



QUALIFI ASSESSMENT DOCUMENT

Qualification	Qualifi Level 4 Diploma in Hospitality and Tourism Management
Qualification No (RQF)	603/4399/0
Unit Name	Employability and Development in Hospitality Industry
Unit Reference	HTM404
No of Credits	30 Credits

Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification
 - Can be found at <https://qualifi.net/qualifi-level-4-diploma-in-hospitality-and-tourism-management/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of <https://www.turnitin.com> as a part of the assessment.

Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution.

Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

Referencing

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used.

The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however, the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Qualifi recommends using Harvard Style of Referencing throughout your work.

Appendices

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts that support the main report should be incorporated into the back of the assignment report that is submitted.

Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion.

Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

Word Count Policy

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index, headings, tables, images, footnotes, appendices and information contained within references and bibliographies.

When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Submission of Assignments

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

Assignment Question

Task 1 – 1100 words

Evaluate one's own performance and recommend improvements.

- 1.1:** Evaluate the effectiveness of own performance in relation to the defined objectives.
- 1.2:** Provide recommendations for improvement based on their evaluation.
- 1.3:** Assess how motivational techniques help to assist in improve performance in the hospitality sector.

Assessment Criteria

Evaluate one's own performance and recommend improvements: Learner can provide an imaginary hotel industry where he is employed and for which he can give some tips to Improve Service Quality at his Hotel.

1.1: Evaluate the effectiveness of own performance in relation to the defined objectives: Learner has to evaluate his own and other employee's performance which is more important in this industry because employees are the one who has direct interaction with the guest and secondly it is employee of the hotel industry that satisfies its guest and as a manager, learner has to explain the factors that affects employee performance.

1.2: Provide recommendations for improvement based on their evaluation: Learner has to provide the best methods for evaluating hospitality employee performance like Peer evaluation, self-evaluation, 360-degree feedback, Competency on a scale and qualitative evaluation. Based on the aforesaid methods learner can provide recommendations for improvements as a manager.

1.3: Assess how motivational techniques help to assist in improve performance in the hospitality sector: As a manager learner must know factors that can be used to motivate them to do their best or to work hard. Many small and medium sized hospitality companies in hospitality segment in the UK appear to think that financial related rewards are the main factor that can motivate workers to do their best.

Task 2 – 800 words

Develop interpersonal skills to support effective performance in the hospitality industry.

2.1: Demonstrate the use of interpersonal skills in the workplace.

2.2: Review own interpersonal skills to produce a development plan in a hospitality context.

Assessment Criteria

Develop interpersonal skills to support effective performance in the hospitality industry: Learner has to develop skills that he learnt working in hospitality industry and has to present those skills which he is generally used to viz. multitasking, flexibility, team work, time management, flexibility etc.

2.1: Demonstrate the use of interpersonal skills in the workplace: Learner can demonstrate this criteria by providing an example (in the form conversation—audio message) or exhibiting his Excellent communication skills that will enhance guest experience as it conveys that you are listening to your guests, valuing their feedback and conveying clear messages. Learner can also demonstrate his written communication skills in the form of sending and receiving emails at his workforce.

2.2: Review own interpersonal skills to produce a development plan in a hospitality context: learner has to produce his developmental plan cum interpersonal skills in the tabular form representing his skill set in the hospitality context.

Task 3 – 1100 words

Understand team and group working.

3.1: Explain the team roles involved in achieving shared goals.

3.2: Explain team dynamics and their importance in successful team working.

3.3: Assess the different ways used to achieve team goals.

Assessment Criteria

Understand team and group working: Learner has to define team working and bring out its importance in hospitality industry. Learner can also share his/her experience in his hospitality organisation where group efforts brought laurels to his team.

3.1: Explain the team roles involved in achieving shared goals: Learner has to present the elements, viz. Goals, Roles, Interpersonal Relationships and Processes for effective teamwork that can help to build and maintain high-performance teams throughout his organization. The five roles involved in achieving shared goals viz. trust, conflict management, commitment, accountability and focusing on results need to be elaborated.

3.2: Explain team dynamics and their importance in successful team working: Learner has to explain a team with good group dynamics which may be constructive and productive, and it may demonstrate mutual understanding and self-corrective behaviour. Learner has to explain Bruce Tuckman's five-stage development process that most teams follow to become high performing like, forming, storming, norming, performing, and adjourning.

3.3: Assess the different ways used to achieve team goals: As a manager in hotel learner not only hire the right people for the job, Learner has to devise ways to keep them around and build a positive reputation for the business. Learner has to provide some advice on how to hire quality staff and create a long-term team environment.

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Criteria	80+	70	60	50	40	30	0
Content (alignment with assessment criteria)	Extensive evaluation and synthesis of ideas; includes substantial original thinking	Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking	Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking	Describes main ideas with evidence of evaluation; includes some original thinking	Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking	Largely incomplete description of main issues; misses key concepts; no original thinking	Inadequate information or containing information not relevant to the topic
Application of Theory and Literature	In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept	Clear and relevant application of theory; fully integrates literature to support ideas and concepts	Appropriate application of theory; integrates literature to support ideas and concepts	Adequate application of theory; uses literature to support ideas and concepts	Limited application of theory; refers to literature but may not use it consistently	Confused application of theory; does not use literature for support	Little or no evidence of application of theory and relevant literature
Knowledge and Understanding	Extensive depth of understanding and exploration beyond key principles and concepts	Comprehensive knowledge and depth of understanding key principles and concepts	Sound understanding of principles and concepts	Basic Knowledge and understanding of key concepts and principles	Limited and superficial knowledge and understanding of key concepts and principles	Confused or inadequate knowledge and understanding of key concepts and principles	Little or no evidence of knowledge or understanding of key concepts and principles
Presentation and Writing Skills	Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax	Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax	Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning	Orderly presentation; minor errors in mechanics and syntax	Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning	Confused presentation; errors in mechanics and syntax often interfere with meaning	Illogical presentation lacking cohesion; contains significant errors that interfere with meaning
Referencing	Advanced use of in-text citation and references	Mastery of in-text citation and referencing	Appropriate use of in-text citation and referencing	Adequate use of in-text citation and referencing	Limited use of in-text citation and referencing	Inadequate use of citation and referencing	Little or no evidence of appropriate referencing or use of sources

Instructor's Comments

Directions:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at final mark.

Example:

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Range	80-100	70-79	60-69	50-59	40-49	35-39	0-34

Criteria	Score
Content	50
Application of Theory and Literature	40
Knowledge and Understanding	50
Presentation/Writing Skills	40
Referencing	40
Total Score	220/5 = 44, Basic



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