

Hospitality and Tourism Management

Module Handbook 2026/2027

**Module Title: Strategic Tourism, Events and
Leisure Management**

Module Code: BMTP6016

LEVEL 6

Module Lead:

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BMTP6016 Strategic Tourism, Events and Leisure Management 2026/2027

Welcome to this overview handbook for Strategic Tourism, Events and Leisure Management.

To get the best out of this module, it is vital that you engage with the themes explored and this module handbook should be read in conjunction with supplementary information and materials available on Moodle and together with information and instructions delivered by your module lecturer

MODULE INTRODUCTION

Title	Strategic Tourism, Events and Leisure Management
Date	
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable the student to critically evaluate the effectiveness of current Tourism, Events and Leisure Strategies, and to assess how these could be improved at governmental, corporate and sectoral levels to ensure effective future sustainable development of the industry.
- To provide the student with an opportunity to identify, discuss and analyse external and internal market forces and assess their impact on strategic decision-making processes and funding.

LEARNING OUTCOMES

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

- Apply relevant strategic and economic models in order to assess the impact of political and economic conditions on current strategies.
- Analyse the impact and effectiveness of current Tourism, Events and Leisure strategies and government policies.

INDICATIVE CONTENT

- The strategy process - the nature of Strategic Management, the strategic context, and the importance of effective management. Diagnosing and analysing strategic capability – using models such as Porter's Five Forces, PESTLE etc, in order to analyse the current and future market potential.
- Internal environmental analysis, resources and capabilities; the resource-based view of the firm – the analysis of the environment and current strategic issues. The situational analysis (the SWOT vs. TOWS matrices). Stakeholder profiling and analysis.
- Basic Strategic Management and Sustainability tools relevant for an internal analysis of organisations, such as Porter's Generic Strategies, Boston Consulting Group Matrix, Value Chain
- Strategy formulation; functional and business level strategies, strategic positioning, competitive advantage, generic strategies, the strategy clock. Corporate level strategies: growth, direction, Ansoff's Matrix, limited vs. substantive growth strategies (diversification, integration, mergers and acquisitions)

- Political environment, supra national forces, WTTC, WTO, EU, Brexit, Central Government strategies, Regional Government Policies, Economic Policies
- UK Government Tourism Sector Deal, Industry Strategies to address the sector skills shortage, Economic Strategies, Policies
- Tourism and Events Strategies - BTA Strategies, Visit Britain Strategies , Visit Wales Strategies, Events Wales Strategies Industry Strategies to address the sector skills shortages and Community Initiatives
- Transport and Travel Policies and Strategies – Cross Rail, Heathrow and Bristol Airport Expansion, Blue Skies Strategies, Wales Transport Reviews
- Strategic linkages, network strategies, Destination Management Organisations, Industry Lead Bodies and Boards, ABTA, Institute of Hospitality, TTG and Tourism Alliance

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
Political News Story Video	10 minutes	50%

Assessment Component 2 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Strategic Case Study Review	2000 words	50%

Assessment Summary

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

Week	Day and Time	Lecture Topic	Assessment submission date
Week 1 W/C 28/09/26	Tuesday 1PM - 5PM	• Introduction to the Module & Assignment • Tourism Area Life Cycle stages versus Strategic Management	
Week 2 W/C 05/10/26	Tuesday 1PM - 5PM	• The concept of Strategy • Theories underpinning Strategy: ✓ The resource-based view of the firm ✓ Stakeholder theory etc.	
Week 3 W/C 12/10/26	Tuesday 1PM - 5PM	• Examining stakeholders in tourism, Events and hospitality	
Week 4 W/C 19/10/26	Tuesday 1PM - 5PM	• Internal Analysis of a business	
Week 5 W/C 26/10/26	Tuesday 1PM - 5PM	• External analysis of a business	
Week W/C 02/11/26	READING WEEK		
Week 6 W/C 09/11/26	Tuesday 1PM - 5PM	• Strategy formulation tools	
Week 7 W/C 16/11/26	Tuesday 1PM - 5PM	• Strategic leadership	
Week 8 W/C 23/11/26	Tuesday 1PM - 5PM	• Political economy and its influence on tourism development: UK, USA, Dubai, Ghana etc.	
Week 9 W/C 30/12/26	Tuesday 1PM - 5PM	• Geopolitical dynamics and tourism	Final Assignment One Submission 11 December 2026 by 23:59pm
Week 10 W/C 07/12/26	Tuesday 1PM - 5PM	• Strategies driving regional, national and local tourism and events development ○ Destination Management Organisations (DMOs)	
Week W/C 14/12/26	X'MAS BREAK		
Week 11 W/C 4/01/27	Tuesday 1PM - 5PM	Module Recap Assignment Two Workshop	
Week 12 W/C 11/01/27	Assignment Two Workshop Final Assignment Two Submission 14 January 2027 by 23:59pm		

