

**Academic Discipline of Hospitality and Tourism Management**  
**BA Hospitality and Hotel Management**

**Module Handbook Academic Year 25/26**

**BMIH6012**

**Managing Guest Service Experience (Placement)**

**LEVEL 6**

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## Managing Guest Service Experience

Welcome to this overview handbook for the above module. This is a level 6, 20-credit module taught on hotel placement to Level 6 HHM students in the Academic Discipline of Hospitality and Tourism Management.

### AIM(S)

To develop individual guest service competencies and key skills necessary to work effectively within Reception/Front Office, Housekeeping, Leisure Club and Meetings/Events, Sales, Human Resources, Finance, Revenue Management and Social Media/Communications departments, focusing upon self-management, problem solving, communication and teamwork.

### INDICATIVE CONTENT

Personal and Vocational Development: The experience will be linear and individually designed to focus on either specialist or generic areas of study according to the student's level of experience, needs, interests and chosen career pathway.

- Key skills – communication, teamwork, task management, personal skills –guest services, operational issues.
- Supervisory responsibilities undertaken within Reception/Front Office, Leisure Club, Housekeeping and Meetings/Events.
- Operational tasks within the departments listed above – task management, performance measurement systems.
- Guest Service software systems employed within departments.
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures relating to administering and delivering guest services, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service strategies.
- Duty Manager responsibilities

## Study Time Allocation

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 0          | 0%          |
| Independent learning | 0          | 0%          |
| Placement learning   | 200        | 100%        |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Portfolio          | 6 elements | 100%      |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 0%          |
| Coursework    | 100%        |
| Practical     | 0%          |
| <b>TOTAL</b>  | <b>100%</b> |

## INDICATIVE READING LIST

| Module Code    | BMIH6012                                                                                                                                                                                                            |                                     |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Managing Guest Service Experience (Placement)                                                                                                                                                                       |                                     |
| Classification | Reading List entry                                                                                                                                                                                                  | Electronic*                         |
| Essential      | Anon (2010) "A Good Practice Guide for Placement and Other Work-based Learning Opportunities in Higher Education – <i>Good Practice for Placements Guides</i> - Volume 2. 52 (4). doi:10.1108/et.2010.00452dab.013. | <input checked="" type="checkbox"/> |
| Essential      | Walker (2021) <i>Introduction to hospitality</i> . Eight, Global edition. Harlow, England, Pearson.                                                                                                                 | <input checked="" type="checkbox"/> |
| Essential      | Wood R.C (2013) <i>Key concepts in hospitality management</i> . SAGE Publications Ltd..                                                                                                                             | <input checked="" type="checkbox"/> |
| Essential      | Jayanti, J. (2023) <i>Hotel Housekeeping Management: Changing trends and developments</i> . Goodfellow Publishers Ltd.                                                                                              | <input checked="" type="checkbox"/> |
| Essential      | Johnston, R. et al. (2021) <i>Service operations management : improving service delivery</i> . Fifth edition. London. Pearson.                                                                                      | <input checked="" type="checkbox"/> |
| Essential      | Rogers, T. and Wynn-Moylan, P. (2023) <i>Conferences and conventions : a global industry</i> . Fourth edition. London ; Routledge, Taylor & Francis Group.                                                          | <input checked="" type="checkbox"/> |
| Essential      | Sharma, N. (2019) <i>Management techniques for employee engagement in contemporary organizations</i> . Narendra Chaudhary & Vinod Kumar Singh (eds.). IGI Global.                                                   | <input checked="" type="checkbox"/> |
| Essential      | Tesone, D. (2010) <i>Principles of management for the hospitality industry</i> . 1 <sup>st</sup> edn. Butterworth-Heinemann.                                                                                        | <input checked="" type="checkbox"/> |
| Essential      | <a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a>                                                                                                                                  | <input checked="" type="checkbox"/> |
| Further        | Anon (n.d.) <i>The Caterer</i> . TW Group Limited.                                                                                                                                                                  | <input checked="" type="checkbox"/> |
| Further        | Anon (n.d.) <i>UKHospitality</i> . Available from: <a href="https://www.ukhospitality.org.uk/?">https://www.ukhospitality.org.uk/?</a>                                                                              | <input checked="" type="checkbox"/> |
| Further        | Rutherford, D.G. and O'Fallon, M.J. (2007) <i>Hotel management and operations</i> . 4th ed. Hoboken, N.J: Wiley.                                                                                                    | <input checked="" type="checkbox"/> |
| Further        | Jones, T.J.A. (2008) <i>Professional management of housekeeping operations</i> . 5 <sup>th</sup> edn. John Wiley & Sons.                                                                                            | <input checked="" type="checkbox"/> |
| Further        | Raghubalan, G. and Raghubalan, S. (2023) <i>Hotel housekeeping : operations and management</i> . Fourth edition. New Delhi, India: Oxford University Press.                                                         | <input type="checkbox"/>            |
| Further        | Vallen, G.K. & Vallen, J.J. (2014) <i>Check-in check-out : managing hotel operations</i> . 9 <sup>th</sup> edn. Pearson New International.                                                                          | <input checked="" type="checkbox"/> |
| Further        | Bardi, J.A. (2011) <i>Hotel front office management</i> . Fifth edition. Hoboken, N.J: Wiley.                                                                                                                       | <input type="checkbox"/>            |
| Further        | Bridger, E. (2018) <i>Employee engagement : a practical introduction</i> . 2 <sup>nd</sup> edn. KoganPage.                                                                                                          | <input checked="" type="checkbox"/> |

