

Module Study Guide

Academic Year 2022–2023

TH70097E – Strategic Practice in Luxury
Hospitality Management

Level: 7

Credits: 20

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Key team contact details

Module Leader	Ariane Lengyel and
Subject Area & School/College	Hospitality, London Geller College of Hospitality and Tourism
Email	ariane.lengyel@uwl.ac.uk and
Phone	0208 231 2688
Location	WK.02.002

Module Tutor	Ariane Lengyel (weeks 1-7)
Email	Ariane.lengyel@uwl.ac.uk
Phone	0208 231 2688
Location	WK.02.002
Module Tutor	TBA (weeks 8-14)
Email	
Phone	
Location	

Module/Course Administrator	Jacqueline McDonnell
Email	Jacqueline.mcdonnell@uwl.ac.uk
Phone	0208 231 2324
Location	Room CA.02.001, Cavendish House

Subject Librarian	James Concannon
Email	james.concannon@uwl.ac.uk
Phone	0208 231 2251
Location	SMR Library

The Course Leader overseeing this module is Patrick Muigai, and can be contacted at patrick.muigai@uwl.ac.uk.

The Head of Subject overseeing this module is Louise Gill and can be contacted at louise.gill@uwl.ac.uk.

The Dean of the College responsible for this module is James Edmunds, and can be contacted at james.edmunds@uwl.ac.uk.

The External Examiner responsible for this module is Dr Karl Russell of The Hague Hotel School.

1 Module overview

1.1 Introduction

Welcome to the module Strategic Practice for Luxury Hospitality Management. On the following pages you will find useful information regarding the module, assessments and learning resources. Further information can be found on the Blackboard module site, accessible via the UWL student portal. This module has been carefully designed to fit the demands of level 7. The content and assessment of the module considers nationally agreed assumptions about where you should be as a level 7 student. These are based in the following context:

As a level 7 student, we will expect you to be able to:

“Operates in abstract and unpredictably complex learning, work or practice contexts, requiring selection and application of advanced and specialist techniques and information sources.”, and

“Acts autonomously to make strategic decisions and develops appropriate practice guidelines, taking responsibility for outcomes in abstract and unpredictably complex contexts.”

(SEEC, 2021)

1.2 Module summary content and aims

The module aims to develop the students’ critical understanding of the commercial and strategic management in luxury hospitality organisations. This module addresses the unique opportunities and challenges that the food and luxury hospitality industries face when designing a customer experience

This module will first consider the potential strategic directions that organisations could adopt to ensure revenue and profit generating capabilities in an increasing competitive and commercial world. This will include models of ownership, investment and asset management as well as revenue management.

The module goes on to explore how managers go about ‘doing’ strategy in organisations. It considers the actions and behaviours of individuals at middle and senior management levels, and how these contribute towards the practice of strategizing. It achieves this by looking at theoretical concepts such as socio-materiality, sensemaking, and the use of metaphor in shaping different strategic approaches.

The content of the module is as follows:

- Hospitality asset management
- Models of ownership and development (managed, franchised, owned, sale and lease-back, mergers and acquisitions)
- Revenue and distribution management
- Commercial functions of a luxury hospitality organisation
- Strategy As Practice and the application of social theory
- Strategic Leadership in the 21st Century
- Participation in the strategy making process
- The inevitability of change and how to lead it

- Sensemaking, sensegiving and the role of middle management
- Socio-materiality: the use of objects and artefacts
- Strategic episodes and the use of metaphor

1.3 Learning outcomes to be assessed

- LO1 Critically evaluate the application of commercial management in the hospitality industry
- LO2 Evaluate the success factors of the strategies used by international hotel companies
- LO3 Assess what is currently known about a defined topic area from within the broader field of strategic management
- LO4 Create a framework of future research directions that would enhance the theoretical knowledge in the field of strategic practice.

1.4 Indicative Contact Hours

Teaching Contact Hours	42 hours
Independent Study Hours	158 hours
Total Learning Hours	200 hours

2 Assessment and feedback

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Oral Assignment – Group Presentation	20 minutes	40%	50%	Week 7	Slides on Turnitin Presentations in class Feedback within 15 working days
Written Assignment – TBA		60%	50%	Week 15	Online on Turnitin Feedback within 15 working days

2.2 Assessment brief – formative assessments and learning outcomes

Both assessments must be submitted to Turnitin. You will find a link to the Turnitin assignment from the 'Assessments' area of the Blackboard course menu. You will need to ensure that your assessment is uploaded as a single document and in the correct format (e.g. a Word document or PDF – the acceptable file formats are displayed on screen when you come to submit via Turnitin). Turnitin generates an originality report, and you are encouraged to make use of this facility as a support tool to help you ensure the source material in your assignment is correctly referenced before final submission. You will be able to submit revised drafts of your work up until the assignment due date. Only the final version will be marked by your tutor.

