



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

Assignment Workshop

Level 6 Hotel Placement

BMIH6002, BMIH6003, BMIH6004

September 2024

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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Moodle Handbooks

Level 6 Placement - Managing Food & Beverage Operations (BMIH6002)

Category: Hospitality and Tourism Management

Level 6 Placement - Managing Guest Service Operations (BMIH6003)

Category: Hospitality and Tourism Management

Level 6 Placement - Managing Hotel Administration (BMIH6004)

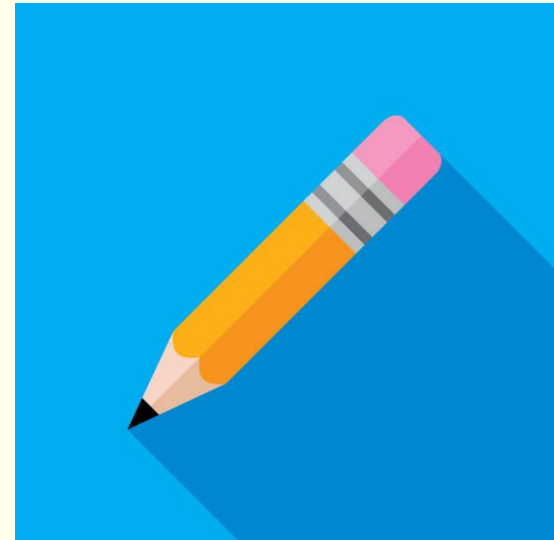
Category: Hospitality and Tourism Management

Assessment	Resits & Reworks	Week 1	Week 2 - Reflective Wri...	Week 3	Week 4	Week 5
ASSESSMENT	RESITS & REWORKS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Week 6	Week 7	Week 8	<u>Week 9</u>	Week 10	Week 11	Content Library
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	CONTENT LIBRARY
Last Term						External Examiner / Mo...
LAST TERM						EXTERNAL EXAMINER / MODULE REVIEW

Reflective Writing

“It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost.”

Gibbs, 1988, p.9



Reflection in Academia

We reflect quite naturally in our day to day lives, thinking about things that have happened, why they happened and whether we handled them well.

In academia, you may be asked to formalise your reflections to show that learning is taking place.

This may involve:

- Reflecting on your own professional or academic practice
- Scrutinising an experience and the way you dealt with it
- Evaluating a project or experiment and considering how to do it better next time
- Reflecting on things you have read and linking theory with practice/reality

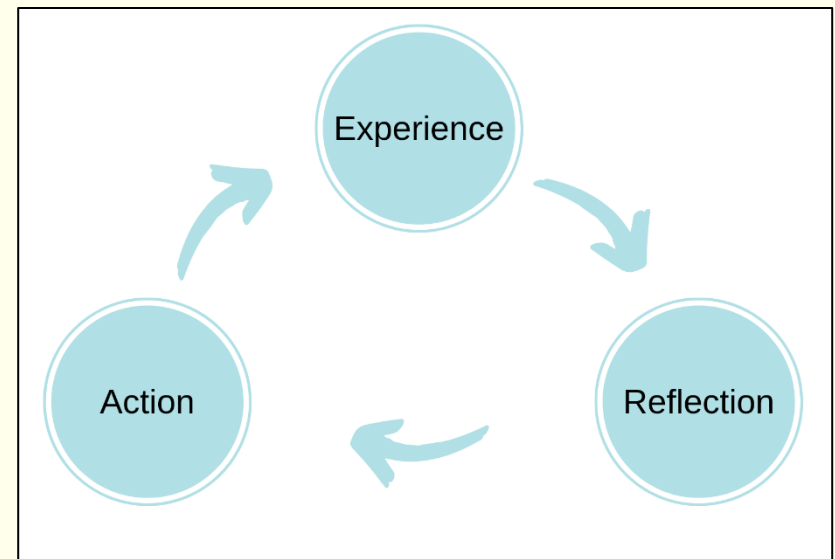
Reflective Models

- ERA Cycle
- Gibbs Reflective Cycle
- Kolb's Experiential Learning Cycle
- Schön

ERA Cycle

The ERA cycle (Jasper, 2013) is one of the simplest models of reflection and contains only three stages:

- Experience
- Reflection
- Action



Gibbs' Reflective Cycle

- This model builds on the other three and adds more stages. It is one of the more complex models of reflection, but it may be that you find having multiple stages of the process to guide you reassuring.
- Gibb's cycle contains 6 stages:
 - Description
 - Feelings
 - Evaluation
 - Analysis
 - Conclusion
 - Action plan



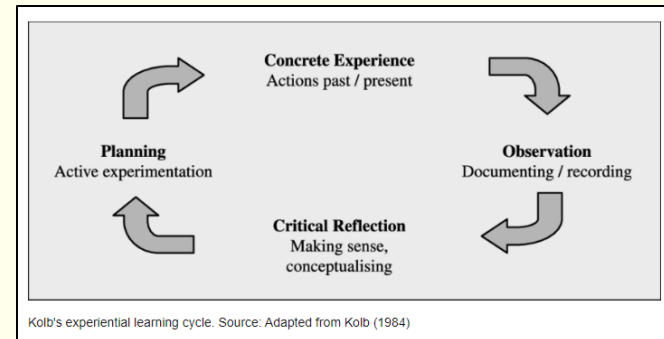


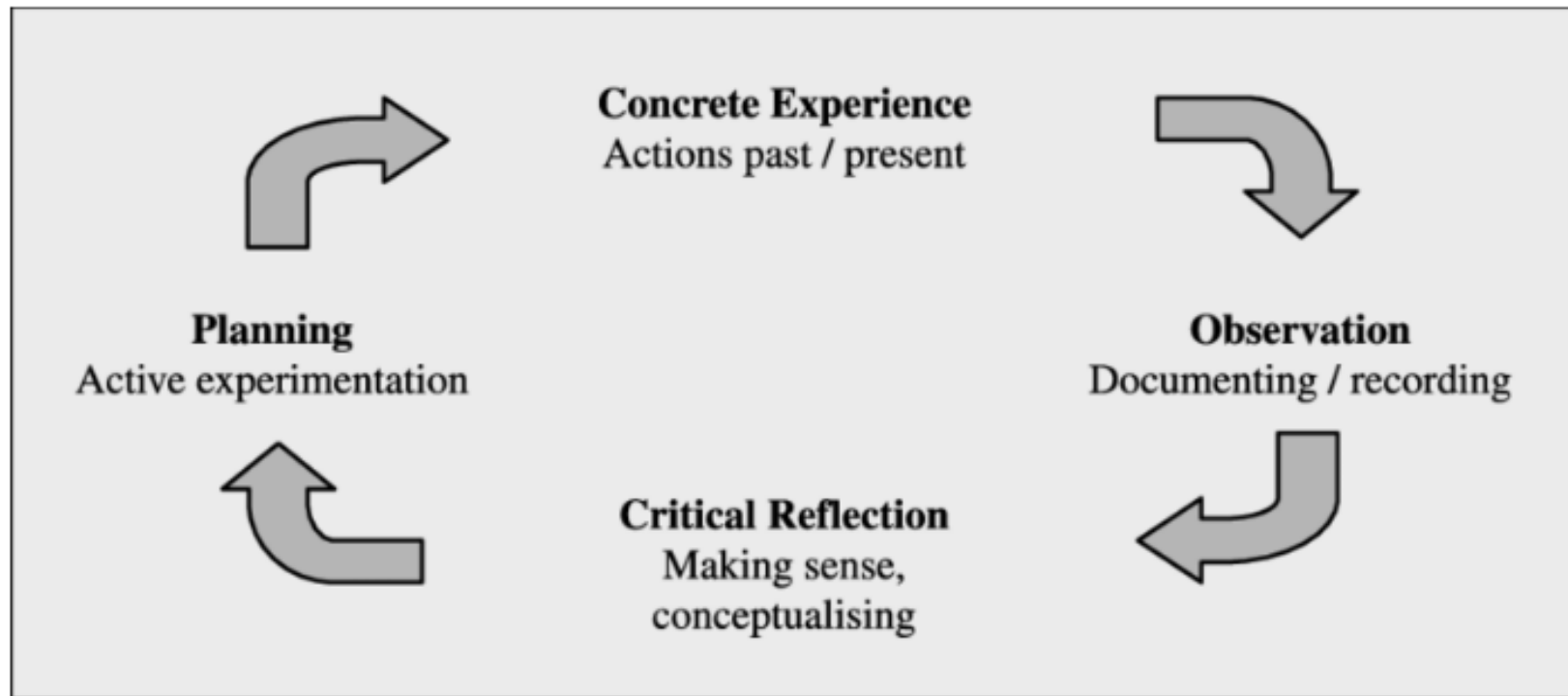
Adapted Gibbs' Reflective Cycle

Kolb's Experiential Learning Cycle

- Kolb's model (1984) takes things a step further. Based on theories about how people learn, this model centres on the concept of developing understanding through actual experiences and contains 4 key stages:

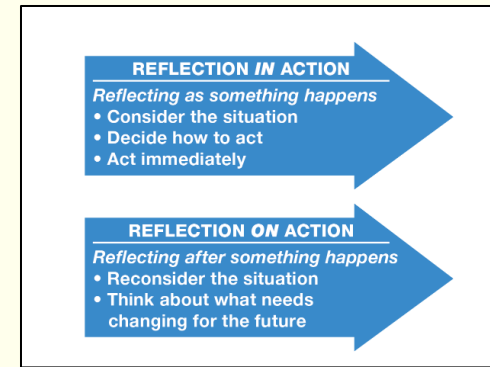
- Concrete experience
- Reflective observation
- Critical reflection
- Active experimentation





Kolb's experiential learning cycle. Source: Adapted from Kolb (1984)

Schön



- ‘Reflection in action’ Reflection in action – This is reflecting as you go (immediately), where you reflect on your actions during an event This isn't going well, what can I do now to improve things? Or this is going well; how can I maintain the momentum? Making informed decisions based on spontaneous, split-second reflections.
- Reflection on action – You recall incidents after the event has passed, thinking in depth on how you can improve your practice. You may think over something spontaneously while travelling or resting or you may put specific time aside and formally structure your reflections.

REFLECTION IN ACTION

Reflecting as something happens

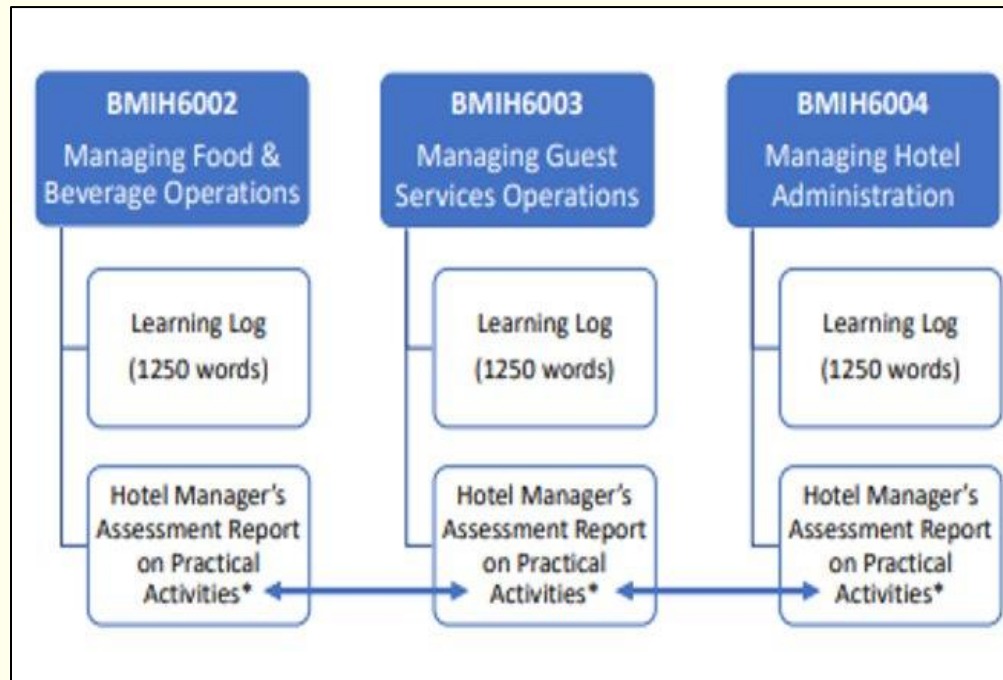
- Consider the situation
- Decide how to act
- Act immediately

REFLECTION ON ACTION

Reflecting after something happens

- Reconsider the situation
- Think about what needs changing for the future

Learning Logs – One per Module



DEADLINE

**Friday, 15th November
by 23:59pm**

Student Learning Log (50%)

within the Food and Beverage department 1250 words (+/-10%)

