



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

School of International Hotel Management

BA 3 Year International Hotel Management

Module Handbook Autumn Term 2021

BMIH4006

Hotel Placement – Operating Hotel Facilities

LEVEL 4

Module tutor/s:

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Operating Hotel Facilities Autumn Term 2021

Welcome to this overview handbook for the above module. This is a level 4, 20 credit module taught on hotel placement in term 3 to Level 4 IHM students in the School of International Hotel Management.

It should be read in conjunction with the **Hotel Placement Handbook** which will provide additional direction and guidance for you in the successful completion and submission of the required assessments.

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.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be designed to focus on the broad range of areas within facilities management in the hotel industry which will provide students with a comprehensive introduction to the requirements of working within facilities management.
- Key skills – communication, teamwork, task management, personal skills – guest services, operational issues.
- Operational tasks within Leisure Club, Maintenance and Engineering, Housekeeping, Meeting/Events.
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures relating to operating hotel facilities, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.

Placement Calendar

12 Week Placement	Dates		Learning Environment	Assessment hand out date	Assessment submission date
1	Week Beginning September 20th, 2021	Hotel Orientation This will be conducted by the hotel and time/dates to be arranged and coordinated via your Placement Tutor		Assignment 1 – Student Learning Log Assignment 2 – Placement Plan Assignment 3 – Multiple Choice F&B Exam	
2	Week One of Rota Week beginning Friday September 24 th , 2021	Rotation One- Week One Front Office	Take notes for your Student Learning Log Complete Placement Plan Tasks		
3	Week Two of Rota Week beginning Friday	Rotation One – Week Two Front Office	Take notes for your Student Learning Log Complete Placement Plan Tasks		

	October 1 st , 2021				
4	Week Three of Rota Week beginning Friday October 8 th , 2021	Rotation Two – Week One Housekeeping	Take notes for your Student Learning Log Complete Placement Plan Tasks		Submit Completed Placement Plan for Front Office
5	Week Four of Rota Week beginning Friday October 15 th , 2021	Rotation Two – Week Two Housekeeping	Take notes for your Student Learning Log Complete Placement Plan Tasks		
6	Week Five of Rota Week beginning Friday October 22 nd , 2021	Rotation Three – Week One Food and Beverage To include Restaurant, Room Service, Conference and Banqueting. Your placement plans will customize the hotel amenities provided at your assigned property.	Take notes for your Student Learning Log Complete Placement Plan Tasks		Submit to Turnitin - (1) Learning Log for Front Office and Housekeeping Submit Completed Placement

					Plan for Housekeeping
7	Week Six of Rota Week beginning Friday October 29 th , 2021	Rotation Three – Week Two Food and Beverage	Take notes for your Student Learning Log Complete Placement Plan Tasks		
8	Week Seven of Rota Week Beginning Friday November 5 th , 2021	Rotation Three – Week Three Food and Beverage	Take notes for your Student Learning Log Complete Placement Plan Tasks		
9	Week Eight of Rota Week Beginning Friday November 12 th , 2021	Rotation Four – Week One Kitchen	Take notes for your Student Learning Log Complete Placement Plan Tasks		Submit Completed Placement Plan for Food and Beverage
10	Week Nine of Rota Week Beginning	Rotation Four – Week Two	Take notes for your Student Learning Log		

	Friday November 19 th , 2021	Kitchen	Complete Placement Plan Tasks		
11	Week Ten of Rota Week Beginning Friday November 26 th , 2021	Rotation Four – Week Three Kitchen	Take notes for your Student Learning Log Complete Placement Plan Tasks		
12	Assessment Week Week beginning Friday December 3 rd , 2021	1 Hour Multiple Choice Exam Exam Date/Time to be arranged by your University Tutor and Property Mentor. Exam will take place at the hotel and last for one hour Completion of any outstanding tasks and shifts can also be completed this week			Submit to Turnitin - (1) Learning Log for Food & Beverage and Kitchen Submit Completed Placement Plan for Kitchen

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	200	100%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Learning Log	750 words	25%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Component 3

