



Academic Discipline of Hospitality and Tourism Management

Module Handbook Winter Term 2024

BMIH4004

Hotel Placement – Hotel Administration & Front Office Operations.

LEVEL 4
Module Lead

Natalie Brailsford BA (Hons), MSc, PgCE (PCET)

n.brailsford@uwtsd.ac.uk

Hotel Administration and Front Office Winter Term 2024

Welcome to this overview handbook for the above module. This is a level 4, 20 credit module taught in term 3 to Level 4 CertHE & BA IHM students in the academic discipline of hospitality and tourism management.

It should be read in conjunction with supplementary information and materials available on Moodle and Teams, together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with the online activities during tutorial sessions which are designed to enrich the learning experience as well as to encourage self - directed study together with collaboration and interaction with your peer group.

AIM(S)

- To provide students with a practical experience of hotel administration and front office operations. The module is a practical introduction to the issues associated with hotel administration and front office operations to enable students to appreciate what constitutes good practice.
- To introduce the student to the key skills within hotel administration and front office operations in the hotel industry. The student will gain practical experience in the following areas: reception, concierge, switchboard, guest relations (AYS) and finance. They will gain an understanding of skill competencies, teamwork, communication and task management. The module will focus upon self-management and developing the skills and competency required for their future careers.

LEARNING OUTCOMES

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

- Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation.
- Deliver key administrative and operational duties required within Hotel Administration and Front Office departments (Reception, Concierge, Switchboard, AYS, Finance);

- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems as they relate to specific departmental areas.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be designed to focus on the broad range of areas within hotel administration and front office operations which will provide students with a comprehensive introduction to the requirements of working within hotel administrations and front office operations.
- Key skills – communication, teamwork, task management, personal skills – guest services, operational issues. “Spirit to Serve” programmes.
- Operational tasks – task management and performance specific to front and back-office departments.
- Software systems: such as OPERA, MARSHA, MGS, Guest Ware, Hotelier
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures relating to hotel operations, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest services.

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%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Learning Log	750 words	25%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assessment of practical tasks	Throughout practical placement work	25%

Assessment Component 3

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements (equivalent to 1000 words)	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	75%
Practical	25%
TOTAL	100%

Level 4 January 2024
Hotel Administration & Front office operations (BMIH4004)

Week	Activity	Supporting material	Assessment submission date
W/C 8th January 2024	• Introduction to Module and tutor via group call • Student Hotel Induction (onsite)	Induction presentation Module Handbook	
W/C 15th January 2024	• Student on placement 16 Hours		Issue of assignment components 1,2 & 3
W/C 22nd January 2024	• Student on placement 16 Hours • Group call with tutor groups	Reflective practice	
W/C 29th January 2024	• Student on placement 16 Hours • Group call with tutor groups – Assessment support	Module handbook / assignment workshop	
W/C 5th February 2024	• Student on placement 16 Hours • Group call with tutor groups		
W/C 12th February 2024	• Student on placement 16 Hours		
W/C 19th February 2024	• Student on placement 16 Hours • Group call with tutor groups		Thursday 22 nd February by 23h59
W/C 26th February 2024	• Student on placement 16 Hours		
W/C 4th March 2024	• Student on placement 16 Hours • Group call with tutor groups		
W/C 11th March 2024	• Student on placement 16 Hours		
W/C 18th March 2024	• Student on placement 16 Hours • Group call with tutor groups	Placement feedback via QR code	Last day of placement to be completed on or before Friday 22nd March 2024

