

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

200
1822 - 2022

BA (Hons) International Hotel Management

**Certificate of Higher Education International Hotel
Management**

Level 4 Guide

Institute of Management and Health

School of Hospitality and Tourism Management

Academic Discipline: IHM Swansea

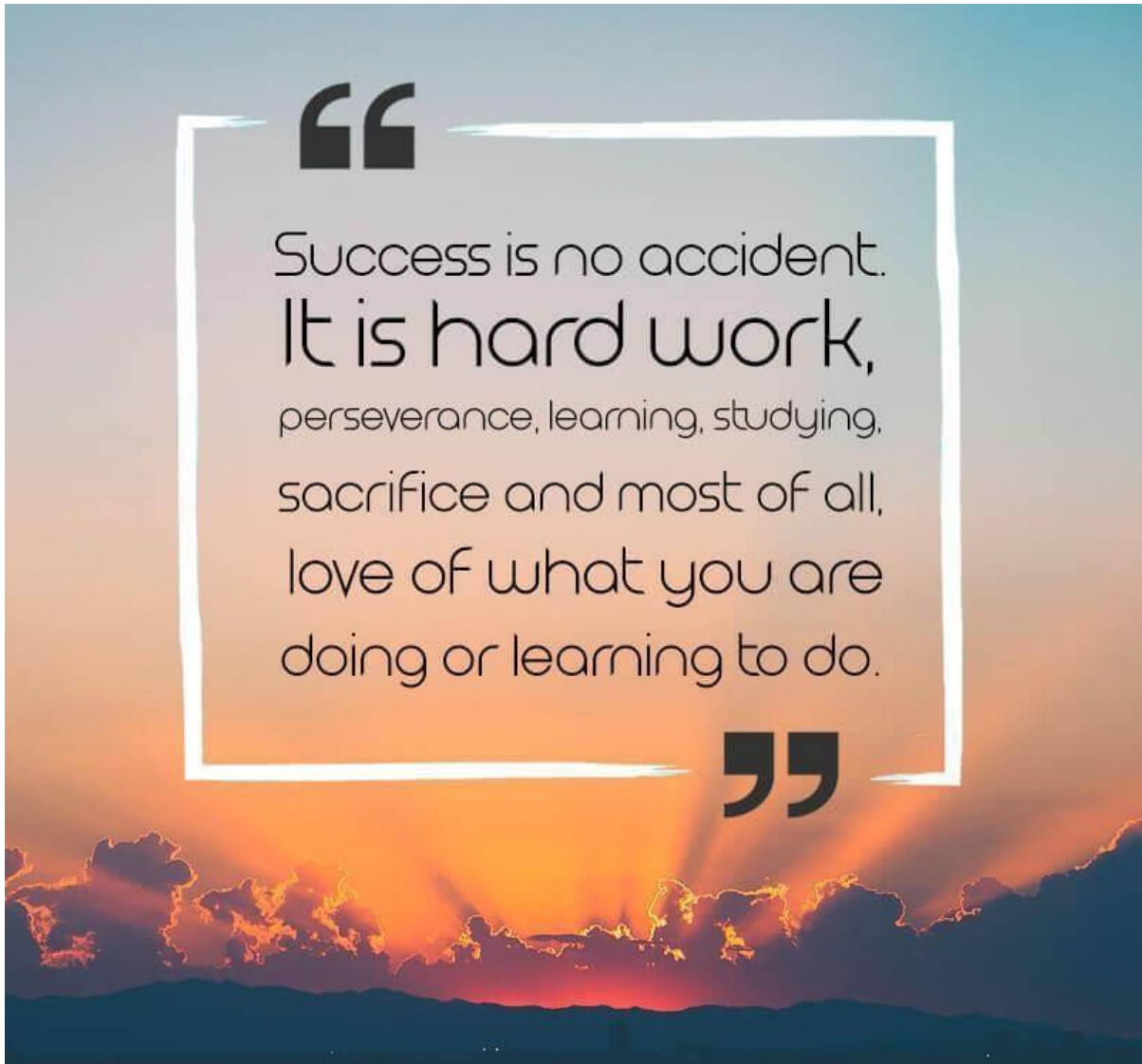
April 2023

CONTENTS

CONTENTS	2
Welcome to Level 4!.....	3
Module Delivery Plan.....	5
Level 4 Modules	6
BMIH4001 - Business Skills for the International Hotel Industry	7
BMIH4002 – Food and Beverage Operations	8
BMIH4003 – Hospitality and Guest Services for the International Hotel Industry	10
BMIH4004 – Hotel Administration and Front Office	11
BMIH4005 – Marketing Essentials	13
BMIH 4006 – Operating Hotel Facilities	14
Academic Conduct	16
Assessment Writing Guidelines	18
Writing an Academic Essay	21
Writing an Academic Report	25
Resources and Further Information	28
Institute of Hospitality Membership.....	31
Appendices	32

Welcome to Level 4!

Welcome to University. To all our new students, congratulations on receiving your place with us. To all our returning students, welcome back!



My name is Deborah Lloyd and I am the Level 4 Lead Lecturer for International Hotel Management. The team and I look forward to guiding you on your educational journey.

There are 6 compulsory modules in Level 4 across three terms, details of which you can find in this document.

Term 1:

- Business Skills (BMIH4001)
- Marketing Essentials (BMIH4005)

Term 2:

- Hospitality & Guest Services (BMIH4003)
- Food & Beverage Operations (BMIH4002)

Term 3:

- Hotel Administration & Front Office Operations (BMIH4004)
- Operating Hotel Facilities (BMIH4006)

During Term 3, *BA Students* will go on a **practical hotel placement** to study their modules, where they will be required to work a **minimum of 16 hours per week**, across the term. *CertHE Students* will continue to study the modules online. *CertHE Students* do not go to a hotel for placement. This only applies to *BA Students*.

For *CertHE Students*, we will have the opportunity to meet in person, with some in-class sessions and conferences to attend. Full details will be provided during your lectures.

