



HND IN HOSPITALITY MANAGEMENT

RQF STUDENT HANDBOOK

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Introduction

Welcome to The City College and to the HND Programme in Hospitality Management. You have chosen to follow an extremely demanding academic programme, however, feedback (from previous and current students) tells us that it can also be an enormously satisfying experience. This is partly because the HND (Higher National Diploma) is not only an internationally recognised qualification in its own right; it is the gateway to higher level qualifications at Bachelor's and Master's levels.

This Handbook contains useful information and guidance in a variety of areas relevant to your successful progress through the 15 course units making up the qualification and it should be read in conjunction with the main City College Student Handbook. If after reading this Handbook there are any issues about which you would like further clarification, you are very welcome to contact an appropriate member of staff. In general, practical issues are dealt with by the Admin Office (see the main Student Handbook for details) and academic issues by your Internal Verifiers and Lead Verifier.

Why choose a BTEC Higher National Qualification in Hospitality Management?

The purpose of BTEC Higher National qualifications in Hospitality Management is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the hospitality sector and adapt to a constantly changing world. BTEC Higher Nationals include a Level 4 Certificate (HNC) and a Level 5 Diploma (HND). The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

BTEC Higher Nationals are designed to help students secure the knowledge, skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief.

At the same time the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research.

Who are these qualifications for?

The BTEC HNC/ HND in Hospitality Management is aimed at you if you want to continue your education through applied learning! Higher Nationals provide a wide-ranging study of the hospitality sector and are designed for students who wish to pursue or advance their career in hospitality.

In addition to the knowledge, understanding and skills that underpin the study of the hospitality sector, Pearson BTEC Higher Nationals in Hospitality Management give students experience of the breadth and depth of the sector that will prepare them for further study or training.

Who awards the qualification?

The BTEC Higher National qualifications are awarded by Pearson and The City College works in partnership with this organisation to deliver the programme. As the awarding organisation, Pearson has approved The City College to offer a variety of HND qualifications. The College's management team is then responsible for ensuring that the quality of the provision offered meets Pearson's exacting conditions and standards.

Quality is monitored regularly through visits from Pearson's External Examiners and a regular Pearson Annual Management Review.

Qualification numbers

The Ofqual Regulated Qualifications Framework (RQF) qualification numbers are as follows:

- Pearson BTEC Level 4 Higher National Certificate in Hospitality Management: 603/2279/2
- Pearson BTEC Level 5 Higher National Diploma in Hospitality Management: 603/2278/0

Why choose BTEC?

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet the needs of employers. Therefore, Pearson BTEC Higher Nationals are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

Aims of the Level 4 HNC and Level 5 HND in Hospitality Management

Holders of the Level 4 HNC will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to hospitality, show resilience under pressure, and meet challenging targets within a given resource.

The programme at Level 5 follows the flexible 'General Hospitality Management' pathway. Holders of the HND will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Programme Structure

The normal timescale for achieving a Level 4 HNC by full-time study is one-year. The normal timescale for achieving a Level 5 HND by full-time study is two-years. Progression to Year 2 of the programme is dependent on satisfactory completion of Year 1.

The one-year Level 4 HNC:

- Requires successful completion of 8 units
- Mixes 5 core and 3 optional units, each with a value of 15 credits (120 total)
- Total Qualification Time (TQT) is 1200 hours
- Total Guided Learning Hours (GLH) is 480 hours.

The two-year Level 5 HND:

- Requires successful completion of a further 7 units (therefore 15 in total)
- Mixes 2 further core units, and 5 optional units, each with a value of 15 credits except the Research Project which is 30 credits (240 total minimum)
- Total Qualification Time (TQT) is 2400 hours
- Total Guided Learning Hours (GLH) is 960 hours
- Follows the 'General Hospitality Management' pathway.

TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. It can include, for example, guided learning, independent and unsupervised research/ learning, unsupervised coursework, watching a pre-recorded podcast or webinar, and unsupervised work-based learning.

GLH are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

The 240 credits achieved by successful completion of the HND is equivalent to completing the first two years of a Hospitality related honours degree at a UK university (see below).

What is studied and how is it timetabled and assessed?

The academic year is divided into three terms and in each term you will normally be timetabled to study 2-3 units. You will usually be timetabled for at least three days per week and it must be noted that the timetable changes from term-to-term as the programme develops and units are completed. Classes in the College are mostly scheduled between 10am and 5:30 pm, but some classes may be scheduled to start at 9 am or 9:30 am and finish at 6:00 pm. You must therefore check your timetable carefully to ensure that you know the correct start and finish times. See SharePoint for Attendance Policy.

A variety of forms of assessment evidence will be used, suited to the type of learning outcomes being assessed. Some units, for example, require a practical demonstration of skills while others require students to carry out their own research and analysis, working independently or as part of a team.

Methods of assessment may include, for example, writing a report or essay, recording an interview or role play, examination or in-class tests, giving a presentation with assessor questioning, making a PowerPoint presentation, creating academic posters, displays or leaflets, or keeping a reflective journal.

There is a required mix of core, specialist and optional units totalling 240 credits.

Year 1

Pearson BTEC Level 4 Higher National Certificate in Hospitality Management				
	Unit Number	Unit Title	Unit Credit	Unit Level
Core units Mandatory	1	The Contemporary Hospitality Industry	15	4
	2	Managing the Customer Experience	15	4
	3	Professional Identity and Practice	15	4
	4	The Hospitality Business Toolkit	15	4
	5	Leadership and Management for Service Industries (Pearson-set)	15	4
Plus TWO optional units from Group A below and ONE from Group B				
	GROUP A			
Optional units to be chosen by the College. Two from Group A and ONE from Group B	6	Managing Food and Beverage Operations	15	4
	7	Managing Accommodation Services	15	4
	8	Managing Conference and Events	15	4
	GROUP B			
	17	Entrepreneurship and Small Business Management	15	4
	15	Hospitality Marketing Essentials	15	4
	16	Human Resource Management	15	4
	13	Work Experience	15	4

Year 2

Pearson BTEC Level 5 Higher National Diploma in Hospitality Management				
	Unit Number	Unit Title	Unit Credit	Unit Level
Core unit Mandatory	18	Research Project (Pearson-set)	30	5
	19	Hospitality Consumer Behaviour and Insight	15	5
	FIVE specialist/optional units to be chosen by the College from the list below			
FIVE specialist/optional units to be chosen by the College	31	Hospitality Digital Marketing	15	5
	39	Tourist Resort Management	15	5
	43	Organisational Behaviour	15	5
	21	Menu Development, Planning and Design	15	5
	27	Front office Operations Management	15	5
	36	Diet & Nutrition	15	5
	46	Managing & Running a Small Business	15	5
	42	Customer Value management	15	5

Full details of these mandatory, core and optional units can be found in Appendix A at the end of this Handbook.

Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. All 120 credits count in calculating the grade (at each level, as applicable). The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

Pass: 4

Merit: 6

Distinction: 8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

What are the employment and further study opportunities for these qualifications?

Having a BTEC HNC/ HND provides a solid grounding in hospitality, which students can build on should they decide to continue their studies beyond the Certificate/ Diploma stage.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the hospitality sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Linking with the appropriate industry certificates
- Committing to Continuing Professional Development (CPD)
- Progressing to university

Those who enter employment in the hospitality sector may do so in job roles such as:

- Assistant General Manager
- Duty Manager
- Assistant Hospitality Manager
- Hospitality Customer Relationships Manager.