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	10 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMIH4006	
Module Title	Operating Hotel Facilities	
Classification	Reading List entry	Electronic*
Essential	Casado, M. (2012) Housekeeping Management, Wiley, London	☐
Essential	Hagg, E (2013) <u>Internship Guide</u> Eleven, The Hague	☐
Essential	Jones, T. (2010) Professional Management of Housekeeping Operations, Wiley, London	☐
Essential	QAA, 2018 UK Quality Code, Advice and Guidance: Work-based Learning, QAA, London	☒

Module Code	BMIH4006	
Module Title	Operating Hotel Facilities	
Classification	Reading List entry	Electronic*
Further	ASET, 2017, ASET Good Practice Guide for Work based and Placement Learning, ASET, Sheffield	☒
Further	Fallon, M. & Rutherford, D. (2010) Hotel Management and Operations, Pearson, London	☐
Further	Fanthorne, C (2004) <u>Work Placements – Survival Guide for Students</u> Macmillan, Basingstok	☐
Further	Vallen, G.K. & Vallen, Jerome J. (2014) Check-in check-out : managing hotel operations Ninth edition.; Pearson new international.,	☐
Websites	Organisational websites as personally applicable to the students' individual placement	☒

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student number:	
Programmes:	BA International Hotel Management		
Module:	Operating Hotel Facilities	Module Level (4, 5, 6):	4
Module code:	BMIH4006	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Samantha Birdsell, Emily Williams, Melissa John	Internal Verifier:	Emily Williams
Assignment Title:	Student Learning Log (750 Words +/- 10%)	Assignment No:	1 of 3
Hand Out Date:	17th September 2021	Submission deadlines: Return date of provisional marks & written feedback:	Students will be provided with various submission points based on the department completion. Refer to the dates posted in Turnitin

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.			<table border="1"> <tr> <td>NO</td> <td>X</td> </tr> </table>	NO	X
NO	X				

Learning Outcomes tested (from module syllabus)

- 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.

TASK DESCRIPTION AND STUDENT GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

Assessment Component 1

Student Learning Log (25%)

The Student Learning Log is the placement development record and is designed for the student to reflect on (not describe) their learning experience to critically review their development.

Students should focus upon their:

- Vocational Development
- Self-Development
- Academic Development

Students are to refer to course placement aims and objectives as well as the student's personal learning outcomes highlighted in their own action plan and learning agreement.

The Development Record Should Include:

1. A brief generic overview of the overall placement. This should review the experience in terms of the placement objectives and the student's own learning outcomes. Students may wish to provide evidence of achievement of the aims put forward in their action plan and learning agreement. Particular attention should be paid to issues regarding self, vocational and academic development as well as highlighting 'lost' opportunities.

The Learning Log aims to provide a self-assessment of your progress and to review the work that you have undertaken. Please feel free to supplement your Learning Logs with information which you feel will enhance the record of your achievements on placement e.g., photographs, information about events that you attended (e.g. menus you helped create for a meeting or conference).

2. During placement students should highlight one management issue or problem that the organisation has experienced. This may be an operational issue they have been involved in or an issue they have seen management experience. The student should consider the issue and put forward possible solutions based upon practical considerations and wherever possible utilise theories to reinforce their discussions. As a result, they should put forward actionable solutions. Problems may focus on issues of performance, management, guest services, marketing, people management, culture, communication, teamwork, etc.

3. Applied evidence of developing the following key skills criteria:

- Self-management and development
- Task management
- Applying initiative in workplace problems
- Communication
- Application of knowledge

Evidence should be outcome based in the form of practical evidence and examples, written statements, employer references, memos, photographs, certificates, reports, research etc. for each of the key skills criteria. Students may wish to use their university professional development record files for this purpose.

4. Organisational Portfolio which may include brochures, statistics and other literature gathered on Placement as well as the Organisational Mission Statement, Management Structure, Company Policies & Strategies along with topical information.

NB Please do not include in this assignment any original certificates as these may be sent on to external examiners.

Assessment Criteria

Students will be assessed upon their ability to critically evaluate their personal performance and development as well as their reflective analysis of the overall learning experience, outcome achievements, key skills development, application of theory in practice, identification of lost opportunities and future career development/skills application.

This record should not be descriptive in nature but reflective, analytical, and critical.

Learning Log Submission Your *Property Mentor* will meet with you weekly to review your progress and regularly meet with your department supervisor to ensure you are progressing through your tasks and acquiring the support you need to be successful in the department rotation.

