Fundamentals of Hospitality

UEL_4_FOH

School of Law and Social Sciences

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1. MODULE DETAILS

Module Title:	Fundamentals of Hospitality
Module Level:	IV
Module Reference Number:	UEL 4 FOH
Credit Value:	20 CAT points
Student Study Hours:	164
Contact Hours:	36
Private Study Hours:	102
Pre-requisite Learning (If applicable):	N/A
Co-requisite Modules (If applicable):	N/A
Course(s):	BA (Hons) Tourism and Hospitality Management
Level and Semester	Level IV, Semester 1
Module Coordinator:	Nancy Olaniyan
Contact Details & Email:	Room B165 olaniyn2@lsbu.ac.uk
Subject Area:	Tourism and Hospitality
Summary of Assessment Method:	100% Coursework
External Examiner appointed for module:	Amanda White, Manchester Metropolitan University

2. SHORT DESCRIPTION

The Module will develop students understanding of the structure and organisation of the hospitality industry and will explore the different sectors that make up the industry. It will provide an introduction to the provision of accommodation food and drink operations within the Hospitality sector and will consider supply and demand, operational aspects and the products offered.

3. AIMS OF THE MODULE

- To enable students to appreciate the diverse nature of the hospitality industry.
- To develop an awareness of the economic and competitive environment in which the hospitality business operates.
- To explore how demand and supply may differ depending on the products offered within the varying sectors.
- To explore currents trends that occur within the industry with respect to food provision.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding:
- Appreciate the structure, size and nature of the UK hospitality industry.
- Evaluate the influences on the different types of customer demand.
- Explore the diverse provision of food and drink within the sector and to understand the reasons for this.

4.2 Intellectual and Research Skills:
- Select and apply relevant theory to the subject area.

4.3 Transferable Skills and Personal Attributes:
- Develop verbal communication skills.

5.   ASSESSMENT OF THE MODULE

ASSESSMENT METHOD

This module is assessed through formative and summative components, both of which will test the students against the learning outcomes outlined in section 4 of the module guide. The summative component is Coursework one and this is worth 100% of the module. Consequently, the module is assessed by the following:

1. Formative assessment: feedback on presentations provided in seminars on the progress of students work. The presentations will require students to present their initial findings of their research to seminar groups and take question and answer sessions.
2. Summative assessment: A 3000-word report (worth 100% of the module) outlined below.

Your Assessment Brief(s) include your submission deadlines and the date by which you will receive feedback.

Your Assessment Brief(s) will include the marking criteria that will be used to assess your work. Not all the Undergraduate Marking Criteria (PDF) will be relevant to every module or assignment. The criteria that are relevant to each assessment you take will be shown in the Assessment Brief.

The feedback you receive on your assessment will use these criteria and will help you to improve your performance in future assessments.

For further information regarding assessment in this course, please see your Course Handbook on Moodle. This contains detailed information regarding assessment including an explanation of the procedures to be followed if an assessment deadline is missed, as well as how to make an application for extenuating circumstances.

Coursework One – An Individually Prepared Essay

Students must pick **one** of the essay questions below and prepare a 3000-word essay to be submitted through Turn-it- in (to check for plagiarism) and, consequently, submitted through the coursework submission link on Moodle.

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1. Explain how the nature of hospitality products can change with the new shared economy. Evaluate the development of new service quality strategies used in the hospitality industry under the concept of shared economy, whilst doing so provide examples to complement your answer.

Required Reading for Question 1:

- Colin C. Williams, Ioana Alexandra Horodnic, (2017) "Regulating the sharing economy to prevent the growth of the informal sector in the hospitality industry", International Journal of Contemporary Hospitality Management, Vol. 29 Issue: 9, pp.2261-2278
- Allison Wiles, Alleah Crawford, (2017) "Network hospitality in the share economy: Understanding guest experiences and the impact of sharing on lodging", International Journal of Contemporary Hospitality Management, Vol. 29 Issue: 9, pp.2444-2463

2. Explain how the nature of hospitality products can change with the new trends of food street markets. Evaluate the development of this new trend of the hospitality industry under the, whilst doing so provide examples to complement your answer.

