



MODULE HANDBOOK

BMTP4018

**Tourism, Events, and Leisure
Industry**

Semester 1

LEVEL 4

September 2024

Module Tutor: Deborah Jenkins

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Module Code	BMTP4018
Title	Tourism, Events, and Leisure Industry
Date	11/07/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide the student with a generic knowledge and understanding of the tourism, events and leisure industry focusing on structure, organisation and function and its role within society today, whilst also considering in detail the diverse industry sectors and the geographical, cultural, sociological, environmental, and political impacts of tourism, events, and leisure

LEARNING OUTCOMES

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

- appreciate the structural and functional development and organisation of the global tourism, events and leisure industry and its role within modern contemporary society;
- demonstrate understanding of the factors that impact upon the international tourism, events and leisure industry and consider the forces which influence global society's level of provision and engagement.

INDICATIVE CONTENT

- Definitions, evolution and historical development of tourism events and leisure, trends and geographical perspectives, growth of the international industry (business and leisure tourism, travel, hospitality, events, festivals, resorts, and attractions).
- Organisation and structure of the industry, policies, stakeholders, global organisations, industry lead bodies, public sector, commercial sector, voluntary sector.
- Motivation, demand, and leisure needs: - Maslow's Needs Hierarchy, tourism, events and leisure motives, provision and access, motivators and barriers, perceptions, demographic factors, personal factors, leisure and lifecycle, media power, engagement, trends and created needs.
- Participation and Impacts: social factors, political factors, cultural factors, global factors, geographical factors, funding factors, demographic factors, personal factors – (leisure and lifecycle), marketing factors (competition, created needs / trends).
- Tourism, Events and Leisure impacts: social, economic, political, environmental, and cultural impacts both positive and negative, introduction to Doxey's Irridex, Butler's TALC model, Cohen, and Plog's Tourism Typologies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	--	--
TOTAL	200	100%

ASSESSMENT**Assessment Component 1 (Tick one)**

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	1500 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation	5 minutes per student	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMTP4018	
Module Title	Tourism, Events, and Leisure Industry	
Classification	Reading List entry	Electronic*
Essential	Holloway, J. Humphries, C. (2016) Business of Tourism: Harlow, Pearson	☒
Essential	Page, S (2014) Tourism Management: London, Butterworth - Heinemann	☐
Essential	Torkildsen, G. (2005) Leisure and Recreation Management, London: Routledge	☒
Essential	Bladen, C. et al. (2023) Events management : an introduction. Third edition. London ;; Routledge, Taylor & Francis Group.	
Essential	Ferdinand, N. and Kitchin, P. (eds) (2022) Events management : an international approach. Third edition. Los Angeles: SAGE.	
Further	Copper, C (2012) Contemporary Tourism: An International Approach, London, Goodfellow Publishers.	☐
Further	Kotler, P, Bowen, J. (2014) Marketing for Hospitality and Tourism, Essex, Pearson.	☒
Further	Smith, M. (2009) Issues in Cultural Tourism Studies, New York, Routledge.	☐
Further	Journals – Leisure Management	☒
Further	Journals – Tourism Society	☒
Further	Journals - International Journal of Event and Festival Management	☒

DATE	LECTURE
Week 1 w/c 30/09	• Module Overview • UK Tourism Concepts and Definitions • Historical development of tourism events and leisure
Week 2 w/c 07/10	• UK Tourism Geography / Regions and its influence on Tourism Development. • UK Tourism and Demand (Tourist Motivations / Participation / Engagement) • Provision and access, motivators and barriers, perceptions, demographic factors, and industry trends
Week 3 w/c 14/10	• Motivation, demand, and leisure activities of tourism customers behaviours • Psychological theories and explanatory frameworks: - Maslow's Needs Hierarchy, tourism, events and leisure motives, TILLMAN; McClelland Theory, Freud. • Introduction to Doxey's Irridex, Butler's TALC model, Cohen, and Plog's Tourism Typologies
Week 4 w/c 21/10	• suppliers and organisations in the delivery of events, roles of the public, private and voluntary sectors • The demand and motives for tourism events • Planning and management of events in the tourism industry
Week 5 w/c 28/10	• Tourism, Events and Leisure impacts: social, economic, political, environmental, and cultural impacts both positive and negative.
Week 6 w/c 04/11	• Leisure and lifecycle, marketing factors , competition, created needs / trends in Tourism events industry.
Week 7 w/c 18/11	• The event experience and consumer satisfaction • UK Niche Tourism Products for the leisure industry
Week 8 w/c 25/11	• UK Sustainable Tourism Agenda • Suppliers, stakeholders and networks involved in event delivery • Responsibly and ethically organisations in relation to social, cultural, economic and environmental issues
Week 9 w/c 02/12	• Future UK Tourism Growth Markets • Events • Attractions • Activities – Debate
Week 10 w/c 09/12	• The events environment • The influence and impact of political, economic, social and environmental factors on the development of the industry
Week 11 w/c 16/11	• Case studies • Assignment Workshop

