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

Hospitality & Tourism Management
Institute of Management & Health

CertHE/BA International Hotel Management

Module Handbook Summer Term 2023
BMIH4006
Operating Hotel Facilities
LEVEL 4

Module Lead:

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Operating Hotel Facilities Summer Term 2023

Welcome to this overview handbook for the above module. This is a level 4, 20 credit module taught in term 3 to Level 4 CertHE & BA IHM students in Hospitality & Tourism Management.
It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with the online activities during lectures which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To 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

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%**

BIBLIOGRAPHY

Essential

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Cottrell, S. (2019) *The Study Skills Handbook*. 5th ed. London: Red Globe Press.

Leiter, M. P. and Bakker, A. B. (2010) *Work Engagement : A Handbook of Essential Theory and Research*. Hove [England]: Psychology Press.

Mullins, L. and Dossor, P. (2013) *Hospitality Management and Organisational Behaviour*. 5th ed. Harlow: Pearson.

Raghubalan, G. and Raghubalan, S. (2016) *Hotel Housekeeping - Operations And Management*. 3rd ed. India: Oxford University Press.

Quick, L. (2020) *Managing Events. Real Challenges, Real Outcomes.* London: SAGE Publications Ltd.

Further

Casado, M. (2012) *Housekeeping Management*. London: Wiley.

Fallon, M. & Rutherford, D. (2010) *Hotel Management and Operations*. London: Pearson.

Ferdinand, N. and Kitchin, P. (2017) *Events Management - An International Approach*. 2nd ed. London: SAGE Publications Ltd.

Johnston, R., Clark, G. & Shulver, M. (2012) *Service Operations Management*. London: Pearson.

Jones, T. (2010) *Professional Management of Housekeeping Operations*. London: Wiley.

Rogers, T. (2008) *Conferences and conventions a global industry* (2nd ed., Events management series). Oxford ; Boston: Butterworth-Heinemann.

Sharma, N., Chaudhary, N. and Singh, V. (2019) *Management Techniques For Employee Engagement In Contemporary Organizations*. Hershey, Pennsylvania: IGI Global.

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Vallen, G. & Vallen, J. (2012) *Managing Hotel Operations*. London: Pearson.

Wood, R. (2013) *Key Concepts in Hospitality Management*. London: Sage.

Journals

The Caterer

Websites

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www.bighospitality.co.uk
www.bha.org.uk
www.hospitalitynet.org
www.hotelowner.co.uk
www.bighospitality.co.uk
www.bha.org.uk

https://serve360.marriott.com
https://cr.hilton.com
https://www.premierinn.com/gb/en/why/force-for-good.html

ASSIGNMENT SPECIFICATION

HOSPITALITY & TOURISM MANAGEMENT

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:	**Lola Villard**	**Internal Verifier:**	**Deborah Lloyd**
Assignment Title:	***Student Journal (Learning Log)*** 750 words (-/+ 10%).	**Component No:**	**1 of 3**
Hand Out Date: **Draft Deadline:**	**w/c 24th of April 2023**	**Submission deadlines:**	**26th of May 2023 by 23:59**

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, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty mark.** Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	
Lecturer to indicate if a hard copy version of the assignment must be submitted. **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**		**NO**	**X**

Learning Outcomes tested (from module syllabus)

- 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

Student Journal (Learning Log) 750 words (+/- 10%)

This part of the assignment will require you to compile a Student Journal (learning log), you need to summarise you're learning on the following topic:

What are the key skills required when working in the housekeeping team?

You must include **personal reflections** and link your work to **industry examples and where applicable experience**. Describe how you will be able to apply theoretical knowledge whilst working in industry. Discuss why the topic is important in the hospitality industry.

You must <u>use the template provided on Moodle</u>, reference your work accordingly, by providing both **in-text citations** and a **reference list (minimum of 5 references)** at the end, which follows IHM's UWTSD Harvard Referencing Guide (this can also be located on Moodle, under the Module Information tile).

Microsoft Word settings:

Please use:

- Arial Font 12
- Justify Text
- 1.5 line spacing

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Engagement with Literature Skills

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

Specific to this assignment: *Provide evidence of wider reading, according to the topic and reference accordingly, by providing both in-text citations and a reference list. Minimum of 8 references.*

2. Knowledge and Understanding Skills

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment: *Summarise the topic effectively, through focusing on key points and aspects. What have you learnt? How will you apply this knowledge in practice? Reflect on your learning. Is your understanding of the topic clear to the reader? Use appropriate terminology and define abbreviations when used.*

3. Cognitive and Intellectual Skills

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *Students are to provide analysis, not just describing but demonstrating what, how, why and when. You must provide justification of your suggestions and arguments.*

