



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

BA (Hons) Hospitality & Hotel Management

Module Handbook Autumn Term 2026

**Foreign Languages and
Cultural Awareness
BMIH5009 / BMIH5009D
Level 5**

Module Lead: Lisa Bassler
l.bassler@uwtsd.ac.uk

Foreign Languages and Cultural Awareness Autumn Term 2026

Welcome to this overview handbook for the above module. This is a Level 5, 20-credit module. This should be read in conjunction with all other materials available on Moodle, together with information and instructions delivered by the module tutor.

To get the most of this module, it is vital that you engage with the themes explored, as well as all the activities during tutorial sessions as these are designed to enrich the learning experience.

AIM(S)

- To gain an understanding of different international customs and culture and communicate effectively in a Modern Foreign Language within professional Business and Hospitality contexts; students from non-English speaking countries will be able to take English as their Modern Foreign Language.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	6 Elements	100%

Assessment Summary

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

Module Code	BMIH5009 / BMIH5009D	
Module Title	Foreign Languages and Cultural Awareness	
Classification	Reading List entry	Electronic*
Essential	Christiansen, B., Branch, J.D. and Karmowska, J. (2020) <i>Cultural Factors and Performance in 21st Century Businesses</i> . Hershey: IGI Global.	☒
Essential	Maheshkar, C. and Sharma, V. (2018) <i>Handbook of Research on Cross-Cultural Business Education</i> . Hershey: IGI Global.	☒
Essential	Moran, R.T., Abramson, N.R., Chan, A. and Sabongui, M. (2023) <i>Managing Cultural Differences: Global Leadership for the 21st Century</i> . 11 th edn. London: Routledge.	☐
Further	Deresky, H. (2017) <i>International Management: Managing Across Borders and Cultures</i> . 9 th edn. Harlow: Pearson Education Ltd.	☒
Further	Hofstede, G., Hofstede G.J. and Minkov, M. (2010) <i>Cultures and organizations: software of the mind</i> . 3 rd edn. New York: McGraw-Hill.	☒
Further	Nedelko, Z. and Brzozowski, M. (2020) <i>Recent advances in the roles of cultural and personal values on organizational behavior</i> . Hershey: IGI Global.	☒
Further	Trompenaars, F. and Hampden-Turner, C. (2011) <i>Riding the Waves of Culture: Understanding Diversity in Global Business</i> . 3 rd edn. London: Nicholas Brealey Publishing.	☒
Journals	Cross-cultural Management Journal	☒
Journals	Culture and Dialogue	☒
Journals	International Journal of Contemporary Hospitality Management	☒
Journals	Journal for Cultural Research	☒
Journals	Journal of International and Intercultural Communication	☒
Websites	The Culture Factor Group (2025) <i>Country Comparison Tool</i> . Available at: https://www.theculturefactor.com/country-comparison-tool	☒
Websites	The GLOBE Project website: https://globeproject.com/	☒
Websites	BBC Languages website: https://www.bbc.co.uk/languages/index.shtml	☒
Websites	The Cultural Atlas website: https://culturalatlas.sbs.com.au/countries	☒

Teaching Plan

If you require a one-to-one meeting, please speak to your lecturer to discuss their availability.

Please note that sessions may be subject to change and, depending on student needs, may carry over into the following week.