INDICATIVE READING LIST

Module Code	BMTP6016	
Module Title	Strategic Tourism , Events and Leisure Management	
Classification	Reading List entry	Electronic*
Essential	Evans, N (2015) Strategic Management for Tourism, Hospitality and Events, 3 rd ed, Abingdon: Routledge	☐
Essential	Fonseca, A., Andrews, N. and Amatulli, G. (2024). <i>The Routledge Handbook on Meaningful Stakeholder Engagement</i> . 1st ed. Oxford: Taylor & Francis Group	☒
Essential	Freudenreich, B., Lüdeke-Freund, F. and Schaltegger, S. (2020). A Stakeholder Theory Perspective on Business Models: Value Creation for Sustainability. <i>Journal of business ethics</i> , 166(1), pp. 3–18.	☒
Essential	Okumus, F Altinay, L & Chathoth, K (2010) Strategic Management for Hospitality and Tourism, Abingdon: Routledge	☐
Essential	Sloman, J, Garratt, D, Guest, J & Jones, E. (2016) Economics for Business. 7 th ed. Harlow: Pearson	☒
Further	Wavei, E. B., Lo, A., & Gedecho, E. K. (2025). Understanding Frontline Employees' Knowledge Management in Key Aspects of Customer Relationship Management: Insights from Contemporary Hotels. <i>International Journal of Hospitality & Tourism Administration</i> , 1-29.	☒
Further	Dileep, M (2019) Tourism, Transport and Travel Management, Abingdon: Routledge	☐
Further	Morrison, J. 2016 The Global Business Environment. 4 th ed. Palgrave	☒
Further	Johnson, G, Scholes, K and Whittington, R (2015) Exploring Corporate Strategy: Text and Cases, London: Prentice Hall	☒
Further	Porter, M. (2004) Competitive Advantage – Creating and Sustaining Superior Performance, London: Harper Collins	☐
Further	Journal of Management Studies	☒
Further	Cameron, E. & Green, M. (2015), Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change, 4 th edition, London: Kogan Page	☒
Further	Hayes, J. (2014), The Theory and Practice of Change Management, 4th edition, Basingstoke: Palgrave Macmillan	☒
Further	Travel and Tourism Analysis	☒
Further	Journal of Sustainable Tourism	☒
Further	Travel and Tourism Analysis	☒
Further	Current Issues in Tourism	☒
Further	Journal of Hospitality Management and Tourism	☒
Further	Strategic Management and Sustainability Journal	☒
Websites	https://www.ukhospitality.org.uk/	☒

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:											
Programme:	BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management												
Module:	Strategic Tourism, Events & Leisure Management												
Module code:	BMTP6016	Contribution to Overall Module Assessment (%):	50%										
Lecturer:	Dr Ernest Balutie Wavei	Internal Verifier:	Jacqui Jones										
Assignment Title:	Strategic Case Study Review Report	Word count (or equivalent):	2,000 words										
Submission deadline:	Final Submission Friday 11 December 2026 by 23.59pm	Return date of provisional marks & written feedback:	24 January 2027										
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.												
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited, or quoted in order to complete this assessment.												
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis. If You Go Over the Word Limit If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module. <table><tr><th>Amount Over Limit</th><th>Penalty Applied</th></tr><tr><td>Up to 10% over</td><td>No penalty</td></tr><tr><td>10%–25% over</td><td>5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr><tr><td>26%–50% over</td><td>10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr><tr><td>Over 50%</td><td>Mark capped at the pass mark</td></tr></table>			Amount Over Limit	Penalty Applied	Up to 10% over	No penalty	10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)	26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)	Over 50%	Mark capped at the pass mark
Amount Over Limit	Penalty Applied												
Up to 10% over	No penalty												
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)												
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)												
Over 50%	Mark capped at the pass mark												

