



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

School of International Hotel Management
BA International Hotel Management

Module Handbook Summer 2020

M6X01925
Sustainable Hospitality and Tourism Management
LEVEL 5

Module tutor:

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MODULE CODE: M5X01925
TITLE: Sustainable Hospitality and Tourism Management
DATED: 22/06/2015

LEVEL: 5
CREDITS: 20

JACS CODE: N840

AIM(S)

- To gain a comparative overview of sustainable hospitality and tourism developments both nationally and internationally and to review appropriate policy and strategy frameworks.
- To gain an understanding and knowledge of industry “best practice” through evaluation of appropriate case study examples. Understanding of these issues will provide a sound foundation for becoming more effective – and more ‘environmentally friendly’ managers of the future.

LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the term “sustainability” and apply it within the context of tourism and hospitality;
2. Critically understand concepts of “sustainable good practice” within the tourism and hospitality industry (rural, coastal and urban areas) and within the transport sector;

INDICATIVE CONTENT

- Definitions of sustainability - principles of sustainability; tourism impacts – cause and effects; demand and supply issues.
- Historical development of hospitality and tourism - contemporary growth rates; changing patterns of economic development; changing consumer life styles – “needs and wants”.
- Sustainability development – key international, UK and national (Wales) policy documents identified and reviewed.
- Sustainable tourism development – a coastal, rural, urban perspective using case study examples from UK and overseas. Management and marketing perspectives.
- Tourism, Hospitality and sustainability – social inclusion. Case study: disability.
- Environmental regulations, market mechanisms and self-regulatory codes influencing the tourism industry.
- “Greening Your Business” – practical steps for hospitality and tourism business to adopt and introduce sustainable approaches for operational procedures and practice.
- Sustainable development and marketing – the relationship explained.
- Sustainable transport: Greenways/Gower Explorer case studies. Swiss railways, London Transport.
- Marriott Hotel: Spirit to Serve; organisational commitment to sustainability; review analysis;
- Sustainable development... an international perspective. Case Studies of good sustainable practice within the hotel industry (Banff National Park, Piran, Slovenia, Wales Coast Path, National Trust etc.).

LEARNING AND TEACHING STRATEGY

The students will be taught through a structured mix of weekly keynote lectures, seminars, tutorials, practical workshops, field visits, and presentations from industry. Where appropriate, case studies will be presented. – underpinned by the students’ self-managed learning. Students will be encouraged to lead class discussions into areas that are pertinent to issues that have been developed within lectures.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Written Essay (2000 words)

The student will be required to write a 2,000 word essay on an issue relating to sustainability and its application within the hospitality and tourism sectors. Title themes will be varied year on year to ensure distinctiveness and to avoid repetition. The learning outcome will provide students with a critical understanding of the term, “sustainability” and its application within hospitality and tourism. Management processes used to incorporate sustainable practice within organisations will need to be presented through use of case study illustrations.

Assessment Component 2 – 50%

Open Book “In Class” Assessment Exercise (2 hours)

The student will be required to respond to questions set within a two hour “Open Book” in class assessment relating to sustainable good practice case studies within tourism and hospitality. The assessment will provide students with the opportunity to demonstrate knowledge of managing sustainability within hospitality and tourism organisations/destinations. Students will be given clear guidance and direction within revision sessions.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words): The module has a strong emphasis upon sustainable development throughout the module. Principles and practice are examined in detail. Case study examples and virtual field trips will explore the application of theory to practice.	

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BIBLIOGRAPHY

Essential

Blowfield, M. (2013) Business and Sustainability, OUP, Oxford.

Curtin, T. (2012) Managing Green Issues, MacMillan Palgrave, London.

Liburd, J. & Edwards, D. (2010) Understanding the sustainable Development of Tourism, Goodfellow, Oxford.

Weaver, D. (2006), Sustainable Tourism, Elsevier Butterworth - Heinemann

Recommended

Aronssen, L. (2000), The Development of Sustainable Tourism, Continuum

Brebbia, C. (eds) (2004), Sustainable Tourism: 9 (Sustainable World), WIT Press

Edgell, D. (2006) Managing Sustainable Tourism: A legacy for the future, Haworth Press

Goodwin, H. & Font, X. (2011) Taking Responsibility for Tourism, Goodfellow, Oxford.

