



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

BA (Hons) Hospitality & Hotel Management
Module Handbook Spring Term 2026
Personnel Resourcing and Development
BMIH4010/ BMIH4010D
LEVEL 4

Module Lead:
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Personnel Resourcing and Development Spring Term 2026

Welcome to this generic overview handbook for the above module. This is a level 4, 20 credit module taught in term 2 to Level 4 HHM students in the School of International Hotel 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 both the online and offline activities during tutorial sessions 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 develop student knowledge and understanding of the principal internal and external environmental contexts of contemporary organisations within which HR professionals and workers interact to service customer demands and expectations. This module will also explore the connection and the implications for, and applications in, professional practice.

INDICATIVE CONTENT

- The role of personnel professionals within varying sectors and within small, medium and large enterprises.
- Internal (SWOT) and external (PESTLE) environments that impact upon the work of personnel professionals, managing and initiating change for improvement.
- Major features of national and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing.
- Staffing processes employed by organisations and how these are now influenced by technology; ensuring such processes are administered lawfully, fairly, efficiently and effectively.
- Socialising personnel into the organisation; managing diversity; building the business activist.
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow.
- Individual learning styles; retention and levels of engagement of individuals within firms.
- Linkages between individual and organisational learning.
- Traditional and contemporary means of professional development; coaching and mentoring; continuous professional development.
- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

Study Time Allocation

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
Future employability portfolio	2 Elements	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 Minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMIH4010 / BMIH4010D	
Module Title	Personnel Resourcing and Development	
Classification	Reading List entry	Electronic*
Essential	Johnston, R. Clark, G. Shulver, M (2012). Service Operations Management ,Pearson, London	☒
Essential	David K. Hayes, D.K. Jack D. Ninemeier. J.D. (2009) Human resources management in the hospitality industry; John Wiley & Sons	☒
Essential	Tuzunkan, D. and Volkan Altıntaş, V. (editors). (2019) Contemporary human resources management in the tourism industry; Business Science Reference	☒
Further	Taylor, S. and Woodhams, C. (2012) Studying Human Resource Management. London: Chartered Institute of Personnel and Development	☐
Further	Torrington, D. Hall, L. Taylor, S and Atkinson, C. (2009) Fundamentals of Human Resource Management: Managing People at Work, London: Prentice Hall	☐
Further	Friedman, A. (2012) Continuing professional development: lifelong learning of millions. London: Routledge.	☐
Further	Gallagher, K. (2016) Essential study and employment skills for business and management students. Oxford: Oxford University Press.	☐
Further	Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.	☐
Further	Marchington, M. and Wilkinson, A. (2016) Human resource management at work. 6 th ed. London: Chartered Institute of Personnel and Development.	☐
Further	Murton, A., Inman, M., O'Sullivan, N. (2010) Unlocking Human Resource Management, Hodder Education	☐
Journals	People Management (https://www.peoplemanagement.co.uk/)	☒
Journals	Personnel Today	☒
Journals	Human Resource Management Journal	☒
Journals	International Journal of Human Resource Management: Available at: www.cipd.co.uk/journals	☐
Websites	www.cipd.co.uk/cpd – Continuing professional development (CPD) information on the website of the Chartered Institute of Personnel and Development (CIPD).	☒
Websites	www.cipd.co.uk/hr-topics/performance-management.aspx Links to the CIPD's top resources on performance appraisal and feedback in general, including factsheets, surveys, research, books and more	☒
Websites	https://www.customer1st.co.uk – website of Customer 1 st International.	☒
Websites	www.instituteofcustomerservice.com – website of the Institute of Customer Service.	☒
Websites	https://www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy - website for the UK government Department for Business, Energy & Industrial Strategy	☒

Level 4 PRD: Scheme of work Spring Term 2026

Week	Time	Lecture	Supporting material	Assessment
1 W/C 26/01/26	2pm – 5pm	- Welcome to the module - Module content - Module assessments - Introduction to HR	Presentation Introductions Assessment introductions	Assessment Handout 26/01/26
2 W/C 02/02/26	2pm – 5pm	- Exploring the role of personnel professionals within varying sectors - Exploring the strategic HR planning, recruitment and selection - Modern day HR	Presentation Introductions Assessment introductions	
3 W/C 09/02/2026	2pm – 5pm	- Employee engagement including personnel development and retention - Linkages between individual and organisational learning.	Presentation Introductions Assessment introductions	
W/C 16/02/2026 Reading week no lectures				
4 W/C 23/02/2026	2pm – 5pm	Traditional and contemporary means of professional development; continuous professional development	Presentation Introductions Assessment introductions	