	Examples (Undergraduate): • A mark of 44% would be reduced to the pass mark of 40% if the work is 10–25% over. • A mark of 49% would be reduced by 5 marks to 44%. • A mark of 47% at 25–50% over would be reduced to 40%. • A mark of 55% at 25–50% over would be reduced by 10 marks to 45%. If You Are Under the Word Limit If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes. Feedback If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.
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Module Learning Outcomes (From module syllabus)	
	• Demonstrate a systematic, extensive, and comparative knowledge and understanding of a number of advanced and emerging cultural and institutional differences between national and regional contexts and their implications for leadership and management • Use other cultural and institutional perspectives as a lens to construct a more critical understanding of their own context and management and leadership practice • Evaluate information systematically on different national and regional contexts and draw implications for the effective practice of management and leadership in those settings • Obtain key competencies in managing across cultural and institutional contexts including cultural intelligence; brokering; and recasting ideas and practices in terms which make sense in particular local contexts.

TASK DESCRIPTION:

Case Study Report (50%)

Case Study: Evaluating the Introduction of a Visitor Levy in Cardiff and Its Strategic Implications for the Tourism and Events Sector.

Background:

Cardiff is a major tourism and events destination in Wales, attracting domestic and international visitors through its cultural attractions, hospitality businesses, sporting events, festivals, business tourism and wider leisure offer. The introduction of a visitor levy represents a significant tourism policy development with potential implications for destination competitiveness, visitor behaviour, local communities, tourism businesses and the future funding of tourism-related services. Strategic leadership and destination management are critical when implementing tourism policies that may create both opportunities and challenges for stakeholders.

In this context, you are required to investigate how Cardiff's introduction of the visitor levy will impact tourism and events businesses in Cardiff. You should conduct a critical analysis of one specific tourism or event domain of your choice:

- Events tourism
- Inbound tourism (international visitors to Cardiff)
- Domestic tourism (internal travel within Cardiff)
- Lodging and accommodation

Task

Based on your choice, you are required to develop a 2000-word strategic report evaluating the introduction of a visitor levy in Cardiff and its potential implications for the tourism and events sector. Your analysis should demonstrate an understanding of contemporary tourism policy, destination management, stakeholder interests and strategic decision-making. Your report should address the following:

1. Contextual Overview

- Briefly examine the significance of tourism and events to Cardiff and the wider Welsh visitor economy.
- Explain the purpose and rationale of a visitor levy and the strategic context surrounding its proposed introduction.
- Establish why the policy is relevant or weak to Cardiff as a contemporary tourism and events destination.

2. Strategic Impact Analysis

Critically evaluate the potential strategic impacts of introducing a visitor levy in Cardiff.

Your analysis should consider:

- Potential effects on visitor demand, spending, length of stay and visitor behaviour.
- Implications for Cardiff's destination image, competitiveness and attractiveness.
- Potential impacts on accommodation providers, hospitality businesses, attractions and event-related businesses.
- The potential contribution of levy revenue to destination development, tourism infrastructure, sustainability and visitor management.
- Wider economic, social and environmental implications for Cardiff.

3. Stakeholder Implications

Identify and critically analyse the interests and potential impacts for key stakeholders, including:

- Cardiff Council and other public-sector organisations.
- Tourism, hospitality, accommodation and events businesses.
- Visitors and local residents.
- Destination management organisations and tourism-related partners.
- Event organisers and other relevant industry stakeholders.

Consider both the potential benefits and challenges of the visitor levy and the extent to which stakeholder interests may conflict.

4. Future Implications and Strategic Responses

- Evaluate how Cardiff can manage the potential risks and opportunities associated with introducing a visitor levy.
- Provide evidence-based strategic recommendations for policymakers, destination managers and tourism and events stakeholders. Recommendations should consider how the levy could be implemented, communicated and managed effectively to support Cardiff's long-term competitiveness, sustainability and visitor economy.

Your report should draw on relevant academic literature, contemporary industry evidence, tourism policy and appropriate Cardiff and Welsh tourism data to support your analysis and recommendations.

The following layout is required for your case study:

1. Title Page:

Name of report – The name of the tourism or event domain you are analysing.

Your name and your student number

Lecturer name

2. Executive Summary (150 words)

An executive summary provides a concise overview of the contents of a report. It should summarise the entire report, including the key purpose, main findings, and key recommendations.

3. Introduction (350 words)

Your report should introduce your chosen tourism or event domain and outline the focus areas of your review and the methodologies you will be using for analysis.