## LEVEL 6 ASSESSMENT SPECIFICATION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                      |                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------|
| Student name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Student ID number:                                   |                                    |
| Programme:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | BA Hospitality and Hotel Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                      |                                    |
| Module:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Managing Guest Service Experience (Placement)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                      |                                    |
| Module code:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | BMIH6012                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Contribution to Overall Module Assessment (%):       | 100%                               |
| Lecturer:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lisa Bassler, Daniel Payne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Internal Verifier:                                   | Jessica Newport                    |
| Assignment Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Portfolio (6 Elements)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Word count (or equivalent):                          | 4000 Words                         |
| Submission deadline:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Monday, 20 <sup>th</sup> April 2026<br>by 23:59pm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Return date of provisional marks & written feedback: | Tuesday, 19 <sup>th</sup> May 2026 |
| Submission method:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>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.)</p> <p><b>Alternative submission method (if applicable):</b></p> <p><b>Late submission of the assessment will result in a late penalty mark:</b></p> <p>Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim.</p> <p>Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.</p> |                                                      |                                    |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                      |                                    |
| Upon the successful completion of this module, the student should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                      |                                    |
| <ul style="list-style-type: none"><li>• undertake efficiently and shadow a supervisory position within Guest Services which covers Reception/Front Office, Housekeeping, Meetings/Events, Leisure Club, Sales, Human Resources, Finance, Revenue Management and Social Media / Communications and critically appreciate the importance of work-based key skills;</li><li>• systematically analyse management performance within the workplace environment and knowledgeably discuss issues relating to Reception/Front Office, Housekeeping, Meetings/Events, Leisure Club, Sales, Human Resources, Finance, Revenue Management and Social Media/Communications;</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                      |                                    |

- systematically examine and understand issues such as resource allocation, marketing, management styles, culture, health and safety, software systems, training, changing nature of consumer needs and organisational / industry issues which impact upon guest service operations - and which influence the guest service experience.

## TASK DESCRIPTION

This 6-part portfolio assignment is designed to help you reflect on your experiences in Managing Guest Service during your hotel placement, incorporating both feedback and self-assessment. Follow the sections outlined below, adhering to the word counts and structure provided.