Week	Content Overview	Resources & Activities	Assessment
Week 1 30 th September	Module Introduction ▪ Introductions ▪ Module Aim & Learning Outcomes ▪ Assessment Handout ▪ Definitions of Culture	Lecture slides Moodle tour Group discussion	Assignment Deadline: 10 th December 2026 by 23:59pm
Week 2 7 th October	Cultural Identity ▪ Cultural identity and diversity ▪ Cultural sensitivity and empathy ▪ Stereotypes, taboos, superstitions ▪ Assignment Workshop: Reflective Writing	Lecture slides Quiz Activities Group discussion	
Week 3 14 th October	Cross-Cultural Communication ▪ Communication styles ▪ Cultural misunderstandings and conflict resolution ▪ Culture and hospitality service ▪ Assignment Workshop: Essay-Writing	Lecture slides Quiz Activities Group discussion	
Week 4 21 st October	Cultural Theories & Application ▪ Hofstede's Cultural Dimensions ▪ The GLOBE Project ▪ Country Comparisons (The Culture Factor Group) ▪ Assignment Workshop: Report-Writing	Lecture slides Quiz Activities Group discussion	
Reading Week (no lecture) w/c 26 th October			
Week 5 4 th November	Culture Week 1 ▪ Insight into a foreign culture with guest lecturer (British/Welsh, Chinese, French, German, Ghanaian culture) ▪ Refresher of content from Week 1 to 4 ▪ Assignment Workshop: Prompting & Use of AI	Lecture slides Quiz Activities Group discussion	
Week 6 11 th November	Culture Week 2 ▪ Insight into a foreign culture with guest lecturer (British/Welsh, Chinese, French, German, Ghanaian culture) ▪ Assignment Workshop: Preparing for a Viva	Lecture slides Quiz Activities Group discussion	
Week 7 18 th November	Culture Week 3 ▪ Insight into a foreign culture with guest lecturer (British/Welsh, Chinese, French, German, Ghanaian culture) ▪ Assignment Refresher	Lecture slides Quiz Activities Group discussion	
Week 8 25 th November	Culture Week 4 ▪ Insight into a foreign culture with guest lecturer (British/Welsh, Chinese, French, German, Ghanaian culture)	Lecture slides Quiz Activities	Portfolio Component 3:

	▪ Assignment Q&A	Group discussion	29 th November 2026 by 23:59pm
Week 9 2 nd December	Assessment Week ▪ Live assessment (viva)	n/a	
Week 10 9 th December	Culture Week 5 ▪ Insight into a foreign culture with guest lecturer (British/Welsh, Chinese, French, German, Ghanaian culture)	Lecture slides Quiz Activities Group discussion	Assignment Deadline: 10 th December 2026 by 23:59pm
Christmas Break (no lecture) w/c 14 th December w/c 21 st December w/c 28 th December w/c 4 th December			
Week 11 13 th January	Culture Week 6 ▪ Insight into a foreign culture with guest lecturer (British/Welsh, Chinese, French, German, Ghanaian culture)	Lecture slides Quiz Activities Group discussion	
Week 12 20 th January	Module Summary ▪ Module feedback and evaluation	Lecture slides Quiz Activities Group discussion	

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Hospitality & Hotel Management		
Module:	Foreign Languages and Cultural Awareness		
Module code:	BMIH5009/D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Lisa Bassler	Internal Verifier:	Daniel Payne
Assignment Title:	Portfolio (6 Elements)	Word count (or equivalent):	~5,000 words (+/-10%)
Submission deadline:	Thursday, 10 th December 2026 by 23:59pm	Return date of provisional marks & written feedback:	Thursday, 28 th January 2027 by 23:59pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark: Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		
Work over the word limit:	To support fairness and good academic writing, each assessment has a set word limit. It's important that you stay within this limit. The word limit helps ensure: - You write clearly and concisely. - All students complete the assessment on an equal basis.		

If You Go Over the Word Limit

If your work exceeds the word limit, the following penalties will normally apply. These deductions cannot take your mark below the pass mark for the module.

Amount Over Limit	Penalty Applied
Up to 10% over	No penalty
10%–25% over	5 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
26%–50% over	10 mark deduction or reduction to the capped mark (whichever is the smaller penalty)
Over 50%	Mark capped at the pass mark

Examples (Undergraduate):

- A mark of **44%** would be reduced to the pass mark of **40%** if the work is 10–25% over.
- A mark of **49%** would be reduced by 5 marks to **44%**.
- A mark of **47%** at 25–50% over would be reduced to **40%**.
- A mark of **55%** at 25–50% over would be reduced by 10 marks to **45%**.

If You Are Under the Word Limit

If your work is significantly under the word limit, you may lose marks because your submission may not contain enough detail to meet the learning outcomes.

Feedback

If a word-limit penalty is applied, this will be stated clearly in your feedback, along with the reason.

