

School of Hospitality & Tourism Management

Institute of Management & Health

BA International Hotel Management
CertHE International Hotel Management

Module Handbook | Autumn 2021

BMIH4004

Hotel Administration and Front Office

LEVEL 4

Module Lead Tutor:

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Hotel Administration and Front Office Autumn 2021

Welcome to this overview handbook for the above module. This is a level 4, 20 credit module taught in term 2/3 to Level 4 IHM students in the Institute of Management and Health.

It should be read in conjunction with supplementary information and materials available on Moodle and Teams, together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with the online activities during 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.

AIMS

- To provide students with a practical experience of hotel administration and front office operations. The module is a practical introduction to the issues associated with hotel administration and front office operations to enable students to appreciate what constitutes good practice.
- To introduce the student to the key skills within hotel administration and front office operations in the hotel industry. The student will gain practical experience in the following areas: reception, concierge, switchboard, guest relations and finance. They will gain an understanding of skill competencies, teamwork, communication and task management. The module will focus upon self-management and developing the skills and competency required for their future careers.

LEARNING OUTCOMES

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

- Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation;
- Deliver key administrative and operational duties required within Hotel Administration and Front Office departments (Reception, Concierge, Switchboard, Finance);
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems as they relate to specific departmental areas.

Indicative content

- Personal and Vocational Development: The experience will be designed to focus on the broad range of areas within hotel administration and front office operations which will provide students with a comprehensive introduction to the requirements of working within hotel administration and front office operations.

- Key skills – communication, teamwork, task management, personal skills – guest services, operational issues.
- Operational tasks – task management and performance specific to front and back office departments.
- Software systems: such as OPERA, Mews, Guest Ware, Hotelier etc.
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures relating to hotel operations, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.

12-week teaching plan.

Week number & commencing	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
1 w/c 20.09.2021	9:15 - 1	Introduction to module and lecturer PMS – Definition, examples and key terminology Introduction to Hotelier software – login details, and run through / demonstration of how to log in.	Flipgrid – Introduction by lecturer and students Presentation: PMS Hotelier Software and User-guide	Assignment 1 (25%) Assignment 2 (25%) Assignment 3 (50%)	29th October 2021 15th – 18th November 2021 (Individual assessment – day tbc) 9th December 2021
2 w/c 27.09.21	9:15 - 1	PMS & The role of the Front Office	Presentation: The Role of Front Office	.	
3 w/c 04.10.21	9:15 - 1	Heartbeat of a Hotel / Checking-in & Checking-out	Presentation: Heartbeat of a Hotel Typsy – Check-in / Check-out series Samantha Mellor		
4 w/c 11.10.21	9:15 - 1	Communication Part 1	Presentation: Communication TED Talks - Celeste Headlee		

5 w/c 18.10.21	9:15 - 1	Hotel Reputation Management	Presentation: Hotel Reputation Management		
6 w/c 25.10.21	9:15 - 1	Technology & Robotics	Presentation: Technology & Robotics Activity on Flipgrid: Hotel Henn-na response		Assignment 1 deadline 29 th October
7 w/c 01.11.21	9:15 - 1	Revenue Management & Overbooking	Presentation: Revenue Management & Overbooking Activity: Revenue Management practical tasks		
8 w/c 08.11.21	9:15 - 1	Communication Part 2 Interpersonal and communication skills	Presentation: Beatrice Gallo - fundamental practices when interacting with guests		
9 w/c 15.11.21		Hotelier Assignment 2 Practical assignment: Working on the Front Office and using the PMS (Hotelier) <i>*Individual allocated time slots arranged with lecturer for a 10 minute interactive activity/role play.</i> <i>*Self-assessment form to be completed by student after the practical assignment and submitted to Turnitin by 4pm on 19th November 2021.</i>			Practical assessment – 1:1 Hotelier assignment 2 w/c 15 th November Practical self- assessment form deadline 19.11.2021

10 & 11 w/c 22.11.21 w/c 29.11.21		Conference Conference			
12 w/c 06.12.21		Assessment week			Assignment 3 deadline 9th December

BIBLIOGRAPHY

Essential

Bardi, J. (2010) *Hotel Front Office Management*, Wiley, London

Corgel, JB, Sturman, MC & Verma, R. (2011) *The Cornell School of Hotel Administration on Hospitality: Cutting Edge Thinking and Practice*, John Wiley & Sons, Incorporated, Hoboken.