### Part 1 - Reflective Supervisory Analysis Using Gibbs' Cycle (1,500 words) Minimum of 5 References

Choose a *complex, multi-departmental* experience such as:

- Managing a guest complaint requiring coordination between FO, housekeeping, and maintenance
- Leading part of a shift or shadowing the Duty Manager
- Ensuring service standards during peak operational pressure
- Managing overbooking, queue control, or major event arrivals

You must demonstrate:

- Application of theories (service quality, service recovery, leadership, organisational culture, guest experience design)
- Critical evaluation of uncertain operational issues
- Appreciation of organisational and industry-level guest service issues

#### Example Layout:

- **Introduction (100-150 words):** Briefly introduce the purpose of the reflection and your role in the guest service department(s).
- **Main Body (1,200-1,300 words):** Structure your reflection according to Gibbs' six stages. Use subheadings for clarity.
- **Conclusion (150-200 words):** Summarise your insights and learning outcomes.

You must demonstrate:

- Knowledge of supervisory guest service operations across front office and other guest-facing departments.
  - Incorporation of current research in guest experience management, service operations, leadership, and customer satisfaction.
  - Clear evidence of how management and service theories informed your responses to guest service situations.
  - Ability to propose well-justified solutions or alternative supervisory strategies to improve guest service delivery and the overall guest experience.
-

## Part 2: Hotel Mentor Feedback (250 words equivalent)

**Guidance:** This section requires your Hotel Mentor to provide feedback on your performance in the Guest service departments

**Details to Include:**

- **One Overall Feedback Statement:** General comments on your skills and contribution.
- **Reporting Areas:** Specific comments on your performance, such as knowledge of menu and service standards, speed and efficiency in service, and ability to upsell and engage with guests.
- **Contact Information:** Mentor's name and role.

**Action:** Copy this feedback word for word into your portfolio as provided by your Placement Tutor.

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## Part 3: Academic Tutor Feedback (250 words equivalent)

**Guidance:** Your Placement Tutor will assess your portfolio and provide feedback specific to the guest service module.

**Details to Include:**

- **One Overall Feedback Statement:** General observations based on your performance in the guest service departments and one-to-one meetings during the placement.
- **Reporting Areas:** Evaluation of your behaviour and engagement with your placement (MGS department) and skill development (e.g. time management, communication, problem-solving).
- **Contact Information:** Mentor's name and role.

**Action:** Copy this feedback word for word into your portfolio as provided by your Placement Tutor.

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## **Part 4: Reflection on Hotel and Academic Tutor Feedback (1,000 words) Minimum of 4 References**

### **Guidance:**

Reflect on the feedback you received from both your Hotel Mentor and Placement Tutor, focusing on your experience within guest service operations. Use the following three-point structure to organise your reflection:

### **Interpretation of the Feedback**

- Identify themes relating to supervisory performance, communication, guest service leadership, decision-making, interdepartmental coordination, use of systems, and professional conduct.
- Cross-compare the feedback provided by your Hotel Mentor and Placement Tutor.

### **Critical Evaluation of the Impact**

- Analyse how the feedback has informed your developing supervisory identity within guest service operations.
- Link your discussion to contemporary research on guest experience management, service leadership, service quality, employee performance, or customer journey design.

### **Development Plan for Managerial Progression**

- Develop a strategic, evidence-based development plan that supports progression toward supervisory or management roles within guest service operations.

### **Example Layout:**

#### **Introduction (100-150 words)**

#### **State the purpose of this reflection.**

- Mention that you are analysing feedback received from both your Hotel Mentor and Placement Tutor.
- Highlight why feedback is important for identifying strengths, addressing weaknesses, and supporting professional development within guest service operations.

## **Main Body (750-800 words)**

### **1 Understanding the Feedback**

- Summarise key strengths identified by your Hotel Mentor in relation to guest service delivery, communication, teamwork, or supervisory awareness.
- Summarise areas for improvement highlighted by your Hotel Mentor
- Summarise your Placement Tutor's main points.
- Identify common themes across both feedback sources.
- Note any unique or differing insights provided by the Hotel Mentor and Placement Tutor.