4. Findings (1100 words)

Provide a strategic analysis of your chosen tourism or event domain (*refer to the Task description above*). In the main body, you are to apply theories such as stakeholder theory or strategic frameworks like Porter's Five Forces, PESTLE, SWOT, or other relevant models to assess the destination analysis (possible internal and external factors) affecting your chosen tourism or event domain at the destination. You should present critical analysis.

5. Conclusion and Recommendations (400 words)

Provide a brief conclusion, synthesise your observations and offer actionable recommendations for policymakers, destination managers, or event organisers ahead of your chosen tourism or event domain.

Your work will be evaluated based on the depth of your analysis, the cogency of your arguments, and the feasibility of your recommendations.

Reference List - a minimum of 20 References (not included in the word count)

The reference list should include only sources that are cited within the report. A range of sources should be used, including academic and peer-reviewed journals and books, alongside appropriate websites and other credible sources.

Please ensure that Harvard style referencing is applied consistently throughout the report and in the reference list. *Wikipedia* should not be used as a source.

Other Requirements:

- Use Microsoft Word with Arial, Calibri, or Times New Roman font, size 12, 1.5 line spacing, and justified text.
- In-text citations must be used throughout the report.

Use of Generative AI in Assessment:

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☒
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for	Yes ☒
	grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒

NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒
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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, as 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 correctly 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 should undertake a detailed review of literature which should include at least 20 references spanning academic texts and academic journals, as well as news articles or topical online research focused on the case study and strategic management theory.*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation, and insights 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 contemporary 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 should demonstrate an understanding of strategic management theories, topical industry and global issue and be able to relate this to a particular case study, which demonstrates an understanding of 'strategy' within a practical industry context.*

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You will need to demonstrate an ability to evaluate the information that you provide within different national and regional contexts and draw implications for the effective practice of management and leadership in those settings.*

4. Practical Skills

At level 6, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading-edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *Students should demonstrate the ability to consider topical issues and impacts and identify strategic recommendations / solutions, linked to both a practical and theoretical context.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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: *Students should demonstrate their critical understanding of subject related concepts and topical agendas, to discuss issues and use theories to develop innovative and strategic plans.*

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		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Presentation 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 (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

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

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

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%
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 the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of the latest research and/or advanced scholarship within the discipline.	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 current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	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.

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.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
	Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.						

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.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques.	A good and appropriate application of standard methods, materials, tools and/or techniques.	A very good application of a range of methods, materials, tools and/or techniques.	An advanced application of a range of methods, materials, tools and/or techniques.	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.
	Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	

Transferable skills for life and professional practice (Exercise Initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively ; use appropriate media communicate effectively; fluency expression; clarity and effectiveness in presentation and organisation.)	Communication medium is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	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 ASSESSMENT SPECIFICATION

Student name:		Student ID number:									
Programme:	BA (Hons) Leisure, Events, Tourism & International Travel & Tourism Management										
Module:	Strategic Tourism, Events & Leisure Management										
Module code:	BMTP6016	Contribution to Overall Module Assessment (%):	50%								
Lecturer:	Dr Ernest Balutie Wavei	Internal Verifier:	Jacqui Jones								
Assignment Title:	Political News Story	Word count (or equivalent):	10 minutes								
Submission deadline:	Final Submission: Thursday 14 January 2027 by 23:59pm	Return date of provisional marks & written feedback:	06 February 2027								
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.										
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited, or quoted in order to complete this assessment.										
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis. If You Go Over the Word Limit If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module. <table><tr><th>Amount Over Limit</th><th>Penalty Applied</th></tr><tr><td>Up to 10% over</td><td>No penalty</td></tr><tr><td>10%–25% over</td><td>5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr><tr><td>26%–50% over</td><td>10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)</td></tr></table>			Amount Over Limit	Penalty Applied	Up to 10% over	No penalty	10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)	26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)
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Up to 10% over	No penalty										
10%–25% over	5 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)										
26%–50% over	10 mark deduction <i>or</i> reduction to the capped mark (whichever is the smaller penalty)										

	Over 50%	Mark capped at the pass mark
	Examples (Undergraduate): • A mark of 44% would be reduced to the pass mark of 40% if the work is 10–25% over. • A mark of 49% would be reduced by 5 marks to 44%. • A mark of 47% at 25–50% over would be reduced to 40%. • A mark of 55% at 25–50% over would be reduced by 10 marks to 45%. If You Are Under the Word Limit If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes. Feedback If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.	