**Module Learning Outcomes
(from module syllabus)**

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

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

TASK DESCRIPTION

Portfolio (6 Elements)

You are required to produce a portfolio that includes the following six elements:

Element One: Reflective Essay

Element Two: Written Report

Element Three: Training Poster

Element Four: Viva

Element Five: Workplace Scenario

Element Six: Reflective Essay

All six portfolio elements to be submitted as one complete professional document containing the following:

- **Cover page** (student name/ID, module name/code, assignment title, lecturer's name, date)
- **AI Acknowledgement Statement** (please use the official University template)
- **Content table**
- **Section for each of the 6 elements** (with title page for each) with **Reference List** for each section

Please note that **Element Three: Training Poster** has an earlier submission deadline (**29th November 2026, by 23:59pm**). This is to ensure that your lecturer has time to review your submission before the **Viva (Element Four)**, which will be held in **Week 9**. A separate Turnitin submission link will be provided. Please ensure that this element is also included in your main portfolio for marking and feedback purposes.

All text should be in Arial or Times New Roman font size 12 with 1.5 line spacing and justified text.

Element One: Reflective Essay (1,000 words +/-10%)

You are required to write a **reflective essay** exploring your cultural identity and the experiences that have shaped the way you understand yourself, other people and the world around you.

Your reflection should go beyond describing your cultural background. You should critically consider how your cultural identity has developed, how it influences your values, behaviours and communication style, and what cultural lens you bring with you when interacting with people from different backgrounds.

Your essay should respond to the following central question:

“What cultural lens do I bring with me when I enter a multicultural hospitality environment?”

There is no single definition of culture or cultural identity. Your response should be based on your own experiences and understanding while being supported by relevant academic literature.

When structuring your essay, consider the following prompts:

1. **My Cultural Identity**

Introduce the aspects of your cultural identity that are meaningful to you and reflect on the people, experiences, migration, traditions, values or language that have shaped who you are.

2. **My Experiences and Perspectives**

Reflect on one or two experiences that have influenced your understanding of cultural difference. Consider how your experiences have shaped your worldview, communication style or assumptions about others.

3. **My Cultural Lens in Hospitality**

Consider how your cultural perspective may influence your interactions with international guests and colleagues. Reflect on anything you have learned about yourself and how this awareness could influence your future professional practice.

Support your reflection with relevant academic literature. You should draw on class concepts such as cultural identity, intercultural communication, cultural awareness, cultural intelligence, ethnocentrism, intercultural competence, and others.

Requirements:

- Word count: 1,000 words (+/- 10%)
- Format: First-person academic reflective essay (introduction, main body, conclusion – **no sub-headings**)
- References: A minimum of **3 academic sources** must be used to support your reflection (in-text citations required).

Assessment Criteria:

Your work will be assessed on:

- Depth of reflection and critical self-awareness
- Effective use of independent research to support discussion
- Application to hospitality
- Structure, academic communication and referencing

Element Two: Written Report (1,500 words +/-10%)

You will assume the role of **Guest Experience Consultant** working for a UK-based hotel. Your hotel welcomes guests from a wide range of countries and cultural backgrounds. The management team wants to understand how language and cultural differences can influence the guest experience and what the hotel can do to improve communication.

Write a **1,500-word report** answering the following question:

“How can hotels improve the guest experience through effective language and intercultural communication?”

Using academic research and relevant hospitality industry evidence, discuss the relationship between language, culture and the guest experience.

Your report should consider three or four of the following areas:

- language barriers and foreign-language ability;
- cultural expectations and differences in communication;
- verbal and non-verbal communication;
- guest satisfaction and service quality;
- communication breakdowns and complaint handling;
- online reviews and guest feedback.

You should analyse how these issues can affect guests rather than simply describing them. Use examples from the hospitality industry where appropriate.

Based on your research, make **two practical recommendations** for how the hotel could improve language support and intercultural communication.

Your recommendations could include areas such as:

- staff language or communication training;
- recruitment of multilingual staff;
- multilingual guest information;
- translation technology;
- cultural awareness training;
- complaint handling;
- digital communication.

For each recommendation, explain:

What should the hotel do? Why is it necessary? How could it improve the guest experience?

Your recommendations should be realistic and supported by credible evidence. Refrain from including random academic theories.

Structure

Your report should include:

1. **Executive Summary**
2. **Contents Page**
3. **Introduction**
4. **Main Discussion**
5. **Conclusion**
6. **Recommendations**
7. **References**

Use clear headings and sub-headings throughout.

