



School of Hospitality & Tourism Management

BA (Hons) International Gastronomy Management
Diploma of Higher Education International Gastronomy
Management

Certificate of Higher Education International
Gastronomy Management

Module Handbook Summer Term 2023

BMGM4000
Effective Management
LEVEL 4

Module Lead:

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Effective Management Summer Term 2023

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module for Level 4 IGM students in the School of Hospitality & Tourism Management.

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

To get the best out of this module it is vital that you engage with the themes explored as well as both the online and offline 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 an introduction to effective restaurant management, and what constitutes good practice.

LEARNING OUTCOMES

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

- Understand the different positions within the kitchen brigade and appreciate the importance of the work based key skills within this area of restaurant operation.
- Examine the different positions within Front of House management and leadership and appreciate the importance of the work based key skills within this area of restaurant operation.
- Explore the relationship between front of house (dining area) and back of house (kitchen) for effective management and delivery of core functions.
- Investigate issues relating to operations such as resource allocation, the need for technical knowledge, of all departments, industry standards, planning and organisation, differing management styles, health, and safety.

INDICATIVE CONTENT

- Styles of management- what is required for the individual, organisation, and the individual restaurant.
- Teamwork: roles of team membership versus team leadership. The elements of a successful team, internal and external communication for teams.

- Operational tasks: how to manage workload, considerations to allocation, knowing your colleagues- capabilities and strengths of skills.
- Understanding your place in the market: meeting the diners 'needs' and delivering their 'wants'.
- Organisational Issues: policies and procedures relating to safe operation, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.
- Operating legally: licensing, local laws (planning and permissions) national government (Acts of Parliament).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements	100%

Assessment Summary

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

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment	Assessment submission date
1 W/C 24/04	9AM - 1PM	Introduction to Effective Management Introduction to different positions within the kitchen brigade and Front of House management. Understanding the importance of work-based key skills in restaurant operations. Examining the relationship between front of house and back of house for effective management and delivery of core functions. Introduction to issues relating to operations such as resource allocation, industry standards, planning, and organisation.	Presentation	Assignment 1	Friday 16 th of June
2 W/C 01/05	9AM - 1PM	Styles of Management Understanding different management styles required for the individual, organisation and the restaurant. Understanding the role of leadership in restaurant operations Examining the importance of effective communication in management.	Presentation Class Discussion		
3 W/C 08/05	9AM - 1PM	Building Successful Teams Understanding the roles of team membership and team leadership in restaurant operations. Exploring the elements of a successful team in restaurant operations. Understanding the importance of internal and external communication for teams.	Presentation Class Discussion		

4 W/C 15/05	9AM - 1PM	Operational Tasks Understanding how to manage workload in restaurant operations. Considering factors in workload allocation in restaurant operations. Understanding the importance of knowing your colleagues' capabilities and strengths in skills in restaurant operations.	Presentation Class Discussion		
5 W/C 22/05	9AM - 1PM	Industry Week	Presentation		
6 W/C 29/05	9AM - 1PM	Understanding the Market Understanding the importance of meeting diners' needs and delivering their wants in restaurant operations.	Presentation		
7 W/C 05/06	9AM - 1PM	Organisational Issues Understanding policies and procedures relating to safe operation in restaurant operations. Understanding organisational aims and objectives in restaurant operations. Examining issues such as staffing, training, competition, quality, and performance measures in restaurant operations.	Presentation		
8 W/C 12/06	9AM - 1PM	Operating Legally Understanding licensing requirements in restaurant operations. Understanding local laws and planning permissions in restaurant operations. Understanding national government regulations such as Acts of Parliament in restaurant operations.	Presentation		Assignment Friday 16th June 23:55

INDICATIVE READING LIST

Module Code	BMGM4000	
Module Title	Effective Management	
Classification	Reading List entry	Electronic*
Essential	Brown, D.R (2019) 5 th Edn. The Restaurant Managers Handbook. <i>How to set Up, Operate, and Manage a Financially Successful Food Service Operation</i> . Atlantic Publishing Group Inc. Florida.	☒
Essential	Ford, S.C. Sturman, M.C. (2020) Managing Hospitality Organizations. 2 nd Edn. Sage. New York.	☒
Essential	Wood, R.C., (2015). Hospitality management: a brief introduction, Sage, London	☒
Further	Heppell, M. (2015) Five Star Service: How to deliver Exceptional Customer Service, Pearson, London	☒
Further	Johnston, R. Clark, G. & Shulver, M. (2012) Service Operations Management, Pearson, London	☒
Further	Tesone, V. (2014) Principles of Management for the Hospitality Industry, Butterworth Heineman, Oxford	☒
Further	Walker, J. (2013) Introduction to Hospitality Management, Pearson, London	☒
Journals	Management Today	☒
Journals	International Journal of Hospitality Management	☒
Journals	International Journal of Contemporary Hospitality Management	☒
Journals	Hospitality (Institute of Hospitality)	☒
Websites	www.thecaterer.com	☒
Websites	www.bighospitalty.co.uk	☒
Websites	www.restaurantmagazine.com	☒
Websites	www.instituteofhospitality.org	☒
Websites	www.flowhospitalitytraining.co.uk	☒
Websites	www.modernrestaurantmagazine.com	☒

