



School of Hospitality & Tourism Management

BA International Hotel Management

Module Handbook Term 1

RESIT / REWORK 2022-23

BMIH5003

**Foreign Languages and Cultural Awareness
LEVEL 5**

Module Lead

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Foreign Languages and Cultural Awareness 2022-23

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module taught to Level 5 BA IHM students in the School of Hospitality & Tourism Management.

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

To get the best out of this module it is vital that you engage with the themes explored as well as with 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 communicate effectively in a Modern Foreign Language, at a level commensurate with student competency (either French OR Spanish OR Mandarin) in both spoken and written forms within professional Business and Hospitality contexts; students from non-English speaking countries will be able to take English as their Modern Foreign Language.
- To comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience.

LEARNING OUTCOMES

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

- Communicate effectively in both written and spoken language within set hospitality, business and professional contexts;
- Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture.

INDICATIVE CONTENT

- Through the medium of Mandarin, French or Spanish (or English for students from non-English speaking countries), develop basic language competency to communicate about the following:
 - business entertaining – ordering food and drink; offering food and drink; prices and dealing with bills;
 - in town – finding your way to a town; finding your way around town; reading tourist brochures about a town or area;
 - on the telephone – making/dealing with calls; arranging meetings and appointments – days, dates, times;
 - business and leisure travel – buying tickets and reservations for trains, planes, ferries; travelling by car;
 - meeting guest needs within the hotel, – making and amending reservations; describing facilities; dealing with customer requests;
- Culture and customs associated with international countries; understanding international guest behaviour. Cultural differences in ethnicity and social culture.
- Culture and contemporary issues – and influence upon tourism and hospitality.
- Tourism as a vehicle for cultural change. Converging cultures.
- WorldHost guest service programmes; guest service strategies to manage the international visitor – case studies to be examined.
- Impacts of tourism and travel upon indigenous culture. Tourism: the global village.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

LEARNING AND TEACHING STRATEGY

The students will be taught through a structured mix of learning activities aimed at developing increased competence and confidence in using the language. Language classes will include speaking in pairs / role-plays, language drills, aural comprehension exercises, reading and grammatical explanations as appropriate. The target language will be used as much as possible within the class.

This module will operate in two sections - foreign languages (Jinping Li/Rodrigo F. Aguilera) and Cultural Awareness (Rodrigo F. Aguilera). Each will be taught separately in a weekly class. Students will be allocated to a group for the duration of the module.

ASSESSMENT – Foreign Languages (Mandarin) (75% weighting)

Assessment Component 1

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
HSK Exam	40 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 10 hours	50%

Assessment Summary

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

Assessment component 1 is HSK Exam which consists of three parts: reading, listening, and speaking. The exam will be held in class in the last week.

Assessment component 2 consists of 5 assignments.

Assessment component 2

Week	Submission Date	Content	Requirements	weighting
6	3 rd March 2023	Business card	• Make a business card of a hotel manager. It should include the job title, name, phone number, address, email and zip code of the hotel. • All the information should be written in Chinese characters. • Neat and tidy design is required.	10%
7	3 rd March 2023	Room booking	• Record a dialogue of room booking in Mandarin.	10%
8	3 rd March 2023	Hotel Display Board	• Make a display board to show customers rooms and prices in a hotel. Name and logo of the hotel, types of rooms and prices should be included. • All the information should be written in Chinese characters. • Neat and tidy design is required.	10%
9	3 rd March 2023	Caution signs	• Make a caution sign to show customers warning, caution or notice. It should include three parts: caution picture, caution sentence in Chinese and caution sentence in English. • Neat and tidy design is required.	10%
10	3 rd March 2023	Hotel Breakfast Board	• Make a hotel breakfast board. It should include the following parts: name of the hotel, time for breakfast and the price. • Neat and tidy design is required.	10%

Assessment Criteria for Assignment 1: Business Card

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is unintelligible	Some minor errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Correct in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for a business card.	Limited information. Lack of some important information for a business card.	Enough information. Contains necessary parts for a business card.	Complete information. Contains all the elements required for a business card.
Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort is exhibited in the design	Neat and tidy design

Assessment criteria for Assignment 2: Room Booking

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Pronunciation	Many words are mispronounced.	There are some pronunciation mistakes.	Speak correctly with most of the words	Pronounce all the words correctly.