All students will be required to attend 2 lectures each week (with the exception of the placement term for *BA Students*, where a personalised rota will be provided by the hotels). **The days that you attend lectures are likely to change each term**, as you will be taught different subjects by different lecturers. You must be able to show a degree of flexibility, as you have all signed up for a full-time course.

If you have any general queries, please e-mail Hwb@uwtsd.ac.uk and a member of the team will assist you. Please take the time to read through the guide, so that you are set up for success for the term ahead. It contains many hints and tips to best prepare you for your studies.

I wish you great success during your time at Level 4, and I look forward to meeting with you all at some point throughout the year. Please reach out if you have any concerns. We are here to help.

Best wishes,

Charlotte Joyner *BA(Hons)*, *PGCE (PCET)*,

Level 4 Lead Lecturer

Module Delivery Plan

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accordance with resource availability and student requests (which will be accommodated where feasible).

Full-time study

Module Code	Module Title	Module type	Credits	September starters	January starters	April starters
Year 1	Level 4	Term 1		Sept to Dec	Jan to Apr	Apr to July
BMIH4001	Business Skills for the International Hotel Industry	Compulsory	20	CM	CM	CM
BMIH4005	Marketing Essentials	Compulsory	20	CM	CM	CM
Year 1	Level 4	Term 2		Jan to Apr	Apr to July	Sept to Dec
BMIH4003	Hospitality and Guest Services for the Hotel Industry	Compulsory	20	CM	CM	CM
BMIH4002	Food & Beverage Operations	Compulsory	20	CM	CM	CM
Year 1	Level 4	Term 3		Apr to Jul	Sept to Dec	Jan to April
BMIH4004	Hotel Administration and Front Office Operations*	Compulsory	20	CM	CM	CM
BMIH4006	Operating Hotel Facilities*	Compulsory	20	CM	CM	CM

CM = Compulsory Modules

*Placement at a hotel for BA Students

Level 4 Modules

BMIH4001 - Business Skills for the International Hotel Industry

AIM(S)

- To provide students with the underlying communication skills to prepare them for the range of written and oral presentations required by the hotel industry by studying a range of business-related material that has been especially designed to develop their knowledge and reading and writing skills.
- To provide students with the underlying numeracy and IT skills to prepare them for the range of work that will be required by the hotel industry and an understanding of key legislation affecting the operation of a hotel.