Required Reading for Question 2:

- Simona Alfiero, Agata Lo Giudice, Alessandro Bonadonna, (2017) "Street food and innovation: the food truck phenomenon", British Food Journal, Vol. 119 Issue: 11, pp.2462-2476
- Eijaz Ahmed Khan, (2017) "An investigation of marketing capabilities of informal microenterprises: A study of street food vending in Thailand", International Journal of Sociology and Social Policy, Vol. 37 Issue: 3/4, pp.186-202.
- Vikas Gupta, Kavita Khanna, Raj Kumar Gupta, (2018) "A study on the street food dimensions and its effects on consumer attitude and behavioural intentions", Tourism Review, Vol. 73 Issue: 3, pp.374-388.

Each of the two questions above provide students with the ability to choose one topic that is of interest to them within the field of hospitality. When answering the essay question students would be well served to include a variety of references to support their essay answer. References can be from valid and factual websites, company websites, Government websites, and of course, trade magazines, academic books or journal articles.

A minimum of 20 references, either factual and/or academic are required in support of this essay in order to pass the assessment.

Seminar time will be devoted to the structuring of essays and students will be asked to give presentations in the last three academic weeks of teaching in order for the tutor to provide formative assessment on their research at this stage. The assessment criteria as outlined on page 9 of this module guide. It explains the requirements of the marking criteria in relation to possible grades achieved.

Word Length: 3000

Each of the three questions above provide students with the ability to choose one topic that is of interest to them within the field of hospitality. When answering the essay question students would be well served to include a variety of references to support their essay answer. References can be from valid and factual websites, company websites, Government websites, and of course, trade magazines, academic books or journal articles.

- **A minimum of 20 references, either factual and/or academic are required in support of this essay in order to pass the assessment.**

Seminar time will be devoted to the structuring of essays and students will be asked to give presentations in the last three academic weeks of teaching in order for the tutor to provide formative assessment on their research at this stage. The assessment criteria as outlined on page 9 of this module guide. It explains the requirements of the marking criteria in relation to possible grades achieved.

Word Length: 3000   *Date set*: 25/09/19

Date and place to be handed in: 13/01/20, Coursework must first be submitted electronically through Turn-it-in to check for plagiarism, available through the module site and then uploaded on the coursework submission link. **Please note that work submitted via the Turn-it-in link on Moodle is not considered as a submission. Having uploaded the work through the plagiarism tool (which is called Turn-it-in) you must then submit your coursework through the coursework submission link. Failure to submit your work through the coursework submission link on the Moodle site will result in a non-submission of coursework.**

Feedback to Student: 15 working days after deadline date

Assessment Criteria – See Appendix 1 for Undergraduate Marking Criteria Level of Achievement Indicators

Research
Practical Competence
Critical Analysis
Academic Integrity
Communication and Presentation

We are using a marking scheme whereby you are marked on a scale of fail which is poor to 1st which is excellent for each criteria, rather than allocating a set amount of marks to each criteria. An overall impression of the work's quality can therefore be formed, rather than marking to a rather dry and mechanical percentage basis. You will still be awarded an overall percentage mark. *This report should contain no fewer than 20 references*. A detailed assessment criteria and feedback sheet can be found on page 9 of this module guide.

Written work
- Your student name and identification number must be clearly stated at the top of each page of your work.
- Each page must be numbered.
- 1.5-line spacing should be used.
- Where appropriate, a contents page, a list of tables/figures and a list of abbreviations should precede your work.
- All referencing must adhere to School / Institutional requirements, following the **Harvard referencing format**.
- A word count must be stated at the end of your work, before the reference list.
- Your course, level, and the appropriate module title must be included as "footer" on each page.
- Appendices should be kept to a minimum and be of direct relevance to the content of your work.
- All tables and figures must be correctly numbered and labelled.
- Your assignment / coursework should be submitted via Turnitin

As a guide the percentage / grade equivalence is:

70% + = First Class
60 – 69 = 2:1
50 – 59 = 2:2
45 – 49 = 3rd
40 – 44 = pass
30 - 40 = marginal fail
<30 = fail

At both under- and postgraduate level problems with poor referencing and plagiarism have been increasing over the years largely due to students using internet sources inappropriately. To help improve the quality of your work, especially academic referencing skills, we are using the Turn-it-in service. Through the Moodle site for this module you must upload your assignments for checking by Turn-it-in. You must attach both the turn it in receipt and originality index to your work.

