

MHOS103 Assessing Hospitality Students

ECTS Value: 5
Self-Study Hours: 90

Contact Hours: 25
Assessment Hours: 1P0

Overall Objectives and Outcomes

This module is intended to provide the necessary knowledge, skills and competences on the types and modes of assessment that should be employed by prospective educator teaching in a vocational setting, particularly in Hospitality. Assessment of Hospitality students, notably those following Food Preparation and Production and Food and Beverage Service is often carried out by vocational educators and external examiners coming from an industrial background. Despite the industrial experience of an external assessor is key to the successful assessment of Hospitality students, the same assessors are often not adequately equipped and informed about the pedagogical skills and specific approach that should be taken when assessing different students. This may, in turn, create difficulties when vocational learners seek recognition of their achievements through assessment. This module will address this gap by discussing and demonstrating the right approach towards assessing Hospitality students. The content will start with an outline of the procedures that must be taken to develop criteria and formulate assessment guidelines to students. The discussion will centre around the concept that assessment in a vocational setting (as with non-vocational) should seek to inform the educator about the knowledge, skill and competence take-up of students rather than his or her limitations. The outcome of the assessment should eventually be used as a tool to (i) improve teaching methods and (ii) document the progress of students.

By the end of this module, the learner will be able to:

Competences

- a. demonstrate full autonomy in the direction of learning in relation to assessing competences based on research;
- b. develop the necessary skills which allow for the continuation of independent study and research with regard to different methods of assessing Hospitality students;
- c. systematically understand through continuous evaluation the needs of students to be successful in their learning;
- d. develop and propose new strategies which allow adequate assessments of hospitality students in order to establish their highest level of achievement through vocational learning;
- e. act autonomously in decision making about the type of assessment required in relation to the learning abilities of students;
- f. evaluate and develop various assessment tools addressing different assessment criteria and be able to explain this to students ahead of the actual assessment;
- g. monitor the progress of students by analysing their assessment patterns.

Knowledge

- a. demonstrate self-direction and originality in the development of assessment criteria and patterns in Hospitality education;
- b. demonstrate critical awareness in relation to the different assessment methods in relation to students' abilities;

- c. act autonomously in planning and the implementation of methods of monitoring students' learning development through assessment.

Skills

- a. recommend and propose adequate assessment plan for a specific Hospitality subject;
- b. systematically understand and determine the relative weightings of the assessment types in specific Hospitality subject;
- c. act autonomously in deciding the pre-determined controlled learning outcomes and develop corresponding assessment tasks using specific criteria;
- d. evaluate methods of documenting the achievements of Hospitality students for each assessment task and type, and evaluate the task according to the given criteria provided in the Hospitality syllabus.

Assessment Methods

This module will be assessed through: Assignment.

Suggested Readings

Core Reading List:

1. Dimmock, K., Breen, H. and Walo, M., 2003. Management competencies: An Australian assessment of tourism and hospitality students. *Journal of Management & Organization*, 9(1), pp.12-26.
2. Knowd, I. and Daruwalla, P., 2003. Peer assessment in hospitality education: Impacts of group size on performance and rating. *Journal of teaching in travel & tourism*, 3(1), pp.65-83.
3. Marina Brinkman-Staneva, (2015) The complexities of assessments in professional hospitality education. *Quality Assurance in Education*. Vol. 23 Issue: 4, pp.339-352
4. Millar, M., Mao, Z. and Moreo, P., 2010. Hospitality & tourism educators vs. the industry: A competency assessment. *Journal of Hospitality & Tourism Education*, 22(2), pp.38-50.

Supplementary Reading List:

1. Waryszak, R.Z., 1999. Students' expectations from their cooperative education placements in the hospitality industry: an international perspective. *Education+ Training*, 41(1), pp.33-40.
2. Kwan, K.P. and Leung, R.W., 1996. Tutor versus peer group assessment of student performance in a simulation training exercise. *Assessment & Evaluation in Higher Education*, 21(3), pp.205-214.