



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

MODULE HANDBOOK

BMTP6017

Festivals, Conventions & Events

LEVEL 6

September 2024

Module Tutor: Deborah Jenkins

deborah.jenkins@uwtsd.ac.uk

Module Code	BMTP6017
Title	Festivals, Conventions and Events
Date	15/07/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop critical perspectives on policy and planning for Festivals, Conventions and Events. This will include considering pre-bid event feasibility through to bidding, funding, planning and hosting Festivals, Conventions and Events along with the impact of emergency situations such as the Covid-19 pandemic including the development of virtual events.
- The module examines the nature and purpose of operational decision making and management, with a particular focus on managing Convention Centres and Events venues, impacts upon communities and tourism destinations.

LEARNING OUTCOMES

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

- Demonstrate a systematic understanding of the bidding and funding processes, roles, development and strategies of Festivals, Convention and Events and their relationship with tourism destinations and communities.
- Utilise the theories and principles of management and marketing in order to systematically evaluate the feasibility, performance and impacts of events and events venues in order to consider the current challenges facing the events sector following the covid-19 pandemic.

INDICATIVE CONTENT

- Concepts, foundations of festivals conventions and events tourism, historical developments, government policies, Visit Wales strategies, Events Wales strategies, international events strategies, the role of BTA and stakeholders, Economic considerations, Key performance indicators, topical issues surrounding the impacts of Covid-19 pandemic.
- Bidding processes, concept of the feasibility; forces impacting on feasibility studies; Leverage, legacy planning in terms of tourism development, economic and multiplier effect ,community impacts, economic and social regeneration
- Event planning and impacts of environmental crisis , Purple Book and Pink Book Guidelines, management and operational issues, legislation, organisational structures, funding, private sector investment, security plans, timelines, marketing, opening and closing ceremonies, volunteering, visitor profiles, ticketing, sustainability and carbon footprints.
- Managing venues and facilities, volunteering strategies, media coverage, local community impacts, road closures, transport issues, logistics, parking, support facilities, digital developments, managing risks, health and safety, emergency planning, terrorism threats
- Issues with Meetings, Incentives, Conventions and Events – Convention Centres, Meetings industry, Exhibitions, Meetings, Weddings, Banquets, Hospitality, Digital Developments as a result of Covid-19
- Issues with Festivals, development of Virtual Events as a result of Covid-19 Funding, Drugs, Alcohol and Behavioural issues, Environment, Control, Community Engagement

- Case studies may include - Visit Wales Strategies, Events Wales Strategies, Music Festivals, Hay Festival, Virtual Events, Cultural Events, Historic Events, Political Events, Garden Festivals, Expo's including Dubai 2021, Royal Events, State Events, Food Festivals, Eisteddfods, Conventions, Exhibitions, Meetings.

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

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

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

LECTURE SCHEDULE

Please be aware that this schedule is subject to change, due to field trips planned and guest speakers invited.

DATE	LECTURE/SEMINAR
Week 1 w/c 30/09	• Introduction to the module and assessments; • Concepts, foundations of festivals conventions and events tourism, • historical developments
Week 2 w/c 07/10	• Policy and strategy • Economic considerations, • Key performance indicators
Week 3 w/c 14/10	• Bidding Process The concept of the feasibility and the forces impacting on feasibility studies; • Leverage, legacy planning in terms of tourism development, economic and multiplier effect ,community impacts, economic and social regeneration.
Week 4 w/c 21/10	• Event planning and impacts of Covid-19 pandemic, • Purple Book and Pink Book Guidelines, • Management and operational issues
Week 5 w/c 28/10	• INDUSTRY WEEK – ITT CONFERENCE
Week 6 w/c 04/11	• Environmental factors; sustainability and carbon footprints. Environmental impact case studies and research
Week 7 w/c 18/11	• Issues relating to the management of venues and facilities, including, logistics, local community impacts, logistics, managing risks, health and safety, emergency planning, terrorism threat
Week 8 w/c 25/11	• Contemporary issues relating to Meetings, Incentives, Conventions and Events
Week 9 w/c 02/12	• Assignment Workshop
Week 10 w/c 09/12	• Issues with Festivals, • development of Virtual Events • Drugs, Alcohol and Behavioural issues, • Environmental impacts, Control and Community Engagement