At the due date and time, no further submissions or changes are possible. Whatever is in the Turnitin inbox at this time will be regarded as your final submission. If you receive an agreed extension or Mitigating Circumstances, and have also submitted draft work, please contact your tutor to unlock your submission entry.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the UWL Blackboard student-help pages at: uwl.ac.uk/blackboardhelp

2.2.1 A1: Group Presentation

This assignment assesses learning outcomes 1 and 2.

You have been requested to act as a consultant in order to recommend the implementation of new revenue management practices in a presentation to the management team. Your presentation will be to an audience comprising of the group owners and general managers from each hotel who are not familiar with the ins and outs of revenue management and are very interested to learn more.

The presentation should cover the following:

- An assessment of the current approach of the hotel group in terms of distribution and pricing in relation to current industry practice
- Explain the benefits of adopting formal revenue management procedures for the London properties. Ensure you cover aspects of pricing, forecasting, and segmentation.
- Asset management approaches for the possible purchase of the hotel in Paris.
- Your assessment of the advantages of the hotels joining a 'soft brand' to grow the company over the long term.
- What recommendations would you give to ensure that the hotels are maximising their revenue opportunities?
- Recommendations for short-term actions to help prepare for the company's growth strategy and long-term actions for their international expansion including the appointment of an asset manager.

The Presentation:

Failure by any student to participate in the presentation will result in that student failing the assessment so please ensure you are available. As this is an academic exercise, please reference your slides and provide a full reference list in the Harvard convention. Please ensure all group members are in business attire.

Assessment criteria:

- Research skills and ability to demonstrate breadth and depth of knowledge – 30%
- Understanding of the revenue and asset management issues and concepts – 30%
- Intellectual skills including the ability to demonstrate analysis of data and ability to critically evaluate the significance findings and present recommendations – 20%
- Communication and presentation skills including quality and coherence of verbal presentation and time management – 20% - 10% of the mark will be an individual mark based on participation, group work and ability to answer questions.

Case study

The Regal Hotel Group is a 5-star central London independent hotel group with 318 rooms across three properties. The buildings, while usable at a five-star standard, could be described as "tired" and in need of some investment. The owners wish to use this opportunity to take stock of the business and decide on a new strategy as they start to look to expand. You have been requested to act as a

consultant in order to recommend the implementation of new revenue management practices. The hotels have the following room types and rack rates:

	<u>Langtree</u>	<u>The Regency</u>	<u>Park View</u>
<i>Deluxe (£200 to £550)</i>	109	50	60
<i>Executive (£300 to £650)</i>	35	20	30
<i>Junior suite (£550 to £1500)</i>	5	1	5
<i>Executive suite (£2000 to £3000)</i>	1	1	1
<i>Restaurant</i>	Italian / 100c	French / 150c	Modern British / 100c
<i>Bar</i>	45c	80c	60c
<i>Meeting rooms</i>	5	5	7
<i>Gym</i>	Yes	No	Yes

The hotels have mainly corporate customers Monday to Thursday and leisure customers on weekends. They currently use Booking.com as an online travel agent with the remainder of the bookings coming directly on each hotel's individual website or via business travel agents for corporate customers. Each hotel independently uses the Opera property management system.

To date, there has not been any formal revenue management team with this task being carried out by each hotel's respective reservation manager and sales manager. The owners would like to improve the performance of the group and develop plans for growing the business, both through more effective use of their existing property portfolio and longer term through more hotels. They are considering the purchase of a hotel in Paris to add to their portfolio.

Grade descriptor

Generic Grade Descriptors – Postgraduate	
<i>%</i>	<i>Descriptor</i>
86 - 100	The standard achieved is exceptional and the work provides clear evidence that the knowledge, understanding and skills are at a level appropriate to the level of study. There is evidence showing that all the learning outcomes appropriate to that level are achieved with many at an exceptional standard.
76 - 85	The standard achieved is outstanding and the work provides clear evidence that the knowledge, understanding and skills are at a level appropriate to the level of study. There is evidence showing that all the learning outcomes appropriate to that level are achieved with many at an outstanding standard.
70 - 75	The standard achieved is excellent and the work provides clear evidence that the knowledge, understanding and skills are at a level appropriate to the level of study. There is evidence showing that all the learning outcomes appropriate to that level are achieved with many at an excellent standard.