Turn-it-in is software that checks the text of your assignment against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Good scholarship requires that you should draw on others' work but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the

Harvard style (see the LSBU Library leaflet). When paraphrasing you must also give the source. Turn-it-in generates a report highlighting non-original text and it generates a non-originality index. There is no 'correct' percentage level for the non-originality index as this depends on the nature of your work and the way you use your sources.

Include after the title page of your essay, report, etc your Originality Index read out downloaded from Turnitin. Having submitted your work into Turn-it-in you should then REVIEW your work again, taking into account the full Turn-it-in read-out and detailed highlighting of text that it provides. Turn-it-in is there to aid your scholarship, it is not there just to enable you to reduce your Originality index.

Please Note
Turnitin is not a coursework submission tool. Having reviewed your work after Turn-it-in has reported back to you, you MUST then submit your work electronically via moodle or manually to the School Office as stated in your module guide or as advised by your module coordinator. If you submit only through Turn-it-in your work may not be marked and you will be in danger of receiving a mark of ZERO.
You must attach a copy of the originality report to your assignment.

6. FEEDBACK

Students can normally expect to receive written feedback 20 working days after the deadline submission. This will be emailed to you via the moodle site. All marks given are provisional and are subject to change. These provisional marks need to go through a moderation process and the marks need to be approved by the exam board. Once this has taken place you will be able to see the final mark through the MY LSBU link.

Please note that coursework cannot be submitted by email, fax or post or to individual Tutors.

Feedback from Students
The Module Evaluation Questionnaires indicated that 78% found the quality of the lecture good/very good and that 66% found the seminars good/very good, thus there will be more student input and discussion in the seminars this academic year. 68% of the participants found the moodle site good/very good. The progression rate for this module improved in the previous academic year by 89% to 93%.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content
- An overview of the different sectors that make up the Hospitality Industry.
- Ownership and management within the Hospitality sector.
- Food and beverage provision within the broad context of the Hospitality Industry.
- Key trends in consumption patterns
- Key legislation governing the industry.
- The influence of supply and demand within the industry.
- Tasting and sensory practise.

7.2 Overview of Types of Classes
Teaching will consist of seminars in which the content of the previous session will be developed and explored and lectures involving workshop activities. The teaching and learning will take place through a combination of the following: lectures, audio-visual material, discussion, research and reading.

7.3   Importance of Student Self-Managed Learning Time

Self-managed study is critical. The lecture will give you the essential theoretical background and introduce you to key concepts, but it is equally important that students keep up to date with what is going on in the Hospitality industry. To do this you are expected to read industry journals, magazines and newspapers for current information.

7.4   Employability

The module will provide students with a greater understanding of the structure of the industry and of how different organisations interrelate, thus helping students to decide which sector of the industry they are interested in working in, both for the Industrial Placement and in future employment, as they will be better informed. Improved communication and self-management skills will advantage those students who are seeking part time employment

8.   THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week 1

Lecture: Introduction and overview of the hospitality Industry
Seminar: Students to research sectors of the hospitality industry in order to identify their ownership and the role they fulfil within the market.

Suggested Reading: Schaefer, M. (2015) Sector specific management in hospitality sector – a suggested advisory, *Scholedge International Journal of Business Policy and Governance,* 2 (7), pp. 13-19.

Week 2

Lecture: Management of the Hospitality industry.
Seminar: Presentation of findings from the previous weeks' seminar.
Suggested Reading: Wilson-Wunsch, B. Beausaert, S. Templelaar, D. and Gijselaers, W. (2015) The Making of Hospitality Managers: The Role of Knowledge in the Development of Expertise, *Journal of Human Resources in Hospitality and Tourism*, 14, pp. 153–176.

Week 3

Lecture: Food and beverage provision within the industry.
Seminar: Exercise to identify and discuss the different sectors within the industry and the niche they provide.
Suggested Reading: Capacci, S. Shankar, B. Wills, J and Traill, B. (2012) Policies to promote healthy eating in Europe: a structured review of policies and their effectiveness, *Nutrition Reviews,* 70, pp. 188-200.

Week 4

Lecture: Current ideas and changes associated with the industry.
Seminar: Case study discussion about strategic alliances between hotels and restaurants.
Suggested Reading: Wilson, E. Small, J. and Harris, C. (2012) Editorial Introduction: Beyond the Margins? The Relevance of Critical Tourism and Hospitality Studies, *Journal of Hospitality and Tourism Management,* 19 (1), pp. 48-51.