Fluency	Speech frequently hesitant and jerky.	Speak with some noticeable pauses.	Speak with slight stumbling or unnatural pauses.	Speak naturally and continuously
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	occasional grammatical errors.	Grammatically correct
Delivery	Unprepared to present the dialogue.	Somewhat prepared	Well prepared.	Very well prepared.

Assessment Criteria for Assignment 3: Hotel Display Board

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is not intelligible	Some minor errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Perfect in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for Chinese Business Card.	Limited information. Lack of some important information for Chinese Business Card.	Enough information. Contains necessary parts for Chinese Business Card	Complete information. Contains all the elements required for Chinese Business Card.

Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort is exhibited in the design	Neat and tidy design
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Assessment Criteria for Assignment 4: Caution signs

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is not intelligible	Some minor errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Perfect in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for Chinese Business Card.	Limited information. Lack of some important information for Chinese Business Card.	Enough information. Contains necessary parts for Chinese Business Card	Complete information. Contains all the elements required for Chinese Business Card.
Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort is exhibited in the design	Neat and tidy design

Assessment Criteria for Assignment 5: Hotel Breakfast Board

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is not intelligible	Some errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Perfect in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for Chinese Business Card.	Limited information. Lack of some important information for Chinese Business Card.	Enough information. Contains necessary parts for Chinese Business Card	Complete information. Contains all the elements required for Chinese Business Card.
Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort has been put in the design	Neat and tidy design

ASSESSMENT – Foreign Languages (Spanish) (75% weighting)**Assessment Component 1***(Tick one)*☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Spanish Exam	40 minutes	50%

Assessment Component 2*(Tick one)*☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 10 hours	50%

Assessment Summary

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

Assessment component 1 is Spanish Exam which consists of three parts: reading, listening, and speaking. The exam will be held in class in the last week.

Assessment component 2 consists of 5 assignments.

Assessment component 2

Week	Submission Date	Content	Requirements	weighting
6	3 rd March 2023	Business card	- Make a business card of a hotel manager. It should include the job title, name, phone number, address, email and post code of the hotel. All the information should be written in Spanish. - Neat and tidy design is required.	10%
7	3 rd March 2023	Room booking	Record a dialogue of room booking in Spanish.	10%
8	3 rd March 2023	Hotel Display Board	- Make a display board to show customers rooms and prices in a hotel. Name and logo of the hotel, types of rooms and prices should be included. All the information should be written in Spanish. - Neat and tidy design is required.	10%
9	3 rd March 2023	Caution signs	- Make a caution sign to show customers warning, caution or notice. It should include three parts: caution picture, caution sentence in Spanish and caution sentence in English. - Neat and tidy design is required.	10%
10	3 rd March 2023	Hotel Breakfast Board	- Make a hotel breakfast board. It should include the following parts: name of the hotel, time for breakfast and the price. - Neat and tidy design is required.	10%

Assessment Criteria for Assignment 1: Business Card

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is unintelligible	Some minor errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Correct in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	Occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for a business card.	Limited information. Lack of some important information for a business card.	Enough information. Contains necessary parts for a business card.	Complete information. Contains all the elements required for a business card.
Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort is exhibited in the design	Neat and tidy design

Assessment criteria for Assignment 2: Room Booking

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Pronunciation	Many words are mispronounced.	There are some pronunciation mistakes.	Speak correctly with most of the words	Pronounce all the words correctly.

Fluency	Speech frequently hesitant and jerky.	Speak with some noticeable pauses.	Speak with slight stumbling or unnatural pauses.	Speak naturally and continuously
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	Occasional grammatical errors.	Grammatically correct
Delivery	Unprepared to present the dialogue.	Somewhat prepared	Well prepared.	Very well prepared.

Assessment Criteria for Assignment 3: Hotel Display Board

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is not intelligible	Some minor errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Perfect in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	Occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for Spanish Hotel Display Board.	Limited information. Lack of some important information for Spanish Hotel Display Board.	Enough information. Contains necessary parts for Spanish Hotel Display Board	Complete information. Contains all the elements required for Spanish Hotel Display Board.

Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort is exhibited in the design	Neat and tidy design
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Assessment Criteria for Assignment 4: Caution signs

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is not intelligible	Some minor errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Perfect in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	Occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for Spanish Caution signs.	Limited information. Lack of some important information for Spanish Caution signs.	Enough information. Contains necessary parts for Spanish Caution signs	Complete information. Contains all the elements required for Spanish Caution signs.
Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort is exhibited in the design	Neat and tidy design

Assessment Criteria for Assignment 5: Hotel Breakfast Board

Criterion/Marks	1.Unsatisfactory	2.Need Improvement	3.Satisfactory	4.Outstanding
Spelling	Frequent serious errors in spelling. Text is not intelligible	Some errors in spelling. Text is not clear.	Occasional spelling errors. Text is intelligible	Text is clear and accurate. Perfect in spelling.
Grammar	Frequent serious errors in grammar.	Some minor structural errors in grammar.	Occasional grammatical errors.	Grammatically correct
Content	No useful information. Lack of all the important information for Spanish Business Card.	Limited information. Lack of some important information for Spanish Business Card.	Enough information. Contains necessary parts for Spanish Business Card	Complete information. Contains all the elements required for Spanish Business Card.
Design	The design is not visually pleasing.	Some efforts exhibited in the design.	Obvious time and effort has been put in the design	Neat and tidy design

Assessment Component 2 – Cultural Awareness (25% weighting)

Written - Hotel Handbook (1000 words)

Students will produce a Hotel Handbook for staff to help manage guest service experiences for the international visitor. The document will provide a list of international countries and identify key cultural differences, customs, and behaviour. A table of “Do’s and Don’ts” for hotel staff will be included within this submission.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The importance of respecting and sustaining cultures (and language) will be explored within this module, which is particularly relevant within a global industry.	

LEARNING AND TEACHING STRATEGY

- The learning and teaching strategy for this module will focus on enquiry-based learning (EBL) and facilitated and supported by technology and traditional teaching and learning methods. EBL describes an environment in which learning is driven by a process of enquiry owned by the student.
- The process of EBL for the module will typically be delivered thus:
- Each week students will attend separate classes – for the Foreign Language element, and for the Cultural Awareness element. These will serve to provide students with underpinning knowledge and understanding of the topic areas that, in turn will enable them to produce an informed and evidence-based response to their assessed work. It will be emphasised to students that classes are intended to lead them into other areas of research so to expand their learning, understanding and critical awareness of the topic areas studied.

- Guided by the module class schedule, each week students will deliver a short informal update on their enquiries. They may work individually or within small groups, depending upon the enquiry or the nature of the enquiry. How students deliver and record the results from their enquiries is for them to decide although they will be encouraged to use technology, for example, PowerPoint, Blogs, Wikis and Discussion Boards. The point of students delivering updates on their enquiries is that they can share information, learn from each other and the tutor can comment upon the content and so extend the learning.
- Feedback and guidance from the module Tutor, will aid students identify pertinent and relevant issues that will lead to them identifying their own enquiry and subsequent questions as they progress through the module. It will follow through the module that students will research and examine the resources available to them and so independently acquire the requisite knowledge, understanding and critical awareness that will enable them to be successful in this module.
- The EBL process recognises that students are educated for knowledge creation, lifelong learning and leadership. It is anticipated that students will: take on leading roles in their future working environments; be required to adopt an entrepreneurial and innovative approach to managing resources; be active in directing change; support their professional status through research and development; and be confident in asking important questions to enable them offer solutions to challenges; and in turn, developing new knowledge.
- EBL methods used in this module will cover a spectrum of approaches, for example:

Solutions-focused learning	Small scale enquiries	Project and research
Exploration of scenario driven learning experience to identify solutions to challenging issues. Typically used for class based learning.	Field work or case study scenarios adapted to elicit information and develop depth of understanding of issues and the context in which they exist. Typically used as a vehicle for formal assessment	Introduction to self-identification of research-based projects typically used to prepare students for Level 6 study, or as a vehicle for formal assessment at Level 6.

Delivery schedule – Term 1 2022/23

Students will be allocated to groups based on their choice of language. Please refer to the current timetable and ensure that you attend the correct session for your group.

Cultural Awareness section:

Students will be allocated to a group for a weekly 2-hour session. Please attend that group's timetabled session (see current timetable).

