutorials
8 W/C 15.03.27	Individual Supervision and Support Tutorials <i>Element 3 (Sunday 21st March 23.59)</i>

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	International Travel and Tourism Management		
Module:	Independent Project		
Module code:	BMTP6015	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Scott James	Internal Verifier:	Lisa Bassler
Assignment Title:	Portfolio including three elements	Word count (or equivalent):	10,000 words
Submission deadline:	Sunday 21 st March 23.59PM 2027	Return date of provisional marks & written feedback:	Friday 16 th April 23/59PM 2027
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Work over the word limit:

To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure:

- You write clearly and concisely.
- All students complete the assessment on an equal basis.

If You Go Over the Word Limit

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

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

Examples (Undergraduate):

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

If You Are Under the Word Limit

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

Feedback

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

Module Learning Outcomes

(from module syllabus)

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

1. Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
2. Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
3. Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
4. Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

TASK DESCRIPTION

Portfolio of 3 elements (equivalent to 10,000 words +/-10%)

Applied Events

The Applied Project is a structured, practice-based assignment designed to support the integration of theoretical knowledge with real-world application in the field of event management. It comprises three main sections: Event Component Pitch & Interview, a Portfolio of Evidence, and a Presentation of Project Findings. Students will focus on the development of one specific aspect of an event, allowing for detailed analysis and critical application of relevant concepts and frameworks.

Element 1: Event Component Pitch & Interview (15 minutes/ 25%)

Due Date: Friday 13th November 23.59PM

The Event Component Pitch & Interview is the first stage of the Applied Events project and forms part of the process used to allocate students to specific areas of responsibility within the event.

For this assessment, you will identify an event component that you would like to take responsibility for and deliver an individual pitch to a panel. Your presentation should demonstrate why you are suited to the component, what you could bring to the role, and how you would initially approach the planning and delivery of this area of the event.

You should approach the assessment as though you are applying for a professional role within an event management team. You will therefore need to demonstrate your understanding of the chosen component, your suitability for the responsibility, and your ability to develop appropriate and realistic ideas.

Following your presentation, you will take part in a short panel interview, where you will have the opportunity to expand upon and justify your ideas.

Assessment Format

- Individual Presentation: 10 minutes
- Panel Interview: 5–10 minutes
- Format: Individual assessment

You should pitch for one primary event component. You may also be asked to identify a second area of interest that you would be willing to undertake.

Event components may include:

- Marketing & Promotion
- Technology & Tools
- Theme & Branding
- Registration & Ticketing
- Logistics & Operations
- Sponsorship & Partnerships
- Compliance & Risk Management
- Event Speakers
- Programme Management
- Exhibitions & Careers Fair

The components available will depend upon the nature and requirements of the event.

Presentation Requirements

Your 10-minute presentation should address the following five areas.

1. Introduction & Component Choice

Begin by briefly introducing yourself and clearly identifying the event component you are pitching for.

You should explain:

- Which event component you would like to take responsibility for
- Why you have selected this particular component

- What interests you about this area of event management
- Why you believe the component is important to the overall success of the event

Your introduction should clearly establish what you are pitching for and why you want the responsibility.

2. Your Suitability for the Component

Explain why you believe you are suited to taking responsibility for your chosen component.

You should identify the skills, knowledge, experience and personal qualities you could bring to the role. These may include:

- Relevant employment or professional experience
- Previous event experience
- Academic knowledge
- Communication and interpersonal skills
- Organisation and time management
- Creativity and problem-solving
- Leadership and teamwork
- Digital or technical skills
- Stakeholder management
- Other relevant transferable skills

Where possible, you should provide examples or evidence to demonstrate your suitability rather than simply listing your strengths.

You should also demonstrate self-awareness by identifying any areas where you may need to further develop your knowledge or skills to successfully undertake the role.

3. Understanding of the Event Component

Demonstrate your understanding of what taking responsibility for your chosen component would involve.

Your presentation should consider:

- The main responsibilities associated with the component
- What would need to be successfully delivered
- The stakeholders you may need to work with
- How the component connects with other areas of the event
- Potential challenges associated with managing the component

You are not expected to have developed a complete event plan at this stage. However, you should demonstrate that you have researched and considered the responsibilities associated with your chosen area.

Where appropriate, relevant academic, professional and/or industry sources should be used to support your understanding and proposed approach.

4. Initial Ideas & Proposed Approach

Outline how you would initially approach the component if you were selected.

Your presentation should demonstrate that you have begun to consider how you could translate your ideas into a realistic plan.