LEARNING OUTCOMES

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

- Apply the written, numeracy and IT skills necessary to fulfil all that will be required of them during their placement in the hotel;
- Understand the main legal risks that the hotel industry faces

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	8 elements, equivalent to 3000 words	100%

Assessment Summary

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

BMIH4002 – Food and Beverage Operations

AIM(S)

- To provide students with a practical first-hand experience of food and beverage operations. The module is a practical introduction to the issues associated with food and beverage operations to enable students to appreciate what constitutes good practice.
- To introduce the student to the key skills within food and beverage operations in the hotel industry. The student will gain practical experience in areas such as restaurant (including bars) and kitchen. They will gain an understanding of team - work, communication, task management etc. and will focus upon self-management and developing the skills and competency required for their future careers.

LEARNING OUTCOMES

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

- Undertake efficiently a variety of different positions within food and beverage operations and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop food production and food service skill competencies to meet organisational requirements and standards;
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems will be addressed.

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Learning Log	750 words	25%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Multiple choice question paper	1 hour	50%

Assessment Summary

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

BMIH4003 – Hospitality and Guest Services for the International Hotel Industry

AIM(S)

- To provide students with an understanding of the role and importance of hospitality and guest services practices within the Leisure and Tourism industries. Students will be introduced, where appropriate to the proven Guest Service training standards and operational practices and appreciate the importance of identifying and satisfying guest needs.

LEARNING OUTCOMES

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

- Understand the importance of Guest Services strategies and appreciate their use in understanding guest needs and the value of empowerment and guest service measurements;
- Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands and understand operational systems and resource provision required to deliver service excellence;

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	1500 words	50%

Assessment Summary

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

BMIH4004 – Hotel Administration and Front Office

AIM(S)

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

LEARNING OUTCOMES

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

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Learning Log	750 words	25%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Component 3

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements (equivalent to 1500 words)	50%

Assessment Summary

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

BMIH4005 – Marketing Essentials

AIM(S)

- To introduce the students to the business discipline of marketing and the core elements from which marketing activities develop.
- To investigate current trends and developments in marketing.

LEARNING OUTCOMES

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

- Define and assess the development of marketing in creating value for customers, identify relevant stakeholders and assess its impact within strategic and operational practice;
- Understand the process and stages of marketing planning, including the role of the marketing environment, marketing research and the marketing mix

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation and Marketing Plan	5 minutes (presentation), and 1250 words (marketing plan)	50%

Assessment Summary

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

BMIH4006 – Operating Hotel Facilities

AIM(S)

- To provide students with a practical experience of facilities management they should encounter within a hotel environment. The module is a practical introduction to the issues associated operating facilities to enable students to appreciate what constitutes good practice.
- To introduce the student to the key skills within facilities management in the hotel industry and to develop appropriate service competencies. The student will gain practical experience in the following areas: Housekeeping, Leisure Club, Maintenance, Meeting/Events. They will gain an understanding of required service skills, teamwork, communication, task management and managing sustainability in a hotel environment.

LEARNING OUTCOMES

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

- Undertake efficiently a variety of different positions within facilities management and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop guest service skills and competencies appropriate to each departmental area of operation – and which meet organisation standards and requirements;
- Understand issues relating to Facilities service delivery such as resource allocation, need for technical knowledge, industry standards, programme management, planning and organisation, management styles, health and safety.

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Learning Log	750 words	25%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Component 3

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	10 minutes	50%

Assessment Summary

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

Academic Conduct

Harvard Referencing

Under the UWTSD IHM Programme, we follow Harvard Referencing format. Within your Module Handbooks, the assessment criteria will provide you with clear guidelines for the number of references required for the specific assignment and this will vary across your different modules. The number of references is often correlated with the assignment word count. For example, if your assessment is a 2,000 word essay, you are expected to have a minimum of 20 references from a variety of sources. Your lecturer will outline the specific assessment requirements within your lectures.

When it comes to referencing, there is plenty of conflicting or out-of-date advice and software available. We have created the Referencing Handbooks in collaboration with the Academic Office and academic staff across the University to give you consistent guidance and support.

