



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

Managing Tourism, Leisure and Events Organisations (BMTP4004)

Module Handbook Spring Term 2026

LEVEL 4

Module Lead:

Neil Dyer

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Module Code	BMTP4004
Title	Managing Tourism, Leisure and Events Organisations
Level	4
Credits	20
Pre-Requisites	None

MODULE AIMS:

- To develop knowledge and understanding of how the tourism workplace functions and impacts on organisational performance, human behaviour and the management of people.

LEARNING OUTCOMES

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

- Coherently analyse the relationship between structure, culture, people and organisational performance.
- Understand the principal functions of managers and leaders and what makes them effective.
- Appreciate the factors that affect differences in behaviour of individuals and groups in organisations.

INDICATIVE CONTENT

- An assessment of the general principles of organisation design, structure and culture and how these impact competitive edge.
- Psychological theories and explanatory frameworks of individual behaviour, relating to:
 - Personality
 - Perception
 - Motivation
 - Emotional intelligence
 - An understanding of work groups and teams.
- Demonstrate how organisations can behave responsibly and ethically in relation to social, cultural, economic and environmental issues.
- Establish how leadership and management impacts on engagement of employees, with a focus on the leadership behaviours required to be effective in volatile, uncertain, complex and ambiguous business environments.

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%
TOTAL	200	100%

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation with supporting materials	5 minutes per person (no more than 1000 words per person)	50%

Assessment Summary

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

Module Code	BMTP4004	
Module Title	Managing Tourism, Leisure and Events Organisations	
Classification	Reading List Entry	Electronic*
Essential	Mullins, L.J. and Rees, G. (2023). Management and Organisational Behaviour (13th Ed). Harlow: Pearson Education Limited	☒
Essential	Mullins, L & Dossor, P. (2013) Hospitality Management and Organisational Behaviour (5th Ed).	☐
Essential	Journal of Organisational Behaviour	☒
Further	Armstrong, M. (2016) Armstrong's Handbook of Management and Leadership for HR: Developing effective people skills for better leadership and management (4th Ed). London: Kogan Page	☐
Further	Buchanan, D, A. & Huczynsku, A, A. (2013) Organisational Behaviour (8th Ed). Harlow: Pearson Higher Ed.	☐
Further	Harvard Business Review	☒
Further	Grey, C. (2012). A very short, fairly interesting and reasonably cheap book about studying organisations (3rd Ed). London: Sage	☐
Further	Rees, W.D., & Porter, C. (2015). Skills of Management and Leadership: Managing People in Organisations. London: Palgrave	☐
Further	Robbins, S.P. (2015) Skills of Management and Leadership: Managing People in Organisations. London: Palgrave	☐
Further	www.managers.org.uk	☒
Further	www.bbc.co.uk/news/business	☒
Further	www.bestcompanies.co.uk	☒
Further	The Economist	☒
Further	www.ted.com	☒

TIMETABLE:

All sessions will run from **9.30am to 12.30pm** (unless otherwise informed)

Wednesday 28th January	Module Introduction • Module overview and assessment briefing • What is Managing Tourism, Leisure & Events Organisations? • Introduction to behaviour at work
Wednesday 4th February	Organisations & Cultures • Organisational culture vs rules • Why culture matters in service organisations • Culture theory/models (e.g. Schein)
Wednesday 11th February	Organisational Structure, Design and Accountability • How tourism and events organisations are structured • Functional vs project-based structures • Accountability and management responsibility
Wednesday 18 th February	Teams, Ethics and Contemporary Issues in Tourism Work • Groups vs teams • Managing temporary and diverse teams • Ethics, flexibility and employment practices
Wednesday 25 th February	Leadership and Managerial Behaviour During Change • Management vs leadership • Leadership styles (applied) • Leadership in times of change
Wednesday 4 th March	Individual Behaviour, Motivation, Wellbeing and Diversity • Motivation and satisfaction at work • Wellbeing as a management responsibility • Diversity and inclusion in tourism workforces
Wednesday 11 th March	<u>No lecture: see 'ITT Future You Event'</u>
Wednesday 18 th March	Recap & Assessment Workshop
Wednesday 25 th March	Assessment One Drop-Ins *** ASSESSMENT 1 DUE – Friday 27 th March ***
----- EASTER BREAK (3 weeks) -----	
Wednesday 22 nd April	Managing Organisations Recap – Part 1
Wednesday 29 th April	Managing Organisations Recap – Part 2
Wednesday 6 th May	Assessment Two Drop-Ins
Wednesday 13 th May	ASSESSMENT 2: Roundtable Discussions

