PRACTICAL TASKS EVALUATION

International Hotel Management

Professional Mentor Guide – April 2022

BMIH4002 - Food & Beverage Operations
BMIH4006 - Operating Hotel Facilities

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

This document has been marked as Non-Confidential

BMIH4002 & BMIH4006

Practical Tasks Evaluation Guidance

The practical tasks assignment offers you as the Placement Mentor the opportunity to reflect and give feedback on the student's work, the skills and attributes they have developed, and whether or not they met your placement objectives. It is worth 25% of the student's overall module mark.

PROCESS

Students are encouraged to arrange and prepare for an end-of-term review with you when they have finished their hours to discuss their performance at and contribution to the placement, including their progress towards agreed goals and activities and the level to which they have demonstrated the graduate skills of time management, behaviours & attendance, communication, teamwork and personal enterprise.

The practical tasks evaluation form can be completed either during or after this meeting, electronically or by hand. It should be **printed for signature** before returning it to the student to submit for assessment.

The practical tasks evaluation form can be found within this handbook along with criteria to enable Professional Mentors to complete both sections of the form.

As the Professional Mentor, you should tick **one box** that best describes the level of competence in each of the four skills within the matrix provided on page 1 of the form. The skills matrix criteria provides detail of competence levels to help you with this.

You should then complete the Professional Mentor statement on page 2 of the form. Where applicable, the Professional Mentor statement should include specific examples of work the student has undertaken which have contributed to overall team or placement organisation goals. See the Professional Mentor statement section of the marking criteria for examples of the types of activities and achievements which could be included within the Professional Mentor statement. Please note, this is not an exhaustive list.

Please ensure that you familiarise yourself with the criteria and complete both pages of the form (skills matrix and professional mentor statement).

UWTSD Lecturers will use the marking criteria to award a mark for the evaluation (which forms 25% of the overall module mark) based on the completed skills matrix and professional mentor statement, in accordance with the University common marking scale and normal University procedures.

Skills Matrix Criteria: To aid completion of **Skills Matrix** (page 1 of Practical Tasks Evaluation)	Indicators of **unsatisfactory** competence include:	Indicators of **satisfactory** competence include inconsistent and/ or ineffective use of skills resulting in:	To demonstrate **good** competence the student will have:	To demonstrate **very good** competence the student will have consistently and effectively:	To demonstrate **excellent** competence the student will have consistently and effectively:
Time management & attitude: Manage time effectively through attendance, time keeping, completion of required hours.	• Frequently not following instructions; • Not learning from feedback; • Poor time management; • Limited / no attendance. • Unacceptable behaviour.	• Inconsistent at following instructions; • Inconsistent at learning from feedback; • Inconsistent time management skills; • Satisfactory attendance; • Inconsistent behaviour / attitude.	• Followed instructions well; • Listened to feedback; • Good time management skills; • Good attendance; • Good behaviour.	• Listened to instructions and acted accordingly; • Asked for feedback on performance. • Been punctual on all occasions. • Had very good attendance. • Demonstrated a positive attitude.	• Listened to instructions and acted accordingly; • Proactively asked for feedback and acted upon it; • Had excellent time management skills, always being ready for shift ahead of time; • Demonstrated a hospitality mindset; • Had excellent attendance.
Communication: Use speech, writing, non-verbal methods and technology to present and exchange opinions, ideas and information effectively.	• frequently not engaging in appropriate communication; • Not listening; • Failing to meet the needs of the audience.	• Providing inaccurate or confusing messages; • Failing to meet the needs of the audience on occasions.	• Produced accurate and coherent messages that met the needs of the audience; • Encourage dialogue with others.	• Used a range of appropriate communication methods; • Met the needs of different audiences; • Actively listened to others.	• Consistently evaluated and selected from a range of methods; to communicate with different audiences for different purposes.
Teamwork: **B**uild effective working relationships and collaborate with other people.	• Frequently opting out of team working activities; • Acting in ways that adversely affect the team.	• Not building and maintaining working relationships; • Making a limited contribution to achieving team goals.	• Agreed their role and responsibilities with supervisor and colleagues; • Formed working relationships across teams; • Contributed to achieving team goals.	• Regularly consulted with colleagues and other stakeholders; • Developed and adapted their role within the team; • Made an important contribution to achieving team goals.	• Performed a variety of team roles, to an excellent standard; • Made a substantial contribution to achieving team goals.
Personal Enterprise: Use problem solving to respond to opportunities to improve own performance and work processes.	• Not actively seeking opportunities; • Not anticipating problems; • Avoiding challenges.	• Not identifying opportunities or problems that are relevant to role; • Not generating ideas to solve problems.	• Identified some problems and opportunities; • Generated and shared solutions to some problems for themselves or their team.	• Proactively identified problems and opportunities that were relevant to the role; • Used problem solving techniques to generate ideas; • Selected and implemented appropriate actions.	• Proactively generated, evaluated and presented/ implemented innovative ideas that improved own performance and work processes.