Week 11 w/c 16/11	• Assignment workshop
12 W/C 6th Jan	Assignment 2 Presentation

INDICATIVE READING LIST

Module Code	BMTP6017	
Module Title	Festivals, Conventions and Events	
Classification	Reading List entry	Electronic*
Essential	Getz D. (2012), <u>Event Studies: theory, research and policy for planned events</u> , 2 nd ed. Butterworth-Heinemann, Oxford	☒
Essential	Masterman, G. (2014) <u>Strategic Sports Event Management</u> 3 rd Ed. Routledge, Oxford	☐
Essential	O'Toole, W. (2011) <u>Events feasibility and development: from strategy to operations</u> Butterworth-Heinemann, Amsterdam.	
Essential	Allen J., O'Toole W., McDonnell I. & Harris R., (2011) <u>Festival and special event management</u> , 5 th Ed., John Wiley & Sons, Sydney	
Recommended	Foley, M., McGillivray, D., McPherson, G. (2012) <u>Event Policy: From Theory to Strategy</u> Routledge, Oxford	☒
Recommended	Jones M. (2010) <u>Sustainable Events Management: A Practical Guide</u> Earthscan, London	
Recommended	Picard D & Robinson M, (2006) <u>Festivals tourism and Social Change</u> , Channel View Publications, Clevedon.	
Further	Richards, G., de Brito, M., Wilks, L., (2013) <u>Exploring the Social Impacts of Events</u> . Routledge, London	☐
Further	Robinson M. & Novelli M. (2005) <u>Niche tourism: an introduction, in contemporary issues, trends and cases</u> , Elsevier, London	☒
Further	Long, P., & Robinson M., Eds. (2004) <u>Festivals and tourism: marketing, management and evaluation</u> , Business Education Publishers Ltd., Sunderland	☐

Module Code	BMTP6017	
Module Title	Festivals, Conventions and Events	
Classification	Reading List entry	Electronic*
Further	Shone A., & Parry B., 2004, <u>Successful Events Management</u> , Thomson, London	☒

Journals

Festival & Events Management

Tourism Economics

Current Issues in Tourism

Tourism Management

Annals of Tourism Research

Websites

www.visitbritain.co.uk/

www.ukevents.net/

www.event-management-uk.co.uk/

www.culture.gov.uk

www.eventimpacts.com

www.world-tourism.org

Association of British Professional Conference Organisers

www.abpc.org

Association of Event organisers

www.aeo.org.uk

Corporate Event Channel

<http://www.corporateeventchannel.com/>

Events Management Body of Knowledge www.embok.org

Meetings Review - The leading global network of web TV, news and online marketplace for the meetings industry <http://meetingsreview.com/europe/news/region>

Events Services Directory <http://www.entsweb.co.uk/eventman/index.html>

Event Management Portal <http://www.event-management-uk.co.uk/>

Event Industry Alliance

<http://www.eventsindustryalliance.com/page.cfm/Link=1/t=m/goSection=1>

Eventia – Trade organisation for the Events Sector
<http://www.eventia.org.uk/>

International Journal of Event Management Research
<http://www.ijemr.org/index.html>

www.leisuretourism.com

London Launch – London Events Community
<http://www.londonlaunch.com/>

Meetings Professionals International
<http://www.mpiweb.org/cms/mpiweb/default.aspx>

National Outdoor Events Association
<http://www.noea.org.uk/>



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

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:			
Module:	Festivals, Conventions and Events Management		
Module code:	BMTP6017	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Deborah Jenkins	Internal Verifier:	Jacqui Jones
Assignment Title:	Assignment 1: Essay 'The Complex Evolution of the Events Industry in the Modern Era'.	Word count (or equivalent):	2500
Submission deadline:	24 November 2024 11.59pm	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 in order to complete this assessment.

Module Learning Outcomes (from module syllabus)
• Demonstrate a systematic understanding of the bidding and funding processes, roles, development and strategies of Festivals, Convention and Events and their relationship with tourism destinations and communities. • Utilise the theories and principles of management and marketing in order to systematically evaluate the feasibility, performance and impacts of events and events venues in order to consider the current challenges facing the events sector following the covid-19 pandemic.

TASK DESCRIPTION

Assignment 1 : The Complex Evolution of the Events Industry in the Modern Era

‘The events industry, including festivals, meetings, conferences, exhibitions, ... is rapidly developing and makes a significant contribution to business- and leisure-related tourism. With increased regulation and the growth of government and corporate involvement in events, the environment has become much more complex. Event managers are now required to identify and service a wide range of stakeholders and to balance their needs and objectives’ (Getz and Page, 2020).

The events industry has faced significant challenges following the global covid-19 pandemic, economic crisis and climate change. The events sector has dealt with uncertain Government challenges and changes to guidelines, policies and procedures as a result. Through the media we have witnessed the overall impact on the industry and are now seeing a recovery with physical events driven by demand.