Hammer, J. (2016) *Revenue superstar! The simple rules of hotel revenue management*. Great Britain: Amazon.

Solomon, M. (2018) *The Heart of Hospitality*. New York: SelectBooks, Inc.

Tesone, D. (2015) *Principles of management for the hospitality industry*. London: Routledge.

Tewan, J. (2009) *Hotel Front Office: Operations and Management*, Oxford Higher Education Press

Further

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

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

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

Vallen, G., & Vallen, J. (2014) *Check-in check-out*. Harlow: Pearson.

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

Journals

The Caterer

Websites

<https://www.hospitalitynet.org>

<https://www.instituteofhospitality.org>

<https://www.hotelier.co.za>

BA/CertHE LEVEL 4 ASSIGNMENT SPECIFICATION

SCHOOL OF HOSPITALITY & TOURISM MANAGEMENT

Student name:		Student number:	
Programmes:	BA International Hotel Management / CertHE International Hotel Management		
Module:	Hotel Administration and Front Office	Module Level (4, 5, 6):	4
Module code:	BMIH4004	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Melissa John Samantha Birdsell Lola Villard Lynsey Hooper	Internal Verifier:	Ryan Peters
Assignment Title:	<i>Student Journal (Learning Log)</i> Minimum 750 words (+/- 10%)	Assignment No:	1 of 3
Hand Out Date:	20 th September 2021	Submission deadlines: Return date of provisional marks & written feedback:	29 th Oct 2021 26 th November 2021

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, title of book, edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to ONE week late, maximum mark of 40%. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	
Lecturer to indicate if a hard copy version of the assignment must be submitted. DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.			☐ NO ☐ X

Learning Outcomes tested (from module syllabus)

- Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation;
- Deliver key administrative and operational duties required within Hotel Administration and Front Office departments (Reception, Concierge, Switchboard, Finance);
- Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems as they relate to specific departmental areas.

TASK DESCRIPTION

Student Journal (Learning Log)

This part of the assignment will require you to compile a Student Journal (learning log), through summarising your learning on one of the following topics:

- Communication at the front office
- Property Management Systems (PMS) and the benefits to a hotel's operation
- The role of the Front Office in a successful hotel operation

Student Journal (Learning Log)

Minimum 750 words (+/- 10%)

You must include personal reflections and link your work to industry discussion. Describe how you will be able to apply the theoretical knowledge that you gain whilst working in industry. Discuss why the topic is important in the hospitality industry.

You must use the Student Journal template (example on next page). The template can be located on Moodle. **You must reference your work accordingly**, by providing both **in-text citations** and a **reference list** at the end, which follows IHM's UWTSD Harvard Referencing Guide (this can also be locate on Moodle).

Microsoft Word settings:

Please use:

- Arial Font 12
- Justify Text
- 1.5 line spacing

EXAMPLE

LEVEL 4 – Student Journal

You are required to complete a journal entry to capture the learning experience and knowledge you have acquiring during a particular lecture. You may choose from the following topics:

- Communication at the front office
- Property Management Systems (PMS)
- The role of the Front Office in a successful hotel operation

Consider the appropriate lectures. What was the topic and what have you learnt? Provide a brief summary. What new skills / knowledge have you acquired? How will you apply your knowledge in the future? What are your personal reflections?

Student Name: Miss Example	Module: Hotel Administration and Front Office Operations
Student Number: 1502221	Lecturer: Insert lecturer name

Topic of choice: Communication	Date Completed: Insert date of completion
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Student Example to include Referencing:

This is an example to demonstrate how to include in-text citations with a reference list. This is not a completed example and the variety of examples included, should be used as a guide to help you with your own referencing. Your marks are dependent on your own ability to choose your sources and reference accordingly. All sources require Harvard Referencing and reference list. The number of references you chose to use are from your own choosing. For 750 words it would be appropriate to include at least 7-8 references.