Successful completion of the BTEC HND is equivalent to completing the first two years of a related honours degree at a UK university. The qualification is recognised by Higher Education providers (eg. universities) as meeting admission requirements to many relevant hospitality-related courses, including, for example:

- BSc (Hons) in Hospitality and Events Management
- BA and BSc (Hons) in Culinary Arts Management
- BSc (Hons) in International Hospitality Management.

Students should always check the entry requirements for degree programmes at specific Higher Education providers where they wish to gain admission and 'top-up' their HND.

Entry requirements and admission

The City College is required by Pearson to ensure that every student we enrol has a reasonable expectation of success on the programme. **All applicants must be at least 18 years of age.**

Applicants aged over 21 years at the start of their course and who have been out of education for at least three years are classed as 'mature students'. The prior qualifications and/ or work experience of such applicants will be reviewed by the College to consider if their individual profile shows they have the potential to achieve the qualification. If we believe it does and all other requirements of the admissions process are met, such applicants may be enrolled.

For those who have recently been in education, the entry profile is likely to include one of the following:

- A relevant BTEC Level 3 qualification
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C and/or 9 to 4 (or equivalent) in subjects such as Maths and English
-

- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Application process

All applicants must first submit all relevant documents in the following checklist to the College with a completed application form:

- Completed Application form which has been signed at the back
- Passport size photo
- An up-to-date CV
- Passport or other form of photo ID
- Qualification certificates
- Next of Kin/ emergency contact phone number and address
- Proof of address which includes your full name and current address.

After all the documents have been checked, the applicant must sit an entry test as part of the **admissions process**. If the test is passed, applicants are invited for an interview. After the interview, all components of the process are considered, and the student will be informed of the decision, normally within 48 hours.

English language ability for non-native speakers (not born in UK)

Non-native English speakers who have not undertaken their final two years of schooling in English, must demonstrate capability in English at Level 2 (or equivalent) before being admitted to the programme. Equivalent grades to Level 2 include CEFR B2, PTE 51, and IELTS 5.5 (reading and writing must be at 5.5). After gaining admittance, such students are still encouraged to enrol on the Level 2 English course because it should still help with their HND study, career development or further study.

English language ability for non-native speakers who were taught in English for the final two years (or more)

Some applicants will not be native-speakers but will have studied the final two years of school in English (eg. those from West Africa). These applicants are also encouraged to enrol on the Level 2 English course, either as a useful refresher or because it should help them with career development or further study (eg. university entrance).

Applicants will need to prove they have any qualifications claimed and that they studied in English. If any examination certificates have been lost, applicants should apply for new copies or provide a letter from their school/ college, or provide some other proof of their educational history, so the details can be verified.

English language ability for native speakers (born in UK)

All applicants are encouraged to enrol on the Level 2 English course, even if they already have an appropriate English qualification. This is because it is a good refresher course for those who have perhaps been away from education for a while, and because it should prove helpful with career development or further study (eg. university entrance). If they don't have an English qualification or can't prove what they claim, the same applies.

Recognition of Prior Learning

Pearson encourages colleges to recognise students' previous achievements and experience through the Recognition of Prior Learning. Wherever appropriate, RPL will be undertaken in accordance with the BTEC regulations. This means that the City College will make use of RPL where an individual making application for admission as a student has prior learning which has not been formally recognised. The College recognises that the use of RPL is acceptable for accrediting a single unit, a group of units or a whole qualification.

The knowledge, understanding and/or skills used for accreditation may have been acquired in any area of life e.g. former education or training experiences / domestic or family life / work-related activities / community or voluntary activities. So long as the composite learning outcomes have been met through the provision of appropriate evidence a student, or prospective student is able to claim credit for units where recognition of prior learning has been used to generate some, or all, of the evidence.

If you wish to make a claim for accreditation of prior learning, then this should be discussed first with The City College Admin section.

Assessment

There will be a single assignment for each course unit. Each assignment will consist of a number of tasks (usually three or four) and, in dealing with these tasks, you will have the opportunity to use a variety of methods to develop and present your responses. These methods include independent research, written reports, presentations and practical project work. The assessment process is designed to reflect the vocational aims and objectives of HND level work and includes both formative and summative elements.

Formative assessment (not formally assessed) is designed to be developmental in nature and to provide you with feedback on your progress. This may focus on classroom sessions linked to your main in-unit assignment and/or practical classroom activities. The design/quantity of any formative assessment work is at the discretion of course tutors.

Summative assessment is designed to judge your achievement of the learning outcomes for each course unit. This work is graded and contributes to the overall grade you will achieve at the end of your HND programme. It will also contribute to the development of practical skills and to your ability to progress to higher levels of education. All summative assignment briefs are presented in a standard City College form and are directly linked to the BTEC learning outcomes.

Your assignments will be divided into a series of tasks (normally three or four) and each of these may be divided into a series of smaller elements. You need to note that, according to BTEC rules, you must achieve a pass grade for each element and task separately. It may be that your tutor is unable to award a Pass grade for every element of assessment, in which case, the grade for that element will be given as REFER. If even just one element is Referred then the overall grade for the assignment will be Refer until you resubmit and achieve a Pass grade. You should seek academic advice from your tutor. Referrals are to be submitted with the re-done tasks only. Referrals are to be submitted on the dates published. *Please see notice board/posters and Sharepoint for deadlines.*

Each unit has two attempts. If you still have not passed on your second attempt you must seek advice immediately. The normal BTEC system does not use a Fail grade. The only time an assignment is graded as Fail is in cases of plagiarism, collusion or any other form of student malpractice.

(See SharePoint for Assessment – Policy & Practice for further details).

All units require assignments to be uploaded to the Moodle website to be checked for plagiarism and released for marking. **It is your responsibility to upload your final assignments in their entirety onto the Moodle website before the final deadline.**

The hand-in date will be printed clearly on the front of every assignment and all assignments are to be uploaded onto the College's online Moodle website by the published deadline.

All students are expected to have back up of all their assessments for the entire length of the course. On the rare occasion where an assignment cannot be found, the College will ask you to produce another copy for submission either from Moodle (See Appendix B) or from your own backup.

You are naturally encouraged to use the Internet, text books and journals to research your assignment topics however, it is essential that the assignment is written in your own words and you should note that, when you submit an assignment, you are required to declare that it is your own original work.

If, at any time, a lecturer suspects that work submitted is not a student's own work, then that student may be required to attend a viva (an oral examination) in front of a panel of assessors for which dates will be given.

Serious Malpractice will be reported to Pearson. Examples of serious malpractice are:

- Serial falsifying of submitted work
- Attempts to manipulate results by forging documentation

You should note that assignment hand-in dates are final. If you are unable to submit your work on time due to illness or any other emergency, you must complete an HND EXTENUATING CIRCUMSTANCES EXTENSION form CCECER1 (which you can get from reception) at least 72 hours before the end of term and provide written evidence (e.g. a medical certificate). Please return the completed form to Reception.

You will be told within 48 hours by the panel if your extension has been granted. **Please note, you should continue to work on your assignments in case your request for extension is not accepted, in which case, you must submit your work by the original deadline date.** See SharePoint for Extenuating Circumstances – Policy and Practice

If a student is unable, through unforeseeable circumstances, to submit their completed coursework on the final deadline day they must contact the College immediately. They must be able to provide acceptable evidence of the emergency and will be given further instructions.

Any student who deliberately tries to manipulate the 'no late work' system either by submitting blank sheets of paper or submitting substantially incomplete assignments should note that this is malpractice and will result in a FAIL grade. This means that you will have to wait for the next deadline on which you can submit your failed units.

All failed units will be capped at a PASS.

As a professional provider of learning, The City College is required to provide a mechanism for students to appeal against assessment decisions.