For guidance on how to reference correctly, please use the Harvard Referencing Guide linked here: [Harvard-eng v.1.2.pdf \(uwtsd.ac.uk\)](https://www.uwtsd.ac.uk/wp-content/uploads/2019/01/Harvard-eng_v.1.2.pdf)

Word Count:

Purpose of word count limit

The purpose of a word limit is to give all students, across the University, a clear indication of the maximum length of a piece of assessed written work, the amount of work expected and therefore how much detail they should go into and how they should allocate time to one piece of assessed work in relation to others. Writing to set word limits is a skill required within some professions, as well as an academic skill. Word limits are set appropriate to the assessment outcomes.

Setting a word count limit

The policy is that the coursework instructions for all levels within the module handbook will clearly state a maximum word count beyond which nothing will be marked. Coursework is classed as a written assignment, essay, portfolio or report. This maximum will include any margin for tolerance which has been set (i.e. a word count with +10% tolerances), if your module guide does not state that 10% tolerance will be given then it does not exist for that module.

If an executive summary or abstract is required then a separate word count for this should be specified. What is included in the word count? Word count includes everything in the main body of the text (including headings, tables, citations, quotes, lists, etc). The list of references, appendices and footnotes are NOT included in the word count unless it is clearly stated in the coursework instructions that the module is an exception to this rule. UWTSD uses the standard Harvard referencing systems however the module handbooks will detail if other referencing systems can be used.

Interpretation of the word count policy for students and staff penalty for exceeding the word limit as outlined in chapter 7 the Academic Quality Handbook

Different assessments have varying word lengths specified for them; it is important that the student keeps to the word length specified for each assessment at all times on the following grounds:

- To encourage succinct and clear writing by students.
- To ensure equity between all the students doing that particular assessment

If the specified word limit for an assessment has been exceeded, the following penalties would normally apply. The penalty cannot take the work into the fail category.

- Up to 10% above the word limit – No deduction off final mark.
 - Between 10% and 25% above the word limit – **Deduction of 5 marks** off final mark or reduce to capped mark whichever is the lesser penalty.
 - Between 25% and 50% above the word limit – **Deduction of 10 marks** off final mark, or reduce the mark to the capped mark, whichever is the lesser penalty.
 - 50% or more over length – **Maximum mark of capped mark**

Students may therefore be penalised for a failure to be concise and for failing to conclude their work within the word limit specified. Likewise, a failure to meet the maximum word limit may result in lower marks based on the quality of the work because they may not have included the necessary information required for the assessment and met the stated learning outcomes.

Assessment Writing Guidelines

Reflective Writing

For Learning Log (student journal) Completion

Reflective Practice has 3 basic components (ERA).

Experiences – things that happen to a person, the doing or feeling of something.

Reflective Process – this enables the person to learn from those experiences, they are stages of thoughtful activity that allow conscious exploration of an experience.

Action – what is the person going to do next time.

Reflection involves behaviours such as feeling and thinking about thoughts and experiences and will help identify issues and develop new understanding / insight.

Reflective learning – implies a sense of ‘open exploration’.

Reflective thinking – a purpose either consciously or subconsciously.

Reflective writing – mode of reflective thinking, expression, and representation, and is a stimulus for further thinking.

Reflective action – informs and is informed by the other processes, in-action.

To reflect properly, individuals need to create time from their busy personal and professional life and think about and evaluate their actions. We need to ask ourselves reflective questions.

Models of Reflection

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

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

KOLB's Learning Cycle 1984

For learning to be effective, KOLB (1984) proposed that learners must pass through four distinct stages. And suggested that experience alone does not provide a sufficient learning experience in many situations. He said that there are many examples where experience alone is not sufficient for meeting particular learning goals.

In such situations, it seems to work better if the raw experience is packaged together with facilitated exercises, which involve thinking, discussing, or creatively processing cognitions and emotions related to the raw experience.

Gibbs

Graham Gibbs created a reflective model in 1988 which was developed from KOLB. Gibbs added additional steps so that individuals could reflect on the event more accurately.

Description: what happened?

Feelings: what were your feelings?

Evaluation: what was good and bad about the experience?

Analysis: what can you learn from the event?

Conclusion: what could you have done differently or in addition?

Action plan: if it happens again what would you do?

1st Something must occur, an event, often referred to as critical incident. What happened?

2nd The feelings that this event produced are acknowledged. These include negative as well as positive feelings.