LEVEL 4 ASSESSMENT SPECIFICATION

Student Name:		Student ID Number:	
Programme:	International Travel and Tourism Management		
Module:	Managing Tourism, Leisure and Events Organisations		
Module Code:	BMTP4004	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Neil Dyer	Internal Verifier:	Jacqui Jones
Assignment Title:	Report	Word count (or equivalent):	2000 Word
Submission Deadline:	Friday 27th March 23:59PM	Return date of provisional marks & written feedback:	24th April 23:59
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. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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.		

Module Learning Outcomes (From module syllabus)
• Demonstrate a systematic, extensive, and comparative knowledge and understanding of a number of advanced and emerging cultural and institutional differences between national and regional contexts and their implications for leadership and management • Use other cultural and institutional perspectives as a lens to construct a more critical understanding of their own context and management and leadership practice • Evaluate information systematically on different national and regional contexts and draw implications for the effective practice of management and leadership in those settings • Obtain key competencies in managing across cultural and institutional contexts including cultural intelligence; brokering; and recasting ideas and practices in terms which make sense in particular local contexts.

TASKS DESCRIPTION

Choose a leader in the tourism, leisure, or events sector (*this will be discussed in class and must be agreed by your tutor so that all students choose a different leader*).

Evaluate how this leader has dealt or could deal with changes in the industry. Focus on their leadership style, decisions, and how they have impacted the people and culture within the organisation. Explore how these actions can help the sector perform better during times of change.

Report Structure:

1. Introduction

- **Overview:** Briefly introduce the leader you've chosen, including their role in the tourism, leisure, or events sector, and the changes or challenges they've faced (e.g., leadership changes, industry disruptions, or crises).
- **Purpose of the Report:** State that the report will explore how the leader's approach to leadership can help manage change, improve the organisation's culture, and boost performance.

2. Main Body

a) Leadership and Change Management

- **Current Change Context:** Describe the key changes or challenges the leader is facing or has faced (e.g., changes in customer demand, new technologies, economic shifts, or internal leadership transitions).
- **Strategic Leadership Responses:** Assess the leader's decisions and strategies to manage these changes. How do they lead the team, make decisions, or communicate with others to ensure success during change?
- **Examples and Case Studies:** Give examples where this leader (or a similar leader) has managed change well. What worked well, and why?

b) Leadership Style, Culture, and People

- **Leadership Style:** Describe the leader's leadership style (e.g., transformational, supportive, or collaborative) and how it influences the people and culture of the organisation during change.
- **Culture and People Impact:** Discuss how the leader's approach to managing people, teamwork, and company culture has helped (or could help) the organisation adapt and perform during change.

c) Strategic Recommendations for Leadership

- **Leadership Recommendations:** Based on your analysis, suggest practical ways the leader could improve their leadership to better manage changes and improve organisational performance.
- **People and Culture Recommendations:** Offer recommendations on how the leader could strengthen their team, improve communication, and create a positive culture to support the organisation's success.

3. Conclusion

- **Summary:** Recap the key points about the leader's approach to managing change and how it has or could improve the organisation's culture and performance.
- **Final Leadership Recommendations:** Provide a few practical, actionable recommendations for the leader to follow to help the organisation succeed in the future.

Text format: Arial Font 12, 1.5 line spacing, Justify Text

You must include in-text citations, along with a Reference List which should contain a minimum of 20 academic references that conform to UWTSD's Harvard Referencing Guide.

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: Use relevant scholarly sources, such as journal articles, textbooks, reports, and reputable news, directly related to your topic. Prioritise credible sources like academic journals and peer-reviewed publications, and use websites sparingly with careful selection. Most sources should be recent (within the last 5 years), though older seminal works can be included if relevant. Provide evidence of thorough research by referencing a variety of sources and cite them correctly using an appropriate referencing style, with in-text citations and a complete reference list.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: Demonstrate your understanding of key concepts, theories, and principles relevant to your field by interpreting and explaining their meaning in relation to your topic. Select and apply concepts, models, and techniques that directly support your task, ensuring they are relevant. Show depth by providing clear, detailed explanations and using examples to illustrate your understanding.