Indicative Reading List

Module Code	BMIH4004
Module Title	Hotel Administration and Front Office
Essential	Bardi, J. (2011) <i>Hotel Front Office Management</i> , Wiley, London
Essential	Corgel, JB, Sturman, MC & Verma, R. (2011) <i>The Cornell School of Hotel Administration on Hospitality: Cutting Edge Thinking and Practice</i> , John Wiley & Sons, Incorporated, Hoboken.
Essential	Hammer, J. (2016) <i>Revenue superstar! The simple rules of hotel revenue management</i> . Great Britain: Amazon. Solomon, M. (2018) <i>The Heart of Hospitality</i> . New York: SelectBooks, Inc.
Essential	Tesone, D. (2010) <i>Principles of management for the hospitality industry</i> . London: Routledge.
Essential	Tewan, J. (2009) <i>Hotel Front Office: Operations and Management</i> , Oxford Higher Education Press
Further	ASET, 2013, <i>ASET Good Practice Guide for Work based and Placement Learning</i> , ASET, Sheffield
Further	Fallon, M. & Rutherford, D. (2011) <i>Hotel Management and Operations</i> , Wiley, London
Further	Fanthorne, C (2004) <i>Work Placements – Survival Guide for Students</i> Macmillan, Basingstoke
Further	Johnston, R Clark, G. Shulver, M. (2012) <i>Service Operations Management</i> , Pearson, London
Further	Vallen, G.K. & Vallen, Jerome J. (2014) <i>Check-in check-out : managing hotel operations Ninth edition.</i> ; Pearson new international.,
Further	Wood, R. (2013) <i>Key Concepts in Hospitality Management</i> , Sage, London
Further	Williams, K, Woolliams, M & Spiro, J. (2020) <i>Reflective writing</i> , Macmillan International, Oxford.
Journals	The Caterer
Websites	www.hotelowner.co.uk www.bighospitality.co.uk www.bha.org.uk www.hospitalitynet.org www.hotelowner.co.uk www.bighospitality.co.uk www.bha.org.uk https://serve360.marriott.com https://cr.hilton.com https://www.premierinn.com/gb/en/why/force-for-good.html

Assessment Guidelines

The assessment for this module consists of three components **to be submitted using the template provided on Moodle.**

Component one: (25%) Learning Log (learning log) 750 word (+/- 10%).

Component two: (25%) Assessment of practical task Scenario.

Component three: (50%) Portfolio of four elements 1000 words (+/- 10%).

Throughout your written work please use the following word settings:

- Arial font size 12
- Justify text
- 1.5 line spacing

Models of Reflection

Models help you to engage in the process of reflection. There is no right one. It is important you choose the framework that feels most comfortable for you and best assists you in learning from your experiences, as discussed within business skills.

Within business skills for the Hospitality Industry the most appropriate methods for reflection within the work that you complete within journals for example is discussed. But it is important that you understand some of the models of reflection that have been created over the years. The process of reflective writing leads to more than just a gain in your knowledge, it should also challenge how you make sense of that knowledge. When you reflect on a situation you do not simply see more, you see differently. This different way of viewing a situation is reflected in statements about a commitment to action. Action is the final stage of reflection (Cress et al, 2013).

Gibbs

Graham Gibbs created a reflective model in 1988 which was developed from KOLB. Gibbs added additional steps so that individuals could reflect on the event more accurately. Description: what happened? Feelings: what were your feelings? Evaluation: what was good and bad about the experience? Analysis: what can you learn from the event? Conclusion: what could you have done

differently or in addition? Action plan: if it happens again what would you do? 1st Something must occur, an event, often referred to as critical incident. What happened? 2nd the feelings that this event produced are acknowledged. These include negative as well as positive feelings. 3rd the feelings are then analysed and the outcome, in terms of your feelings, evaluated. 4th – Need to make sense of the situation - why did this occur? 5th – What else could have been done to alter the outcome of the situation? Circumstances of the event are considered, and any alternative courses of action explored. 6th - Consideration of possible future actions if a similar event occurred is examined. Gibbs' cycle allows for self-development and exploration.

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Hotel Administration and Front Office		
Module code:	BMIH4004	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Natalie Brailsford, Dan Payne, Lisa Bassler Giulia Chifari, Ben Chong Scott James.	Internal Verifier:	Antoinette Milne
Assignment Title:	Student Journal (Learning Log) 750 words (-/+ 10%).	Word count (or equivalent):	1 of 3
Submission deadline:	22/02/24 23h59	Return date of provisional marks & written feedback:	21/03/24 23h59
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: 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. 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.		
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)

- Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation.
- Deliver key administrative and operational duties required within Hotel Administration

and Front Office departments (Reception, Concierge, Switchboard, Finance);

- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems as they relate to specific departmental areas.

TASK DESCRIPTION COMPONENT ONE

Component One: 25%

Student Journal (learning log) 750 word (+/- 10%).

Write a reflective journal entry based on your placement experience within the front office department using the Gibbs Model of Reflection. Your reflective journal should be approximately 750 words long, providing a detailed and thoughtful analysis of your placement experience within the front office department. Ensure your reflection demonstrates critical thinking, self-awareness, and a clear understanding of the Gibbs Model of Reflection.

Guidance

Using the Gibbs Model, begin your reflection by describing the specific tasks and responsibilities you undertook during your placement in the front office area. Discuss how these tasks contributed to the overall guest service experience and the importance of effective communication and professionalism in ensuring guest satisfaction.