Week 5

Lecture: A review of current key trends of the industry.
Seminar: Exercise and discussion about innovative food accommodation sectors that are emerging.
Suggested Reading: Kokt, D. and Strydom, A. (2014) Reflecting on industry and student expectations for working in the tourism and hospitality industry: a case study*, South African Journal for Research in Sport, Physical Education and Recreation*, 36 (1), pp. 119-130.

Week 6

Lecture: Customer Service in Hospitality

Seminar: Review of case studies and discussing how quality service impacts on the delivery of hospitality products and services.
Suggested Reading: Wang, J. Wang, Y. and Tai, Y. (2015) Systematic review of the elements and service standards of delightful service, *International Journal of Contemporary Hospitality Management*, 28 (7), pp. 1310-1337.

Week 7
Lecture: Responsible Hospitality
Seminar: Looking at case studies and discussing how the food industry can operate sustainably
Suggested Reading: Xu, X. and Gursoy, D. (2014) A Conceptual Framework of Sustainable Hospitality Supply Chain Management, *Journal of Hospitality Marketing & Management*, 24, pp. 229–259.

Week 8
Lecture: Food Safety and the role of the Government
Seminar: Case studies of legal action taken against the industry.
Suggested Reading: Arendt, S. Paez, P. and Strohbehn, C. (2012) Food safety practices and managers' perceptions: a qualitative study in hospitality*, International Journal of Contemporary Hospitality Management,* 25 (1), pp. 124-139.

Week 9 – No Class - Fieldtrip

Week 10
Lecture: Human Resources in the Hospitality Industry
Seminar: Quiz based activity on Human Resources
Suggested Reading: Chand, M. (2010) The impact of HRM practices on service quality, customer satisfaction and performance in the Indian hotel industry. *International Journal of Human Resource Management,* 21 (4): pp.551-566.

Week 11
Lecture: Financial Accounting in Hospitality
Seminar: Balance sheet, profit and loss exercise.
Suggested Reading: Chibili, M. (2016) *Basic Management Accounting for the Hospitality Industry*. 2nd ed. Noordhoff Uitgevers Groningen: Houten. (This reading can be found on week 11 of the moodle site).

Week 12
Lecture: Emerging Trends in Accommodation
Seminar: Looking at case studies and discussing how the accommodation industry can operate sustainably.
Suggested Reading: Legrand, W. Huegel, E. and Sloan, P. (2014) Learning from Best Practices: Sustainability Reporting in International Hotel Chains, in: *Advances in Hospitality and Leisure*. Published online: 11 Sep 2014: 119-134.

9. LEARNING RESOURCES

Core Reading
Ball, S. Jones, P. Kirk, D. and Lockwood, A. (2003) *Hospitality Operations, A Systems Approach*. London: Continuum.

Blokdijk, G. (2015) *Hospitality Management - Simple Steps to Win, Insights and Opportunities for Maxing Out Success*. London: Complete Publishing

Jones, P. (2002*) Introduction to Hospitality Operations*. 2nd ed. London: Cassell.

Powers, T and Burrows, C. (2003) *An Introduction to Management in the Hospitality Industry*. Chichester: J. Wiley and Sons.

Wood, C. R (2015) *Hospitality Management*. London: Sage Publications Ltd.

Hinkin, T. R. (2005) *Cases in Hospitality Management*. 2nd ed. London: John Wiley and Sons Ltd.

Walker, J. R. (2016) *Introduction to Hospitality Management*. 5th ed. USA: Pearson Education

Optional Reading
Brotherton, B. (2000) *Introduction to the UK Hospitality Business*. London: Butterworth Heinemann.

Lashley, C. and Morrison, A. (2000) *Franchising Hospitality Services*. 7th ed. London: Butterworth Heinemann.

Williams, A. (2002) *Understanding the Hospitality Consumer*. 3rd ed. London: Butterworth Heinemann

Academic journals
Cornell Hospitality Quarterly
Hospitality in Focus
International Journal of Hospitality Management
Journal of Culture, Tourism & Hospitality Research
Journal of World Business
Management Communication Quarterly
Management Journal of Contemporary Management Issues

10.   [ASSESSMENT CRITERIA](#)

90 - 100%
A quite exceptional and outstanding answer, providing insights which would not be available publicly and would, with some editing, be publishable. In addition to the features of the next section, this range is distinguished by superior organisation, economic use of language and totally comprehensive, given the conditions of the exercise.