		Processes of managing performance; delivering outstanding customer service; breeding an environment where talent may grow		
5 W/C 02/03/2026	2pm – 5pm	- Coaching and Mentoring; GROW model and coaching within the workplace - Internal (SWOT) and external (PESTLE) environments that impact upon the work of personnel professionals, managing and initiating change for improvement	Presentation Introductions Assessment introductions	
W/C 09/03/2026 - ITT Future You: Wales to the World Event				
7 W/C 16/03/26	2pm – 5pm	- Current industry challenges - Introduction to Change Management - Recruitment and Selection process and impact of technology	Presentation Introductions Assessment introductions	Portfolio assessment 1 submission Deadline Thursday 19th March 2026 (23:59pm)
8 W/C 23/03/26	2pm – 5pm	Socialising personnel into the organisation; managing diversity; building the business activist	Presentation Introductions Assessment introductions	

30/03/26 – 19th April 26 Easter Break No lectures

9 W/C 20/04/26	2pm – 5pm	• Ethics and professionalism; commitment to equality of opportunity; managing diversity. • Guest speaker TBC	Presentation Introductions Assessment introductions	
10 W/C 27/04/26	2pm – 5pm	• Presentation preparation • Scenario based learning	Presentation Introductions Assessment introductions	
11 W/C 04/05/26	2pm – 5pm	• Presentations		Presentation slides to be submitted by 1st May 202 23:59pm
12 W/C 11/05/26	2pm – 5pm	• Module Feedback and evaluation		

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme:	BA Hospitality and Hotel Management		
Module:	Personnel Resourcing and Development		
Module code:	BMIH4010 / D	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Natalie Brailsford	Internal Verifier:	Jemma Smith
Assignment Title:	Portfolio: 2 Elements	Word count (or equivalent):	1,500 words
Submission deadline:	Thursday 19th March 2025 (23.59)	Return date of provisional marks & written feedback:	Monday 20th April 2026 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.		

Module Learning Outcomes

(from module syllabus)

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

- Demonstrate understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firm's need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage.
- Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them to sustain life-long employment.

Task Description

Portfolio: 2 Elements - 1500 words (+/- 10%)

Element 1

A job vacancy has opened at Hilton Hotels & Resorts, where they are seeking a highly skilled and motivated individual to apply for the position of Hotel Manager. Acting as an HR professional for Hilton, create a compelling job advertisement tailored for this role. The advertisement should include a clear, detailed, and attractive description that appeals to candidates with the right skills and experience to successfully fulfil the responsibilities of the position.

Element 2

After successfully recruiting a new Hotel Manager at Hilton Hotels & Resorts, provide a comprehensive overview of the Onboarding process, detailing each step from the initial welcome to full integration into the role.

Once the employee has settled in, propose strategies to support their Professional Development, including real-world industry examples of best practices.

Finally, conduct a SWOT analysis to identify the Strengths, Weaknesses, Opportunities, and Threats associated with the onboarding and development process.

Microsoft Word settings:

Please use:

- Calibri Font 12
- 1.5 line spacing
- Justify Text

Reference List (Not included in word count)

You must use credible sources for your research including those from the reading list. This also includes online sources, textbooks, media and industry journals to support your essay. This is a 1,500-word paper and so you need to **include 15 References** as a minimum. The references quoted should be published within these five years. These must also be inserted as in-text citations, to support your writing.

You will be assessed on your ability to synthesise knowledge, to develop an understanding of the subject you have chosen, and how you have been able to present this idea in words within this supporting paper.

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.

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.

Specific to this assignment: The work should contain at least 15 academic references in support of your work from a variety of valid and reliable sources. The references quoted should be published within these five years. A reference list should be provided using UWTSD's Harvard referencing conventions.

Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. 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. to show your understanding. Your mark/grade will also depend upon the extent to which you demonstrate your knowledge and understanding.

Specific to this assignment: You should demonstrate knowledge and understanding of the theories/models associated with personnel resourcing, along with a detailed understanding of the strategic HR function, planning and recruitment process.

Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and recommendations. Review strategic role of HR function and analyse their performance.

Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Specific to this assignment: The essay should demonstrate understanding of how the strategic HR functions support an international hotel brand unit through planning and recruitment process including specific examples from the selected brand.

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 some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment: The essay should be structured in accordance with the appropriate layout (follow guidelines). The content should be of a professional standard with correct spelling, grammar and a logical flow to your discussion. The work needs to be supported with citations which

should be referenced using the Harvard method. Arial font 12 should be used, with 1.5 line spacing and justified text.

Essential Resources:

Resources provided in module handbook, lecture notes, tutorial material and on Moodle / Teams.

STUDENT FEEDBACK FORM

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 Skills Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	20	
2. Knowledge and Understanding Skills 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		
	30	
4. Practical Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferrable Skills for Life and Professional Practise 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%	

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Hospitality and Hotel Management		
Module:	Personnel Resourcing and Development		
Module code:	BMIH4010	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Natalie Brailsford	Internal Verifier:	Jemma Smith
Assignment Title:	Presentation	Word count (or equivalent):	10 Minute Presentation
Submission deadline:	Slides to be submitted by Friday 1 st May 2026 (23:59) Presentations to take place Tuesday 5th May	Return date of provisional marks & written feedback:	Monday 1 st June 2026 (23.59)
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.		