3rd The feelings are then analysed and the outcome, in terms of your feelings, evaluated.

4th – Need to make sense of the situation - why did this occur?

5th – What else could have been done to alter the outcome of the situation?

Circumstances of the event are considered, and any alternative courses of action explored.

6th - Consideration of possible future actions if a similar event occurred is examined.

Gibbs' cycle allows for self-development and exploration of alternative ways of thinking and behaving in the future, should a similar event occur

Schön

Donald Schön's analysis of reflection has influenced training and development, in many professions. Realising that reflection after an event was important, but also developing a theory that individuals reflect during the event. '**Reflection in action**'

Reflection in action – This is reflecting as you go (immediately), where you reflect on your actions during an event. This isn't going well, what can I do now to improve things? Or this is going well; how can I maintain the momentum? Making informed decisions based on spontaneous, split-second reflections.

Reflection on action – You recall incidents after the event has passed, thinking in depth on how you can improve your practice. You may think over something spontaneously while travelling or resting or you may put specific time aside and formally structure your reflections.

Writing an Academic Essay

Taking the time to properly plan an essay can lead to higher grades, and we as tutors who will be reading and marking your work welcome a logical structure that clearly demonstrates your understanding of the subject. However, knowing where to begin and how to go about completing the assignment is not always easy - especially if you've not had to write at undergraduate level before and are still adjusting to university life. Mastering how to write an essay early on will help you prepare for writing your dissertation in your final year.

Firstly, remember Within an academic essay you must separate out the content of your writing using paragraphs only.

There must be **NO contents list, illustrations, graphs, maps, photographs or similar**, all that is required are words. The words are written in paragraphs and so there must be **NO bullet points or numbers used** to list content. Remember you need to be displaying your understanding of the subject and so writing in your **own words** to be able to show this.

Before you start writing make sure that you have chosen the correct font and size for your essay so either

Calibri

Arial

Times New Roman

size 10 or 12.

Also, as paragraphs will be used to separate out your content, these must not be indented but set to the left-hand side of the page and justified on the page so that your layout looks neat.

References How many?

Please confirm with your tutor the number of references that are required to support your piece of work, for example if the word count for an essay has been set at **1500, plus or minus 10%** so you could go as low as **1350** or as high as **1650**, but nothing more either way. You will lose marks by being under or over the minimum and maximum guidance. It is essential that you know what is required of you, don't assume!

What is an in-text citation?

These are used when referring to a source of information within the text of your assignment to show where it came from. Please refer to the Harvard referencing guide for further information about this, and what you have been taught within your business skills module.

What is the Passive voice?

You will sometimes need to use the passive voice in academic writing. For example, you should not use 'I' in an essay or report. You will be unable to say, "I have chosen to write this essay" rather you should write "This essay has been written to describe the guest services experience offered by a chosen hotel group".

Where you need to use the active voice however e.g. 'The Hilton Group has introduced new measures...' this is permissible.

You do not ask questions in essays, this is not a discussion piece, so do not write something like **"So, how does Hilton adapt to culture?"** ...

you would write something more like

“Hilton has adapted to cultural diversity by..... remember if you ask a question of the reader, they expect to be able to answer it, but they can’t from simply reading what you have written!

Reference List (not included within the word count)

Refer to the **Harvard Referencing** guide on the Moodle page, and make sure that you have used credible sources.

Sources such as Essays UK, Essay Online etc are not considered credible, and can bring doubt on your work as they also offer essay writing service so be careful.

Credible sources are going to be industry specific websites, those of perhaps chosen hotels (as in their own website), some review sites, industry journals, textbooks, Media sources.

What is plagiarism?

Accurate referencing also means you avoid plagiarism, which is **passing off someone else’s work as your own**.

The University’s full definition of plagiarism can be found on the University website.

Plagiarism can be deliberate or accidental; without accurate referencing, it is possible to accidentally plagiarise someone else’s work. Therefore, understanding when and how to reference will help you to easily avoid this.