You should consider:

- Your initial vision for the component
- Key priorities
- Ideas or initiatives you would like to explore
- Initial aims and objectives
- Important tasks or milestones
- Resources that may be required
- Stakeholders you may need to engage
- Potential challenges or risks
- How your work would contribute to the success of the wider event

At this stage, you are not expected to present a complete execution plan. The purpose is to demonstrate your initial thinking, creativity and ability to develop a realistic approach to the component.

5. Why Should You Be Selected?

Conclude your presentation by making a clear and convincing case for why you should be selected to take responsibility for your chosen event component.

You should summarise:

- What you would bring to the role
- Why your skills and experience make you suited to the component
- What you would hope to achieve
- How you would contribute to the wider event team
- Why the panel should select you

Your conclusion should bring together the strongest elements of your pitch and clearly demonstrate the value you could bring to the role.

Panel Interview

Following your presentation, you will participate in a 5–10-minute panel interview.

The interview provides an opportunity for the panel to explore your ideas and suitability for the component in greater depth. You should be prepared to justify, clarify and expand upon the points made during your presentation.

Questions may explore:

- Your reasons for selecting the component
- Your proposed ideas and approach
- Your understanding of the responsibilities involved
- How you would respond to challenges or changing circumstances
- How you would work with students responsible for other event components
- Your strengths and areas for development
- Your approach to teamwork, communication and accountability
- How you would manage competing priorities and deadlines

You may also be asked how you would respond if you were allocated a different event component.

Your responses to the panel questions form part of the assessment and should demonstrate your ability to think critically, communicate professionally and respond appropriately to questioning.

Element 2: Portfolio of Evidence and the Live Event (4,000 words/ 50%)

Due Date: Friday 12th February 23.59PM

Live Event Assessment

The Live Event will be assessed based on both the planning process and the delivery of the event. You will be required to demonstrate your ability to effectively manage and contribute to your allocated event component, work collaboratively as part of the wider event team, and respond appropriately to challenges that arise during the planning and delivery of the event.

Portfolio of Evidence

For the Portfolio of Evidence, you are required to compile a comprehensive collection of documents and materials relating to the event component you have been allocated responsibility for.

Your portfolio should provide clear evidence of your individual contribution to the planning, decision-making and organisation of your event component, while also demonstrating how your work contributed to the wider event.

Evidence may include, where appropriate:

- Planning documents (e.g., event timelines, action plans, budget forecasts and risk management plans)
- Marketing materials (e.g., promotional content, social media campaigns and flyers)
- Event schedules and agendas
- Contracts or agreements (e.g., with vendors, sponsors or speakers)
- Communication records (e.g., relevant emails, meeting notes or stakeholder communications)
- Evidence of decisions, changes or problems encountered during the planning process and how these were addressed
- Other appropriate evidence relating to your allocated event component

The Portfolio should demonstrate how relevant theoretical, academic and/or professional knowledge has been applied throughout the planning and delivery process. It should also demonstrate your creativity, decision-making, problem-solving and ability to adapt plans where required.

Where evidence relates to collaborative or group activity, you should clearly identify your own role and contribution.

A structure for the Portfolio of Evidence will be developed in collaboration with your tutor to ensure that all required areas are appropriately addressed.

Element 3: Review of the Project and Recommendations (2,000 words / 25%)

Due Date: Sunday 21st March 23.59

1. Critical Evaluation and Impact Assessment

Critically evaluate the outcomes and overall impact of the project, with particular consideration of your allocated event component and its contribution to the wider event.

Your evaluation may consider appropriate measures of success such as:

- Attendee satisfaction (e.g., feedback surveys and social media responses)
- Financial outcomes (e.g., budget adherence and return on investment)
- Stakeholder feedback (e.g., feedback from sponsors, vendors, speakers or other relevant stakeholders)
- Achievement of agreed aims and objectives
- Performance against relevant targets or measures of success

Evaluate how effectively the aims and objectives established for your allocated event component were achieved and consider how your work contributed to the overall success of the event.

Your evaluation should be supported by appropriate evidence and should consider both areas of success and areas where expectations were not fully achieved.

2. Project Limitations & Critical Reflection

Identify and critically analyse the constraints or challenges that affected the planning and delivery of your event component and/or the wider event. These may include:

- Time constraints (e.g., tight deadlines or changes to event scheduling)
- Budget limitations (e.g., unforeseen costs or limited funding)
- Resource or personnel limitations (e.g., staffing issues or lack of technical resources)
- Communication or stakeholder challenges
- External factors (e.g., weather, regulatory changes or unforeseen circumstances)

Discuss how these challenges were addressed and the impact they had on the final outcome.

You should also critically reflect on your own performance and decision-making throughout the project. Consider what you did effectively, what you would approach differently, and what you have learned from taking responsibility for your allocated event component.

Where appropriate, your discussion should be supported by relevant academic and/or professional theory.