If you have any reason to believe that the grade you were given is not the correct one then you are entitled to make use of the City College Academic Appeals procedure. See SharePoint for further details.

Please note, all marks are provisional until approved by the BTEC External Examiners who visit the College once a year. External Examiners have the authority to change a grade which would then be discussed with the Lead Verifier. Grades for individual cohorts must be approved by the EE's before certification can be claimed.

The BTEC HND programmes delivered by The City College are accredited by Pearson and all course units are internally assessed. This means that the assessment programme is planned and designed by the College while, at the same time, we ensure that the level and content of all assignments is consistent with Pearson's general specifications for student learning at Level 5. We also comply with the specific learning outcomes set separately by Pearson for each individual course unit. All colleges delivering Pearson programmes work in the same way, to the same learning outcomes. This approach ensures that, while we have the freedom to design an assessment programme that meets the specific needs of this College and its students, you can be confident that your end qualification will be at a nationally recognised standard and therefore a valuable, long term, addition to your CV.

A further quality check is provided through the Pearson system of external verification. The medium for this is an annual visit from a Pearson External Examiner. At this time all assignments designed by City College are checked against the published standards, as is the work produced by students.

You will find the detailed City College specification for your own HND programme at the beginning of this handbook. It has been carefully designed to meet Pearson's own specification and has also been linked to the QAA Quality Code for Higher Education in the UK.

In all, your HND programme requires successful completion of 15 course units – 14 structured units plus a research project which you design yourself. Each term you will normally study two-three course units and, in accordance with The City College HND assessment policy, each will be assessed through the completion of a single assignment. The deadline for submission will be the same for all of your assignments. The only exception to this is when, for a specific reason, part of the assessment for a particular course, may be time constrained. If this is the case, it will be specified in your main assignment for the unit and you will be given the date for this well in advance.

All submitted assignments will normally be marked by your course tutor and will be graded according to the BTEC system which does not use percentages – instead, the grades are Pass, Merit, Distinction and your work is marked objectively against the published learning outcomes and assessment criteria for each course unit.

This ensures that the grade you are given has nothing to do with the likes and dislikes of your tutors and also ensures that the Level 5 academic standards are met. All learning outcomes and assessment criteria are printed clearly in each assignment brief so that you know what you have to do and they will also be explained to you by your tutor when the assignments are given out. The assignment briefs also show what you have to do to get a Merit or a Distinction and again, these criteria will be explained to you by your tutor when assignments are given out.

Programme Specification

Teaching institution	The City College
Faculty	Department of International Travel and Tourism/ Hospitality
Awarding body	BTEC - Pearson
Programme title	Hospitality Management
Final award	HND
Level	5
Language of study	English
Mode of study	Full time
Period of study	Two years
Course structure	Six terms: 2-3 course units studied in each term (15 course units in all)
Method of assessment	Assignment – one per course unit
Credit value	15 credits per unit /30 for Pearson-set Research Project / overall minimum 240 credits
Method of grading	Pass / Merit / Distinction
Final award level	Pass / Merit or Distinction
Qualification framework	Regulated Qualifications Framework (RQF)

Appendices

Appendix A

Unit 1: The Contemporary Hospitality Industry

(Core, Unit Level 4)

Introduction

The aim of this unit is to provide students with knowledge and understanding of the hospitality industry. Gaining insight into how hospitality organisations function within the wider business environment. Students will examine the purpose of different hospitality organisations, exploring the size, scale and scope of the hospitality industry. Students will explore the skills requirements and the challenges that hospitality organisations have with recruiting sufficiently skilled staff to support business growth. Students will consider the external factors that impact the hospitality industry and will gain an understanding of what drives supply and demand for hospitality products and services. Students can then use the knowledge, understanding and skill sets gained in this unit to be able to identify, and take advantage of, potential trends and developments.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine the current structure, scope and size of the hospitality industry
2. Explore current and anticipated skills requirements in the hospitality industry
3. Review the internal and external factors that impact the hospitality industry and how they relate to current issues facing the hospitality industry
4. Analyse the current and potential trends and developments affecting the hospitality industry.

Unit 2: Managing the Customer Experience

(Core, Unit Level 4)

Introduction

The aim of this unit is to provide students with background knowledge and understanding of how hospitality businesses manage the customer experience from the initial needs analysis through to after sales follow-up.

During the unit, students will be able to map the journey that a customer makes through a travel and tourism business, identifying crucial touch points and recognising how these touch points can be managed to optimise the customer's experience.

Students will consider how technology is changing the way customers interact with hospitality businesses and how digital initiatives should complement existing customer journeys, whilst recognising that online and offline consumers are distinctly different. Students can then use this knowledge to provide customer service both within business and services and online contexts to meet required standards.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the needs and expectations of market segments for the service industry
2. Explore the customer experience map to create business opportunities and optimise customer touch points
3. Investigate the impacts of digital technology in customer relationship management
4. Apply effective customer experience management within a service sector business to maximise customer engagement.

Unit 3: Professional Identity and Practice

(Core, Unit Level 4)

Introduction

With employment opportunities and career progression becoming increasingly competitive, it is vital that new employees appreciate the value of the correct skills and competences expected by employers.

This unit aims to guide students through the process of self-assessment of skills and competences, personal career planning and the application of different learning and development approaches within a work environment. Students are not necessarily expected to engage in work activities, however self-assessment and design must be applied within a specific work context to avoid it being generic. This unit complements Unit 14: Work experience, to apply theory to practice as the content links closely together.

The unit will also give students direction on how to prepare for job applications and interviews in a formalised manner, with the aim of improving career prospects. Students are expected to undertake a practical interview arranged and guided by the tutor or relevant employer.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities
2. Assess own skills, competences and the different learning and development approaches
3. Design a professional development plan, within a specific work context
4. Demonstrate a range of service industry and transferable skills for a job application.

Unit 4: The Hospitality Business Toolkit

(Core, Unit Level 4)

Introduction

Everyone needs to understand the business – not just their own part of it but how all the different aspects link together. The actions of a hospitality manager can have an impact on other areas, and their actions can affect interrelationships with those departments, so students will need to understand all this and be able to take effective, informed decisions.

Many hospitality managers are at ease with the customer service side of the hospitality business, but are less comfortable diving into the financial side of things. Yet to be a successful hospitality manager, you must know how to control your department or property's finances responsibly and effectively. Every business requires its future leaders to have a level of understanding of key factors to drive both profitability and brand success. Using tools such as human capital, planning to recruit and retain the best staff, to interpreting and applying financial key indicators to drive profitability or gain market share.

This unit is designed to provide students with key skills for becoming competent managers in a hospitality environment. Allowing them to understand key principles with regard to key performance indicators both financial and non-financial.

This unit aims to give students the opportunity to develop their business acumen, covering a number of different business activities applied within the hospitality industry context. These include forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, effective communication and dealing with legislation and regulation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Investigate how to manage finance and record transactions to minimise costs responsibly within the hospitality sector
2. Assess how to manage the Human Resources (HR) life cycle within the context of HR strategy
3. Illustrate the potential impact of the legal and ethical considerations on a hospitality business
4. Explain the importance of coordinating and integrating various functions of departments within the hospitality sector.

Unit 5: Leadership and Management for Service Industries

(Core, Unit Level 4)

Introduction

The ability to lead and manage effectively is highly sought after by service industry employers as they seek to produce and develop managers that can motivate, enthuse and build respect throughout their workforce.

This unit is a Pearson-set unit. Tutors will choose a topic based on a theme and selection of topics provided by Pearson (this will change annually). This will enable students to explore and examine a relevant and current topical aspect of leadership and management in the context of the service sector environment.