Please remember to discuss with your tutor, what is an acceptable similarity for the piece of work that you are completing, there is no specific cut off point, as this very much relates to the piece of work that you have been set as an assignment. You will be provided with a similarity check link via Turnitin, and this will

Adopt a strategy

Planning your essay makes the writing process quicker and easier. You'll be able to focus on expressing your ideas while remaining within the word count, rather than having to organise your thoughts as you write, which often leads to waffling. Many successful essay writers plan consciously and deliberately, and commit to extensive notes, lists or mind maps. Some - those who work less consciously - may have a very sketchy plan. Others, however, will have no firm plan at all and begin by writing a draft. They then do their planning in reverse by altering the order of ideas, adding examples and expanding on their original draft.

Address the topic

First and foremost, you must fully understand what you're being asked and in how much depth you're required to answer the question. Please seek guidance from your tutor who devised the essay to understand what precisely is being asked and the complexity of the response expected from you. Breaking up the title is the first step to analysing exactly what you should be exploring in the essay. For example, the question, 'Compare and contrast the management styles of two International hotel Chains' can be classified like this:

- instruction (i.e. compare and contrast)
- topic (i.e. the international hotels)
- focus (i.e. two international hotel chains James Bond films)
- further information (i.e. from the 1960s and 2000s).

Place the question and these individual components in the context of your subject's key issues, then create a list, diagram or mind map collating your ideas and thoughts on the essay topic. Ask yourself:

- What is significant about the question and its topic?
- What existing knowledge do you have that will help you answer this question?
- What do you need to find out?
- How are you going to successfully address this question?
- What logical sequence will your ideas appear in?

Gather resources

With so much information available, it's vital that you only look for directly relevant material when researching. Decide where the gaps in your knowledge and understanding are and identify the areas where you need more supporting evidence. Make a list of keywords that describe the topic and use them to search with.'

Useful resources include:

- course material
- lecture notes
- library books
- journal articles
- websites.

Once you've done your research, create another mind map. Carefully note the key theories, information and quotes that will help you to answer all components of the question. Consider grouping these into three or four main themes, including only the most significant points. You must be ruthless and exclude ideas that don't fit in seamlessly with your essay's focus.

Create an essay plan

When you have a good idea of what points you're going to address in your discussion, and a rough idea of the order in which these will appear, you're ready to start planning. There are two main ways to do this:

- **Linear plans** are useful for essays requiring a rigid structure. They provide a chronological breakdown of the key points you're going to address. This means that, when writing your essay, you can progress through these points.
- **Tabular plans** are best for comparative assignments. You'll be able to better visualise how the points you're contrasting differ across several aspects. This should hopefully give you a clearer picture of how your discussion will progress.

Scrutinise the notes that you've already made - including those from your evaluation of relevant materials from your literature search - and ensure that they're placed into a logical order.

The key themes that you've identified should begin to form into clear sections, while the individual points within these sections should also develop a structure. Aim for a clear, objective and logical presentation of material.

Tackle the introduction and conclusion

If you're unsure what shape your argument may take, you're best to leave both your introduction and conclusion until last.

Plans should have the flexibility to change as your work develops but remember to ensure that any adjustments are consistent across the essay; you can note new ideas in a separate document before incorporating them giving you thinking space to judge whether they're relevant.

The success of a plan is not whether you stick to it rigidly, but how well it helps you to generate, sort and group your ideas to make the writing process more efficient and your structure more coherent. Deviating from your plan is natural, as your ideas will refine as you work out what you really think.

Evaluate what you've written

Once you've written your first draft, leave it aside for a couple of days if possible. When you return, edit its ideas and how you've organised your thoughts if you need to. While rereading the draft, you should ask yourself:

- Is my idea or argument clear?
- Have you organised your proof in a logical and easy-to-follow way?
- Should you add more examples to prove your case?
- Do you need to make your argument more cohesive?
- Have you summed up appropriately?

Once you've completed your second edit, you should proofread it for any spelling or grammar errors, check your citations and references, and ensure that you've not inadvertently plagiarised.

Writing an Academic Report

Although you may not realise it, writing an academic report is different than writing an academic essay. In an essay, you can provide your thoughts and opinions about a topic or statement. In an academic report, you should provide a description or analysis of a set of actions you took to research a specific question or phenomenon.