Students will complete (1) Learning Logs to include Front Office and Housekeeping (750 words/6 weeks)

Upon completion of your department rotation, students will be required to upload their completed Learning Log to the Turnitin link provided in Moodle.

Timely submission will be expected as per university guidelines and the required dates will be posted in the Turnitin Link.

Learning Log Template Example



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

Level 4 Learning Log

Front Office and Housekeeping

(750 Words)

Student Name:

Student Number:

1. Research-informed Literature

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: *Students need to be aware of the models of reflection, for example Kolb and Schon, and use this to demonstrate their understanding of the placement experience.*

2. Knowledge and Understanding of Subject

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:

Students are required to show knowledge and understanding through reflection of their practical placement, demonstrating key learnings from the hotel departments.

3. Analysis

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: *Students are to analyse their placement in means of not just describing tasks, but demonstrating the why? how? what? when? Through practical tasks, reflective writing and discussions with hotel employees.*

4. Practical application and deployment

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: *Students need to consider how they would apply solutions within the workplace of their placement property, highlighting what they have learnt on placement and how they could deploy this in future careers.*

Skills for 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 the report in a recognised format within the assignment word count. 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:

- Placement Plan, Placement Handbook

ASSIGNMENT 1 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. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	5	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	30	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	20	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	25	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	20	

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

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.

variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.						Innovation and creativity evident throughout.	
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

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

Student's Name		Date	
Student's Signature			

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student number:	
Programmes:	BA International Hotel Management		
Module:	Operating Hotel Facilities	Module Level (4, 5, 6):	4
Module code:	BMIH4006	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Samantha Birdsell, Emily Williams, Melissa John	Internal Verifier:	Emily Williams
Assignment Title:	Assessment of Practical Tasks	Assignment No:	2 of 3
Hand Out Date:	17 th September 2021	Submission deadlines: Return date of provisional marks & written feedback:	Students will be provided with various submission points based on the department completion. Refer to the dates posted in Turnitin

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.					
			<table><tr><td>NO</td><td>X</td></tr></table>	NO	X
NO	X				

Learning Outcomes tested (from module syllabus)

- 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.

TASK DESCRIPTION AND STUDENT GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

Assessment Component 2

Student Placement Plan (25%)

Students must always keep your Placement Plan with you and treat it as you would an assignment.

- The Placement Plan is to be signed by the shift supervisors/managers after every section or task is complete and after every shift is worked.
- It is a handwritten, hard copy document and you will be unable to reproduce the work completed if you lose it.
- Report any concerns immediately to your Placement Mentor/Tutor.

There are 2 *Placement Plans* to be completed for the Operating Hotel Facilities Module.

Operating Hotel Facilities (BMIH4006):

- 1- Front Office (2 Weeks)
- 2- Housekeeping (2 Weeks)

Student Placement Plan – Front Office Example

In your **Front Office Rotation**, you will work (2) weeks in this department and your rota will reflect shift patterns below.

In Front Office, there are different customer demands and volume of business imposed on the hotel operation weekday compared to weekend. You will be required to work a variety of shift patterns to gain the necessary experience from the shift patterns below.

In the example of front office, it is important to meet with your supervisor when you commence your department rotation and review all business secured for the hotel to ensure you can fulfil all shifts required.

Schedule for the Front Office Rotation

- Mandatory (2) Weeks
- Minimum (16) Hours per Week
- Inclusive of a Variety of Shift Patterns

To be completed Weekly by Student and Front Office Manager/Supervisor

Student Schedule	Include Dates Hours Worked	Student Signature	Trainer
Week One			
Weekday Morning			
Weekday Evening			
Weekend Morning			
Weekend Evening			
Student Schedule	Include Dates Hours Worked	Student Signature	Trainer
Week Two			
Weekday Morning			
Weekday Evening			
Weekend Morning			
Weekend Evening			
Leisure/ Fitness Club (2 Hour Orientation)			

Job Tasks

The Placement Plan is designed to introduce the student to the Introductory tasks required to be completed and following their induction to the department, the student can progress to intermediate tasks and finally onto in-depth tasks contained within the plan.

The **Traffic Light System** will reflect the tasks in this order.