Time of each session	Type of session
	(These times may alter as may the structure of the session).
9.00 – 09:30	Lecturer available for student drop in, either via ‘Teams’ or email
09:30 - 11.00	Lecture presentation
10 minute break	
11.10 – 12.00	Lecture/Activity /group discussion
10 minute break	
12.10 – 12.30	Session summary / Group discussion
12.30 – 13.00	Availability of tutor for individual discussion

Assessment 1

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA (Hons) International Gastronomy Management		
Module:	Effective Management		
Module code:	BMGM4000	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Tristan Hawkins	Internal Verifier:	Ffion Cumberpatch
Assignment Title:	Portfolio	Word count (or equivalent):	1500
Submission deadline:	Friday 16 th June 2023 23:55	Return date of provisional marks & written feedback:	Friday 14 th July 2023 23:55
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one-week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission, you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Module Learning Outcomes (from module syllabus)			
Upon the successful completion of this module, the student should be able to demonstrate the ability to: - Understand the different positions within the kitchen brigade and appreciate the importance of the work based key skills within this area of restaurant operation. - Examine the different positions within Front of House management and leadership and appreciate the importance of the work based key skills within this area of restaurant operation. - Explore the relationship between front of house (dining area) and back of house (kitchen) for effective management and delivery of core functions. - Investigate issues relating to operations such as resource allocation, the need for technical knowledge, of all departments, industry standards, planning and organisation, differing management styles, health, and safety.			

Assessment 1

Portfolio Title- Effective Management

You will produce a portfolio of 4 elements (1500 words) that will cover four areas that are essential within the effective management of a restaurant:

Section 1 – Safer Food Better Business

Section 2 – Budgets

Section 3 – Marketing

Section 4 – Human Resources

The portfolio must have a title page including your name student number module title and code and the name of your lecturer.

You will also include a contents list with page numbers to identify each section of your work.

You can write in a variety of academic writing styles chosen by you to suit each section appropriately. This can range from an essay, report, reflection or presentation.

Each section will contain a separate reference list, and your written work will include the appropriate number of in text citations.

References & In-text citations

You must use credible sources for your research from online sources, textbooks, media, and industry journals to support your essay.

You will be assessed on your ability to synthesise knowledge, to develop an understanding of the four selected focussed points and how you examine business operations.

Assessment Criteria:

- Research Skills
- Referencing
- Academic writing and Planning
- Time Management

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills /10

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 incorporate information about your chosen restaurant, from credible sources, this can be from the organisations own website in part but must also include text-based information from industry journals and reference books. You must include a minimum of 15 reference sources, and these must be accurately cited within the essay text.

2. Knowledge and Understanding Skills /30

At level 4, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *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.

Guidance specific to this assessment:

You should show an understanding of the principles of restaurant operation in this context, specific to menu design and restaurant theme. This should also be supported by your ability to demonstrate an understanding of the information that you have learned about the specific restaurant also.

3. Cognitive and Intellectual Skills /30

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. 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/evidence 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, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. 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:

You should be able to show an appreciation for the decisions that the restaurant operators have made, and the way in which they may have changed over time.

4. Practical Skills /10

At level 4, you should be able to use/deploy a range of established techniques within the discipline and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. 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, some of which may be 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:

You should be able to compare and contrast your chosen restaurant with others within the same location and give some examples of why they have decided to offer the food that they do for example.

5. Transferable Skills for Life and Professional Practice /20

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences 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:

By compiling this essay, you should be able to demonstrate an understanding of restaurant operation from the perspective of menu design, location, food culture and diner need, how this works in the practical sense, and by writing in a professional style allow the reader to gain an understanding of your competency within this subject, and how you might work as an influencer within the restaurant, being able to support operations.

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Engagement with Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	30	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	30	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	10	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	20	

Assignment 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%	

COMMON ASSESSMENT AND MARKING CRITERIA

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. Substantial inaccuracies.	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
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 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.	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,	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	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging	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	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments	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

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%
make sound judgements.)	Minimal or no use of evidence to back up views.	uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	underdeveloped or with a little inconsistency / mis-interpretation.	ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	and valid judgements.	using evidence and make appropriate and valid judgements.	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 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	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite

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 managed environment.)	exercise of some personal responsibility.	partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	exercise of some personal responsibility, with some areas of minor weakness.	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.	some personal responsibility, with just occasional minor weakness.	some personal responsibility with an appetite for further development .	for further development.

Student Self Evaluation Form

Student name:		Student number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Engagement with Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
2. Knowledge and Understanding	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
3. Cognitive and Intellectual Skills	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
4. Practical Skills	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐
5. Transferable Skills for Life and Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-84% ☐	85-100% ☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
Student's Signature			