This week's lecture covered the topic of 'communication'. The 3 types of communication are: verbal, non-verbal and para-verbal. According to the Cambridge Dictionary (2021) communication is the act of communicating with people and the process by which messages or information is sent from one place or person to another or the message itself. Verbal communication is categorised into 2 groups: oral and

written. Benefits of verbal communication include being able to swiftly solve problems and quickly answer questions. Disadvantages include the lack of time to process emotions, resulting in harsh consequences. Written communication, however, allows enough time to process emotions and thoughts. Yet, it is time intensive and not as personal. It is especially important to be aware of non-verbal communication when working in a hotel, as it is always shown; through facial expressions (smile, eye contact) and body language (posture). Para-verbal communication is the tone and pace in which is spoken. It is important to be aware of this when speaking with guests, because sentences change their meaning, depending on intonation and tone of voice. I also learned about 'interpersonal skills'. This term describes the behaviours and tactics a person uses when interacting with others. In other words, it is a person's ability to work well with others – a skill highly valued by hotels. Interpersonal skills range from listening and communicating, to friendliness and attitude. The communication between hotels and guests has become extremely important during the pandemic. Fortunately, the majority of hotels globally have shown great compassion and empathy with their guests in these unprecedented times. For instance, by allowing guests flexibility in planning (e.g., with flexible rates, refunds, cancellations).

We had an interesting discussion on 'scripted vs. unscripted' customer service. In preparation for this discussion, I read "Your Customer Service Is Your Branding: The Ritz Carlton Case Study" by Micah Solomon, as well as the report "Service Scripting: A Customer's Perspective of Quality and Performance" by Cornell University. The general conclusion from both the report and the case study is that scripts used to be an efficient method of ensuring quality service. However, nowadays guests seek an authentic customer experience, rather than a scripted, perfect one. The case study discovered that when a customer service becomes too scripted, the connection to guests is lost. Especially when loyal guests return to the same hotel for years and hear the exact same script over and over again. A solution to this problem is to discard the scripts and instead implement a punch-list of important points that need to be covered in a conversation. This allows staff to be flexible, empowered and provide a genuine and personal customer service, while still maintaining a professional image. This is further supported by an article I read by Hyken (2021) regarding listening to customers and avoiding scripted conversation. In his example a customer service employee for a car dealership requested the customer to drive back to the dealership due to the car not starting. This could have been avoided if the employee had genuinely listened to the customer instead of directing them to return the car to the premises and would have avoided further frustration from the customer as a result of the employee's careless response. This information will greatly benefit me when working in the industry, as I now know how to carry a genuine conversation with a guest and actively listening while still successfully fulfilling my job requirements.

I enjoyed watching the inspirational TED Talk by Celeste Headlee (2016) called '10 Ways to Have a Better Conversation'. In this talk she mentioned that society has failed to teach conversational competence, especially to the younger generations. Reflecting back on my school days, I do agree with her – to an

extent. Although we did learn how to give excellent presentations, the art of holding a conversation, was never taught. There are three tips which she gave that are especially relevant to the hospitality industry. The first one is to never multi-task. One should be completely present, in the moment and really focus the mind on the topic at hand. Guests will feel appreciated and valued. The second tip is to use open-ended questions. This allows guests to include more information, as well as express their feelings in their response. The last tip is to be honest. If you do not know something, say it. This is especially important in a hotel because honesty builds trust. A lie can break a guest's trust in the hotel. Further research online uncovered a great Ted Talk to support the opinions of Celeste and relate to the hotel industry. In the talk by Anna Dolce (2018) service isn't the same as hospitality and the concept of service wallpaper was discussed in the talk. It was very interesting to see how despite the communication evidenced in the large number of her examples and within the service being offered, it makes us consider whether it is effective and did it have genuine meaning; was the communication warm and hospitable and did you feel wanted. I made a note of these important tips, because following them is the key to a good personal life and a successful career in hospitality.