Indicative Class Schedule for Foreign Languages (Mandarin) section – – Term 1 2022/23

Week	Lecture Theme	Assessment hand out date	Assessment Submission date
1 (9am – 1pm)	Introduction to the Module and Lecturer Pinyin and greetings		
2 (9am – 1pm)	Name, Nationality and self-introduction		
3 (9am – 1pm)	Age and ability		
4 (9am – 1pm)	Date, Price and Plan		
5	Reading & assessment week		
6 (9am – 1pm)	Occupation & Direction Hotel information and Check in	Assignment 1 Business Card	
7 (9am – 1pm)	Time and Weather Room booking	Assignment 2 Room Booking	
8 (9am – 1pm)	Activities, Shopping Hotel check out	Assignment 3 Hotel Display Board	

9 (9am – 1pm)	Transportation Recommendation for food and sight-seeing	Assignment 4 Caution Signs	
10 (9am – 1pm)	Review and HSK mock test	Assignment 5 Hotel Breakfast Board	
11 (TBC)	Review and HSK exam	HSK EXAM	
12	Assessment week		

Indicative Class Schedule for Foreign Languages (Spanish) section – – Term 1 2022/23

Week	Lecture Theme	Assessment hand out date	Assessment Submission date
1 (9am – 1pm)	Introduction to the Module and Lecturer Rodrigo F. Aguilera to introduce ‘the world of Hispanics’		
2 (9am – 1pm)	Name, Nationality and self-introduction		
3 (9am – 1pm)	Age and ability - Grammar		
4 (9am – 1pm)	Date, Price and Plan		
5	Reading & assessment week		
6 (9am – 1pm)	Occupation & Direction Hotel information	Assignment 1 Business Card	
7 (9am – 1pm)	Time and Weather Room booking – Spanish Food	Assignment 2 Room Booking	
8 (9am – 1pm)	Activities, Shopping	Assignment 3 Hotel Display Board	

	Hotel check in and out		
9 (9am – 1pm)	Transportation The Polite way of speaking	Assignment 4 Caution Signs	
10 (9am – 1pm)	Review and Spanish mock test	Assignment 5 Hotel Breakfast Board	
11 (TBC)	Review and Spanish exam	SPANISH EXAM	
12	Assessment week		

Indicative Class Schedule for Cultural Awareness section – Term 1 2022/23

Week commencing	Class content – main themes to be covered
1 (2PM-4PM)	Module Overview & Introduction – Key Themes What is Culture? Module assessment 2 introduced Hotel Handbook/Report for Intercultural Competence
2 (2PM-4PM)	What is Cultural Awareness Achieving competency in intercultural communications
3 (2PM-4PM)	Culture and Contemporary Issues- Influence upon Tourism and Hospitality
4 (2PM-4PM)	Culture and Customs associated with countries Understanding International Guest Behaviour
5	Reading and Assessment week

6	Geert Hofstede – National Cultural dimensions
(2PM-4PM)	Edward Hall – high/low context
7	Cultural Difference in Ethnicity and Social Culture
(2PM-4PM)	
8	Tourism as a vehicle for Cultural Change
(2PM-4PM)	Converging Cultures
9	Assignment Preparation & Advice on Drafts
(TBC)	

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BIBLIOGRAPHY

Essential

Jandt, F (2016) An Introduction to Intercultural Communication, 8th edition, Sage: San Bernadino

Moran, R. (2018) Managing Cultural Differences, 10th edition, Routledge:Abingdon

Samovar, L.(2009) Communication Between Cultures, Wadsworth, London

Timm, A. (2011) Intercultural Problems in the Tourism Industry, GRIN Verlag

Recommended

Cooper, C. and Wahab, S., (eds.) (2007) Tourism in the Age of Globalisation. London: Routledge.

Methan, K. (2001) Tourism in a Global Society: Place, Culture, Consumption. London: Macmillan.

Brown, K. (2013) Contemporary China, Palgrave Macmillan,

Drake, H. (2011) Contemporary France, Macmillan

Frew, E. & White, L. (eds) Tourism and National Identities: an international perspective, Routledge

Gudykunst W.B., Bridging the differences: effective intergroup communication Sage Publications

Mackay, H. (2011) Understanding Contemporary Wales, University of Wales Press
Moran RT et al. Managing Cultural Differences, 2007, Elsevier, Oxford

Richardson, B. (2008) Contemporary Spain, Routledge

Background

Bramwell, B. (2004) Coastal Mass Tourism, Clevedon: Channel View.

Cooper, C. and Hall, C. M. (2005) Oceania: A Tourism Handbook, Clevedon: Channel View.

Wall, G. and Mathieson, A. (2006) Tourism: Change, Impacts and Opportunities, Harlow: Pearson.