Requirements

- Word count: 1,500 words (+/- 10%)
- Objective, third-person writing only
- References: Minimum of **10 academic sources** with appropriate **in-text citations**
- Relevant hospitality/industry evidence should also be used where appropriate

Assessment Criteria

Your work will be assessed on:

- Knowledge and understanding of language, culture and intercultural communication in hospitality
- Analysis and critical thinking, including your ability to explain how communication and cultural differences affect the guest experience
- Use of academic and industry evidence to support your arguments
- Application to hospitality, demonstrating an understanding of real-world hotel situations
- Quality of recommendations, including their relevance, practicality and evidence base
- Structure, academic communication and referencing.

Element Three: Training Poster (2 sides of A4)

This task should be read in conjunction with Element Four: Viva (Page 16).

You work as a **hospitality training assistant** in a fictional international hotel. The hotel has identified a need to improve staff awareness of cross-cultural communication and inclusive guest service.

Your task is to create a professional **two-sided A4 training poster** that could realistically be displayed in a hotel staff area.

You are required to use a generative AI tool during the development of your poster. The purpose of using AI is not simply to produce the finished poster. You must demonstrate that you can research appropriate content, and prompt, evaluate and improve AI-generated output, particularly where cultural information may be inaccurate, misinterpreted, stereotypical or over-generalised.

Further Guidance:

This element must be completed in the following steps:

Step 1:

Research and compile the contents of your training poster.

You should use a minimum of **3 credible academic or professional sources** for this assignment.

Step 2:

Choose a generative AI tool (e.g. Microsoft Copilot) that you consider suitable for developing your training poster.

You are not expected to make any purchases to gain access to AI tools for this assignment.

Record the AI tool you selected in the AI Acknowledgement Statement, including all dates of use.

Step 3:

Develop a prompt that instructs the AI tool to create a two-sided A4 intercultural training poster for hospitality staff using your researched content as the basis.

Your prompt should clearly identify:

- the hotel context and country;
- the (fictional) hotel logo
- the intended audience;
- the purpose of the poster;
- the information on the key intercultural communication issue(s) you want the poster to contain;
- the tone and style required;

You should record your original prompt and the AI response as evidence of your process.

You may refine your prompt if the first AI response is not suitable.

Keep a record of significant changes you make to your prompt. You may later be required to explain why you made them.

Your prompts used must be recorded in the AI Acknowledgement Statement (Page 2 of Portfolio).

Step 4:

AI-generated materials may contain inaccuracies, misinterpretations, cultural stereotypes or over-generalisations.

You must therefore critically evaluate the output produced by your chosen AI tool, ensuring it has not added its own content, claims or inadvertently produced stereotypes and over-generalisations.

Outline the steps you have taken to evaluate the AI-generated material as you will be questioned on it in **Element Four: Viva**.

If, based on your evaluation process, you have decided to make any changes to your poster, you must record your prompts in the AI Acknowledgement Statement.

Your evaluation and refinement process should include:

1. A comparison of the AI-generated output with your original prompt(s) and input.
2. Asking the AI tool whether it has any suggestions for refining your content and poster.
3. Identifying inaccuracies, stereotypes, generalisations or missing context.
4. Deciding whether each piece of suggested information should be kept, changed or removed.
5. A record of your changes and brief explanation as to why you made them.

Step 5:

Submit the poster and prompts to the dedicated Turnitin submission link by **29th November 2026**.

Please ensure that this element is also included in your main portfolio for marking and feedback purposes.

Requirements

- Word count: suitable for 2-sided A4 poster
- The poster must be visually striking and easy for staff to absorb at a glance
- Use clear headings, short phrases, icons or infographics to convey your message quickly
- Keep the content concise, professional and action-oriented
- Ensure design and layout are appropriate for a workplace training environment
- Use reference data and content from other sources when needed. Minimum of 3 academic sources. Credit must be given to external sources using the Harvard Referencing system.

Assessment Criteria

Your work will be assessed on:

- Understanding of cross-cultural communication and inclusive guest service, supported by credible sources and appropriate Harvard Referencing.
- Provision of practical, realistic and relevant guidance for hotel staff, showing clear links to guest service and workplace interactions.
- Effective use of a generative AI tool, including prompt development, refinement, critical evaluation and appropriate acknowledgement of AI use.
- Presentation of work to a high standard, with clear organisation, appropriate formatting, and accurate spelling and grammar.