3. Conclusion and Recommendations

Summarise the key findings from your evaluation and provide practical, evidence-based recommendations for future improvement.

Your recommendations may consider:

- Improving planning and organisational processes
- Enhancing the delivery of the event
- Improving communication and stakeholder management
- Addressing weaknesses or challenges identified during the project
- Improvements specific to your allocated event component
- Improvements to the wider event

Recommendations should clearly arise from your evaluation rather than being presented as general suggestions.

Conclude by considering how the experience has contributed to your understanding of event management and your own professional development.

Applies to all projects within each component

- **List of References:** You are required to use credible sources for your research, including academic journals, reputable online industry sources, and textbooks. A minimum of 30 references is required for the entire assignment.
- **Appendices:** Include any additional material that supports your work, such as raw data, detailed descriptions of instruments, or supplementary information relevant to the project.

Use of Generative AI in Assessment

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

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment:

You should draw upon a range of relevant and credible academic, professional and industry sources throughout the Applied Events project to support your understanding of event management, your allocated event component, and the decisions made during the planning, delivery and evaluation of the event. Relevant theories, concepts and current industry practices should be used to support and justify your ideas, decisions and recommendations rather than simply being described. All sources should be appropriately acknowledged using the required referencing conventions, with in-text citations and a complete reference list.

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 detailed knowledge and understanding of event management and, in particular, the event component for which you are seeking or have been allocated responsibility. Across the assessment, you should demonstrate an understanding of the responsibilities, processes and challenges associated with your component, how it contributes to the wider event, and how relevant academic concepts, theories and

professional practices can be applied within a live event environment. Higher-quality work will demonstrate clear connections between academic knowledge, current industry practice and the decisions made throughout the project.

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment:

You should demonstrate critical and independent thinking throughout the planning, delivery and evaluation of the Applied Events project by justifying your ideas and decisions, evaluating alternative approaches, responding appropriately to challenges and making reasoned judgements based on evidence. Your work should move beyond simply describing what you did by explaining why decisions were made, how problems were addressed and what impact these decisions had. You should critically evaluate the success and limitations of your allocated event component and use this evaluation to develop appropriate conclusions and recommendations for future improvement.

4. Practical Skills

At level 6, you should be able to use/deploy a range of established techniques within the discipline and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

You should demonstrate your ability to apply academic and professional knowledge within a live event environment by effectively planning, organising and delivering your allocated event component. This should involve the appropriate application of relevant event management methods, tools and techniques, which may include project planning, budgeting, marketing, stakeholder management, risk management, communication, scheduling and event operations. Your Portfolio of Evidence should clearly demonstrate

your individual contribution, how plans and ideas were translated into practice, and your ability to solve problems and adapt your approach when circumstances change.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment:

Throughout the Applied Events project, you should demonstrate the professional and transferable skills required to contribute effectively within an event management environment, including communication, teamwork, organisation, time management, initiative, decision-making, problem-solving and personal responsibility. Your Pitch & Interview should demonstrate your ability to communicate confidently and professionally, while the planning and delivery of the event should demonstrate your ability to take responsibility for your allocated component and work collaboratively with the wider event team. Your final review should demonstrate self-awareness and professional reflection by considering your own performance, identifying areas for development and recognising how the experience can contribute to your future professional practice.

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

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

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

GENERIC ASSESSMENT CRITERIA

Level 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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions	Engagement with an appropriate range of research-informed literature, including sources retrieved independently.	Engagement with a wide range of research-informed literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level

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	and non-authoritative. Referencing conventions used incoherently or largely absent.	Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	evident though not always applied accurately or consistently.	Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	application of referencing.	referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent,	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-

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research and/or advanced scholarship within the discipline.)	of the latest research and/or advanced scholarship within the discipline.	irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	limited extent, is informed by current research and scholarship.	current research and scholarship.	established views, and the work is, at least in part, well-informed by current research and scholarship.	research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments,	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong,	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence.

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incomplete); logic, argument and judgement.)	leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	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	persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field

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				the basis of reason and evidence.			and wider concepts.
Practical skills (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	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	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	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	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	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.	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

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	appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	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.	practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and	Communication medium is inappropriate or misapplied.	Communication medium is poorly designed and/or not	Can communicate in a suitable medium but with some	Can communicate effectively in a suitable format,	Can communicate well, confidently and consistently in	Can communicate professionally confidently and consistently in	Can communicate with an exceptionally high level of

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professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in	suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or	room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills	but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities.	a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional	a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting	professionalis m. 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

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	graduate employment.	collaboration, if relevant). Limited evidence of the skills required in graduate employment.	required in graduate employment, with some areas of minor weakness.	Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	minor weakness.	obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	skills and an appetite for further development.

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