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

TASK DESCRIPTION:

Political News Story (50%)

Task:

You have been assigned the role of an investigative Tourism and Events Journalist. Develop a news story examining the impacts of the contemporary geopolitical situation on tourism and events, with particular consideration of conflict, political tensions and instability in the Middle East. You are required to produce a 10-minute news story video that critically examines how geopolitical developments, political decisions and international relations affect tourism and events activities, and the wider implications for the tourism and events industry.

This assignment aims to equip you with practical investigative skills and a deeper understanding of how geopolitical dynamics influence the tourism, events and leisure industry. Upon completion, you should be able to:

- Conduct in-depth investigative analysis of the relevant tourism and events sector.
- Critically examine the geopolitical factors affecting tourism and events.
- Coherently present your findings and insights in a video format.

Your work will be evaluated based on the depth of your investigation, the quality of your critical analysis, and your ability to present complex geopolitical issues in an engaging and understandable way. Use the following structure to support your news story:

Introduction

The introduction should effectively set the stage for the content that follows. It should capture the viewer's attention, provide context, identify the geopolitical issue being investigated, and explain its significance to tourism and events.

Main Body

In the main body, you should provide an in-depth investigation of how the selected geopolitical situation affects tourism and events. Consider the current situation and relevant timeline, the impacts on visitors, destinations, businesses, event organisers and local communities, and the challenges and potential strategic responses.

Conclusion and Recommendations

In this section, you should briefly summarise the main findings, reflect on the wider impacts of the geopolitical situation on tourism and events, and offer forward-looking strategic recommendations for relevant stakeholders, policymakers and industry organisations.

Guideline:

- **Relevancy:** Ensure that your story is relevant to the impact of strategic tourism and event growth.
- **Investigative Element:** Your video should have a strong investigative journalism angle, diving deep into a particular project, story or issue that is of current relevance. This could be a new governmental policy, a controversial development project, or an upcoming event that's sparking public debate.
- **Critical Analysis:** Apply frameworks and theories discussed in class to dissect the political intricacies surrounding your chosen topic. Explain how these political decisions are affecting the sector and what could be the long-term implications.
- **Narrative Flow:** Your video should have a clear structure, comprising an introduction, main findings, and a conclusion where you share your own insights or recommendations based on your investigation.
- **References:** A minimum of 15 references is required.
- **Submission:** Ensure that you include your video link in a Word document, together with your references, and submit the document via the Assignment 2 submission point on Turnitin.

Use of Generative AI in Assessment:

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

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, as 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 correctly 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 should undertake a detailed review of literature which should include at least 15 references which may include videos, television news stories, academic journals, books, articles or online research depending upon the chosen topic. The module is designed to utilise and apply online and multi media research as well as traditional research.*

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation, and insights 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 contemporary 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 should utilise research, analytical and presentation skills supported by detailed theories from this module in order to evidence their knowledge and understanding of the topic.*

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. 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 experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive 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: *Students should demonstrate strategic understanding and critical thinking to debate issues and consider a range of research in an unbiased manner.*

4. Practical Skills

At level 6, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading-edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. 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.

Guidance specific to this assessment: *Students should demonstrate their Strategic Management skills and abilities to develop a detailed investigation and a professional video discussion as well as developing informed conclusions and strategic recommendations.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility, and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing 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, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of 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: *Students should demonstrate their critical understanding of subject related strategies concepts and topical issues in a well presented and organised news story which uses innovative and creative media skills.*

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		
	15	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	25	
5. Presentation Transferable Skills for Life and Professional Practice		
	25	

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 (50% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

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

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

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%
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 within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	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 current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	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.

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.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance.	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.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence.
	Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.		Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.		Some evidence of independent thought and ability to see beyond the question', suggesting a grasp of the broader field and wider concepts.	Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to see beyond the question', suggesting an outstanding grasp of the broader field 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.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques.	A good and appropriate application of standard methods, materials, tools and/or techniques.	A very good application of a range of methods, materials, tools and/or techniques.	An advanced application of a range of methods, materials, tools and/or techniques.	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.
	Little or no appreciation of the context of the application.	Weak understanding of the application of theory to practice or making appropriate links between the two.	Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two.	Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two	Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	The context of the application is well considered, and insightful.	
	Very weak problem-solving skills in complex and unpredictable contexts.	Weak problem-solving skills in complex and unpredictable contexts.	Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	Evidence of some innovation and creativity.	Application and deployment extend beyond established 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 complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied.	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.
	Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