Element Four: Viva (10 minutes)

The viva provides an opportunity for you to explain and defend the work you produced for **Element Three: Training Poster**.

You will demonstrate that you understand your own research, cultural considerations, and the decisions you made when producing your final poster, including a thorough understanding of your AI use.

The viva is designed to assess your understanding of your own work rather than your ability to deliver a prepared presentation.

As per the University's AI Guidance, "the expectation is not to document every instance of automated or AI-assisted CREATIVE WORK with AI generation or editing, but to be transparent where AI has played an advanced role in generating, shaping or transforming creative content. In such cases, you should explain how AI was used and demonstrate your own creative judgement, selection, refinement and critical intent was applied" (UWTSD, 2026, p.1). For more information, please visit: UWTSD (2026) *Creative Work with AI*. Access: [AI Guidance » Hub](#).

Viva Format

The viva will be an **individual 10-minute discussion** with your lecturer.

Part One: Brief Explanation (4-5 minutes)

Using only your poster and without notes, slides or a prepared script, briefly explain:

- which AI tool you selected and why;
- how you developed your prompt;
- how you checked the AI-generated output;
- one important change you made to the AI-generated output and why.

Part Two: Questions (5-6 minutes)

Your lecturer will ask questions about the contents of your poster and the process you used to develop it.

Questions may include (but are not limited to):

- Why did you choose this AI tool?
- What did you find useful or problematic about the AI-generated output?
- Can you give an example of something you changed or removed after consulting the AI tool?
- How did you avoid stereotyping/promote accessibility in your poster?
- Can you explain the contents from your poster XY in your own words?
- How could hotel staff use your poster in practice?
- Which aspect on your poster do you consider most important, and why?

The lecturer may ask **follow-up questions based on your answers**.

Viva Conditions

The viva will be conducted without notes.

During the viva, you must not use:

- prepared scripts;
- cue cards;
- presentation slides;
- written answers;
- phones or other devices;

The lecturer will display your submitted poster during the viva so that you can refer to specific elements of your work.

You will not receive the viva questions in advance. However, all questions will relate directly to your submitted work and the learning outcomes of the module.

Assessment Criteria

Your viva will be assessed on:

- Clear understanding of the poster, its contents and the process used to develop it
- Appropriate use of AI and an understanding of its limitations, including the importance of promoting inclusivity and accessibility
- Awareness of cultural differences, individual variation and the risks of stereotyping or over-generalisations
- Provision of clear and relevant explanations relating to AI use and hospitality practice.

Element Five: Workplace Scenario (500 words +/- 10%)

Hospitality organisations are multicultural workplaces where staff from different cultural backgrounds must work together effectively. Sometimes, cultural differences can create misunderstandings that impact teamwork and service delivery.

For this task, you are required to **create and reflect on a short workplace scenario** involving employees from different cultures that demonstrates a potential misunderstanding and an effective resolution. You must use the **ERA Reflective Cycle** (Experience, Reflection, Action) to structure your work.

When structuring your work, consider the following prompts:

1. Create a Scenario (~180–200 words)

- Describe a short, realistic workplace situation (e.g. at reception, in the restaurant, or during a team meeting) where cultural differences between two employees cause misunderstanding or tension. This can be something that happened to you, or imagined.
- Show each employee's perspective to highlight how cultural background influences their response.

2. Apply Hofstede's Cultural Dimensions (~150–170 words)

- Briefly explain how one or two of **Hofstede's cultural dimensions** (e.g. Power Distance) help to understand the misunderstanding. Reference accordingly.

3. Propose a Resolution (~130–150 words)

- Suggest how the issue could be resolved professionally. Support with evidence.
- Highlight one communication and conflict resolution strategy, or behavioural change, that would ensure mutual respect and positive teamwork.

Guidelines

- Keep your writing concise and focused (**500 words +/- 10%**)
- Use clear, professional language appropriate to a hospitality context.
- First- and third-person writing are both acceptable.
- A minimum of **3 academic references** is required (at least one must relate to Hofstede).