Reflect on your feelings and emotions throughout the placement experience. Share any challenges or surprises you encountered and explain how you felt about managing guest inquiries, check-ins, and check-outs in a fast-paced environment.

Evaluate your performance and skills in the front office area. Identify your strengths and areas for improvement, and reflect on how your skills in problem-solving, multitasking, and conflict resolution were applied in this context.

Analyse the impact of your placement experience on your understanding of the front office area's role in providing a positive guest experience. Discuss how your interactions with guests and colleagues shaped your perception of customer service and the importance of creating a welcoming and efficient environment.

Reflect on any ethical or cultural considerations you encountered during your placement experience. Discuss how you handled situations that required sensitivity and respect for diversity.

Draw a conclusion from your reflection, highlighting the key lessons learned from your placement experience in the front office area. Consider how this experience has influenced your perception of the hospitality industry and discuss the personal and professional development you have gained.

Devise an action plan for future improvement based on your reflections. Identify specific steps you can take to enhance your skills and knowledge in the front office area, ensuring continuous growth and success in your hospitality career.

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

Guidance specific to this assessment: Provide evidence of wider reading, according to the topic and reference, accordingly, provide both in-text citations and a reference list. Minimum of 8 references required throughout journal. The Gibbs model of reflection is to be used and referenced.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: Summarise the topic effectively, through focusing on key points and aspects. What have you learnt? How will you apply this knowledge in practice? Reflect on your learning and include industry examples. Is your understanding of the topic clear to the reader? Use appropriate terminology and define abbreviations when used.

3. Cognitive and Intellectual Skills

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

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

Guidance specific to this assessment: Students are to provide analysis, not just describing but demonstrating what, how, why and when. You must provide justification of your suggestions and arguments.

4. Practical Skills

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

Guidance specific to this assessment: Students must consider how they will apply solutions related to the given topic within the hotel industry, by highlighting what they have learnt and how they would deploy this in their future careers. Refer to examples from industry to demonstrate practical application.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: The provided template to be used. You should use a font of Arial 12 point. Justify your text, in order for your journal to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.

STUDENT FEEDBACK FORM COMPONENT ONE

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		
	10	
2. Knowledge and Understanding Skills		
	40	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	10	

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

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Hotel Administration and Front Office Operations		
Module code:	BMIH4004	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Natalie Brailsford, Dan Payne, Lisa Bassler Giulia Chifari, Ben Chong Scott James.	Internal Verifier:	Antoinette Milne
Assignment Title:	Assessment of Practical Tasks	Word count (or equivalent):	2 of 3
Submission deadline:	22/02/24 23h59	Return date of provisional marks & written feedback:	21/03/24 23h59
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: 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. 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.		
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)

- Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation.
- Deliver key administrative and operational duties required within Hotel Administration and Front Office departments (Reception, Concierge, Switchboard, Finance).
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems as they relate to specific departmental areas.

TASK DESCRIPTION COMPONENT TWO

Component Two: 25%

Practical task – Scenario.

In this scenario: After your recent positive performance review, your line manager has delegated some additional tasks to you. Your first task is in relation to guest feedback and responding to a positive trip advisor post along with a letter of complaint.

Trip Advisor review

Search and find a **positive review** for your current placement property. (This will need to be referenced as per the Harvard referencing guidelines).

You will need to write a 150-word response using the underlying concepts and principles of replying to positive feedback.

Letter of complaint

The following letter has been received from an unhappy guest, who departed the hotel without mentioning any issues throughout their stay.

You need to write a coherent, formal 500 written word response demonstrating skills for employment, ownership and the application of problem-solving skills.

Guidance: Provide evidence of wider reading, according to theory and provide sources on your reference list.

Mrs Joanna Blake,
558 Longford Road,
Swansea
SA1 2AR

January 10th, 2024

Subject : Complaint

Dear Sir/Madam,

I am writing to express my disappointment and dissatisfaction with my recent stay in room 330 at your hotel. Unfortunately, my experience fell far short of the standards I had expected, and I believe it is important to bring these concerns to your attention.

Firstly, I was extremely disappointed with the cleanliness of my room. The floors were dirty, there were stains on the bedding, and the bathroom had not been properly cleaned.

Secondly, the Wi-Fi service provided during my stay was unreliable and slow. It was frustrating to experience constant disruptions and slow speeds, which hindered my ability to work and stay connected for my work calls.

Additionally, the noise levels in the hotel were excessive. I was disturbed by loud conversations and noise from neighbouring rooms throughout the night, making it difficult for me to get a restful night's sleep.