Hall, D. & Brown F. (2006), Tourism and Welfare, CABI

Hawkins, R. & Bohdanowicz P (2011) Responsible Hospitality, Goodfellow, Oxford.

Herremans, I. (2006), Cases in Sustainable Tourism: An Experiential Approach to Making Decisions, Haworth Press

Mathieson, A, & Wall G. (1992), Tourism, Economic and Social Impacts, Longman

Middleton, V & Hawkins R (1998), Sustainable Tourism. A Marketing Perspective, Butterworth-Heinemann

Novelli, M. (2005), Niche Tourism, Elsevier Butterworth-Heinemann

Wall, G. & Mathieson A (2005), Tourism: Change, Impacts and Opportunities, Prentice Hall

Journals

Annals of Tourism Research

Current Issues in Tourism

Journal of Sustainable Tourism

Tourism Management

Tourism Insights

Tourism Studies: An International Journal

Websites

www.greenglobe21.com

www.tourismconcern.org.uk

www.leisuretourism.com

www.culture.gov.uk

www.wto.co

Lectures are on Tuesdays between 14.00 and 17.45 starting on Tuesday May 12th 2020

Time of each session	Type of session
14.00 – 15.00	Recap, general questions and group tutorial. Discuss previously set reading.
15.00 – 16.00	Lecture
10-minute break	
16.10 – 16.40	Activity
16.40 – 17.10	Group discussion
10-minute break	
17.20 – 12.30	Following weeks subject and reading provided.
17.30 – 17.45	Availability of tutor for individual tutorials

Indicative Content

Week	Indicative content	Time	Activity	Resources	Assessment hand out date	Assessment submission date
1 12 th May	Introduction	14-15 15 -16 16-17 17 – 17.45	Part 1 - Introduction Module Activity 1 – The Iceberg. Part 2 - Introduction to sustainability/benefits of sustainability Activity 2 - Doxey , Boracay Case study Group tutorials	PowerPoint Activity Microsoft Teams Tutorial	Assessment 1 handout	June 26th 2020
2 19 th May	Definitions of sustainability - principles of sustainability; Pillars of sustainability	14-15 15 -16 16-17 17 – 17.45	Tutorial – Recap on previous week and questions Lecture - Part 1 Sustainability and Pillars of sustainability & Part 2 Sustainable Development Activity Tutorial	PowerPoint Video Activity Microsoft Teams Tutorial		
3 26 th May	Historical development of hospitality and tourism.	14-15 15 -16 16-17 17 – 17.45	Tutorial – Recap on previous week and questions Lecture - Part 1 The history of UK tourism. Case study Blackpool. Part 2 Contemporary growth, needs and wants. Case studies Kenya and Antarctica sustainable development. Activity - Butler Tourism Development Group Tutorial	PowerPoint Video Activity Microsoft Teams Tutorial		
4 2 nd June	Sustainability development.	14-15 15 -16 16-17 17 – 17.45	Tutorial – Recap on previous week and questions Lecture - Part 1 Sustainable Destination Development Activity - Sustainable development ppt with video case studies Group Tutorial	Panopto PowerPoint Video Case study Microsoft Teams Tutorial		
5 9 th June	Sustainable tourism development.	14-15 15 -16 16-17	Tutorial Recap on previous week and questions Lecture Part 1 – Tourism Development – Urban tourist motivations. Part 2 – Management and marketing perspectives.	Panopto PowerPoint Article Microsoft Teams Tutorial		