Academic reports are used to present and discuss the results of an experiment, survey, or other research method. These reports often require a specific layout and the inclusion of a certain set of sections. Below, we describe the most often-used sections in an academic report in the order in which they generally appear. Before we begin, note that when writing an academic report, you must always follow the guidelines for formal academic writing, including citing trustworthy sources and using correct grammar, spelling, and punctuation.

The sections that are usually included in an academic report are as follows:

1. *Introduction*
2. *Background*
3. *Methods*
4. *Results*
5. *Discussion*
6. *Conclusion*
7. *Appendices*

Introduction

In the introduction to your academic report, you present the research topic or question and explain why you chose to study that topic. You may also present a general overview of the work you did and your findings, expanding on these points further in the main body of the text. At the end of the introduction, you may want to present a brief summary of the way in which the rest of the report is organised.

Background

In this section, you will briefly summarise work on this topic that other researchers have conducted, including their findings. And provide any background information on the topic that your readers should have before you present your own work. Remember that your reader is interested in your work, not the work of others. It isn't necessary to go into excessive detail

regarding other studies, especially if they aren't relevant to your work. Focus on summarising work that relates in some way to the work you have performed.

Methods

The methods section is where you describe the steps you took in writing this report. For example, you can describe the methodology you used to build your report, did you speak with individuals, did you review websites and journals- where did you get your information from. Make sure to describe all your steps in detail using the past tense (since you're describing something that already happened, not something that will happen).

Results

In this section, you will describe the results of your investigation what you have learned. For example, you will provide information such as survey participants' answers, what the journals are saying, what industry information have you found- what is it telling you, and any statistical analysis results. You may find it helpful to use figures and tables to present these results in an easy-to-read format. However, note that if you present data in a table or figure, it is not necessary to also provide all the same data in the text. If you use tables or figures, only discuss particularly important findings in the text. This is where your report will differ from an essay you may have written previously, you can use tables or maps or graphs or photographs that support your content. Remember also to cite these sources and enter them into your reference list.

Discussion

In this section, you will discuss the implications of your findings, explaining them and relating them to the previous research presented in your background section. You will interpret your findings and describe how these findings answer (or don't answer) your topic within your report, could you find enough information, were you able to find the information your needed or is the topic of your report, something that is very current and will provide information for future writers? You should also describe any limitations of your work, such as sample size or missing data, and discuss how you could resolve those issues in future work.

Conclusion

The conclusion is where you summarise your main work and findings as well as the implications of your work. You should not introduce any new material in this section. You should also provide recommendations based on your findings and discuss any future developments needed.

Writing an academic report doesn't have to be stressful and intimidating. Using the information above, you can finish your report and answer your assignment question, when in doubt speak with your tutor, request a one to one maybe but make sure you understand what is being asked of you.

Appendices

Appendices should be kept to a minimum and only contain reference materials illustrating and supporting arguments fully made in the main body of the work. Any other materials included in appendices, except where specifically requested in the coursework instructions, will not be marked.

Resources and Further Information

Your lecturers will be able to answer any thing you want to know about the modules they teach but if you have any questions while studying the course, you can email Hwb@uwtsd.ac.uk.

Below is some of the information that is useful to know:

What do I need to do before term starts?

Getting your equipment

There are a few things that you need to set up before term begins. To start, you will need a laptop or PC to access your classes. You will need to be able to access documents, share your screen and present and be able to write your presentations. These are all things that are not possible or very, very difficult on a phone. The University offers bursaries that can contribute to suitable devices or broadband, please see [here](#) for more information.

Enrolling

Once you are set up and ready, you will need to make sure you are enrolled on the course. Enrolling is very important:

- it allows Student Finance to make payments
- gives you access to a digital ID card
- allows you to produce proof of student letters for banks, council tax and any other purpose you might need it for

You can find a step by step guide [here](#). If you have any questions about enrolling, please contact registry@uwtsd.ac.uk

If you are on a BA course, you will need to enrol every year.

Using Office 365 on your PC

You will find that you use a lot of systems on a daily basis on the course. Please make sure you are all set up and familiar with them before classes start. Most of these will be

If you are asked to log into any of these pages, your log on details are as below:

Your **username** is your student number followed by @student.uwtsd.ac.uk

Your **password** is your date of birth in the following format: DOBdd.mm.yy (so if your birthday is the 1st February 1982, your password is DOB01.02.82) You should change it immediately to something only you know.