Assessment Criteria

Your work will be assessed on:

- Depth of analysis and reflection on cultural misunderstanding and conflict resolution, using the ERA Reflective Cycle effectively
- Effective application of academic theory from classroom learning (Hofstede's cultural dimensions) to support discussion
- Accuracy and consistency of academic referencing.

Element Six: Reflective Essay (1,000 words +/- 10%)

Reflection is a crucial skill in both academic study and professional practice, particularly in hospitality, where cultural awareness and effective communication are essential. This task requires you to critically reflect on your learning experiences in this module, using **Gibbs' Reflective Cycle (1988)** as the framework for your essay.

You are expected to demonstrate not only what you have learned, but also how this learning influences your personal development, professional practice, and future employability in the hospitality sector.

You must discuss at least one of the *Culture Weeks (with guest lecturers)* delivered as part of this module.

When structuring your essay, consider the following prompts:

Introduction (~100 words)

- Introduce the purpose of your reflection.

Gibbs' Reflective Cycle (1988)

Use the six stages of the cycle to structure the main body of your essay:

a) Description (~150 words)

- Outline one or more key learning experiences or insights gained during the module (e.g. language practice, case studies, intercultural theories, or contact with classmates).
- Provide enough context for the reader to understand the experience.

b) Feelings (~150 words)

- Reflect on your initial feelings and attitudes toward learning foreign languages and cultural awareness.
- How did these feelings influence your engagement and learning outcomes?

c) Evaluation (~200 words)

- Identify aspects of the learning experience that were successful and those that were challenging.
- Consider activities, interactions, or resources that helped or hindered your learning.

d) Analysis (~200 words)

- Examine why the experience unfolded as it did.
- Link your reflection to relevant theory, such as Hofstede's cultural dimensions, intercultural communication models, or hospitality research on multilingualism and service quality.
- Discuss the implications of cultural awareness and language skills for teamwork, guest satisfaction, and professional practice.

e) Conclusion (~150 words)

- Summarise what you have learned about yourself, your communication style, and your intercultural awareness.
- Highlight any insights gained about how cultural differences affect hospitality operations.

f) Action Plan (~100 words)

- Outline practical steps you will take to continue developing your skills and cultural competence.
- Consider how these actions will enhance your future career in hospitality and hotel management.

Conclusion (~100 words)

- Concluding thoughts to wrap up your reflections.

Word counts provided are a rough guide.

Guidelines

- **Word count:** 1,000 words (+/-10%).
- **Style:** Write in first-person (e.g. "I felt...", "I learned...") while maintaining a professional academic tone.
- **References:** Minimum of **5 academic sources** to support your reflection (Gibbs should be one of them).
- **Format:** Academic reflective essay (**no sub-headings required**). Use clear paragraphing aligned with Gibbs' six stages, and include a short introduction and conclusion.

Assessment Criteria

Your work will be assessed on:

- Depth of reflection and critical self-awareness, structured through Gibbs' Reflective Cycle
- Effective integration of academic theory to support reflection
- Accuracy and consistency of academic referencing.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or Not against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	☐

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You should show a wide level of reading, references should be from a variety of sources, including textbooks, academic journals and academic-based websites. You must reference academic sources for theory. Ensure that the minimum number of references are met per element of the portfolio, and provide in-text citations.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *The assignment requires the student to demonstrate a detailed knowledge and understanding of cultural awareness and intercultural communication within a hospitality environment. You must use the required models of reflection within the relevant elements, ensure that these are utilised to explain and structure your reflections. Apply theory from classroom learning and independent study to demonstrate your understanding in each element.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Students are to provide analysis, not just describing but demonstrating what, how, why, and when. You must provide justification for your suggestions and arguments.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *Ensure to link theory with practice. Use evidence and real industry examples throughout to reinforce your work in each element. A perspective of your own culture and the culture of others must be considered throughout each relevant element of your portfolio.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *The portfolio must be submitted in the required format and include all elements. The elements should be written in Arial or Times New Roman font, size 12, with 1.5 line spacing and justified text. The viva should be presented in a clear and professional manner with clear explanations of the research and AI use processes.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill 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.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

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

GENERIC ASSESSMENT CRITERIA

Level 5

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

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
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							the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicate	Can communicate	Can communicate

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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