	Christmas Break 20/12 – 8/01
Week 12 W/C 06/01	• Assignment workshop

DRAFT

LEVEL 4 ASSESSMENT SPECIFICATION - ASSIGNMENT 1

Student name:		Student ID number:	
Programme:	BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management		
Module:	TOURISM, EVENTS AND LEISURE INDUSTRY		
Module code:	BMTP4018	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Deborah Jenkins	Internal Verifier:	Scott James
Assignment Title:	Assignment 1 : Report	Word count (or equivalent):	1500 words
Submission deadline:		Return date of provisional marks & written feedback:	
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 40%. 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 to complete this assessment.		

TASK DESCRIPTION

Introduction:

In this report, you are required to analyse a UK tourism destination that hosts an event, whether monthly or, annually. The destination must be accessible by train as a travel option, and you are to evaluate the impacts of the event on the destination, as well as the impacts of using this type of transport option and you must consider current trends in tourism, events, and leisure industries that have been discussed in class and support this with further research.

Key Components of the Report:

- **You must provide a destination and event overview. For example** explain how visitors can access the destination by train and why this method of travel is significant.
 - Report on **Impacts on the Destination by analysing** the short-term and long-term impacts of the event on the destination by considering visitor numbers, tourism trends, and the future planning required to accommodate visitors sustainably and the structural and functional development of the global tourism, events, and leisure industry, and understand its role in modern society.
 - Include **Visitor Typology and Experience and discuss** visitor motivations, demand, and leisure needs using models and theories studied in class. Demonstrate an understanding of the factors impacting the international tourism, events, and leisure industry and analyse the forces influencing global trends and engagement for this destination and event. Discuss **sustainability** challenges posed by the event **and recommendations** for stakeholders to ensure the destination and event remain viable in the long term, addressing environmental, economic, and social factors to include train travel as an option.
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Assessment Criteria:

- Depth of research and analysis of the destination and event.
- Use of relevant theories and models in tourism and event management.
- Clear articulation of short-term and long-term impacts.
- Practical and insightful recommendations for sustainable development.
- Well-structured report with logical flow, clarity, and correct referencing.

- This is a Report format of 1500 words that must be supported with clear evidence and research
- to include a minimum of 6 academic references, and 9 other research such as from websites, statistics & further reading in the Harvard Referencing style

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:

Students are expected to utilise key tourism, events and leisure theory, many of which will be outlined in lectures. Students are also expected to undertake their own independent reading and research in the correct format using Harvard referencing with a minimum of 15 credible academic sources .

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:

Students are to outline key facts and figures related to UK tourism, events and leisure and relate such case study information back to theory – e.g.; marketing, tourism impacts / issues, tourism growth markets, events, sustainability, environmental and social impacts and trends to include train travel.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, 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 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:

Students need to demonstrate rigorous case study research on the UK Case Studies, and contextualise the information in relation to the other wider UK regions/ destinations/ events.

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, 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:

Students need to present this assignment in REPORT format. The style of the submission should be presented in written prose - - sections and sub heads, and no pictures / images to be included. In class learning must be demonstrated by using theories/models/case studies to support.

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:

This is an academic piece of writing. Refer to study skills notes on how to construct an essay.

FEEDBACK FORM

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		

	20	
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							
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	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

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%
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
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)	Limited or no use of taught, basic methods, materials, tools	Rudimentary application of taught, basic methods,	An adequate awareness and mostly appropriate	A good and appropriate application of basic methods,	A very good application of a range of basic methods,	An advanced application of a range of taught, basic methods,	Exceptional levels of application and deployment

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%
in particular contexts.)	and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
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	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	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	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	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	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	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	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

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%
responsibility within a structured and managed environment.)	skills for employment requiring the exercise of some personal responsibility.	individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	exercise of some personal responsibility, with just occasional minor weakness.	exercise of some personal responsibility with an appetite for further development.	requiring the exercise of some personal responsibility with an appetite for further development.