3. Cognitive and Intellectual Skills

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

and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Use both qualitative and quantitative data to support your arguments, interpreting them in the context of relevant theories. Evaluate different problem-solving approaches, explaining why some are more effective than others. Demonstrate analytical thinking by breaking down information and justifying your reasoning. Back your judgments with evidence from existing literature, and propose alternative solutions when relevant.*

4. Practical Skills

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

Guidance specific to this assessment: *Apply key concepts and theories from your field to real-world situations, demonstrating their practical relevance. Use models and methods to analyse problems and propose solutions, backed by real-world examples or case studies. Show how theory is linked to practice by evaluating current situations and using appropriate tools to solve problems.*

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *The report should be structured in accordance with an academic report layout using the structure provided. This should involve headings, subheadings and captions that describe any diagrams or pictures. The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method. Arial font 12 should be used, with 1.5 line spacing.*

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.

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

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

LEVEL 4 ASSESSMENT SPECIFICATION

Student Name:		Student ID Number:	
Programme:	International Travel and Tourism Management		
Module:	Managing Tourism, Leisure and Events Organisations		
Module Code:	BMTP4004	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Neil Dyer	Internal Verifier:	Jacqui Jones
Assignment Title:	Round Table Discussion	Word count (or equivalent):	5 minutes per person
Submission Deadline:	Wednesday 13th May 23:59PM	Return date of provisional marks & written feedback:	9th June 23:59PM
Submission Method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
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.		

Module Learning Outcomes (From module syllabus)

- Demonstrate a systematic, extensive, and comparative knowledge and understanding of a number of advanced and emerging cultural and institutional differences between national and regional contexts and their implications for leadership and management
- Use other cultural and institutional perspectives as a lens to construct a more critical understanding of their own context and management and leadership practice
- Evaluate information systematically on different national and regional contexts and draw implications for the effective practice of management and leadership in those settings
- Obtain key competencies in managing across cultural and institutional contexts including cultural intelligence; brokering; and recasting ideas and practices in terms which make sense in particular local contexts.

TASKS DESCRIPTION

Round Table Discussion: Managing Change and Organisational Strategy in the Tourism, Leisure, and Events Sectors

In this assignment, you will work with your group to discuss a real-world case study about changes in an organisation related to culture, leadership, and management in the tourism and events sectors. You will look at how these changes affect the organisation and suggest ways to improve things.

In your group, choose one of the following case study (*each group must choose a different case study*):

A. Butlin's Post-Pandemic Repositioning: Managing Workforce and Experience Change

- Discuss how Butlin's has repositioned itself post-COVID to attract new markets while retaining its traditional audience.
- Think about changes in organisational culture, workforce expectations, leadership decisions, and how these affect customer experience, staff wellbeing, and operational performance.

B. Center Parcs UK: Sustainability Strategy and Organisational Culture Change

- Explore Center Parcs' commitment to sustainability and how this influences organisational strategy and everyday management practices.
- Consider how leadership, culture, staff behaviour, and operational decisions support (or challenge) sustainability goals within tourism and leisure organisations.

C. Turisme de Barcelona: Managing Overtourism, Public Protest, and Organisational Change

- Explore how Turisme de Barcelona has responded to overtourism and public protests against tourism growth, including changes to strategy, messaging, and stakeholder engagement.
- Consider how leadership decisions, organisational culture, and management practices within the tourism board have shaped responses to community pressure, sustainability demands, and long-term destination reputation.

D. WestJet and Cardiff Airport: Strategic Change and Organisational Impact

- Explore the introduction of new direct flights between Cardiff Airport and Toronto by WestJet, marking the first direct transatlantic link from Wales in nearly 20 years.
- Focus on how this strategic change affects the airport's tourism positioning and organisational culture. Consider how leadership and management at both WestJet and Cardiff Airport have approached this change in terms of stakeholder engagement, operational challenges, marketing strategy, and the potential impact on staff, passengers, local tourism businesses, and long-term organisational performance.

E. Cornwall Tourism Recovery: Leadership and Organisational Change After the Collapse of Visit Cornwall

- Explore the collapse of Visit Cornwall and the subsequent response from tourism organisations and leaders across Cornwall to rebuild the destination's visitor economy.
- Consider how leadership, organisational culture, collaboration, and management practices have influenced change, stakeholder trust, and the future strategy of tourism and events in the region.