In the Front Office example below, the Intermediate Tasks are illustrated and demonstrate tasks the student should complete at this level. Once tasks have been completed, the date will be entered together with signatures from the student and the *Trainer* who observed the task completion.

F&B Placement - Specific Training & Tasks

Traffic Light System of progressive expertise.

Red Zone Tasks – Introductory

Orange Zone Tasks – Intermediate

Green Zone Tasks – In-depth

Intermediate	Date Completed	Student Signature	Trainer Signature
Orange Zone			
Demonstrate Making a guest Key through PMS and Manually			
Demonstrate preparing a Mobile Check-in			
Demonstrate Room Type Knowledge & (3) Different Types of Rate Programs			

Demonstrate Loyalty programme Knowledge			
Leisure Orientation (2 Hours if Applicable)			
Washing; Drying & Folding Towels			
Equipment & Pool Training to include Equipment Check & Pool Test			
Admittance Procedures -Guests -Members			
Answer the Phone to Brand Standard, including placing a call on hold and transferring			

Upon completion of your department rotation, students will be required to upload their completed Placement Plan to the Turnitin link provided in Moodle.

Timely submission will be expected as per university guidelines and the required dates will be posted in the Turnitin Link.

Please refer to the Placement Handbook for all completed Placement Plans for each department.

1. Research-informed Literature

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: *This criteria is not considered due to the type of assessment – practical tasks on placement*

2. Knowledge and Understanding of Subject

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: *This criteria is not considered due to the type of assessment – practical tasks on placement*

3. Analysis

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: *This criteria is not considered due to the type of assessment – practical tasks on placement*

4. Practical application and deployment

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: *Completion of all required tasks and attending a variety of shift patterns, are both essential for your personal development on placement.*

5. Skills for 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: *This criteria is not considered due to the type of assessment – practical tasks on placement*

Essential Resources:

- Placement Handbook
- Student and Placement Mentor Meetings
- Student, Department Supervisor Communication

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	100	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		

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

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research-informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.

creative solutions to solve problems.							
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

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

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

Common Assessment Criteria Applied	Level of Achievement						
	REFER		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

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

Student's Name		Date	
Student's Signature			

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student number:	
Programmes:	BA International Hotel Management		
Module:	Operating Hotel Facilities	Module Level (4, 5, 6):	4
Module code:	BMIH4006	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Samantha Birdsell, Emily Williams, Melissa John	Internal Verifier:	Emily Williams
Assignment Title:	Individual Presentation	Assignment No:	3 of 3
Hand Out Date:	17 th September 2021	Submission deadlines: Return date of provisional marks & written feedback:	Date TBD by Hotel Mentor and Tutor- Conducted during Assessment Week at the Hotel

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.			<table><tr><td>NO</td><td>X</td></tr></table>	NO	X
NO	X				

Learning Outcomes tested (from module syllabus)

- 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.

TASK DESCRIPTION AND STUDENT GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

TASK DESCRIPTION

Assessment Component 3

Individual Presentation (50%)

Students are required to highlight an operational issue they have been involved in or an issue they have seen management experience. The student should consider the issue and put forward possible solutions based upon practical considerations and wherever possible utilise theories to reinforce their discussions. As a result, they should put forward actionable solutions. Problems may focus on issues of performance, management, guest services, marketing, people management, culture, communication, teamwork, etc.

Students will conduct a 10-minute presentation to their placement tutor via Microsoft Teams during **Placement Assessment Week**.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

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: *Theories to support arguments for resolution*

2. Knowledge and Understanding of Subject

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: *Students should show knowledge and understanding of the impact of their chosen operational issue, and demonstrate this understanding throughout their presentation.*

3. Analysis

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: *Consider the placement job tasks, staffing, resources, business demands that impact hotel operational challenges and put forth actionable resolution.*

4. Practical application and deployment

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: *Practical application of problem resolution with evidence to support arguments.*

5. Skills for 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: *Consider the overall presentation (spelling & grammar), layout, design, and communication.*

Essential Resources:

- Placement Plan, Learning Log

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

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

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.

5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied.	Media is poorly designed and/or not suitable for the audience.	Can communicate in a suitable format but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally and, confidently in a suitable format.	Can communicate with an exceptionally high level of professionalism.
	Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

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

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2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for Professional Practice	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐

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

Student's Name		Date	
Student's Signature			