Assignment Brief:

You are asked to choose a MICE event, either COMMUNITY or GLOBAL.

You are tasked with critically investigating **ONE OF THE FOLLOWING** : the impact or legacy of the global economic, environmental, social, political fluctuations, community, travel and tourism implications. Evaluate how these factors influence the planning, execution, and future legacy. Your essay should focus on adaptive strategies, risk management, sustainability and the role of travel options in shaping the event experience within the context of other examples and case studies consider the implications for future global events.

Key Areas to Address in Your Essay:

1. Understanding the Context:

- Demonstrate a systematic understanding of the **bidding and funding processes** that may be undertaken or needed specific to the event.
- Discuss how this has been shaped by recent global challenges, including the pandemic, economic instability, and environmental concerns.
- Reflect on the relationship between this and its role in promoting tourism and community engagement .

2. Impact of Global Challenges:

- Utilise theories and principles of management and marketing to evaluate the feasibility, performance, and impacts in the current global context.
- Explore the effects of the pandemic, economic crisis, political fluctuations, and climate change on the planning and execution of the event.
- Discuss key performance indicators of this event as far as operations and marketing .

3. Travel and Tourism Considerations:

- Analyse the travel options available for attendees, including international and domestic transportation methods, and how these impact the event's accessibility and attractiveness.
- Examine the sustainability of travel options, including public transport, eco-friendly travel initiatives, and the integration of travel planning with the event experience.
- Discuss tourism related challenges, such as transportation infrastructure, accommodation, and logistics.

4. Adaptive Strategies and Risk Management:

- Examine the adaptive strategies implemented in response to global uncertainties.
- Analyse risk management strategies, including health, risk and safety protocols, sustainability measures, and stakeholder engagement practices.

- Discuss the role of legacy planning, economic impacts, and community benefits in ensuring the success of the Paris Olympics.

5. Sustainability and Environmental Considerations:

- Evaluate the sustainability initiatives and environmental strategies adopted, including carbon footprint reduction and eco-friendly infrastructure.
- Assess the impact of these strategies on the event's overall success and long-term legacy.

6. Digital Transformation and Future Event Bidding Processes:

- Investigate how using digital technologies and virtual experiences to enhance the event.
- Consider the implications of digital advancements on future event bidding processes and planning.
- Discuss how the event's approach to digital transformation can influence industry practices moving forward.

7. Case Studies and Comparative Analysis:

- Incorporate relevant case studies, such as previous case studies, other major international events, and the strategies adopted in response to similar global challenges.

Draw comparisons and insights and recommendations.

Conclusion: Conclude your essay by summarising . Discuss how flexibility, innovation, and a commitment to sustainability will shape the future of major international events.

Assessment format and weighting

This is an individual essay representing 50% of the available marks for this module

It should be presented as a structured essay of 2,500 words (+/- 10%). Work should be written in Arial font, size 12 with 1.5 or double line spacing. Show support with clear evidence and research to include a minimum of 15 academic references to also include 10 other research such as from websites, statistics & further reading in the Harvard Referencing style.

Please note this is an online submission so you should submit your work to Turnitin only.

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

Guidance specific to this assessment: *Whilst this work has a case study approach there is a requirement to make reference to contemporary literature throughout and in particular when providing analysis of the potential impacts. Minimum 25 references.*

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: *Students need to demonstrate an understanding of the examining event feasibility. This will include an understanding of the rationale for tourism events, conferences and festivals as a result impacts.*

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: *Critical thinking skills are an essential component of this assessment justify, critically analyse and use case studies, theories and examples to support evidence.*

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You

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

Guidance specific to this assessment: *This assessment requires the student to adopt real world scenarios, in class learning when examining the feasibility of delivery of events, conventions and festivals.*

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *Professional presentation and careful preparation of the essay will build skills relevant to the events and festivals industry*

STUDENT FEEDBACK FORM

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

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	20	
2. Knowledge and Understanding Skills	25	

3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	10	

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

GENERIC ASSESSMENT CRITERIA

Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and	Little or no evidence of reading and/or reliance on inappropriate sources.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate	Engagement with a limited range of mostly relevant and credible sources. Some	Engagement with an appropriate range of research-informed literature, including	Engagement with a wide range of research-informed literature, including sources	Engagement with an extensive range of relevant and credible literature, informed by the	Exceptional engagement with an extensive range of relevant and credible literature,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
academic honesty)	Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies	retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies	latest research. Consistently accurate application of referencing.	informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	within the discipline.	research and/or advanced scholarship within the discipline.			current research and scholarship.	established views and the limitations of the knowledge base.	sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		illogical and contradictory.	Asserts rather than argues a case.	Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.		broader field and wider concepts.	ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very

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

DRAFT

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Events Management		
Module:	Festivals, Conventions and Events		
Module code:	BMTP6017	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Deborah Jenkins	Internal Verifier:	Jacqui Jones
Assignment Title:	Assignment 2: Individual Presentation MICE	Word count (or equivalent):	15 minutes
Submission deadline:	w/c 13 January 2024	Return date of provisional marks & written feedback:	20 working days after submission
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 in order to complete this assessment.		