4. Practical Skills

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one

organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *Students must consider how they will apply solutions related to the given topic within the hotel industry, by highlighting what they have learnt and how they would deploy this in their future careers. Refer to examples from industry to demonstrate practical application.*

5. Transferable Skills for Life and Professional Practice

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

Specific to this assignment: *You should use a font of Arial 12 point. Justify your text, in order for your journal to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.*

Essential Resources:

- Resources provided in Level 4 Guidebook, Module Handbook and Lecture Content

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. Engagement with Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	40	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	20	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferable Skills for Life and 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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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 but with some reliance on information gained through class contact. 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 rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound 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 (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed 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 evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques.	A very good application of a range of basic methods, materials, tools and/or techniques.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in particular practical contexts.

	Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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 individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy 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 some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate 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 some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Student Self Evaluation Form			
Student name:		**Student number:**	
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		3rd	2:2	2:1	1st	1st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Engagement with Literature	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
2. Knowledge and Understanding	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
3. Cognitive and Intellectual Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
4. Practical Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
5. Transferable Skills for Life and Professional Practice	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐

ASSIGNMENT SPECIFICATION

HOSPITALITY & TOURISM MANAGEMENT

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:	**Lola Villard**	**Internal Verifier:**	**Deborah Lloyd**
Assignment Title:	**Assessment of Practical Tasks**	**Component No:**	**2 of 3**
Hand Out Date: **Draft Deadline:**	**w/c 24th of April 2023**	**Submission deadlines:** **Return date of provisional marks & written feedback:**	**26th of May 2023 by 23:59**

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, title of book, 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 four weeks late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	

Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.	**YES**	**X**
	NO	

Learning Outcomes tested (from module syllabus)
• Understand the variety of different positions within facilities management and appreciate the importance of the work based key skills within this area of hotel operation; • Develop knowledge of guest service skills and competencies appropriate to each departmental area of operation – and which meet organisation standards and requirements;

TASK DESCRIPTION

Component 2 (25%) – Practical Task - **Scenario**

In this scenario – You have just been promoted to team leader for a floor within the hotel.
A guest complains that on their arrival, their room had not been properly cleaned

- Why did it happen?
- What are you going to do?
- How will you prevent this from happening in the future?
- What measures would you introduce to improve team effectiveness?

You must <u>use the template provided on Moodle</u>, ensure that this component is written in action plan format.
Your work must include referencing according to UWTSD's Harvard Referencing Guide with a minimum of 5 references. There is no requirement to provide in-text citations for this task, as we need to see the action plan as a final product.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. **Engagement with Literature Skills**

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

Specific to this assignment: *Provide evidence of wider reading, according to the topic and reference accordingly, by providing a reference list, there is no requirement to provide in-text citations for this task. Minimum of 5 references.*

2. **Knowledge and Understanding Skills**

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment: *Based upon your knowledge of the topic, you need to demonstrate your ability to create an action plan by using independent research and/or taught content. You must be clear and precise with the action plan points as it was to be used as a professional document or for training purposes.*

3. **Cognitive and Intellectual Skills**

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *Students are to demonstrate their problem solving and analytical skills to provide an appropriate analysis of the provided scenario.*

4. **Practical Skills**

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of

real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Specific to this assignment: *Students must use the template provided, and demonstrate practical and realistic outcomes to the scenario.*

5. Transferable Skills for Life and Professional Practice

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

Specific to this assignment: *Students must consider how they will apply solutions related to the scenario to the hotel industry, by highlighting what they have learnt and how they would deploy this in their future careers. You should use a font of Arial 12 point. Justify your text, in order for your action plan to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.*

Essential Resources:

- Resources provided in Level 4 Guidebook, Module Handbook and Lecture Content

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. Engagement with Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	5	
2. Knowledge and Understanding Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	20	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	10	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	40	
5. Transferable Skills for Life and Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	25	

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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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 but with some reliance on information gained through class contact. 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 rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound 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 (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed 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 evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques.	A very good application of a range of basic methods, materials, tools and/or techniques.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in particular practical contexts.

	Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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 individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy 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 some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate 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 some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Student Self Evaluation Form

Student name:		**Student number:**	
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		**3rd**	**2:2**	**2:1**	**1st**	**1st**
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Engagement with Literature	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
2. Knowledge and Understanding	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
3. Cognitive and Intellectual Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
4. Practical Skills	0-29% ☐	30-39% ☐	**40-49%** ☐	**50-59%** ☐	**60-69%** ☐	**70-79%** ☐	**80-100%** ☐
5. Transferable Skills for Life and 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			

ASSIGNMENT SPECIFICATION

HOSPITALITY & TOURISM MANAGEMENT

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:	**Lola Villard**	**Internal Verifier:**	**Deborah Lloyd**
Assignment Title:	**Presentation**	**Component No:**	**3 of 3**
Hand Out Date:	**w/c 24th of April 2023**	**Submission deadlines:**	**26th of May 2023 by 23:59**

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, title of book, edition, publisher: place of publication).		
Submission:	**All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty mark.** Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	**Date:**	
Lecturer to indicate if a hard copy version of the assignment must be submitted. **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**		**NO**	**X**

Learning Outcomes tested (from module syllabus)

- Understand the variety of different positions within facilities management and appreciate the importance of the work based key skills within this area of hotel operation;
- Develop knowledge of 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

Assignment 3 (50%) – Presentation

Your task is to create and prepare a **presentation** following the detailed scenario provided below.

As the floor housekeeping manager, and given the recent guest complaints you need to put together a basic training presentation for your colleagues within the housekeeping team to get the best out of them, ensure that brand standard is being achieved and that Health and Safety procedures are also being followed.

- Assemble a 10 slide presentation that would take 10 minutes to present for your team (a presentation slide template for Hotel Trinity to be provided)
- You must write your training notes at the bottom of each slide and consider what you want them to learn from them - the learning outcomes- and how this will be assessed.
- You must link an employee engagement model to a best practice industry example. This would ultimately give the team a framework of which to follow.
- This presentation will not be presented by you for assessment so it is essential that you provide supporting notes on how this will be delivered- what will you say?

Your work must include referencing according to the Harvard standards (**both in-text referencing on the slides and a reference list provided at the end**), with a minimum of 10 references.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. **Engagement with Literature Skills**

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

Specific to this assignment: *Provide evidence of wider reading, according to your chosen topic and reference accordingly, by providing both in-text citations and a reference list. Minimum of 10 references.*

2. **Knowledge and Understanding Skills**

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Specific to this assignment: You must demonstrate your knowledge and understanding of designing an effective training plan specific to the housekeeping department through a presentation. You must include one employee engagement model to be linked to an industry best practice example.

3. **Cognitive and Intellectual Skills**

Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing What! But also justifying: Why? How? When? Who? Where? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. There should be no new information presented within your conclusion. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *Students are to provide analysis, not just describing but demonstrating what, how, why and when. You must provide justification of your suggestions and arguments.*

4. **Practical Skills**

You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world examples and cases, the application of a model within an organisation and/or benchmarking one organisation against others based on stated criteria. You should show awareness of the limitations of

concepts and theories when applied in particular contexts.

Specific to this assignment: *Students must consider how they will apply solutions related to the topic within the hotel industry, by highlighting what they have learnt and how they would deploy within the Housekeeping team. Consider using examples from within the industry to demonstrate best practices and appiy employee engagement models and statistics.*

5. Transferable Skills for Life and Professional Practice

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

Specific to this assignment: *The presentation should be visual, and your notes should be presented beneath your slides. This approach would exhibit your preparation of your presentation for your colleagues. You should use a font of Arial 12 point. Justify your text, in order for your journal to look professional. Use 1.5 line spacing throughout the document. Spelling and grammar should be accurate.*

Essential Resources:

- Resources provided in Level 4 Guidebook, Module Handbook and Lecture Content

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. Engagement with Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	10	
2. Knowledge and Understanding Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Cognitive and Intellectual Skills Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	25	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferable Skills for Life and 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

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / 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 but with some reliance on information gained through class contact. 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 rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound 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 (Knowledge of the basic underlying concepts and principles of a subject.)	Major gaps in knowledge and understanding of the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	Limited knowledge and understanding of the basic underlying concepts and principles within the subject area. Some elements may be missing.	Knowledge of the basic underlying concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	Competent knowledge of the basic underlying concepts and principles. Exhibits very good understanding.	Excellent knowledge and understanding of the basic underlying concepts and principles of the subject.	Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed 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 evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without	An adequate awareness and mostly appropriate application of basic	A good and appropriate application of basic methods, materials, tools and/or techniques.	A very good application of a range of basic methods,	An advanced application of a range of taught, basic methods, materials, tools and/or techniques.	Exceptional levels of application and deployment skills in particular practical

	Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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 individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy 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 some personal responsibility, with some areas of minor weakness.	Mostly coherent, organised and accurate 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 some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Student Self Evaluation Form

Student name:		**Student number:**	
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		**3rd**	**2:2**	**2:1**	**1st**	**1st**
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Engagement with Literature	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
3. Cognitive and Intellectual Skills	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
4. Practical Skills	0-29%	30-39%	**40-49%**	**50-59%**	**60-69%**	**70-79%**	**80-100%**
	☐	☐	☐	☐	☐	☐	☐
5. Transferable Skills for Life and 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			