Generic Grade Descriptors – Postgraduate	
%	Descriptor
65 - 69	The standard achieved is very good and the work provides clear evidence that the knowledge, understanding and skills are at a level appropriate to the level of study. There is evidence showing that all the learning outcomes appropriate to that level are achieved with many at a very good standard
60 - 64	The standard achieved is good and the work provides evidence that the knowledge, understanding and skills are at a level appropriate to the level of study. There is evidence showing that all the learning outcomes appropriate to that level are achieved with many at a good standard
55 - 59	The standard achieved is acceptable and the work provides evidence that the knowledge, understanding and skills are at a level appropriate to the level of study. There is evidence showing that all the learning outcomes appropriate to that level are achieved with many at an acceptable standard
50 - 54 Marginal pass	The standard achieved is acceptable and the work provides evidence that the knowledge, understanding and skills are at a level appropriate to the level of study. There is evidence showing that all the learning outcomes appropriate to that level are achieved though a few at only a very basic level
45 - 49 Marginal fail	The standard achieved is weak and the work provides evidence of insufficient knowledge, understanding and/or skills at a level appropriate to the level of study. There is evidence showing that a majority but not all of the learning outcomes appropriate to that level are achieved
40 - 44	The standard achieved is weak and the work provides evidence of insufficient knowledge, understanding and/or skills are at a level appropriate to the level of study. There is evidence showing that several of the learning outcomes appropriate to that level are achieved
35 - 39	The standard achieved is very weak and the work provides evidence of insufficient knowledge, understanding and/or skills appropriate to the level of study, although some of the learning outcomes appropriate to that level are achieved
30 - 34	The standard achieved is very weak and the work provides evidence of insufficient knowledge, understanding and/or skills appropriate to the level of study. The evidence shows that some of the learning outcomes appropriate to that level are achieved OR that none is achieved but there is evidence that many of the learning outcomes may be almost achieved.
25 - 29	The standard achieved is unacceptable and the work provides little evidence of the knowledge, understanding and/or skills appropriate to the level of study. The evidence shows that few, if any, of the learning outcomes appropriate to that level are achieved.
15 - 24	The standard achieved is unacceptable and the work provides very little evidence of the knowledge, understanding and/or skills appropriate to the level of study. The evidence shows that very few, if any, of the learning outcomes appropriate to that level are achieved.
0 - 14	The standard achieved is unacceptable and the work provides negligible or no evidence of the knowledge, understanding and/or skills appropriate to the level of study. The evidence fails to show that any of the learning outcomes appropriate to that level are achieved.

Timing and methods of feedback:

Feedback will be provided within 15 working days of submission.

2.2.2 A2: TBA

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the UWL Blackboard student-help pages at: uwl.ac.uk/current-students/online-learning-tools

2.3 Learning materials

The reading list for this module is available on Blackboard in the module area and online by searching uwl.rl.talis.com. This shows real-time availability of books in the library and provides direct links to digital items, recommended by your lecturer.

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides ([subject-guides-libguides](#)) are also available to help you find relevant information for assignments, with contact details of the Subject Librarian for your School.

Remember, all your work must have Academic Integrity; it must be an honest and fair submission, complying with all the requirements of the assessment, that properly references and credits any other people's work you have used. Failure to meet these standards of behaviour and practice is academic misconduct, which can result in penalties being applied under the [Academic Offences Regulations](#).

3 Things you need to know

3.1 Our Expectations

You are expected to behave in accordance with the [Student Code of Conduct](#), and treat others with kindness and respect whether at university or online. It's important to consider your safety and the safety of others around you, especially how to stay safe online and ensure your communications are secure and appropriate, visit uwl.ac.uk/current-students/studying-campus for information and advice.

Teaching at UWL during the academic year 2022–23 will be conducted using our blended learning framework, “UWL Flex”. This is a tried and tested model that helps you maximise your learning by providing you with materials to:

- 1) engage with before class (“Investigate”) so you can maximise your hands-on learning during your taught session
- 2) Help you demonstrate and check your understanding by applying your prior learning during class (“Apply”)
- 3) Help you enhance your knowledge and skills by reflecting on or consolidating your learning after class (“Consolidate”)

Whether you are engaging with teaching and learning activities onsite or via the UWL Virtual Learning Environment (VLE), Blackboard, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled onsite or online activities, or complete activities in the time frames set out, you should let your tutors know.

You should aim to meet assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or onsite, will be tracked and if we see that you are not engaging, we will get in contact with you.

Please remember that your course team is here to support you so if you are having problems, let us know so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the [Attendance and Engagement Monitoring Policy](#) particularly if you are on a course leading to professional registration, or you are on a student visa.