### **2. Impact of the Feedback**

- Reflect on what the feedback helped you understand about your strengths within guest service roles (e.g., guest interaction, communication, adaptability).
- Reflect on what it revealed about areas for development or skill gaps.
- Link the feedback to specific placement experiences or situations within guest service operations.
- Explain how the feedback has reshaped your understanding of guest service management, supervisory expectations, and professional responsibility.

### **3. Action Steps for Growth**

- List specific actions you will take to address the feedback (e.g., improving communication strategies, developing confidence in service recovery, further training on systems or procedures).
- Explain how these actions will support your performance in future placements or professional guest service roles.
- Link your development actions to your long-term career goals within the hospitality industry.

## **Conclusion (100-150 words)**

- Summarise the key insights gained from reflecting on the feedback.
  - Reiterate how this process has highlighted areas for personal and professional growth within guest service operations.
  - Conclude with a commitment to applying these lessons in future supervisory or management roles within the hospitality industry.
  -
- 

## **Part 5: Presentation on Placement Experience (20 Minutes) Minimum of 8 References**

### **Guidance:**

Prepare a 20-minute presentation divided into **two** parts.

The 20-minute presentation must show cross-departmental managerial understanding. Use real examples from your placement to support your delivery.

### **Managing Food and Beverage Operations (Approx. 10 Minutes)**

**Cover key learning and supervisory-level insights from your F&B placement experience:**

- Your role and responsibilities within the F&B department.
- Key supervisory or shift-support experiences (e.g., task allocation, service flow, standards).
- Major challenges faced and how you approached them (problem-solving, decision-making).
- Skills developed (e.g., communication, teamwork, guest service recovery, leadership).
- How theory informed your practice (link to service operations, customer experience, quality control).
- How F&B performance connects to overall hotel operations and guest satisfaction.

### **Managing Guest Service Experience (Approx. 10 Minutes)**

**Reflect on your cross-departmental guest service exposure and supervisory insights:**

- Overview of your responsibilities within guest-facing departments (FO, housekeeping, leisure, events, revenue etc.).
- Examples of guest service challenges and how you addressed or supported them.

- Understanding of operational systems (e.g., PMS, service recovery processes, communication procedures).
- Skills developed (e.g., empathy, conflict resolution, prioritisation, decision-making).
- Links between departmental performance and overall guest experience quality.
- Use of theory (e.g., service quality models, guest journey, expectations vs. perceptions).

### **Presentation Tips:**

**Time Management:** Allocate approximately 10 minutes to each section to ensure balanced coverage.

**Visual aids:** Use PowerPoint, images, or simple diagrams to support key points.

**Link themes:** Show how F&B and Guest Services work together to shape the full guest journey.

**Conclusion:** Summarise your key learnings and how the placement prepared you for future managerial roles.

**References:** Consistently include in-text citations throughout all slides of your presentation and a reference list as your final slide

## **Part 6: Questions and Answers Based on the Presentation**

### **Guidance:**

This section will remain **blank** for submission, as it will be completed by the lecturer during the marking process. It is intended to record the questions asked by the lecturer based on your presentation and any additional comments they provide.

### **Example Questions the Lecturer Might Ask:**

- Can you describe a situation where you had to make a quick decision? What informed your judgment?
- How did your actions contribute to improving the guest experience?
- How do you see your Level 6 placement contributing to your long-term career goals?

## Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

|              |                                                                                                                                                                                                 |                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| RESEARCH     | For this assessment, you can use Generative AI to support you in research and data analysis.                                                                                                    | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| PROOFREADING | For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.                   | Yes <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMMING  | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | <input type="checkbox"/>                                               |

# GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

## COMPONENT ONE

**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:***

*Your portfolio must demonstrate informed engagement with a wide range of scholarly and industry sources relevant to guest service experience and hospitality operations.*

*You should:*

- *Use academic journal articles, textbooks, and industry publications related to guest experience management, service quality, service operations, leadership, customer behaviour, and hospitality systems.*
- *Support your reflections and analysis with current and credible sources, primarily published within the last five years, while recognising the value of key seminal texts.*
- *Demonstrate independent research that goes beyond essential reading and is clearly linked to your placement experience across guest service departments.*
- *Apply referencing consistently throughout, ensuring all theories, models, frameworks, and industry examples used in your work are clearly referenced.*
- *Include a comprehensive reference list that demonstrates breadth and depth appropriate to Level 6 study.*

### 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:***

*At Level 6, your work must demonstrate a coherent and detailed understanding of guest service operations and their management within a hospitality context.*

*You should:*

- *Show understanding of how guest service is delivered and managed across departments such as Front Office, Housekeeping, Leisure, Meetings and Events, and other guest-facing functions.*
- *Explain relevant theories and concepts clearly, such as service quality models, guest journey mapping, service recovery, leadership and management styles, organisational culture, and customer satisfaction frameworks.*
- *Demonstrate understanding of the strategic importance of guest service experience in influencing satisfaction, loyalty, reputation, and operational performance.*
- *Apply theory to examples from your placement, explaining why certain procedures, systems, or behaviours are important to effective guest service delivery.*
- *Show awareness of current industry challenges, including changing consumer expectations, digital systems, staffing pressures, sustainability, and service consistency.*

**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:***

*Your portfolio should demonstrate critical analysis, evaluation, and judgement appropriate to Level 6.*

*You should:*

- *Move beyond description to critically analyse guest service situations, management practices, and operational outcomes.*
- *Evaluate the effectiveness of communication, decision-making, problem-solving, and service delivery within guest service operations.*
- *Use theory to interpret complex or ambiguous situations, such as guest complaints, service failures, interdepartmental issues, or operational pressure points.*
- *Consider and compare alternative approaches to guest service challenges and justify your conclusions.*
- *Acknowledge limitations in knowledge, systems, or role responsibility and discuss how these influenced your decision-making.*

- *Support your analysis with evidence from relevant academic and industry literature*

#### **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:***

*Your portfolio must clearly demonstrate how theoretical knowledge was applied within real guest service environments.*

*You should:*

- *Provide specific examples from your placement, such as:*
  - *managing or supporting guest interactions*
  - *handling complaints or service recovery situations*
  - *using guest service software or systems*
  - *coordinating with other departments to resolve issues*
  - *observing or supporting supervisory or duty management activities*
- *Show how organisational policies, procedures, and service standards informed your actions.*
- *Demonstrate the ability to connect theory to practice, for example:*
  - *applying service recovery models to guest complaints*
  - *using communication theory in guest or team interactions*
  - *evaluating service quality using established frameworks*
- *Reflect on practical constraints (time pressure, staffing levels, system limitations) and explain how these were managed.*
- *Provide evidence of developing supervisory-level awareness, such as initiative, accountability, or leadership observation.*

#### **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:***

*Your portfolio must clearly demonstrate the development of professional and transferable skills essential for supervisory-level roles within guest service operations.*

*You should:*

- *Communicate ideas clearly, accurately, and professionally, using a formal academic writing style appropriate for Level 6 work.*
- *Ensure your portfolio is well structured and coherent, with clear headings and a logical flow of ideas.*
- *Show how you developed and applied key transferable skills during your placement, including communication, customer service, teamwork, time management, and professionalism.*
- *Demonstrate your ability to reflect on and integrate feedback to support ongoing personal and professional development.*
- *Present your Part 5 presentation in a confident, organised, and engaging manner, demonstrating effective communication to both specialist and non-specialist audiences.*
- *Ensure the final submission follows recognised academic standards: Arial, Calibri, or Times New Roman (12pt), 1.5 line spacing, and a formal, concise, subject-specific writing style.*