The unit enables students to gain understanding of leadership and management principles, and to review their potential for a career in management in the service sector. After exploring organisations' structures and cultures, students will learn classical management theories and leadership styles, and how these are applied to managing commercial organisations.

In addition to the students gaining a good understanding of how management theories are practised in today's industries, they will also evaluate effective management and leadership skills for the service industries through application and reflection on skills required and applied in a service industry context.

***Please refer to the accompanying Pearson-set Assignment Guide and Theme and Topic Release document for further support and guidance on the delivery of the Pearson-set unit.**

Learning Outcomes

By the end of this unit a student will be able to:

1. Review classical management theories and leadership styles
2. Explore the factors that influence different management styles and structures in a service industry context
3. Assess current and future management and leadership skills for the service sector
4. Demonstrate management and leadership skills in a service industry context.

Unit 6: Managing Food and Beverage Operations

(Optional, Unit Level 4)

Introduction

The aim of this unit is to provide students with background and operational knowledge of the food and beverage industry. Students will examine the different kind of businesses found within the hospitality sector and the standards associated with them.

Students will be expected to learn the operational skills required to work within the food and beverage sector and gain an appreciation for the equipment and technology used in operations. Students will learn how they can gain commercial advantage both operationally and from a marketing perspective. Finally, students will also learn about which factors effect customer's decision to purchase. Students will be able to use this knowledge as a foundation to develop a career in food and beverage management.

Learning Outcomes

By the end of this unit a student will be able to:

By the end of this unit students will be able to:

1. Explore the food and beverage industry including different styles of food and beverage service outlets, rating systems and current industry trends
2. Demonstrate professional food and beverage service standards in a real working environment
3. Compare the ways that different food and beverage operations use technology to improve operational efficiency
4. Analyse customer motivations and behaviour and how food service outlets use this information to maximise business success

Unit 7: Managing Accommodation Services

(Optional, Unit Level 4)

Introduction

The accommodation sector is one of the largest sectors in the tourist industry, providing a wealth of opportunities for students to work within a dynamic and diverse sector. Opportunities are growing for accelerated career advancement, and positions in differing destinations and different types of establishments are expanding.

The sector is an integral part of the hospitality industry and this unit will provide students with a comprehensive understanding of the diverse accommodation services available to guests. Students will gain an overview of accommodation services, the different forms of ownership and classification systems. The functions of the front office will be introduced and they will explore the role the front office plays within accommodation services. The importance of housekeeping management will also be assessed along with the facilities and security functions of accommodation services.

Students will be able to identify trends and technologies for the sector and the impact they have on the different functions, services and guest provisions.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the types of accommodation services available within the hospitality industry
2. Discuss the role of the Front Office department within accommodation services
3. Assess the contribution of the Housekeeping department to providing effective accommodation services
4. Explore the role facilities and security plays within accommodation services.

Unit 8: Managing Conference and Events

(Optional, Unit Level 4)

Introduction

The aim of this unit is to give students a background knowledge and understanding of the events and conferencing industry. Students will be required to study the different types of events and profile real events from different events categories.

Students will learn how to set up a variety of conferences and the type of equipment and resources required to set up conferences and events. Students will discover the different job roles in the events industry and the skills required for the roles.

Students will evaluate their own skills to identify what they need to improve on to gain their desired roles. Students will investigate the criteria required to run and manage a safe and secure event, both in terms of the physical venue and dealing with situations that might occur. On completion of the unit students will have a good understanding of the industry and the skills required and transferable skills in safety, which is invaluable for any area of the events sector.

Learning Outcomes

By the end of this unit students will be able to:

1. Investigate the different categories and dimensions of events within the events sector
2. Examine the considerations for conference and event room set ups defining the professional standards required
3. Explore the management skills required to work within the events environment and successfully deal with stakeholders
4. Explain the measures required to manage a secure and safe events environment for staff and guests

Unit 13: Work Experience

(Optional, Unit Level 4)

Introduction

A crucial part of a professional's skills, abilities and competences are developed during work, and are refined through practical experiences and 'learning by doing'. Employers rate work experience above all else and the HN qualifications aim to make students work ready and prepare them with the appropriate balanced skills profile that employers require.

Integral to achieving 'work readiness' is the need for practical application and contextualisation of learning; a perspective that is increasingly sought after by employers. Curriculum that helps students gain real-world, relevant experience in their chosen careers have proven to be an enabler for graduate progression to employment and of considerable value to students' personal and professional development.

This unit aims to enable students to develop personal and professional skills by engaging in practical tasks and activities within a relevant workplace. It is designed to facilitate supervised learning in a workplace that can be fit around full-time or part-time student commitments and enables both an employer as well as an academic supervisor to monitor and support students through a goal-orientated process. The minimum work experience hours required for completion is 80 hours.

Students will be given the opportunity to identify and plan their own skills development in line with a chosen career path or direction. It will be expected that students negotiate and agree work experience in an appropriate work context, agreed by the employer and academic supervisor. They will monitor and record evidence from the tasks and activities that they undertake, to allow them to evaluate the process and any shortcomings in their development going forward.

Learning Outcomes

By the end of this unit a student will be able to:

1. Investigate the value and benefits of practical work experience for career and personal development
2. Plan suitable and relevant work experience in an appropriate service sector organisation
3. Undertake appropriate work experience to develop professional skills and competences
4. Evaluate personal skills and competences developed during practical work experiences

Unit 15: Hospitality Marketing Essentials

(Optional, Unit Level 4)

Introduction

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Hospitality organisations such as Hilton, Accor, McDonalds, Costa Coffee and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up their own business or being employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the role of marketing and how it interrelates with other functional units in a hospitality organisation
2. Compare ways in which hospitality organisations use elements of the marketing mix (7Ps) to achieve overall business objectives
3. Develop a basic marketing plan to meet marketing objectives for a hospitality organisation.

Unit 16: Human Resource Management

(Optional, Unit Level 4)

Introduction

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use Human Resource (HR) methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and with different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives
2. Evaluate the effectiveness of the key elements of Human Resource Management in an organisation
3. Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation
4. Apply Human Resource Management practices in a work-related context.

Unit 17: Entrepreneurship and Small Business Management

(Optional, Unit Level 4)

Introduction

This unit provides students with an understanding of the definition and scope of entrepreneurship and an understanding of the enablers and barriers to business start-up.

Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs and the impact of personal situational factors, including education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will also be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge together with their learning to be able to identify the characteristics of entrepreneurial ventures.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explore and illustrate the range of venture types that might be considered entrepreneurial
2. Assess the impact of small businesses on the economy
3. Determine and assess the key aspects of an entrepreneurial mindset
4. Examine the different environments that foster or hinder entrepreneurship.

Unit 18: Research Project

(Core, Unit Level 5)

Introduction

This unit is assessed by a Pearson-set assignment. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of hospitality in the context of the hospitality environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, develop research aims, objectives and outcomes, and present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

On successful completion of this unit, students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine appropriate research methodologies and approaches as part of the research process
2. Conduct and analyse research relevant to a service industry research project
3. Communicate the outcomes of a service industry research project to identified stakeholders
4. Reflect on the application of research methodologies and concepts.

Unit 19: Hospitality Consumer Behaviour and Insight

(Core, Unit Level 5)

Introduction

Creating memories and joyous experiences for consumers is a key dimension affecting the profitability and growth of any tourism organisation. To understand the factors that influence customers' decisions is invaluable in marketing and hospitality operations.

This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making processes, from needs recognition through research, the evaluation of alternatives, purchase and post-purchase evaluation. While students will learn the underpinning theories and frameworks, they will also be expected to relate these to real-world examples, including their own personal experiences.