3.2 Getting Support

Graduating from UWL will open up a world of opportunities for you, but we understand that the journey to get there is not always easy – especially when you are combining studying with work, caring for others, or dealing with illness. That is why we offer lots of support to help you meet your full potential.

3.2.1 Personal Tutors, Module Leaders, Subject Librarians, and Course Leaders

Your Personal Tutor can help if you're worried about your studies, need academic advice, or want to find the best way for you to succeed.

Your Module Leader can help if you're struggling with work, don't think you can meet a deadline,

or there was something you didn't understand or want to know more about.

Your Subject Librarian can help you with finding, evaluating, reading, and referencing sources. They offer drop-ins and workshops throughout the year.

Your Course Leader can help with any questions about the course you're studying, such as any course-specific requirements or options.

3.2.2 Study Support Team

The Study Support Team helps you enhance your academic writing and study skills through one-to-one support opportunities and workshops throughout the academic year. This support consists of:

- Study Skills Support
- English Language Support
- Maths and Statistics Support
- Peer Mentoring Scheme
- Online Resources

To book a one-to-one appointment or a workshop, you can visit uwlacademicsupport.targetconnect.net. For more information or to register for weekly updates email Study.Support@uwl.ac.uk or you can visit the website to find out more about the support offered by the Study Support Team at uwl.ac.uk/studysupport

3.2.3 Student Services

In addition to the study support listed above, you can get support from Student Services with:

- Student Advice, including:
 - [Funding your Studies, Financial Hardship, Scholarships and Bursaries](#)
 - [Housing rights and Accommodation](#)
 - [Immigration](#)
- [Student Welfare](#) (guidance for personal or emotional problems)
- [Counselling](#)
- [Disability and Mental Health](#) (support on your course and around the University)
- [Faith](#)
- [Careers, Employability, and Placements](#)
- [Volunteering](#)

Book your 1-2-1 appointment with any of these areas at studenthub.uwl.ac.uk. Not sure which service you need? Contact Student Services for more information at studentservices@uwl.ac.uk or call [020 8231 2345](tel:02082312345). You can find Student Services at:

- Ealing – The Street at St Mary's Road
- Brentford – 2nd Floor at Paragon House
- Reading – Drop-in sessions are available at Fountain House
- Oxford – An advice point is available at Ruskin College

We also offer online resources to help you make the best of your time at University or tell us about anything that's not right:

- Togetherall (togetherall.com) is a safe, online community where people support each other anonymously to improve mental health and wellbeing.
- Report + Support (reportandsupport.uwl.ac.uk) is an online platform to report or seek support with instances of bullying, harassment, discrimination, assault etc. Any reports can be made anonymously.

3.2.4 Meeting Deadlines

You should always try your best to submit your work on time. If you submit coursework late, within 10 calendar days of the deadline, then the maximum mark you will be able to get for that work will be the pass mark. Anything submitted after this would be counted as a non-submission.

We understand that there may be times when you experience circumstances outside of your control that mean you are not able to submit on time. It's a good idea to talk your Module Leader if you're not going to be able to submit on time so that they can support you and make you aware of any services that can help.

Where exceptional circumstances mean you'll be submitting your coursework late, you can [request an extension](#) before your deadline. An extension means that the penalty for submitting up to 10 calendar days late will not apply.

If your circumstances are so serious that you are not able to submit at all or are unable to attend an in-person assessment like an exam or in-class test, then you can [request mitigation](#) for the assessment. Mitigation means that you can submit work at the next available attempt instead.

If you request an extension or mitigation before the deadline you can choose to self-certify, meaning that you do not have to provide evidence, so long as you provide a valid reason for the request. You can only self-certify three assessments per academic year. If you have used all your self-certification opportunities, or requested mitigation after the deadline, you will need to provide evidence of your exceptional circumstances for your request to be granted.

If you need help making an extension or mitigation request, you can get in touch with the [Students' Union Advice Team](#) who will be able to support you through the process.

3.3 Making an Impact

3.3.1 When there's an issue

If something's negatively impacting your experience at university, you should raise this informally with your Module Leader or Course Leader.

If the issue is affecting several students, you could talk to your Course Rep about it, and they can either raise your concerns with your Module Leader or Course Leader on the group's behalf, or at the Course Committees which take place each semester.

If the course team are unable to address your concerns to your satisfaction, the [Students' Union Advice Team](#) can help you to raise a complaint, following the process outlined in the [Student Handbook](#).

The University aims to ensure that any issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3.2 Module Evaluation Surveys

Towards the end of the module, you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give direct feedback about the module through a series of questions and free text.

Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see the impact your voice has had.