		17 – 17.45	Activity - Urban tourist motivations Group Tutorial			
6 16 th June	Environmental regulations influencing the tourism industry.	14-15 15 -16 16-17 17 – 17.45	Tutorial Recap on previous week and questions Lecture Part 1 Regulations and Governance for sustainable tourism -Cyprus case study. Part 2 World Heritage and Tourism in a Changing Climate Activity Group Tutorial	Microsoft Teams Tutorial Panopto PowerPoint Video Activity		
7 23 rd June	Greening Your Business” – practical “steps for hospitality and tourism businesses	14-15 15 -16 16-17 17 – 17.45	Tutorial – Recap on previous weeks and questions Lecture - Greening your business, environmental impacts and greenwash Activity – Hospitality case study Group Tutorial	Microsoft Teams Tutorial Panopto PowerPoint Video Activity		
8 30 th June	Sustainable development and marketing	14-15 15 -16 16-17 17 – 17.45	Tutorial – Recap on previous weeks and questions Lecture - Part 2 – Operationalising sustainable tourism Activity Group Tutorial	Microsoft Teams Tutorial Panopto PowerPoint Video Activity		
9 7 th July	Ethics and sustainable tourism	14-15 15 -16 16-17 17 – 17.45	Tutorial – Recap on previous weeks and questions Lecture - Part 1 The rationale for ethical and sustainable tourism? Part 2 Ethical and sustainable practices Activity – Case study Group tutorial	Microsoft Teams Tutorial Panopto PowerPoint Video Activity		
10 14 th July	Sustainable transport	14-15 15 -16 16-17 17 – 17.45	Tutorial – Recap on previous weeks and questions Lecture Sustainable Transport Activity – Exploring carbon offsetting practices in the tourism and hospitality industry. Group Tutorial	Microsoft Teams Tutorial Panopto PowerPoint Video Activity		
11 21 st July	Marriott Hotel: Spirit to Serve; organisational commitment to	14-15 15 -16 16-17	Tutorial – Recap on previous weeks and questions Lecture - Marriott case study Activity - Marriott study questions	Microsoft Teams Tutorial Panopto PowerPoint Video Activity		

	sustainability; review analysis; Sustainable development... an international perspective within the hotel industry.	17 – 17.45	Lecture - CSR and sustainable practice within the Hotel Industry. Activity - Sustainable Hotels /Hotel Sustainable practice Group Tutorial			

BA DEGREE ASSIGNMENT SPECIFICATION

SCHOOL OF TOURISM & HOSPITALITY

Student name:		Student P number:	
Programmes:	BA International Hotel Management		
Module:	Sustainable Hospitality and Tourism Management	Module Level (4, 5, 6):	5
Module code:	M6X01925	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Abdi Rahman	Internal Verifier:	Dr Olu Adegbite
Assignment Title:	Case study informed essay	Assignment No:	1
Hand Out Date:	May 14th	Submission deadlines: Return date of provisional marks & written feedback:	June 26th 2020 TBC

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, <u>title of book</u> , 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
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Learning Outcomes tested (from module syllabus)	Assessment Criteria - To achieve each outcome a student must demonstrate:
1. Demonstrate a critical understanding of the term "sustainability" and apply it within the context of tourism and hospitality; 2. Critically understand concepts of "sustainable good practice" within the tourism and hospitality industry (rural, coastal and urban areas) and within the transport sector	Demonstrate an understanding of the changes in society that has resulted in the need for a sustainable approach to development Provide a critical evaluation of the concept of good practice within the sustainable tourism and hospitality industry and its application within specific contexts. Make use of relevant case studies and academic material.

TASK DESCRIPTION:

Assignment 1

Written Essay (2000 words)

You will be assessed individually via one coursework assignment. Students will be encouraged to self-select case studies of their choice for further investigation and analysis of sustainable theory and practice - the results of which will form a written assignment.

Question:

Using appropriate case studies taken from the hospitality and tourism sector, critically evaluate to what extent the principles of sustainable tourism are synonymous with the principles of sustainable development.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

1. Research-informed Literature

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 Referencing system.

Specific to this assignment:

You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and credible industry based websites. Your research for this assessment should not be confined to the sources listed in the module reading list. Ensure that all literature sources identified are referenced correctly (use the Harvard system of referencing).

2. Knowledge and Understanding of Subject

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:

Make reference to relevant tourism, hospitality and sustainability theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them to your discussion.

3. Analysis

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:

The task specifies what is required of you. Take care to answer only the question set fully. Refer to the required elements outlined in the assignment question, You may find it helpful to keep the task to hand when writing to remain focused on it. Use academic and industry specific models and credible theory to critically analyse and evaluate your answer. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. Practical application and deployment

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:

You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the theories models on your selected case studies.

5. Skills for 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 write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced. Harvard Referencing should be applied throughout.