An important part of marketing is understanding the processes behind how a consumer makes the decision to purchase a product and/or service.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by a hospitality organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the factors that influence hospitality consumer behaviour and attitudes
2. Demonstrate the ability to map a path to purchase in a hospitality context, including the decision-making process
3. Evaluate appropriate forms of research to understand influences on the hospitality consumer decision-making process
4. Evaluate how marketers influence the different stages of the hospitality consumer decision-making process.

Unit 21: Menu Development, Planning and Design

(Optional, Unit Level 5)

Introduction

The menu in any hospitality business is not only the prime method of communicating to customers what it is they have to sell, but it is also the key document for directing and controlling the business. The menu provides a road map for what ingredients need to be purchased, the price a business can pay for those ingredients, and the staff, equipment and procedures required to produce the dishes.

In this unit students will be investigating how menus are planned and designed to meet customer requirements within the resource, skills and cost constraints of a hospitality business. Students will understand how to apply these principles to developing and designing profitable and achievable menus and how to evaluate their impact on customers and the business.

Learning Outcomes

By the end of this unit a student will be able to:

1. Investigate how menus are planned and designed to meet customer and business requirements
2. Determine how to cost and price menus
3. Develop and evaluate menus to meet customer and business requirements.

Unit 27: Front Office Operations Management

(Optional, Unit Level 5)

Introduction

The Front Office multi-departmental operations of a hotel play a crucial role in the customer experience; they meet and greet guests, check them in, manage their luggage and ensure that they have a comfortable and enjoyable stay. The Front Office is the face of the accommodation sector and has an invaluable role in elevating and enhancing the customer experience and relationship.

The aim of this unit is to provide students with the understanding of how the hotel Front Office is managed and its importance within accommodation services.

This unit will explore the Front Office and students will learn about the day-to-day management of the Front Office. Students will gain an understanding of what is involved in each phase of the guest experience as well as an understanding of room sales revenue and the importance of yield management in maximising revenue.

On successful completion of this unit students will have developed sufficient knowledge and understanding of what it takes to manage the Front Office.

Learning Outcomes

By the end of this unit a student will be able to:

1. Evaluate the role of the Front Office department within various accommodation organisations
2. Discuss the importance of managing the reservation process to ensure maximisation of profit
3. Analyse the guest experience journey within Front Office operations
4. Assess how Front Office operations manage the quality of service delivery

Unit 31: Hospitality Digital Marketing

(Optional, Unit Level 5)

Introduction

The aim of this unit is to introduce students to the major developments taking place in digital marketing. It will enable students to develop an understanding of how hospitality organisations use various digital tools and techniques to engage their guests/customers and maintain a competitive advantage. This unit is designed to provide students with the knowledge and tools to work as part of a digital marketing team or go on to study more in this specific area.

Digital marketing is now a major component of all successful hospitality marketing campaigns. Hospitality organisations recognise the importance of having digital at the core of their business in order to meet the needs of technology-savvy guests/customers.

However, with the landscape continually evolving, it is important for marketers to stay ahead of their competitors and deliver cutting-edge digital marketing approaches and strategies.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the opportunities, challenges and impact of the digital environment within the hospitality industry
2. Examine key digital tools, platforms and channels used by various hospitality organisations
3. Determine how to organise digital marketing activities and build multi-channel capabilities in a hospitality organisation
4. Evaluate methods of monitoring and measuring digital marketing effectively.

Unit 36: Diet and Nutrition

(Optional, Unit Level 5)

Introduction

Through the subject of nutrition students will determine how the intake of food can have a serious impact on health and well-being. Students will develop their knowledge of essential nutritional principles such as macro and micro nutrients, dietary requirements, hydration and effects of diet on health and disease.

Students will master specialised subjects such as food allergies and intolerances, eating disorders, diet related illnesses and nutritional requirements throughout all stages of life. Legislation and regulations will be explored along with the understanding of nutritional food labelling.

This unit will enable students to create and critically analyse recipes and menus, covering a variety of hospitality sectors and an array of dietary requirements.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate in-depth knowledge of nutrients and calories, their sources and their effect, on health and well-being
2. Evaluate the impact of nutritional knowledge in relation to hospitality management
3. Examine the implications of nutrition in relation to specific diseases, digestive disorders and key stages of life
4. Discuss menu planning for specialist diets including allergies and intolerance, cultural and ethnic food requirements and plant-based diets.

Unit 39: Tourist Resort Management

(Optional, Unit Level 5)

Introduction

The purpose of this unit is to give students an opportunity to explore the world of tourist resorts. Firstly, they will learn about the different types of resorts that exist in the world and focus on some of the management issues that are associated with managing them. Secondly, the students will focus on understanding the difference between an all-inclusive resort and an individually priced resort and the financial challenges that this brings.

Finally students will be expected to focus on a specific location of their choosing, they will then research a specific resort type of their choice and identify the type of customers that visit the location and why. Focusing on the consumer needs, students are then to produce a creative package tailored to the resort, outlining how the resort would be priced ensuring that the business would be profitable and how it would win business against local competition.

Students will be able to use the knowledge gained during this unit to help in a career as a general hotel manager or business entrepreneur.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the different features of common resorts and the potential issues of managing them
2. Evaluate the different types of resorts and the packages available
3. Analyse the consumer needs in a specific location to create a resort package that focuses on these needs
4. Apply the guiding principles for achieving sustainable tourism for a chosen resort.

Unit 42: Customer Value Management

(Optional, Unit Level 5)

Introduction

This unit is designed to enhance students' knowledge and understanding of why it is important for marketers to enhance and manage the value of the customer interactions. Students will learn the underpinning theories and frameworks, and will also be expected to relate these to real-world examples, including their own personal experiences.

Organisations ideally seek a mutually beneficial relationship between themselves and their customers. This is particularly important when considering the costs associated with acquiring a new customer. It has been suggested that it can cost five times as much to gain a new customer as it is to retain an existing one. Moreover, there is no guarantee that a new customer will be as loyal as a current one. Any organisation, whether for profit, non profit organisation (NGO) or a charity, seeks ways of retaining customers through enhanced customer experiences.

In order to retain loyal (and profitable) customers, organisations seek to understand them better. By understanding customers through the capture of relevant data, organisations can enhance a customer's lifetime value. They then aim to build a relationship with the customers where they remain loyal and continue to purchase a range of products/services.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether setting up in business independently or being employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it
2. Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation
3. Analyse appropriate techniques and methods in order to increase customer lifetime value.

Unit 43: Organisational Behaviour

(Optional, Unit Level 5)

Introduction

The aim of this unit is to develop a student's understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Analyse the influence of culture, politics and power on the behaviour of others in an organisational context
2. Evaluate how to motivate individuals and teams to achieve a goal
3. Demonstrate an understanding of how to cooperate effectively with others
4. Apply concepts and philosophies of organisational behaviour to a given business situation.

Unit 46: Managing and Running a Small Business

(Optional, Unit Level 5)

Introduction

This unit will provide students with a practical understanding of the key aspects of running a small business or social enterprise. Students will learn about the activities involved in running a small business, including developing good relationships with customers, planning and allocating operational resources, forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, leadership and building a team, dealing with legislation and regulation and how to put together a business plan.

Students will be able to apply their learning to a simulated business of their choice that they will work on as part of a group. They will develop an understanding of how all of the different aspects of running a business interrelate to achieve success, and develop an appreciation of the benefits and importance of organisation and planning.