Module Learning Outcomes

(from module syllabus)

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

- Demonstrate understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firm's need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage.
- Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them to sustain life-long employment.

TASK DESCRIPTION

Assessment Two Component – 50% Presentation (10 minutes)

Title: The Employee Lifecycle

Task:

Students will be required to undertake a 10-minute presentation incorporating the employee lifecycle to a hotel of your choice (this will have to be accepted by your lecturer).

Contents must include:

- Introduction to your chosen hotel
- Attraction
The relationship with an employee does not start the moment they arrive at the job. It doesn't even start when they sign an employee contract or apply for a job. It starts the very second, they are first exposed to your employer brand. You need to analyse the corporate culture of your chosen company.
- Recruitment
What processes does your company use at this stage? Is this the old-fashioned way or do they use tools to help manage the recruitment process?
- Onboarding
What does the onboarding process look like? Usually, this stage includes welcoming the employee providing them with essential information and giving them the necessary tools to work effectively. Do they have to undertake any compulsory courses or attend information sessions to help the new employee become more comfortable with the job and the company.
- Development
This stage is all about helping employees to develop professionally and make progress towards their career goals. This can include strategies like career coaching, training and mentorship schemes. Are performance reviews and feedback a critical element for your company?
- Retention
Retention is when the employee is well-established at the business, and engagement strategies start to focus on encouraging to continue their career there. This is particularly important for employees who are high performing or challenging to replace. What does your chosen company have in place for retention?
- Separation
The separation stage is when the employee leaves the company. This could involve the employee returning company equipment or conducting an exit interview to gain feedback about the organisation. What does your chosen company do here to make this experience a positive one for the departing individual?

References & In-text citations

You must use credible sources (**minimum of 10**) for your research from online sources, textbooks, media, and industry journals to support your work. **Your references are not part of the word count**

You will be assessed on your ability to synthesise knowledge, to develop an understanding of the organisation you have chosen to examine and how you have examined their employee lifecycle.

You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle).

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

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.

Specific to this assignment: The work should contain at least 10 academic references in support of your work from a variety of valid and reliable sources. The references quoted should be published within these five years. A reference list should be provided using UWTSD's Harvard referencing conventions.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *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. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Specific to this assignment: You should demonstrate knowledge and understanding of the employee lifecycle associated with your chosen organisation. You should demonstrate a sound understanding of the impact of current challenges they are facing with regards to retention.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. 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? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound

judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Specific to this assignment: *You should critically evaluate your sources, synthesis of information from your research and academic theories/ models and draw appropriate conclusions and recommendations.*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. 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. 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.

Specific to this assignment: *The work should include the impact of socio-economic factors on the industry and critical analysis of the effects of this, including, highlighting the impact on employee management and monitoring in different work modes and why this is beneficial to your selected hotel brand.*

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 some personal responsibility. This includes demonstrating that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Specific to this assignment: *Your work should be presented using a project proposal as demonstrated within the assignment guidance notes. The content should be of a professional standard with correct spelling, grammar, justified text and a logical flow to your discussion. The work needs to be supported with citations which should be referenced using the Harvard method, including a variety of relevant and up to date sources.*

STUDENT FEEDBACK FORM

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.

Generic Assessment Criteria Applied	Marks available	Marks awarded
1. Engagement with Literature Skills Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	20	
2. Knowledge and Understanding Skills 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		
	30	
4. Practical Application Skills Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	20	
5. Transferrable 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%	

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	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.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound	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.

Level 4	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%
	Referencing conventions used incoherently or largely absent.	gained through class contact. Inconsistent and weak use of referencing.	and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Referencing may show minor inaccuracies or inconsistencies.	referencing, with no/very few inaccuracies or inconsistencies.		
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.	Gaps in knowledge of the basic underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies	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

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Substantial inaccuracies.	and/or irrelevant material.					
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	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	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	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.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	evidence to back up views.	opinions. Ideas sometimes illogical and contradictory.	or with a little inconsistency / mis-interpretation.				
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate,

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	in particular contexts.	Weak evidence of different approaches to problem-solving in particular contexts.	particular contexts and propose basic alternative approaches or solutions though there may be errors.	in particular contexts and proposes mostly appropriate solutions.	problem-solving in particular contexts and proposes appropriate solutions.	problem-solving in particular contexts and proposes appropriate solutions.	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	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak	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	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	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	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	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional

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personal responsibility within a structured and managed environment.)	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.	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.	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.	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.	group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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