The customer service I received during my stay was terrible. The staff members were unresponsive and unhelpful to my requests and inquiries.

I hope that my feedback will be taken seriously, and I look forward to hearing from you soon regarding the steps you plan to take to address these concerns.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink that reads "Joanna Blake". The script is cursive and elegant, with the first letters of each name being capitalized and prominent.

Joanna Blake

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS COMPONENT TWO

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

1. Engagement with Literature Skills

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

Guidance specific to this assessment: Provide evidence of wider reading, according to theory and provide sources on your reference list.

2. Knowledge and Understanding Skills

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

Guidance specific to this assessment: Based upon your knowledge of the topic, you need to demonstrate your ability to take ownership for complaints and come to a resolution for the guest. Demonstrate the ability to acknowledge and reply to positive feedback.

3. Cognitive and Intellectual Skills

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

Guidance specific to this assessment: Students are to demonstrate their problem solving and analytical skills to provide an appropriate solution to the provided scenario.

4. Practical Skills

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

Guidance specific to this assessment: Students must use the template provided and demonstrate practical and realistic outcomes to the scenario. The trip advisor review must be written in an appropriate response format and letter of complaint as a formal letter.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: Students must consider how they will apply solutions related to the scenario to the hotel industry, by highlighting what they have learnt and how they would deploy this in their future careers. You should use a font of Arial 12 point. Justify your text, for your responses look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate throughout.

STUDENT FEEDBACK FORM COMPONENT TWO

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		
	5	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	10	
4. Practical Application Skills		
	40	
5. 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 (40% Max)		
	Over 1 week late (0%)		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA International Hotel Management		
Module:	Hotel Administration and Front Office		
Module code:	BMIH4004	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Natalie Brailsford, Dan Payne, Lisa Bassler Giulia Chifari, Ben Chong Scott James.	Internal Verifier:	Antoinette Milne
Assignment Title:	Portfolio – 4 elements (1000 +/- 10%)	Word count (or equivalent):	3 of 3
Submission deadline:	22/02/24 23h59	Return date of provisional marks & written feedback:	21/03/24 23h59
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: 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. 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.		
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)

- Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation.
- Deliver key administrative and operational duties required within Hotel Administration and Front Office departments (Reception, Concierge, Switchboard, Finance);

- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems as they relate to specific departmental areas.

TASK DESCRIPTION COMPONENT THREE

Component 3 (50%) – Portfolio – 4 Elements

Writing in essay format (1000 words +/- 10%)

Engage with relevant and current literature to describe and evaluate the key skills that are required to work within the hotel's front office operation.

Provide evidence of further reading and include real industry examples in relation to following identified key skills:

Key Skill 1 – Customer service skills

Key Skill 2 – Communication skills

Key Skill 3 – Organisational skills

Key Skill 4 – Problem-solving skills

Guidance

Use relevant and current literature throughout your response, Provide both in-text citations and a reference list. By including real industry examples, you can demonstrate a practical understanding of the key skills required for working in a hotel's front office operation.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS COMPONENT THREE

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

1.Engagement with Literature Skills

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

Guidance specific to this assessment: You should show a wide level of reading from a variety of sources including textbooks, academic journals, and websites. All referencing should follow the UWTSD Harvard Referencing Guide. Minimum of 10 references.

2.Knowledge and Understanding Skills

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

Guidance specific to this assessment: Refer to appropriate industry examples, in accordance with the identified key skills. You should explore these in depth and put it into context. Demonstrate a clear understanding and importance of each skill within the front office operation.

3.Cognitive and Intellectual Skills

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

ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Each section of the portfolio should not just describe but demonstrate an understanding and justification of your thoughts on each skill.

4. Practical Skills

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

Guidance specific to this assessment: Consider using examples from within the industry of hotel administration teams and the impact that it has on the success of a business. Link best practice examples with each element.

5. Transferable Skills for Life and Professional Practice

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

Guidance specific to this assessment: You should use a font of Arial 12 point with justified text. The portfolio should be written in an essay format, clearly identifying each separate skill, and submitted on the template provided.

STUDENT FEEDBACK FORM COMPONENT THREE

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

	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		

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.)	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA FOR ALL COMPONENTS

Level 4

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

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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Substantial inaccuracies.						
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life	Work is poorly	Work is poorly	Mostly ordered presentation	Mostly coherent,	Work is accurate,	Work is coherent,	Work is accurate,

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

