

MODULE REVIEW & EVALUATION

ACADEMIC YEAR 2021-22

Module: Management & Organisational Behaviour (Term 1 cohort) Programme: BA International Hotel Management Lecturer: Mike Davies	Level: 5 20 credits
Module Review (e.g. content, learning & teaching strategies, assessment strategies, use of technology, problems, consequences of changes as a result of previous review, etc.): This is a compulsory level 5 module for BA IHM students. It provides an introduction to key issues in the workplace focusing on management, people and organisations and how they interrelate. Key themes include organisation structure, culture, an introduction to management and leadership, motivation, and behavioural issues. Students were taught in a mixed lecture/tutorial class via Teams. The lecture element was the main basis for imparting theory which was then explored in more depth in the supporting tutorial with the use of practical examples, case studies, exercises and discussions. Term 1 students were taught online only in a 'virtual' synchronous environment via Microsoft Teams in line with revised University Covid-19 teaching protocols. The learning outcomes were assessed by two equally weighted assignments focused on key themes relevant to the hospitality sector. They tested students' knowledge and application of a narrow range of topics and required students to apply key concepts, models, theories and ideas formulated in the sessions to a scenario provided. The first assignment was a case study based on managerial behaviour in the Grosvenor Hotel, Torquay based on viewing a Channel 4 documentary series. Students were asked to critically analyse the case using specified theoretical models. The second assignment provided a choice of a hotel group case to study (Marriott was deliberately excluded to provide wider industry insights) and produce a written organisational audit report, an interim presentation designed to gauge progress and a final presentation giving an overview of the entire report. The variety of assessment strategies	

used allowed students to deploy a wider range of learning styles than in assignment 1.

The marking scheme was structured to allow students to be rewarded for demonstrating *application* and understanding of theoretical issues to the realities of the case scenario in the questions. The core concepts were reviewed and sessions were conducted, directly relevant to the assessment questions. Additional workshops were organised to support preparation for the assignment, and some students took advantage of the opportunity to have their work in progress reviewed – those who did not avail themselves of this produced less well-structured work, as reflected in the marks given.

Class presentations were placed on the Moodle VLE, which was also used to communicate with students via e-mail (lecturer-to-student, student-to-lecturer and student-to-student). Materials were updated on a weekly basis and student use tracked. Tutorial materials were supplied as hand-outs to encourage attendance, and structured examples of other organisations such as a hotel and a restaurant were used as exemplars to prepare students for the assessments.

Most students engaged well with the task; those who experienced difficulty tended to be less regular attendees who sometimes struggled to grasp the subject matter and theories involved, or who remained unclear as to what was required. A general point was that students found secondary research difficult, and appeared reluctant to utilise the online databases available such as Marketline and Newsbank which were key to their success in what was a contemporary audit/analysis. Research workshops have been delivered by the library, but some students found this secondary research requirement challenging.

Analysis of Grades

Student performance varied. Some students failed to address the assignment 1 question adequately, whilst others performed well. Revision sessions were conducted, drop in advice clinics were offered by appointment, and these were also made available on Moodle together with a range of suggested articles and materials for research.

For assignment 2, those students who performed best showed real insight into the topic with evidence of good application of theory with relevant specific examples. Students found this more challenging overall as the onus was on them to research their chosen case study comprehensively.

The group generally attended well throughout the module and most students contributed to class discussions on key topics. Those who took advantage of the formative feedback opportunities generally performed best.

Suggested Changes to Module (including as a result of external examiner comments):

The module focused strongly on the behaviour and effectiveness of hotel managers, and allowed students to gain insight into the challenges of hotel management at both operational and strategic levels. No changes are proposed.

Analysis of results:

Of the 16 enrolled students, 11 submitted at least one of the two assessments required.
2 were granted extenuating circumstances and will resubmit at a later date without penalty.

				A1	A2	Total
AKTHER	RUJINA	1704854		ECPA	ECPA	ECPA
SHAH	MOHAMMED	1914445		ECPA	ECPA	ECPA
GLAESEKE	JULIA MARIA	2005057		83	91	87
STEFANSKA	SYLWIA	1913932		53	68	60.5
VLADILA	AURELIA	2011993		61	52	56.5
ALHANBALI	HEBA	1914458		51	60	55.5
VALAEI	MAHROUKH	2009761		52	53	52.5
DOBRE	DANIELA	1915700		47	52	49.5
CONDURACHE	MARIANA	1906797		30	50	40
DASZKOWSKA	LUCYNA	1913929		57	5	31
NZAMBI NSEFUMU	CARMEN	2008619		21	38	29.5
FLUTUR	GEORGIANA	1915702		30 L	19	19
FLUTUR	SIMION	1915698		16 L	0	8
BEGUM	RABIYA	1911744		0	0	0
BEGUM	SHEFALY	1911743		0	0	0
NECULA	MARIA	1710477		0	0	0

For the students who completed all assessments, marks ranged from 87 to 19. The average mark overall was 48.1, lower than in most cohorts reflecting the wide range of abilities within this particular group.