Essential Resources:

- Resources provided in module handbook, lecture notes, tutorial material and on Moodle

ASSIGNMENT 1 MARKING CRITERIA AND 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. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	25	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	25	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	15	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	15	

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

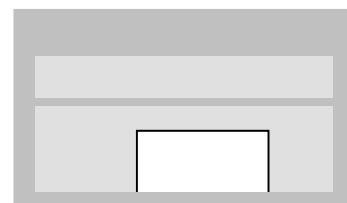
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of 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 well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

Student name:		Student P 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		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for 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							



BACHELOR'S DEGREE ASSIGNMENT SPECIFICATION

Student name:		Student number:	
Programme:	International Hotel Management		
Module:	Sustainable Hospitality and Tourism Management	Module Level (4, 5, 6):	5
Module code:	M5X01925	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Abdi Rahman	Internal Verifier:	Dr Olu Adegbite
Assignment Title:	Open Book "online" Assessment Exercise (2 hours).	Assignment No:	2 of 2
Hand Out Date:	TBC	Submission deadline:	Assignment 2 – Open Book exam 23 rd July 2020 Students may be required to attend a 5-minute Viva on 30 th July 2020.

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, <u>title of book</u> , 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	Date:	

	submission: Up to four weeks late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.		
Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.			YES
			NO

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
1. Demonstrate a critical understanding of the term “sustainability” and apply it within the context of tourism and hospitality; 2. Critically understand concepts of “sustainable good practice” within the tourism and hospitality industry (rural, coastal and urban areas) and within the transport sector;	• Students will be required to answer ONE assessment question to demonstrate a critical understanding of relevant theories relating to sustainable practices. • An understanding of management processes used to incorporate sustainable practice within the tourism and hospitality industry will be required through use of appropriate case studies. • Referencing skills and the ability to develop a coherent written argument are required.

- Please submit a suitable assignment context within a 2-hour timeframe, that may be hand-written or typed. All typed assignments to be submitted through Turnitin and those handwritten, are to be handed to tutor upon completion of assessment.
- This form (ALL PAGES) MUST be at the front of the paper submission. Assignments will not be accepted without this form as it is a requirement that you sign the disclosure regarding referencing convention.
- DO NOT put this form into Turnitin or it will match many similarities with other students’ submissions.

TASK DESCRIPTION

Students will be required to answer ONE question within a 2-hour timeframe within the context of a timed online assessment.

Questions asked will be based on the topics covered during the 10 week teaching sessions. You will be expected to provide a critical analysis of sustainability and provide case study examples to support all arguments.

Students will be required to attend a 5-minute Viva to answer questions about the answer given.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

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

1. Research-informed Literature

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, typically published within the last five years or so, though seminal 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 referencing system

Specific to this assessment:

You should show a wide level of reading from a variety of sources including textbooks, academic journals and credible industry based websites.

2. Knowledge and Understanding of Subject

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 may have acquired through your learning. You must demonstrate your *understanding* by interpreting the meaning of 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 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 assessment:

Make reference to relevant tourism, hospitality and sustainability theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them to your discussion.

3. Analysis

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 assessment

The task specifies what is required of you. Take care to answer only the question set fully. Refer to the required elements outlined in the assignment question, You may find it helpful to keep the task to hand when writing to remain focused on it. Make sure you draw conclusions from the content of your work and provide a direct answer to the question in summary at the end of the task.

4. Practical Application and Deployment

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 assessment

You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make.

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and 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 assessment

Your answer should be coherent, well-structured and illegible. You will be required to answer questions on the information you have provided.

Essential Resources:

- Resources listed on the lecture schedule and on Moodle
- The student handbook
- The UWTSD website at <http://www.uwtsd.ac.uk/academicskills/>

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
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	10	

2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	25	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	25	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	25	
5. Skills for 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 one-week late		
	Over one week late		

COMMON ASSESSMENT AND MARKING CRITERIA

	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%

1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
4. Practical Application and Deployment Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and/or contexts; formulation of innovative and creative solutions to solve problems.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of 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 well established methods, materials, tools and/or techniques. Basic appreciation of the context of the application.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation and creativity evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques.
5. Skills for Professional Practice Demonstrates attributes expected in professional practice including: individual initiative and collaborative working;	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure,	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team,

deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Work is poorly structured and/or largely incoherent.	organisation, and/or coherence	and could be better structured.	Mostly coherent work and is in a suitable structure.	Work is coherent and fluent and is well structured and organised.	and meeting obligations. Work is coherent, very fluent and is presented professionally.	showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
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Student Self Evaluation Form

Student name:		Student number:	P	
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		3 rd	2:2	2:1	1 st	1 st
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
2. Knowledge and Understanding of Subject	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
3. Analysis	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
4. Practical Application and Deployment	0-29% ☐	30-39% ☐	40-49% ☐	50-59% ☐	60-69% ☐	70-79% ☐	80-100% ☐
5. Skills for 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			