BMIH6002

- Select, reference and use a **reflection model** to guide reflection of **F&B** experience. How did experience contribute to your development? Consider **work-based skills and technical knowledge** essential for maintaining high guest services.
- **Critically evaluate** the importance. How did it enhance your understanding of key areas such as **communication, teamwork, task management, personal skills, and guest service**? Include **concrete examples**. Where appropriate reflect on how your academic journey and previous industry or placement experiences have influenced your development.
- Reflect on an **organisational issue** encountered. **Analyse** how this impacted your experience, the department's operations and propose **practical solutions**. Highlight your viewpoints and suggestions, supported by **relevant theories and concepts**.
- Conclude by **summarising key insights gained**, and how this will inform your **future professional practice**.

Student Learning Log (50%)

within the Food and Beverage department 1250 words (+/-10%)

BMIH6002

The learning log should include:

- A brief overview of the hotel's Food and Beverage operation.
- Reference to the model of reflection used.
- Student's placement learning objectives within the department (bullet points).
- Future action plan based on experience in the department.
- **Reference List** (minimum of 10-12 references)
- Detailed guidance for layout included in module handbook – not required but is recommended as a structure.

Student Learning Log (50%)

Guest Service Operations – 1250 words (+/-10%)

BMIH6003 Part 1

- Maintain a **weekly journal** documenting your **experiences, tasks performed, challenges faced, and lessons learned** in guest service operations.
- Reception/Front Office, Housekeeping/Maintenance, Leisure Club, and Meetings and Events departments.
- Comment on **positive/negative experiences** you had, your **emotions** during rewarding/challenging situations, and **future learning endeavours** or **lost opportunities** whilst on placement.
- **Week 1 to Week 6** (30th September to 10th November)
- **Bullet points, no word count, no marks** for the BMIH6003 module
- Submission is **mandatory**

BMIH6003

Part 2

Student Learning Log (50%)

Guest Service Operations – 1250 words (+/-10%)

- Select, reference and use a **model of reflection** to guide your reflection on your experiences of a **Guest Service Operations** department (**Reception, Housekeeping, Maintenance, Leisure Club, Events**). Focus on **work-based skills and technical knowledge** essential to manage guest service expectations.
- **Critically evaluate** the importance. How has your placement experience **enhanced your understanding**? Include **concrete examples** from **weekly journal** entries.
- **Avoid using the same examples as other assignments**. Where appropriate reflect on your academic journey and previous industry or placement experiences and their influence on your development.
- Consider **one encountered situation – a complaint/issue**. **Analyse** the impact on guest experience, operations and hotel reputation. Propose **practical solutions**. Highlight your viewpoints and suggestions, supported by **relevant theories and concepts**.
- Conclude by **summarising key insights**. Highlight how these insights will **inform your future professional practice**.

Student Learning Log (50%)

Guest Service Operations 1250 words (+/-10%)

BMIH6003

The learning log should include:

- A brief overview of the chosen department(s).
- Reference to the model of reflection used.
- Student's placement learning objectives within the department (bullet points).
- Future action plan based on experience in the department.
- **Reference List** (minimum of 10-12 references)
- Detailed guidance for layout included in the module handbook – not required but is recommended as a structure.

Student Learning Log (50%)

Hotel Administration – 1250 words (+/-10%)

BMIH6004

- Select, reference and use a **reflection model** to guide your reflection on your experience within an **administrative role**. Departments such as **Front/Back Office, Sales, HR, Finance, Revenue Management**. Consider **work-based skills and technical knowledge** essential for effective hotel administration.
- **Critically evaluate** the importance. How has your placement experience **enhanced understanding** of key areas such as communication, teamwork, task management, personal skills, and guest service. Include **concrete examples**. Where appropriate reflect on how your academic journey and previous industry or placement experiences have influenced your development.
- Reflect on an **administrative issue encountered**. **Analyse** how this impacted your experience, the department's operations and propose **practical solutions**. Highlight your viewpoints and make your own suggestions, supported by **relevant theories and concepts**.
- Conclude by **summarising key insights gained**, and how this will **inform your future professional practice**.

Student Learning Log (50%)

Hotel Administration 1250 words (+/-10%)

BMIH6004

The learning log should include:

- A brief overview of the chosen area of administration.
- Reference to the model of reflection used.
- Student's placement learning objectives within the department (bullet points).
- Future action plan based on experience in the department.
- **Reference List** (minimum of 10-12 references)
- Detailed guidance for layout included in the module handbook – not required but is recommended as a structure.