Learning Outcomes

By the end of this unit a student will be able to:

1. Discuss how a small business or social enterprise plans and allocates resources to achieve objectives
2. Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation
3. Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements
4. Discuss the implications of regulation and legislation on a small business or social enterprise.

Appendix B

MOODLE

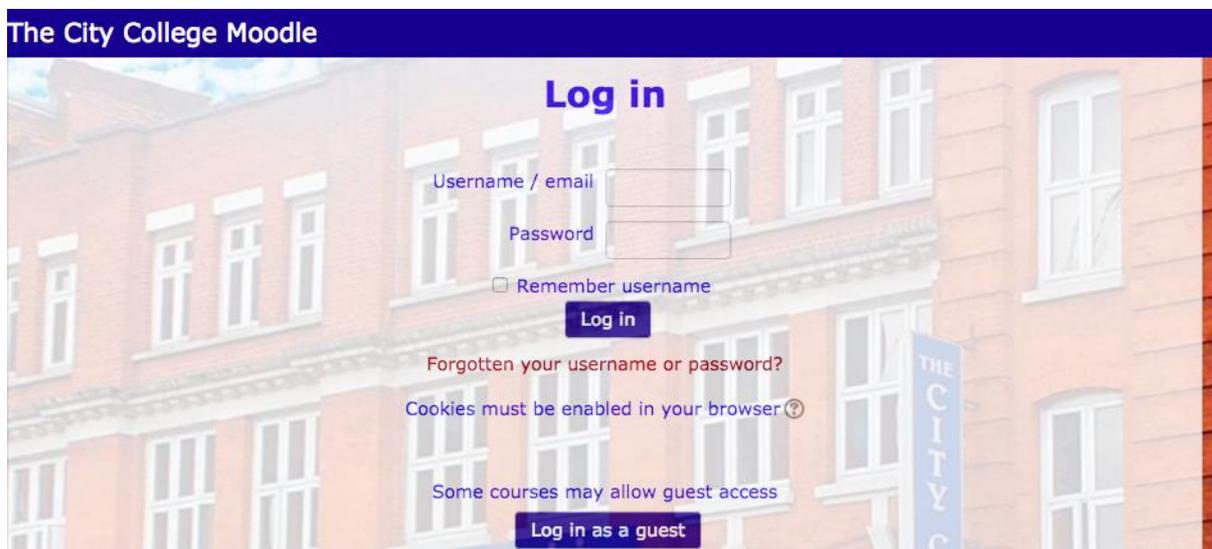
Chapter 1: Getting Started

Welcome to Moodle. This document will guide you through the process for checking your assignments online and give you a complete introduction to the Moodle suite of services.

How to use MOODLE

1. Use this address to bring up the log in Moodle page.

<https://moodle.citycollege.ac.uk/login/index.php>

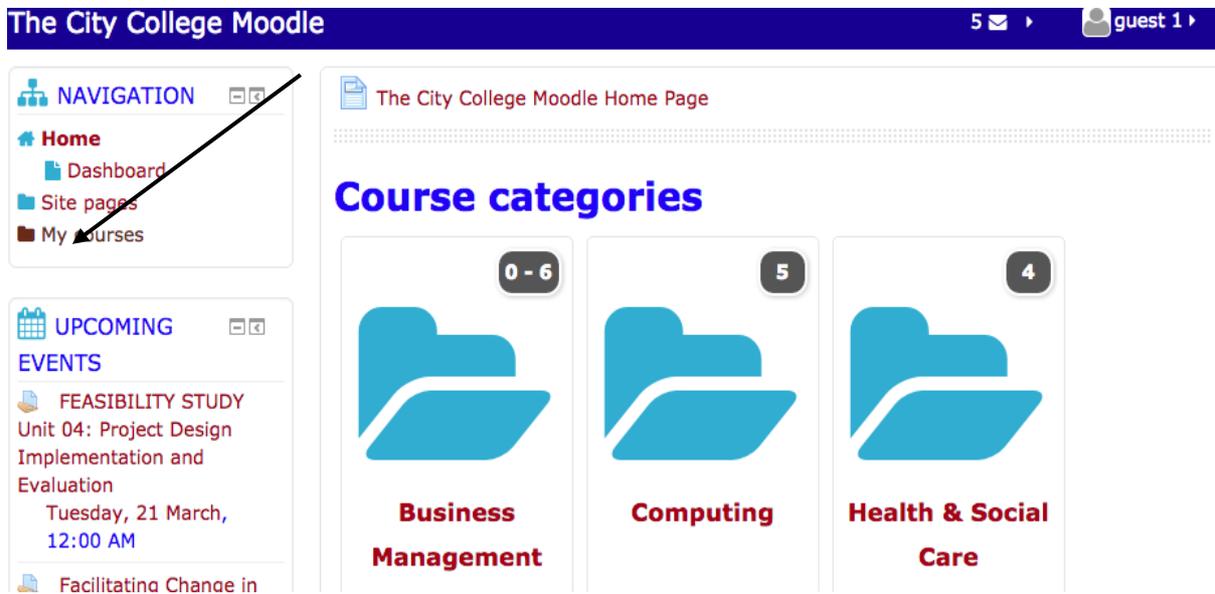


Username / email: you can log in with your city college email address eg the one you use to log into sharepoint e10154@citycollege.ac.uk OR you can use your name as it appears when you log into the college network.

For example: James Smith should be james smith. You need a space between first name and surname

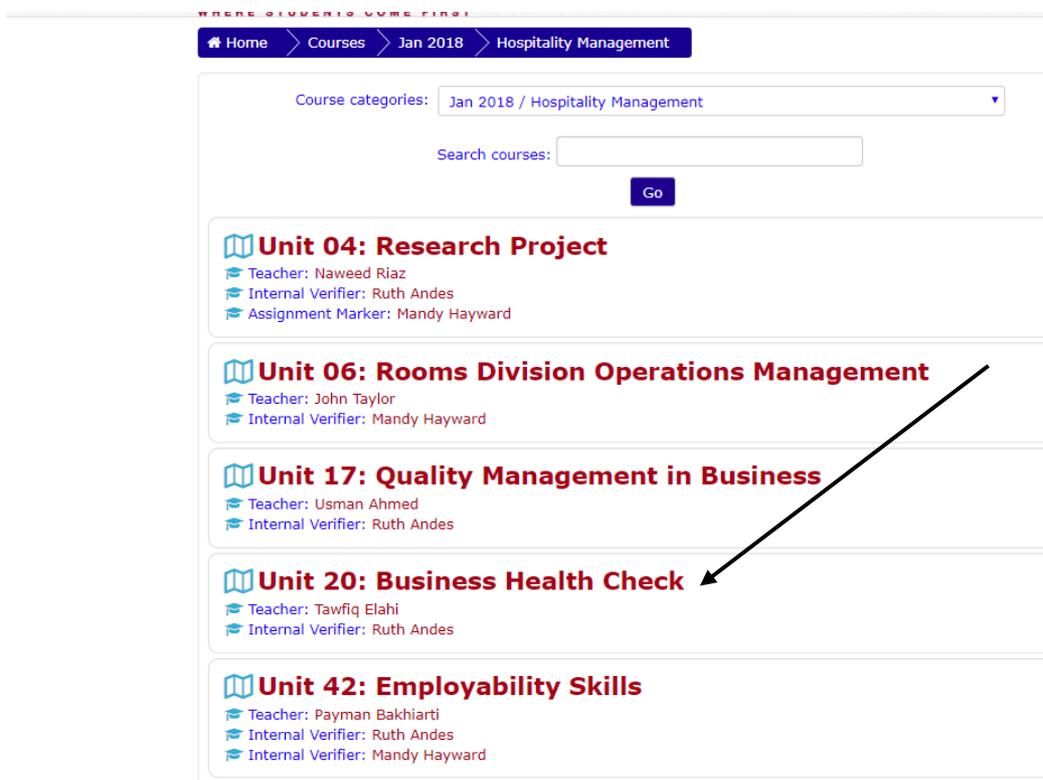
Password: password is the same as your City College system log in eg password for sharepoint/college email.