F. P&O Ferries: Long-Term Cultural Damage Following Leadership Decisions

- Examine P&O Ferries' leadership decisions following mass staff dismissals and how these continue to affect organisational culture, reputation, and trust.
- Consider how management behaviour, ethical leadership, and communication influence staff morale, public perception, and long-term organisational performance.

G. Leadership and Governance Challenges at the Welsh Rugby Union: Implications for Events and Tourism

- Investigate leadership and governance problems at the Welsh Rugby Union (WRU) and how they impact tourism and events in Wales.
- Consider how bad leadership can hurt the organisation's reputation, trust, and success.

Round Table Discussion Structure:

1. Introduction to the Topic

- Goal: Introduce the case study and provide context.
- Each member shares 1-2 sentences about the organisation and why this case matters for tourism, leisure, and events.
- Briefly mention the specific challenge the organisation is facing (e.g., reorganisation, leadership changes).

2. Organisational Culture and Leadership

- Goal: Discuss how changes are affecting culture and leadership.
- Talk about how the organisation's culture and leadership are changing.
- Share your thoughts on leadership styles and how the organisation is adapting.

3. Change Management and Response

- Goal: Look at how the organisation is managing the change.
- Discuss how HR, marketing, and operations are involved in the change process.
- Share examples of how the organisation has or could adapt and whether these strategies are working for employees, customers, and stakeholders.

4. Impact on Tourism, Leisure, and Events

- Goal: Understand how the changes are impacting the tourism and events side of the organisation.
- Share how the changes are affecting tourism and events, inc. customer experience.
- Discuss the wider impact of the changes on the industry.

5. Recommendations

- Goal: Offer suggestions to help the organisation manage change better.
- Discuss what steps you would take if you were in charge to improve the situation.
- Each member shares their ideas on leadership, culture, operations, and stakeholder management.
- Wrap up with a summary of your recommendations and their potential impact.

6. Conclusion and Reflection

- Goal: Summarise the discussion and reflect on broader lessons.
- Summarise key points and reflect on:
 - How can this case be useful for other tourism and events organisations?
 - What can we learn from this case to improve the tourism sector?

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.

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Guidance specific to this assessment: Use relevant and focused sources that directly support your topic or research question. Prioritise credible academic sources like peer-reviewed journals, books, and reports, and use current sources, preferably published within the last 5 years. Be selective with news articles and organisational documents, ensuring they are reliable. Assess the credibility of all sources, especially websites, and use them sparingly. Consistently cite sources in-text and provide a full reference list following the correct citation style.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: Demonstrate your understanding of key concepts, theories, and models relevant to your topic. Go beyond stating facts by interpreting and explaining how these concepts connect to your task. Select and apply relevant theories and frameworks, showing their practical relevance. Ensure you provide detailed explanations and examples, reflecting a deep understanding of the subject, not just surface-level information. Be clear and concise when explaining concepts in your own words.

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: Use both qualitative and quantitative data to support your arguments, interpreting and evaluating it in line with relevant theories. Demonstrate logical, analytical thinking by breaking down information, making inferences, and comparing data. Justify your analysis by explaining the why, how, when, who, and at what cost. Evaluate problem-solving approaches and assess their effectiveness. Draw on others' research to support your judgments and propose well-supported alternative solutions where relevant.

4. Practical Skills

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

Guidance specific to this assessment: Apply the concepts and principles from your field to evaluate real-world situations, showing how theory relates to actual scenarios. Demonstrate how models, methods, and techniques work in practice and use them to solve problems, develop solutions, or create artefacts. Support your analysis with real-world examples, cases, and benchmarks to illustrate your points.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: Your work should demonstrate key transferable skills, such as personal responsibility, task initiation, and the ability to work both independently and in teams. Communicate your findings clearly and effectively with well-structured, coherent arguments. Show initiative by managing tasks, meeting deadlines, and organising your work logically. Express your ideas with clarity, avoiding unnecessary complexity. Ensure your work is well-organised and presented clearly.

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.

Assessment Criteria for both assessments	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
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	15	
5. Transferable Skills for Life and Professional Practice		
	15	

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

GENERIC ASSESSMENT CRITERIA

Level 4

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

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

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

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