Marking Criteria: Practical Tasks Evaluation Combined Skills Matrix and Professional Mentor Statement

	<40%	41-49%	50-59%	60-69%	70%+
Relates to Skills Matrix (page 1 of Practical Tasks Evaluation form). A point value is allocated to each tick. Where ticks are distributed across more than one matrix column, a numeric score will be awarded accordingly.	Four 'unsatisfactory' equivalent to a score of <40.	Four 'satisfactory' equivalent to a score of 41+.	Four 'good' equivalent to a score of 50+.	Four 'very good' equivalent to a score of 60+.	Four 'excellent' is equivalent to a score of 70+.
Relates to Professional Mentor statement (page 2 of Practical Tasks Evaluation form). Provide specific examples of student actions that explicitly evidence that:	Professional Mentor statement not completed.	Student seemed unaware of or unconcerned with team and/or organisational goals **OR** Professional Mentor statement not completed.	Student had a clear understanding of team and/or organisational goals and contributed to these in a meaningful way e.g. • Addressed some organisational needs. • Received some positive feedback from guests / team members. • Completed departmental tasks well.	Student had a clear understanding of team and/or organisational goals and contributed to these in a meaningful way e,g. • Suggested ideas after facing challenges. • Addressed organisational needs. • Received positive feedback from guests / team members. • Completed departmental tasks very well.	Student helped formulate team and/or organisational goals and made a substantial contribution to these e.g. • Providing critical resources for increasing the productivity of others. • Increased organisational revenue / productivity. • Improved service user satisfaction. • Produced performance levels equal to that of permanent staff. • Addressed organisational needs that otherwise would not have been met. • Completed departmental tasks to an excellent standard.

Practical Tasks Evaluation

BMIH4002 & BMIH4006

Student Name:	Natalie Ann Marsani
Student Number:	2111317
Placement Hotel:	Premier Inn
Professional Mentor:	Dardan Azemi
Placement Tutor:	Ffion Cumberpatch
Hours Completed:	128

Skills Matrix

In the grid below: U=Unsatisfactory; S=Satisfactory; G=Good; VG=Very Good; E=Excellent/Exceptional

Ideally, the Professional Mentor will discuss this evaluation with the student at the start, in the middle and at the end of the placement.

Please use the descriptors of competence for all levels and across all four skill areas as provided in the practical tasks criteria to inform your evaluation of the student's performance during their time on placement.

Competence	Definition	U	S	G	VG	E
Time Management, Behaviours and Attendance.	Manage time effectively and display a hospitality mindset in order to achieve goals. Complete required hours.			g		
Communication	Use speech, writing, non-verbal methods and technology (where applicable) effectively to present and exchange opinions, ideas and information.				vg	
Team Working	Build effective working relationships and collaborate with others.				vg	
Personal Enterprise	Use problem solving to respond to opportunities to improve own performance and work processes.				VG	

Please now complete the Placement Mentor Statement overleaf.

Professional Mentor Statement

How has the student contributed to your team/organisational goals? Please provide specific examples and see the Placement Evaluation marking criteria and additional guidance for details and descriptors.

Natalie was a great addition to the team and was able to do all parts of the hotel while doing her work placement.

She did work very well on breakfast and dinner and was able to process arrivals at reception.

Natalie was able to do the housekeeping department and learn about how we do set up rooms in line with new covid guidance.

Natalie did feel like part of the team when working and was a fast learner and the guest were happy with her level of customer service she did provide.

She did have some childcare issues at times but this were out her control and she always tried to make up next day when she was at the hotel.

I would not hesitate to employ her if the opportunity came.

Signed:	Dardan Azemi
Professional Mentor (please print):	Dardan Azemi
Date:	07/07/22

This evaluation is worth 25% of each practical module. It should be completed electronically or by hand and printed for signature before returning to the student for them to submit after completion by the deadline of **Friday July 8th 2022**.

FOR INFORMATION ONLY - Students have the following assignments to consider whilst on placement:

BMIH4002 – Food & Beverage Operations

- **Assignment 1** (25%) – Learning Log (750 words)
- **Assignment 2** (25%) – Practical Tasks (Skills Matrix & Professional Mentor Evaluation)
- **Assignment 3** (50%) – Multiple-choice Question Paper (1hr)

BMIH4006 – Operating Hotel Facilities

- **Assignment 1** (25%) – Learning Log (750 words)
- **Assignment 2** (25%) – Practical Tasks (Skills Matrix & Professional Mentor Evaluation)
- **Assignment 3** (50%) – Presentation (10mins)

Assignments 1 & 2 for both modules are due to be submitted to Turnitin (via Moodle) by Friday 8th July 2022.

Assignment 3 for both modules will take place during the final week of term (w/c 4th July 2022). These will take place online. Placement Tutors will liaise with students, to arrange a specific day and time for each assessment. The multiple-choice test will be based on food management systems, HACCP and food safety and hygiene fundamentals. Resources will be provided to students to help them prepare. They are encouraged to also expand and deepen their knowledge whilst working within food & beverage.

The 10minute presentation requires students to discuss an operational issue that they encountered / witnessed whilst on placement, whilst allowing them to suggest solutions to alleviate future occurrences. It could be a specific incident, or a more general theme, such as staff shortages.