- Go to My Courses as shown in image or choose your course from the folder icon



The screenshot shows the Moodle interface for The City College. The top navigation bar is dark blue with the text "The City College Moodle" on the left, "5" with a mail icon in the center, and "guest 1" with a user icon on the right. Below the navigation bar, there are two main sections. On the left, there is a "NAVIGATION" sidebar with a "Home" section containing "Dashboard", "Site pages", and "My Courses". An arrow points to the "My Courses" link. Below this is an "UPCOMING EVENTS" section with a calendar icon, listing "FEASIBILITY STUDY Unit 04: Project Design Implementation and Evaluation" for Tuesday, 21 March, at 12:00 AM, and "Facilitatina Change in". On the right, the main content area is titled "The City College Moodle Home Page" and features a "Course categories" section. This section displays three folder icons representing different course categories: "Business Management" (0-6), "Computing" (5), and "Health & Social Care" (4).

- Choose the appropriate unit for which you want to make a submission.



The screenshot shows a Moodle course page for "Hospitality Management" in "Jan 2018". The breadcrumb trail is "Home > Courses > Jan 2018 > Hospitality Management". Below the breadcrumb, there is a "Course categories:" dropdown menu set to "Jan 2018 / Hospitality Management" and a "Search courses:" input field with a "Go" button. The main content area lists several units, each with a book icon, a title, and a list of roles and names: "Unit 04: Research Project" (Teacher: Naweed Riaz, Internal Verifier: Ruth Andes, Assignment Marker: Mandy Hayward), "Unit 06: Rooms Division Operations Management" (Teacher: John Taylor, Internal Verifier: Mandy Hayward), "Unit 17: Quality Management in Business" (Teacher: Usman Ahmed, Internal Verifier: Ruth Andes), "Unit 20: Business Health Check" (Teacher: Tawfiq Elahi, Internal Verifier: Ruth Andes), and "Unit 42: Employability Skills" (Teacher: Payman Bakhiarti, Internal Verifier: Ruth Andes, Internal Verifier: Mandy Hayward). An arrow points to the "Unit 20: Business Health Check" entry.

4. Click Assignment Submission as shown in image

Home > My courses > Unit 20: Business Health Check

Unit 20: Business Health Check

Announcements

Unit Evaluation Survey Jan 2018

Please participate in this unit evaluation survey. Thanks.

Business Health Check Jan 18 Unit Evaluation Survey

Business Health Check Assignment Jan 18

Business Health Check Assignment Jan 18 Submission

5. Click "Add Submission" button.

The City College Moodle This course 5 guest 1

Submission status

Attempt number	This is attempt 1.
Submission status	No attempt
Grading status	Not graded
Due date	Friday, 7 April 2017, 11:55 PM
Time remaining	18 days 10 hours
Last modified	-
Submission comments	Comments (0)

Add submission

6. You can drag and drop the file you want to submit and click the declaration box of submission before you submit. You cannot submit your work without selecting the declaration statement. You need to click "Save changes" button

Business Health Check Assignment Jan 18 Submission

[Return to: Business Health...](#)



I certify that the work submitted for this assignment is my own and research sources are fully acknowledged. I acknowledge that I have read and agree the [declaration](#). I have read and fully understand [Academic Conduct and Practice](#).

File submissions

Maximum size for new files: 50MB, maximum attachments: 2

You can drag and drop files here to add them.

Accepted file types:

Document files `.doc .docx .epub .gdoc .odt .oth .ott .pdf .rtf`

Presentation files `.gslides .odp .otp .potm .potx .ppam .pps .ppsm .ppsx .ppt .pptm .pptx .pub .sti .sxi`

There are required fields in this form marked

[Business Health Check Jan 18 Unit Evaluation Survey](#)

Jump to...

[Return to: Business Health...](#)

Save changes

Cancel

7. After you have submitted your assignment, you can go and edit your submission by clicking "Edit Submission" button

Unit 20: Business Health Check

Business Health Check Assignment Jan 18 Submission

[Return to: Business Health...](#)

Submission status

Attempt number	This is attempt 1 (2 attempts allowed).
Submission status	Submitted for grading
Grading status	Not marked
Due date	Friday, 6 April 2018, 11:55 PM
Extension due date	Sunday, 23 September 2018, 11:55 PM
Time remaining	2 days 21 hours
Last modified	Friday, 21 September 2018, 1:58 AM
File submissions	 assignment.docx  Turnitin status: Queued
Submission comments	 Comments (0)

[Edit submission](#)

Make changes to your submission

8. You can select the old file to delete and drag and drop the new file to submission area. You need to save your changes by clicking "Save changes" button

Unit 20: Business Health Check

Business Health Check Assignment Jan 18 Submission

[Return to: Business Health...](#)



I certify that the work submitted for this assignment is my own and research sources are fully acknowledged. I acknowledge that I have read and agree the **declaration**. I have read and fully understand **Academic Conduct and Practice**.

File submissions

Maximum size for new files: 50MB, maximum attachments: 2

📄
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▶ 📁 Files



assignment.docx

Accepted file types:

Document files *.doc .docx .epub .gdoc .odt .oth .ott .pdf .rtf*

Presentation files *.gslides .odp .otp .potm .potx .ppam .pps .ppsm .ppsx .ppt .pptm .pptx .pub .sti .sxi*

There are required fields in this form marked

Unit 20: Business Health Check

Business Health Check Jan 18 Submission

I certify that the sources are
declaration

File submissions

assignment.docx

Accepted file
Document file
Presentation
.sti .sxi

There are required fields in this form marked

◀ Business Health Check Jan 18 Unit
Evaluation Survey

Jump to...

Return to: Business Health...

Save changes Cancel

Edit assignment.docx

Download **Delete**

Name

Author

Choose license

Path

Update **Cancel**

Last modified 21 September 2018, 1:58 AM

Created 21 September 2018, 1:58 AM

Size 12,5KB

9. You can edit your submission as many times as you want until the due date. You are not allowed to submit or edit after due date. Due date cut off time is 23:50. For example, if the due date is 7th April 2017, students are allowed to edit or submit the assignments before 7th April 2017 23:50.

If you have any technical issues please email the City College Moodle supervisor: Yamin Htwe : yhtwe@citycollege.ac.uk

Types and Size

Moodle currently accepts the following file types for upload into an assignment:

- Microsoft Word™ (DOC and DOCX)
- Corel WordPerfect®
- HTML
- Adobe PostScript®
- Plain text (TXT)
- Rich Text Format (RTF)
- Portable Document Format (PDF)
- OpenOffice (ODT)
- Hangul (HWP)

The file size may not exceed 20 MB. **Note:** Text only files may not exceed 2 MB.

Note: PDF documents must contain text to be submitted. PDF files containing only images of text will be rejected during the upload attempt. To determine if a document contains actual text, copy and paste a section or all of the text into a plain-text editor such as Microsoft Notepad or Apple TextEdit. If no text is copied over, the selection is not actual text.

Tip: Users submitting scanned images of a document or an image saved as a PDF will need to use Optical Character Recognition (OCR) software to convert the image to a text document. Manual correction of the resulting document is highly recommended to fix any errors caused by the conversion software.