To summarise, effective communication is essential within the hospitality industry. We must always have our radar on, as we are always on show. Constantly thinking about body language, gestures, facial impressions can be hard, but I understand that a guest could be watching at any moment throughout the day. I will remember about the importance of having a brilliant conversation. It is important that guests know that I am listening to them; That I am there, in the moment. Too often, we try and multitask, instead of being there for the guest. I guess it's a balancing act that I will need to master when working in the industry. I am looking forward to my future career in the industry, where I will be able to practice these newfound skills and theories.

Reference List: - Here is an example of how to include a reference list. All in-text citations will be required from lectures and independent reading.

Cambridge University Press (2021) *The Cambridge Dictionary* [online]. Available at:
<https://dictionary.cambridge.org/dictionary/english/communication> (Accessed: 23 May 2021)

Celeste Headlee (2016) 10 ways to have a better conversation [video]. Available at:
<https://youtu.be/R1vskiVDwl4> (Accessed: 24 May 2021)

Dolce, S (2018) *Service isn't the same as hospitality* [video]. Available at
https://www.ted.com/talks/anna_dolce_dolce_service_isn_t_same_as_hospitality (Accessed: 23 May 2021)

Hyken, S (2021) *Stop Reading from the Script* [online]. Available at
<https://www.hospitalitynet.org/opinion/4104136.html> (Accessed: 23 May 2021)

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/APA referencing system.

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

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:

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

3. 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: N/A

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: N/A

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

Essential Resources:

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

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.		
	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	60	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	0	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	0	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	20	

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late	40% Max	
	Over 1 week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	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; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.	Communication media is inappropriate or misapplied.	Media is poorly designed and/or not suitable for the audience.	Can communicate in a suitable format but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally and, confidently in a suitable format.	Can communicate with an exceptionally high level of professionalism.
	Little or no evidence of autonomy in the completion of tasks.	Poor independent or collaborative initiative.	Can work as part of a team, but with limited involvement in group activities.	Can work effectively as part of a team, with clear contribution to group activities.	Can work very well as part of a team, with very good contribution to group activities.	Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations.	Can work exceptionally well and professionally within a team, showing advanced leadership skills.
	Work is poorly structured and/or largely incoherent.	Work lacks structure, organisation, and/or coherence	Work lacks coherence in places 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.	Work is coherent, very fluent and is presented professionally.	Work is exceptionally coherent, very fluent and is presented professionally.

Student Self Evaluation Form

Student name:		Student number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		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			

BA/CertHE LEVEL 4 ASSIGNMENT SPECIFICATION

School of Hospitality & Tourism Management

Student name:		Student number:	
Programmes:	BA International Hotel Management / CertHE International Hotel Management		
Module:	Hotel Administration and Front Office Operations	Module Level (4, 5, 6):	4
Module code:	BMIH4004	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Melissa John Samantha Birdsell Lola Villard Lynsey Hooper	Internal Verifier:	Ryan Peters
Assignment Title:	Assessment of Practical Tasks	Assignment No:	2 of 3
Hand Out Date:	W/C 15 th November 2021	Submission deadlines:	Practical assessment w/c 15 th November Self-assessment 19 th November 2021
		Return date of provisional marks & written feedback:	9 th December 2021

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

Learning Outcomes tested (from module syllabus)

- Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation;
- Deliver key administrative and operational duties required within Hotel Administration and Front Office departments (Reception, Concierge, Switchboard, Finance);

TASK DESCRIPTION

Assignment 2 (25%)

You will be assessed during the week of 15th November 2021. Individual time slots will be arranged by your lecturer.

Practical assignment: 10 minutes. You will be assessed on your ability to undertake practical tasks on a PMS (Hotelier) and your interpersonal & communication skills with a guest. This assignment will be in the form of a role play, where your lecturer will play the part of the guest. Hotelier demonstrations will be provided during lectures and students will practice skills on a weekly basis. Communication skills will be explored throughout lectures.