80 - 89%
An answer which demonstrates an excellent understanding of the question and of the complexity of the issues involved. There is a sound basis of relevant factual knowledge and/or the theoretical issues involved. Most of the important issues are dealt with in a detailed, specific and systematic way. There is either some measure of original thinking in the answer or an accurate and comprehensive account is given in a way which demonstrates understanding, for example by structuring the material such that it could not have been based just on reproduction of lecture notes and course material. Evidence of creativity, critical approach, and wide reading beyond the core subject matter.

Excellent *70-79%*

An excellent essay which demonstrates an authoritative grasp of the concepts and content appropriate to the essay question. Indication of originality in the application of ideas, in synthesis of material or in performance; insights reflecting depth and confidence of understanding and real critical analysis. The concepts contained within the essay title are clearly understood and effectively illustrated with examples where required. Work is well structured, demonstrates wide, relevant reading on the topic and is presented with good referencing in the appropriate style.

Very Good *60-69%*
Very good work that demonstrates a sound level of understanding based on competent grasp of relevant concepts and content; displays skill in interpreting and analysis of complex materials. The concepts contained within the question are effectively communicated and any examples are effectively related to the question. Material is well organised and demonstrates wide, relevant reading on the topic and is presented with good referencing in the appropriate style.

Good 50-59%
Good work that demonstrates a coherent response to the requirements of the assessment task, clear expression of ideas; uses relevant source material (which is referenced in the appropriate style); demonstrates some understanding of the concepts; proposes to apply appropriate methods; appropriate organisation of response.

Acceptable 40-49%
Recognisable if limited awareness of the requirements of the assessment; evidence of some understanding of the key concepts and methodologies; some attempt to engage appropriate resources.

Unacceptable, Border Line Fail *30 - 39%*
Borderline fail. Unsatisfactory but showing some evidence of understanding. No lineage is demonstrated between selected examples and the conceptual material of the essay. May be condonable at the discretion of the Exam Board.

Unacceptable, Clear Fail *10 - 29%*
Little or no evidence of understanding or application of the key concepts. Displays an inability to link examples to the concepts. Little or no evidence of relevant reading or research presented.

1 - 9%
An answer that is so short or irrelevant that only a few marks are justified. For example, one or two points may be made which show some peripheral awareness of certain possibly relevant issues. Does not meet the minimum referencing and/or word count requirement.

0
No answer is presented. A zero mark may also be warranted for unfair practice such as plagiarism or collusion.

London South Bank University, Undergraduate Marking Criteria Level of Achievement Indicators Level 4-6
The weightings for each element within the table may vary between pieces of work. The final mark represents the balance of these elements.

Criteria	Feedforward comments						
	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
Research Systematic identification and use of academic and relevant resources	Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others.	Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research.	Wide range of relevant sources identified and used. Very little guidance needed.	A range of sources identified and used. Limited guidance needed.	Limited research identified and used. Some guidance needed to complete research tasks.	Some evidence of research but insufficient amount. Needs support to develop research skills.	Little or no research presented. Needs significant support to develop research skills.
Practical Competence Skills to apply theory to practice or to test theory	Consistently applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies practical and/or technical skills very well and with careful application of theory to context.	Applies practical and/or technical skills correctly and with some application of theory to context with only minimal errors.	Applies a sufficient level of practical and/or technical skills but with some errors. Limited application of theory to context.	Applies some aspects of the practical and/or technical skills but these are incomplete or contain important errors. Very limited application of theory	Limited application of some aspects of the practical and/or technical skills. No application of theory to context.
Critical Analysis Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates.	Very high-quality analysis developed independently. Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments. Identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments.	Some attempt at evaluation and synthesis of resources. Some use of evidence-based arguments.	Limited evaluation of resources. Limited use of evidence-based arguments	Little or no evaluation of resources. Very little use of evidence-based arguments.
Communication and Presentation Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured.	Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience.	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience.	Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience.	Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account.	Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account.
Academic Integrity Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.	Consistent, error free application of relevant referencing conventions with great attention to detail.	Consistent, error free application of relevant referencing conventions.	Consistent application of relevant referencing conventions with few errors.	Application of relevant referencing conventions, with some errors and / or inconsistencies.	Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.	Limited application of referencing conventions and / or errors.	Very limited or no application of referencing conventions, and/or multiple errors.