TASK DESCRIPTION

Assignment 2: Presentation -

You are an 'Ambassador in Wales' and as part of this programme you have been asked to do Bid pitch TO bring to Wales a Topical MICE event. (meetings, incentives, conferences and exhibitions)

Choose whatever you want, it must be topical for the future of the industry (discuss with lecturer and in class.)

You have been asked to offer new ideas and concepts for the future viability and analytically evaluate the impact of the event. Consider future strategies such as re branding ideas and re development ideas. Analyse the impacts, particularly in terms of tourism, sustainability, and economic aspects. Following the analysis, explore strategies for survival, rebranding, and redevelopment in the face of global or local challenges or if new explore and discuss branding and development.

Consider the positive and challenging impacts of either tourism, travel, sustainability, or community impacts and discuss redevelopment strategies for the future, highlighting event tourism trends and demands . Utilise the theories and principles of management and marketing in order to systematically evaluate the feasibility, performance and impacts of events and events venues in order to consider the current challenges facing the events .

15 minute presentation in the Immersive room.

Your presentation should contain a range of event management and other contemporary literature which demonstrates clear understanding of the issues and principles of event management, funding and bids processes roles, development and strategies of MICE and relationship with tourism destinations and communities.

The presentation should consider the following:

- Introduction
- Background/context for the proposed Event, Convention or Exhibition.
- Location analysis and impact on stakeholder and communities
- A critical analysis of the Event impact criteria, Economic Impacts, International profile and reputation of Wales, UK and/or globally , socio-cultural impacts and policy
- Conclude showing clear strategy for the successful continuation and sustainability of the event.

Additional Information

You are advised to make use of a minimum of 20 references.

Please note the following when completing your assignment:

You will be presenting to the stakeholders who will ask questions and you will also be stake holders to ask questions where you will receive marks.

Length: 15 minutes +/- 2 minute MAXIMUM

The limits of the presentation are based on the timing of the presentation – there are no penalties given relating to the number of slides supplied – an average number is given as 10 slides, but students make creative use of the screen as they see fit.

The student must be ‘seen and heard’- the presentation visual content must be brought to life by the presenter’s narration, with a visual appearance made (length at student’s design).

Work should be coherent and well-structured in presentation and organisation. Remember the context of the assignment: who the audience is, and the professional expectations on how the key messages should be communicated.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

6. Engagement with Literature Skills

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

Guidance specific to this assessment: *Whilst this work has a case study/project approach and should therefore represent a ‘realistic’ VLOG/narrated presentation, there is a requirement to make reference to contemporary literature throughout and in particular when providing an analysis of the impact criteria.*

7. Knowledge and Understanding Skills

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

Guidance specific to this assessment: *Students need to demonstrate an understanding of the purpose and content of bidding for funding for an event project. This will include an understanding of the rationale for events funding to fulfil funding aims and objectives.*

8. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: *Critical thinking skills are an essential component of this assessment. Students should be able to transform information collected and produce relevant information to examine the impact of the proposed event.*

9. Practical Skills

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

Guidance specific to this assessment: *This is a practical assessment requiring the student to explore real world scenarios in the preparation of the funding bid.*

10. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: *Professionally presented VLOG/Narrated PowerPoint and careful preparation will build skills relevant to the events and festivals industry*

STUDENT FEEDBACK FORM

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

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

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

GENERIC ASSESSMENT CRITERIA
Level 6

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and	Little or no evidence of reading and/or reliance on inappropriate sources.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate	Engagement with a limited range of mostly relevant and credible sources. Some	Engagement with an appropriate range of research-informed literature, including	Engagement with a wide range of research-informed literature, including sources	Engagement with an extensive range of relevant and credible literature, informed by the	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
academic honesty)	Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	latest research. Consistently accurate application of referencing.	
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	within the discipline.	research and/or advanced scholarship within the discipline.			current research and scholarship.	established views and the limitations of the knowledge base.	
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		illogical and contradictory.	Asserts rather than argues a case.	Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	and valid judgements.	broader field and wider concepts.	
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development

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