LEVEL 4 ASSESSMENT SPECIFICATION - ASSIGNMENT 2

Student name:		Student ID number:	
Programme:	BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management		
Module:	TOURISM, EVENTS AND LEISURE INDUSTRY		
Module code:	BMTP4018	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Deborah Jenkins	Internal Verifier:	Scott James
Assignment Title:	Recorded presentation – 10 mins each	Word count (or equivalent):	(1000 pp)
Submission deadline:	18 January 2023	Return date of provisional marks & written feedback:	TBC
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 40%. 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 to complete this assessment.		

TASK DESCRIPTION

Assignment 2: Presentation

You are to evaluate a new development in Swansea (to be discussed with your lecturer and in class).

Task:

You will create a checklist to evaluate key aspects of this, including overall experience, participant engagement, and consumer satisfaction. This checklist will be used for observational research as it would be a good idea to visit this development and will form the basis of your evaluative discussion in the presentation.

Presentation Requirements:

You will create a 10-minute presentation to provide an overview of this development. The presentation should focus on participation, to include local visitors as well as tourists , customer experience and services, and satisfaction. You will also discuss whether this is a success and assess the potential for the future sustainability and demand for the area's tourism offerings.

Your presentation should address some of the following key points (but is not limited to):

- **Event Overview:**
Define and describe this attraction, including its type, scale, and industry context.
- **Consumer Profile:**
Identify the 'typical' visitor and evaluate to what extent their needs were met from a tourism perspective.
- **Identify type of attendees** – were they local or national, international and to what extent were their needs met from a tourism perspective.
- **Evaluation of Consumer Satisfaction:**
Using your checklist, discuss the key elements that influenced consumer satisfaction, engagement, and overall experience during the event.
- **Sustainability Considerations:**
Analyse the sustainability aspects, identifying trends and any changes needed to meet evolving customer demands.
- **External Influences:**
Discuss the political, economic, social, and environmental factors that may impact the future of events in the tourism industry.
- **Teamwork and Presentation:**
Demonstrate effective teamwork and presentation skills during the preparation and delivery of your presentation.

Assessment format and weighting

This can be a PowerPoint presentation, (or any other recorded option if you prefer) include pictures and videos taken on the day.

Student presentation materials **including the checklist** should be submitted through Turnitin before 11.59 on the assignment deadline date.

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: Evidence of scholarly material including industry reports will be useful here as well as a minimum of 6 academic text and journal article literature and 10 further resources.

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: Demonstrating an understanding of the context of the chosen event or festival and answering to the observation of the event, the economic, social and political impacts, sustainability and future viability of tourism.

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: *Sector research and trends should enhance interpretation of your understanding*

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:

You are required to present your event and interpret any relevant academic theory and models used within the presentation to support your overview of the event.

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: *Confident, organised and creative presentation skills will be sought.*

FEEDBACK FORM

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		

	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	25	
4. Practical Application Skills		
	20	
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 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	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-	Engagement with a wide range of literature, including sources retrieved independently.	Engagement with an extensive range of relevant and credible literature. Consistently accurate	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	and non-authoritative. Referencing conventions used incoherently or largely absent.	use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Selection of relevant and credible sources. Sound referencing, with no/very few inaccuracies or inconsistencies.	application of 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 irrelevant material.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	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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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Substantial inaccuracies.	irrelevant material.					
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data 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.	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 unsubstantiate	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 /	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 appropriate and valid judgements.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		d opinions. Ideas sometimes illogical and contradictory.	mis- interpretation.				
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 problem-solving contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative	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 contexts and proposes mostly	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 problem-solving contexts and	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 different approaches to problem-solving	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of appropriate, thoughtful solutions / different approaches.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		solving contexts.	approaches or solutions though there may be errors.	appropriate solutions.	proposes appropriate solutions.	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	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,	Mostly ordered presentation and structure in which relevant ideas / concepts are expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but with limited involvement in	Mostly coherent, organised, and accurate work, in a suitable structure and is clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for	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	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	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	exercise of some personal responsibility.	meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	exercise of some personal responsibility, with just occasional minor weakness.	responsibility with an appetite for further development.	exercise of some personal responsibility with an appetite for further development.