# 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 |
|------------------------------------------------------------------|-----------------|---------------|
| <b>1. Engagement with Literature Skills</b>                      |                 |               |
|                                                                  | 15              |               |
| <b>2. Knowledge and Understanding Skills</b>                     |                 |               |
|                                                                  | 20              |               |
| <b>3. Cognitive and Intellectual Skills</b>                      |                 |               |
|                                                                  | 20              |               |
| <b>4. Practical Application Skills</b>                           |                 |               |
|                                                                  | 30              |               |
| <b>5. Transferable Skills for Life and Professional Practice</b> |                 |               |
|                                                                  | 15              |               |

**Assessment Mark** (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed. )

**Late Submission Penalties (tick if appropriate)**

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

## GENERIC ASSESSMENT CRITERIA

### Level 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<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                        | GOOD<br>(2.2 / Pass)                                                                                                                                                                                      | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                           | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                               | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                         | 0-29%                                                                                                                                                                                                | 30-39%                                                                                                                                                                                                                                                | 40-49%                                                                                                                                                                                          | 50-59%                                                                                                                                                                                                    | 60-69%                                                                                                                                                                                                                               | 70-84%                                                                                                                                                     | 85-100%                                                                                                                                                                                     |
| <b>Engagement with literature</b><br>(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. |
| <b>Knowledge and understanding</b>                                                                               | Major gaps in knowledge and systematic                                                                                                                                                               | Gaps in knowledge, with only superficial                                                                                                                                                                                                              | Limited knowledge and systematic                                                                                                                                                                | Knowledge is reasonably detailed,                                                                                                                                                                         | Knowledge is reasonably extensive                                                                                                                                                                                                    | Excellent coherent and detailed                                                                                                                            | Exceptionally coherent and detailed                                                                                                                                                         |

| Level 6                                                                                                                                                                                                                          | FAIL                                                                                                                                                                                                                                            | MARGINAL FAIL                                                                                                                                                                                                                                                                           | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                  | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                  | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                      | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                    | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                    |
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| (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.)                                 | understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.                                                                              | systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.                                                                                                 | understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.                                                                                                                              | accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.                                                                                                                                                                                                             | 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.                                                                                                    | 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.                                                                                                                                        | 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.                                                                                         |
| <b>Cognitive and intellectual skills</b><br>(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 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 | 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', |

| Level 6                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                                                                                                               | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                                      | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                                                                                                             | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                                         | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                                                         | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                              | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      | opinion rather than argue on the basis of reason and evidence.                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           | suggesting an outstanding grasp of the broader field and wider concepts.                                                                                                                                                                                                                                |
| <b>Practical skills</b><br>(Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.) | Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts. | Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts. | An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding 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. | A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts. | A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity. | An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident. | 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. |
| <b>Transferable skills for life and professional practice</b>                                                                                                                                        | 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                                                                                                                                                                                                                                                                                                                                                                                        | Can communicate effectively in a suitable format,                                                                                                                                                                                                                                                                                                                            | Can communicate well, confidently and consistently                                                                                                                                                                                                                                                                 | Can communicate professionally confidently and                                                                                                                                                                                                                                                                            | Can communicate with an exceptionally                                                                                                                                                                                                                                                                   |

| Level 6                                                                                                                                                                                                                                                                                               | FAIL                                                                                                                                                                                                                                                                                                   | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                           | SATISFACTORY<br>(3 <sup>rd</sup> / Pass)                                                                                                                                                                                                                                                                                                             | GOOD<br>(2.2 / Pass)                                                                                                                                                                                                                                                                                                                                       | VERY GOOD<br>(2.1 / Merit)                                                                                                                                                                                                                                                        | EXCELLENT<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                                                                                                   | EXCEPTIONAL<br>(1 <sup>st</sup> / Distinction)                                                                                                                                                                                                                                                             |
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| (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.) | Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in 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. | 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. | 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. | 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. | 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. | 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. |

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