Lewis, R.D. (2005) When Cultures Collide: Leading, Teamworking and Managing Across the Globe, London, Nicholas Brealey Publishing

Lewis, R.D. (2008) Cross-Cultural Communication: A Visual Approach, London, Nicholas Brealey Publishing

Journals

Websites

www.bbc.co.uk/languages/mandarin
www.bbc.co.uk/languages/spanish

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF INTERNATIONAL HOTEL MANAGEMENT

Student name:		Student P number:	
Programmes:	BA International Hotel Management		
Module:	Cultural Awareness	Module Level (4, 5, 6):	5

Module code:	BMIH5003	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Rodrigo F. Aguilera	Internal Verifier:	Kathryn Roberts
Assignment Title:	Hotel Handbook for Intercultural Competence	Assignment No:	1
Hand Out Date:	N/A	Submission deadlines: Return date of provisional marks & written feedback:	3rd March 2023, 2359 By 17th April 2023

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	
Lecturer to indicate if a hard copy version of the assignment must be submitted. DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.			
			NO X

Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate:
To comprehend and gain an understanding of different international customs and culture in order to enhance the guest service experience. Critically understand international consumer behaviour to enhance guest service delivery, through gaining a knowledge of global customs and culture.	• An understanding of Intercultural competence. • The importance of cultural understanding in a global marketplace. • Thorough analysis of two countries. • Demonstrate a critical understanding identifying key cultural differences, customs and behaviour. • Recommendations provided in hotel handbook. • Referencing Skills

TASK DESCRIPTION: HOTEL HANDBOOK

Students are to compile a report for **hotel staff** to help them to prepare and manage the guest experience for international visitors.

Using relevant cross-cultural theories and models, begin by critically evaluating why cultural intelligence and sensitivity is essential for hotel personnel before focusing on the hotel guest service implications for guests from **ONE** international country of your choice. Please consider relevant hotel departments/functions and how they might need to adapt their service delivery to accommodate the guests' specific cultural norms and requirements.

Summarise the above in a table of 'Do's and Don'ts' which can act as a briefing document to relevant staff in the hotel.

Use a report format for your work.

(1000 Words)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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 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 in-text citations in the main body of your work and a reference list that is alphabetical at the end of your work. Please use the Harvard/APA referencing system.

Specific to this assignment:

You should show a wide level of reading, a minimum of 12 references, from a variety of sources including textbooks, academic journals and academic based websites. You must reference academic sources for theory.

2. Knowledge and Understanding Skills

Your work must demonstrate the growing extent of your knowledge and 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.

Specific to this assignment:

Make reference to relevant cross-cultural communication theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them.

3. Cognitive and Intellectual Skills

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 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. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment:

The task specifies what is required of you. Take care to answer only the question set fully. You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions

from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. Practical application skills

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations 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, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the models selected.

5. Transferable Skills for Life and Professional practice

Your work must provide evidence of the attributes expected in professional practice. This includes demonstrating your individual initiative and/or collaborative working. You must communicate effectively in a suitable format, which may be written and/or oral, for example, essay, management report, presentation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment:

You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced.

Essential Resources: Resources provided in module handbook, lecture notes, tutorial material and on Moodle and Teams

ASSIGNMENT 2 - MARKING CRITERIA AND 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 skills		

	10	
2. Knowledge and understanding skills		
	20	
3. Cognitive and intellectual skills		
	30	
4. Practical Application skills		
	30	
5. Transferable Skills for Life and Professional Practice		
	10	

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%	

GENERIC ASSESSMENT CRITERIA – BOTH ASSESSMENTS

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of 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. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.

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Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. 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 evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their

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							analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established 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 outside the context in which they were first studied.	Rudimentary application of established 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 outside the context in which	An adequate awareness and mostly appropriate application of 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 outside the context in which they were first studied.	A good and appropriate application of established 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 outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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		they were first studied.			Evidence of some creativity.		
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of	Can communicate effectively in a suitable medium for the audience, 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 for employment requiring the exercise of personal responsibility and decision-making, with	Can communicate well, confidently and consistently in a suitable medium for the audience. 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 skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for

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		requiring the exercise of personal responsibility and decision-making.	personal responsibility and decision-making, with some areas of minor weakness.	some areas of strength and some of minor weakness.		responsibility and decision-making and an appetite for further development.	further development.