You are a member of the Front Office team and will be assessed on the following tasks:

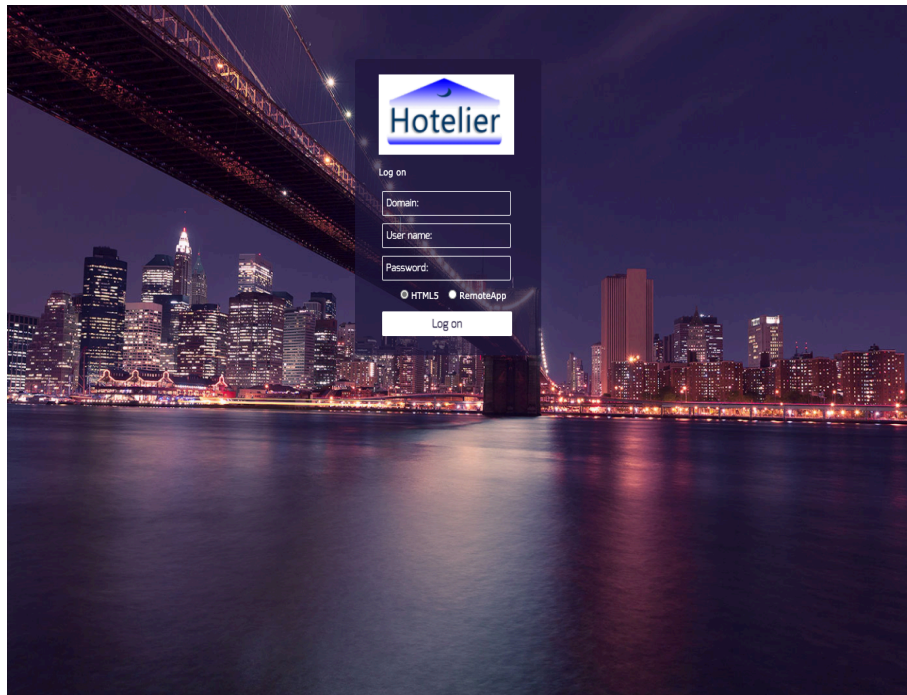
- ***Create a Guest Profile***
- ***Create a reservation***
- ***Amend a reservation***
- ***Process a payment***
- ***Input special request***

You will also be assessed on your:

- ***Rapport with the guest (pleasant & friendly)***
- ***Active listening (listening & responding)***
- ***Non-verbal communication (tone of voice, facial expressions etc)***
- ***Problem solving (evaluating a problem and implementing solutions)***
- ***Accuracy of practical Hotelier tasks***

Self-assessment form: This is the reflective/written element of the assignment where you will analyse your performance during the practical assignment. This form will be provided to you during your exam and is to be submitted to Turnitin by 4pm on 19th November 2021.

Please see Hotelier student booklet on Moodle for detailed instructions on how to use the system.



Hotelier can be accessed using the following URL:

<https://hotelierapi3.co.za>

You will need to login with the username, UWTSDStudents and the password Students2021.

You will then need to enter your personal username and access code, details of which will be provided during your lectures.

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/APA referencing system.

Specific to this assignment: N/A

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:

You will demonstrate your knowledge and understanding of Interpersonal & communication skills by acting as a front office team member. Your lecturer will be assessing you on the following skills during your 10 minute Hotelier assignment:

- Rapport with the guest (pleasant & friendly)
- Active listening (listening & responding)
- Non-verbal communication (tone of voice, facial expressions etc)
- Problem solving (evaluating a problem and implementing solutions)
- Accuracy of practical Hotelier tasks

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: N/A

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 will demonstrate how Hotelier works in practice by completing the following tasks during a 10 minute assessment:

- Create a Guest Profile
- Create a reservation
- Amend a reservation
- Process a payment
- Input special requests

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:

Self-assessment form: This is the reflective element of the assignment where you will analyse your performance during the practical assignment. The self-assessment form will give you guidance on how to evaluate your performance effectively.

Essential Resources:

- Resources provided in module handbook, lecture notes, tutorial material, Hotelier user-guide and on Moodle.