Example 1 – Reflecting

Is this the correct way of reflecting on an experience? Why not?

I spent two weeks in Swansea Marriott's hotel restaurant. I really enjoyed it here. My tasks included:

- polishing cutlery
- polishing glasses
- setting up tables

I learned many skills while working and shadowing in this department.

➤ This is not a reflection but rather a description of your tasks.

Example 1 – Reflecting

Try this!

During my time shadowing a F&B supervisor in Swansea Marriott's hotel restaurant, I developed team working skills by collaborating on [...]. According to X (*year*), this skill is invaluable for a F&B manager because [...]. This is further supported by Z et al. (*year*) who argue that [...]. Furthermore, setting up tables and polishing cutlery and glasses alongside team members taught me the importance of attention to detail which is considered to be [...].

- **This version contains information about the tasks performed, the lesson learned and puts your learning into a wider perspective. Besides, you support your discussion academically with credible research.**

Example 2 – Reflecting

Is this the correct way of reflecting on an experience? Why not?

Here's a list of the important skills to have as a Front Office Manager:

1. [...]
2. [...]
3. [...]
4. [...]

I have developed all these skills shadowing my supervisor.

- **Descriptive**
- **No context**
- **No reflection on personal experiences**
- **No academic referencing**

Example 2 – Reflecting

- Ensure your learning log is supported by **specific examples** from your placement experience.
- If you did not encounter a particular experience needed to develop a key skill, acknowledge this within your work. Honesty is key! You will not be penalised, as long as you reflect and support with relevant theory outlining why this particular skill is key, you can still get top marks! We are seeking critical analysis and reflection, not proof of tasks undertaken.
- Transform any negative experiences or missed opportunities into **meaningful learning insights**.
- Back up each lesson learned with **credible academic research** to further demonstrate and reinforce your understanding.

Example 3 – Referencing

Is this the correct way of referencing an experience? Why not?

I spent one week in the hotel's housekeeping department (Swansea Marriott, 2024). I developed work-based skills and technical knowledge while shadowing my supervisor Abdul (Marriott, 2024). Abdul showed me how to conduct room checks (UWTSD, 2017). I wish I could have spent more time in the housekeeping department (Swansea Marriott, 2024).

- Descriptive, no value in writing and no credible references
- If you have not read the resource, do not include it!
- Do not make up references!

Draft Deadline

Wednesday, 6th November (end of day)

Please keep the following points in mind:

- Drafts must be sent via your student email
- I will review **one** draft per student, per assignment, per module
- Submissions to the **Similarity Check** link will **not** be reviewed. This link is for you to check your similarity score on Turnitin and make any necessary adjustments before submitting to the **Final** submission link.



AI Guidance



- The use of Generative Artificial Intelligence is not permitted in your assignments.
- Using AI to generate responses undermines the authenticity of the reflection, as it does not represent the student's own thoughts and learning.
- Suspected use of Generative AI may result in an allegation of Academic Misconduct.

! AI Acknowledgement Statement !

- Students must include the following declaration within their work, on a separate page:

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Academic Assistance

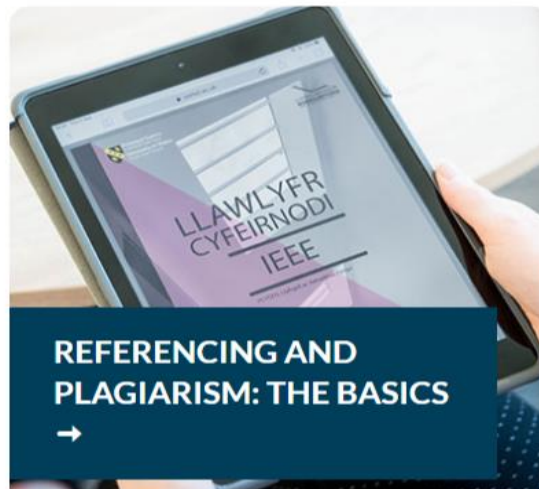
Info Skills

Book now: infoskills@uwtsd.ac.uk

Study Skills

Book now: studyskillsdistance@uwtsd.ac.uk

A study skills session can assist you with academic writing, avoiding plagiarism, critical thinking, planning and organisation, presentation skills, referencing and researching.





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Any questions?

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