Email

You should use these details to log into your University email address, which you can access through <https://outlook.office.com/mail/inbox>

You should check this email address regularly, at least 3 times a week, because this is where we will send all communication to you and it is your responsibility to make sure that you receive and understand what is sent.

You should not use your personal email address when emailing anyone at the University.

You can find guides for using Outlook 365, including email and calendars [here](#).

Teams

[Microsoft Teams](#) will be where all of your online classes are held. You should download Teams onto your desktop for a better experience. You will be added to a Teams tile for each of your classes, as well as one for your year group. If you do not have these Teams tiles, please contact Hwb@uwtsd.ac.uk. Please be aware that you need to be manually added, so it can take a couple of days for this to happen.

You will be shown Teams during your first few weeks, but if you need any help with it you can email Julia Ault Digital Skills Support Officer j.ault@uwtsd.ac.uk

Moodle

Moodle is your go to for all your course content. It will have resources and information on every week's class. It is also where you go to submit your assignments. It is important that you log onto Moodle for each of your courses as soon as term starts, so that you know where to go before your assignment deadline. If you have any issues with Moodle, like your module isn't showing, please email Hwb@uwtsd.ac.uk straight away.

Library

For further guidance and support in using the library please use this link for resources and contact information.

[Our Libraries » Hub \(uwtsd.ac.uk\)](#)

To access the library directly, please click here: [Library and Learning Resources | University of Wales Trinity Saint David \(uwtsd.ac.uk\)](#)

During term time

Your attendance and engagement

You should attend every class. You should have a private space to do this so that you can fully concentrate on the lesson. You should not be at work, driving or caring for children. You should be on your desktop or laptop device with video, speakers and a microphone.

You should also participate. If the lecturer notices that you are not engaged; for example, not answering when your name is called, then they may remove you from the class and you will be marked as absent.

If you are not able to attend a class, you should let your tutor know as soon as possible via email.

If you do not regularly attend, you are at risk of being withdrawn from the course. This decision will be final, and the Student Loan Company will be informed and this may have an impact on payments from them.

Assignments

You will have several opportunities throughout the term to demonstrate what you have learnt. You will be given information on how to submit through Turnitin on Moodle by your tutors at the beginning of term. Please make sure you submit your work, if you do not submit you cannot pass the course, and you risk being withdrawn due to lack of engagement.

If you cannot submit by the deadline date, you can still submit your work up to 7 days later and have it marked, but the mark will be capped at 40%.

It isn't possible for your tutor to provide extensions to deadlines. The course has been planned to be manageable with the deadline dates, and there is an expectation that you manage your time in order to meet the deadlines throughout the term.

If there are exceptional circumstances that affect your ability to do the assignment, which can be evidenced (like a hospitalisation, family bereavement or other unforeseen emergencies) then you can apply for Extenuating Circumstances which is reviewed by the Academic Office.

You can apply for Extenuating Circumstances through mytsd.uwtsd.ac.uk, please see the guidance here: [MyTSD Form Extenuating Circumstances STU Guide 1.0.pdf \(uwtsd.ac.uk\)](#)

If you need help in with gathering evidence, you can contact the Students' Union for guidance <https://www.uwtsdunion.co.uk/extenuating-circumstances>

Institute of Hospitality Membership



Free student membership is available to those studying at University of Wales Trinity Saint David.

The IoH is in partnership with University of Wales Trinity Saint David through our Education Membership Scheme (EMS).

Become a student member and get:

- Affiliate membership status
- Instant credibility on your CV
- Access to our specialist resources and librarian
- Event invitations and networking opportunities
- Access to our mentoring scheme
- Student discounts on leading retail and leisure brands

To register:

Simply visit www.instituteofhospitality.org/student
Enter username 230098419 and Password commitment



Scan to register

Search IoHConnect
on the app store



Appendices

Academic Quality Handbook: [Academic Quality Handbook | UWTSD](#)

Student Code of Conduct: [Student Code of Conduct \(uwtsd.ac.uk\)](#)

Academic Misconduct: [UWTSD Academic Misconduct Policy](#)

Plagiarism Detection Services: [Plagiarism-Detection-Service.pdf \(uwtsd.ac.uk\)](#)