ASSIGNMENT 2 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.		
	0	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	40	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	0	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	40	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	20	

Late Submission Penalties (tick if appropriate)

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.)	Up to 1 week late	40% Max	
	Over 1 week late	0%	

COMMON ASSESSMENT AND MARKING CRITERIA

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	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.	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.	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	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	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and

		Conclusions lack relevance.	Some relevant conclusions and recommendations, where relevant	evidence to support the argument. Valid conclusions and recommendations, where relevant	accurately and convincingly. Sound, convincing conclusions / recommendations.	identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	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 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			

BA/CertHE LEVEL 4 ASSIGNMENT SPECIFICATION

School of Hospitality & Tourism Management

Student name:		Student number:	
Programmes:	BA International Hotel Management / CertHE International Hotel Management		
Module:	Hotel Administration and Front Office Operations	Module Level (4, 5, 6):	4
Module code:	BMIH4004	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Melissa John Samantha Birdsell Lola Villard Lynsey Hooper	Internal Verifier:	Ryan Peters
Assignment Title:	Portfolio – 4 elements (equivalent to 1500 words)	Assignment No:	3 of 3
Hand Out Date:	20 th September 2021	Submission deadlines: Return date of provisional marks & written feedback:	9th December 2021 23 rd December 2021

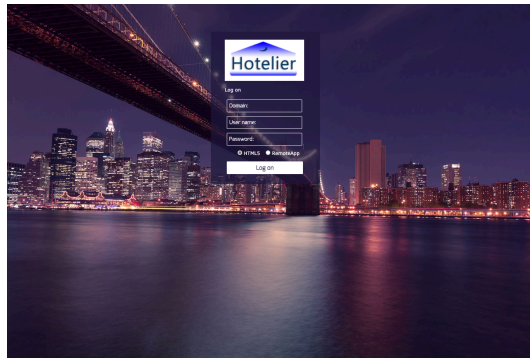
Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author 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.			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">NO</td> <td style="width: 50%; text-align: center;">X</td> </tr> </table>	NO	X
NO	X				

Learning Outcomes tested (from module syllabus)
1. Undertake efficiently a variety of different positions within hotel administration and front office operations and gain an appreciation of the importance of work based key skills within this area of hotel operation; 2. Deliver key administrative and operational duties required within Hotel Administration and Front Office departments (Reception, Concierge, Switchboard, AYS, Finance); 3. Examine issues such as resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems as they relate to specific departmental areas.

TASK DESCRIPTION

Assignment 3 (50%) – Portfolio. Your portfolio will consist of the following 4 elements:

- **Element 1:**
Inviting loyal guests to return to **Hotel Trinity** after the pandemic – You are the Guest Relations Manager of Hotel Trinity. Compile a written letter to Mr & Mrs Jones, inviting them to book again with your hotel after their booking was cancelled due to lockdown restrictions during the Covid-19 pandemic. This needs to be written in a professional manner and must look professional (consider logo, font, paragraphs, spelling & grammar). It must be sincere and you need to consider the effect the pandemic has had on hospitality. You are focusing on recovery and you want your loyal guests to return. The reservation number of the original booking is provided to you on the next page. Please ensure you locate the correct reservation number for your allocated student group. It is your task to find the booking on the Hotelier PMS to find the correct guest details and any necessary / relevant information that you will use. Examples will be given during lectures.
- **Element 2:**
Response to a complaint. Find a negative 1 star review on TripAdvisor / Booking.com / Expedia / Google Reviews etc. for a hotel of your choice, that does not already have a response. As the Manager, you will write a response to the guest that will be posted back on social media. You will need to include the original complaint (and reference accordingly), and then write your response beneath. Be sure to personalise the response and sign it off with your name. Examples will be given during lectures.
- **Element 3:**
Response to a compliment. Find a positive 5 star review on TripAdvisor / Booking.com / Expedia / Google Reviews etc. for a hotel of your choice, that does not already have a response. As the Manager, you will write a response to the guest that will be posted back on social media. You will need to include the original compliment (and reference accordingly), and then write your response beneath. Be sure to personalise the response and sign it off with your name. Examples will be given during lectures.
- **Element 4:**
Response to a formal written complaint to **Hotel Trinity**. Your task is to reply to the official complaint, **as the manager of Hotel Trinity**, that is provided in this handbook in the format of a written letter. This needs to be written in a professional manner and must look professional (consider logo, font, paragraphs, spelling & grammar). It must be sincere, empathetic and an appropriate solution offered. Examples will be given during lectures.