Note: Some document formats can contain multiple data types. This includes text, images, embedded information from another file, and formatting. Non-text information that is not saved directly within the document will not be included in a file upload. This includes references to a Microsoft Excel® spreadsheet included within a Microsoft Office Word document.

Note: Users whose files are saved in a file type that is not accepted by Turnitin will need to use a word processing program to save the file as one of the accepted types. Rich Text Format and Plain Text file types are nearly universally available in word processing software. Neither file type will support images or non-text data within the file. Plain text format does not support any formatting, and rich text format supports only limited formatting options.

Tip: When converting a file to a new file format, users should rename their file with a name other than that of the original file. This is suggested to prevent permanent loss of the original formatting or image content of a file due to it being overwritten.

Resubmitting

Students have the ability to overwrite their previous submissions until the due date and time set for the assignment.

Note: Only a single file may be submitted by a student.

Plagiarism Prevention

Papers submitted to MOODLE use a service called TurnitinUK which compares assignments against billions of internet documents, an archived copy of the internet, local databases of submitted student papers, and a database of periodicals, journals, & publications. Any matching text found is detailed in an Originality Report sent to your class portfolio.

Similarity Reports

When a student submits an assignment to Turnitin, assignments are checked against a large range of sources in order to find if there are matching text sections. Examples of resources checked across billions of webpages include:

- Internet sites and archived internet documents and data
- A repository of papers previously submitted to Turnitin
- A subscription repository of periodicals, journals, and publications.

If matches are found, the matched text is highlighted and linked to the sources identified by

Turnitin. Turnitin also gives an assignment a 'similarity index', which is the total percentage of text in an assignment that has been matched to other sources.

It is perfectly natural for an assignment to match against some of the Turnitin database. If quotes have been used and referenced correctly, there will be instances where Turnitin will find a match. The similarity score simply makes the reader aware of any problem areas in the assignment. This can then be used as a tool, as part of a larger process, to determine if the match is or is not acceptable.

Interpreting the Similarity Report

After submitting the assignment and a Similarity Report is available, a coloured box containing the similarity index as a percentage will appear in the File submissions column in Moodle.

The screenshot displays three Turnitin assignment entries, each with a document icon, title, Turnitin ID, and a similarity score in a colored box:

- HRM Assignment.docx**: 3% (Blue box)
- HRM assignment .docx**: 5% (Grayed out box)
- City College Student Declaration.docx**: 80% (Orange box)
- Definitions of HRM INC..docx**: 30% (Yellow box)

The assignment will also display a Turnitin ID to confirm the identity of the assignment and the student who submitted it but that has been removed from the above.

The colour of the box shown indicates the similarity score of the paper, based on the amount of matching or similar text that was uncovered. Similarity Reports that have not yet finished generating are represented by a grayed out icon. The percentage range is 0% to 100%. The possible similarity indices are:

- **Blue:** No matching text
- **Green:** One word to 24% matching text
- **Yellow:** 25-49% matching text
- **Orange:** 50-74% matching text
- **Red:** 75-100% matching text

Note: Overwritten or resubmitted papers may not generate a new Similarity Report for a full 24 hours. This delay is automatic and allows resubmissions to correctly generate without matching to the previous draft.

Is the percentage shown the level of plagiarism detected?

No! Turnitin does not measure plagiarism. It measures the number of matches in the assignment, which may or may not be acceptable, against the database mentioned above. Determining if the matches are acceptable is made on a case-by-case basis.

Checking the assignment

When you click on the coloured box containing the percentage, the assignment itself will open and you can access the Match Overview. The Match Overview, to the right of the page as indicated below, lists the sources of any matching text. The text of the actual assignment is highlighted where matches have been detected also as indicated below.

The screenshot shows a document titled "Esther Saxey Gender in advertising essay.docx" with a Match Overview panel on the right. The Match Overview shows a 57% similarity score and a list of four sources: 1. en.wikipedia.org (26%), 2. Submitted to Fenwick... (5%), 3. cdcv.unlv.edu (5%), and 4. www.medialit.org (5%). The document text is highlighted in orange, and the Match Overview panel has a red circle around the 57% score.

In this main window is the text of your work. You can scroll down to see all the pages or use the Toggle page navigation for a page thumbnail view.

Make sure you click on the % similarity (circled) for a detailed view.

You may see sections of your work have been highlighted, each with a number and colour.

What gets highlighted?
Words which match another source (a book, website, article, essay)

So if you've got a passage that's highlighted, which is not in quote marks or indented, it might well be inadequately referenced.

Click on any number of highlighted section for a pop-up side-by-side comparison of your work and the matched source.

Turnitin may match a source which is not the source where you read it e.g. Turnitin shows a recent article, you read the words in a textbook.

On the right hand side here, you can see the matching sources Turnitin has found, starting with the most-used source.

If you hover your cursor over a source listed here, and click on the arrow that appears, Turnitin will show you other matching sources – you may recognise one of these as the one you used.

What is an acceptable percentage in a Similarity Report?

There is no acceptable percentage. Turnitin is only a text-matching tool. Plagiarism is about using the thoughts, writings, examples, etc. of another person as one's own. Turnitin will highlight phrases that match other sources, but can't tell if those thoughts, ideas, or examples are those of the student who submitted the assignment or not.

It is not just the level of similarity identified. It is what is identified, how it has been used within the assignment, and whether or not it has been correctly referenced.

Turnitin can't know and check every possible source. It's still each student's responsibility to take notes carefully and acknowledge the sources.

What if text is highlighted (as in point 4 above)?

Students should not try to 'clean' their report so Turnitin no longer find matches. Rather, students should try to make sure they've acknowledged their sources fully and correctly, for *exact phrases* and also for *ideas* and *examples*.

- If a whole passage is highlighted, it should be placed in quotation marks or indented, to show that the precise words came from another source
- If there are a few highlighted phrases without quote marks or indentation, the student must decide whether to:
 - rewrite the whole passage and put it entirely into their own words, or
 - place the original phrases in quote marks.

In both cases, the source should be listed in the bibliography according to the Harvard referencing format. This should ensure students get recognition from their marker for all the reading they've done, and plagiarism should have been avoided.

So what causes the matches?

Matches could occur for the following reasons:

- A **direct quote** has been made in an assignment - direct quotes included in assignments may be text-matched by Turnitin irrespective of whether the quote has been appropriately referenced. This provides students and lecturers with an opportunity to check that direct quotes have been correctly referenced. These matches also give students and lecturers an opportunity to consider how many quotes are appropriate for the relevant assignment
- An **indirect quote** has been included in an assignment which is very similar to the original - an indirect quote is when someone else's words are paraphrased. If a match in Turnitin occurs due to paraphrasing, it may generally indicate that the paraphrasing is too similar to the original and needs to be rephrased. It is important to remember that when paraphrasing, the author and original work must be correctly referenced.
- **Plagiarism** - while Turnitin provides a 'text-matching' service which may assist lecturers in detecting suspected plagiarism, the use of Turnitin will not identify an instance of plagiarism, and cannot determine if there has been a breach of academic integrity. Turnitin will only match text within a student assignment to text located in other sources (e.g. the internet, journals and periodicals and other assignments submitted to Turnitin), but it cannot determine the 'original' source or actually make a determination plagiarism has occurred.

If a student has copied someone else's work, recycled their own work, or taken material directly from some other source and made it appear to be their own ideas, this is plagiarism. It is important for students to remember that their ideas, arguments and analysis are the key aspect of their writing.

Further information

Further information can be found by visiting:

Students

[https://guides.turnitin.com/01 Manuals and Guides/Student Guides/Feedback Studio/15 The Similarity Report](https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio/15_The_Similarity_Report)

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Lecturers

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