**Booking references –
Hotelier**

Assignment 3

Accor

Reservation number: 001559

Best western

Reservation number: 001523

Hilton

Reservation number: 001310

Hyatt

Reservation number: 001395

IHG

Reservation number: 001394

Intercontinental

Reservation number: 001509

Marriott

Reservation number: 001267

OYO

Reservation number: 001555

Scandic

Reservation number: 001367

Wyndham

Reservation number: 001372

Yotel

Reservation number: 00148

Assignment 3**Element 4****Letter of complaint to Hotel Trinity**

6 Honeycombe Way
Swansea
SA1 2AR

August 19th 2021

Dear General Manager,

My family and I had the misfortune of staying at your Hotel Trinity, from August 15th to August 17th 2021, in a family room (Reservation number, TRI016724. Cost - £374.00). During our stay, we encountered several issues that I would like to bring to your attention.

Firstly, it took more than an hour to check us in even though we had a confirmed reservation. Why it took so long is beyond my comprehension. When I asked the receptionist (Ben) about the reason for the delay, he said it was because they were short staffed. Not my problem! Secondly, when we entered the room, we didn't have enough beds setup so had to go back down and queue again at the reception desk to get it sorted! We had been travelling all day and just wanted to go to bed! So, waiting for additional beds to be made was not ideal!

Finally, the food was cold in the restaurant when we dined with you on the 15TH of August, after we waited over forty minutes for our main course to arrive. Can you explain? I understand the waiting staff were busy, but sitting at a table hungry and frustrated, is not my idea of an enjoyable and relaxing meal. Our total food bill was £46.98. not what I would expect to pay for cold food that should be served hot. We ate elsewhere the other nights. Breakfast, however, was delivered to a high standard. We are a family of four, and our two children were looking forward to staying at your hotel. Unfortunately, because of the long wait times, they were bored and agitated which affected our overall experience.

I hope you agree with me that this type of service is completely unacceptable on so many levels. It is not the kind of treatment I would have expected from a hotel of your reputation. I am very disappointed with our unpleasant experience. I would add, that although we had an unpleasant experience, Ben made every effort and attempt to help and assist us throughout our stay. You should hire more employees like Ben! I would like to hear your thoughts about my complaint and

the steps that you are willing to take to prevent such incidents in the future. There was nobody on the front desk when we checked out, so could not raise our issues further.

I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'Damian Cloake', with a stylized flourish at the end.

Mr. Damian Cloake

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/APA referencing system.

Specific to this assignment: You must reference your chosen reviews accurately.

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: Responses should be empathetic, realistic and personal. Problems should be acknowledged, and necessary measures addressed. Offer an official name and point-of-contact for further references. Recognise staff where appropriate. Offer realistic solutions. Make useful recommendations. Do not offer compensation in a public response. Recognise the effect of the Covid pandemic and use initiative when inviting guests back to Hotel Trinity.

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:

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:

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: Letters must look professional, with a logo, contact details, date etc. Font must be appropriate (Arial, 12) and look professional. Make sure that your text is justified. All correspondence should have accurate spelling & grammar. Pay attention to detail of specific instructions provided for each element of the portfolio that can be found in the task description.

Essential Resources:

- Resources provided in module handbook, lecture notes, tutorial material, Hotelier user-guide. Hotelier video tutorials and on Moodle.

ASSIGNMENT 3 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.		
	10	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.		
	60	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence		
	0	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.		
	0	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.		
	30	

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

Assessment Criteria	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	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; 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 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			