



L-Università ta' Malta
Faculty of Economics,
Management & Accountancy

**DEPARTMENT OF
TOURISM MANAGEMENT
(DTM)**

TTC2240
INDUSTRY PLACEMENT

Evidence Portfolio & Reflective Diary Guidelines

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Introduction

The Industry Placement is a module conceived as a professional link between the academic theory and vocational work experience. The placement further develops the competencies, skills and knowledge of the programme. In this study-unit, the student is mentored rather than supervised.

As part of the industry placement experience, students are assigned duties and responsibilities. The placement will vary according to the context, resources and expertise of the company selected. When students are assigned to a company, they follow the instructions of the company's management. Students are also bound by the Rules and Regulations of the University of Malta.

A mentor from the host company should be pre-identified for the student to be assessed during the actual industry placement. This mentor should ideally form part of the management of the section within which the student would be working in at the host company.

DTM will ensure that there is appropriate mentoring during the placement and the learning outcomes will be achieved. The overall experience of the student, based upon the latter's evidence portfolio [**40%** of the final grade] and Reflective Diary [**60%** of the final grade] should be submitted on completion of the internship period as part requirement of the Degree programme.

Students failing to record the necessary hours are not allowed to submit the Evidence Portfolio nor the Reflective Diary.

Description of Study Unit

This unit continues to build on the knowledge, skills and competencies attained by the student during the first-year industry of study. Students will be assigned a place of work, preferably, when possible, of their choice, where they will carry out their placement hours. A mentor will be appointed for each student; to assist the student in developing practical skills in the areas of tourism, travel, and culture.

Aims & Objectives

The aim of the study-unit is to orient the student to the world of work and to prepare the student with useful life skills: in addition, students will be involved in worthwhile projects that will enrich their CV.

Learning Outcomes

1. Knowledge & Understanding:

By the end of the placement the student will be able to:

- Understand the dynamics of work environment.
- Experience first-hand, the ways in which tourism, travel and cultural organizations work and operate.
- Gain experience in carrying out administrative work related to tourism, travel and culture.
- Conduct supervised work through which the student will be introduced to the world of work.

2. Skills (including transferable [generic] skills):

By the end of the study-unit the student will be able to:

- Develop good communication and presentation skills
- Relate well with subordinates, co-workers and superiors
- Manage his/her own life skills, develop important life-skills such as assertiveness, taking responsibility for his/her own actions and working in groups together with people from different walks of life.

Duration

200 hours

A. Evidence Portfolio

1. Putting together a portfolio of evidence

The portfolio [40% of the total grade] allows the student to collect evidence systematically with support from the mentor. These guidelines will outline what is meant by a portfolio and explain the different types of evidence.

1.1 What is a portfolio?

A portfolio is a collection of various types of evidence organised in a folder which presents:

1. A log of all your activities during the industry placement experience.
2. A personal profile / CV
3. Information regarding the context in which competence is sought, e.g. a description of the job and the organisation and/or department. This will inform the assessor, providing an understanding of the evidence provided by the student.
4. Evidence of competence and development. The areas covered by the evidence will include;

Prior learning, experience and achievement
Current activities
Future needs and plans

1.2 Organisation of your portfolio?

The portfolio should contain the following:

- A Logbook indicating the date and hours logged every time the student attend for work. Every entry is required to be signed by the mentor.

Date	Time [Start – Finish]	Mentor's Signature

- An organisation structure and a short outline of the work of carried out in the organisation and/or department.
- A job description.
- A career or personal profile (or CV). This is particularly helpful if it can also include achievements to date, current objectives and future plans for development.
- An index listing of the evidence.

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- For the evidence section, each item is numbered and with a brief explanation of where and how it is being used.
- A witness list of others who have contributed to the submitted evidence.
- A declaration stating that the evidence is original and authentic.

1.3 What sort of evidence is acceptable?

Suitable evidence can be divided into two main categories – direct and indirect.

1.3.1 Direct evidence can include a variety of the following:

- Projects or work-based assignments
- Personal reports
- Minutes of meetings, action plans, progress reports
- Internal and external correspondence
- Product evidence e.g. examples, samples, photographs
- Your responses to oral or written questions
- Video or sound clips

It is expected that the student provides a variety of evidence types to demonstrate the attained level of competence. The list above is not exhaustive. The student may find other appropriate forms of evidence depending on the nature of the industry placement.

1.3.2 Indirect evidence can include:

- Witness testimonies from people within or outside the organization.
- Achievement in related areas.
- Attendance on courses/training activities relevant to the learning outcomes of the course.

Such indirect evidence will be used mainly to support or confirm direct evidence.

1.4 Cross-referencing

It is vital that the evidence is cross-referenced to the learning outcomes. The portfolio will be frequently reviewed both by the mentor and by the awarding organization to confirm that the evidence matches the requirements of the qualification, therefore a clear referencing system is important.

1.5 Suitability of evidence

The assessor will need to be satisfied that the student's evidence is:

- sufficient
- authentic
- relevant
- current

The student needs to ensure that any evidence included in the portfolio meets these criteria.

1.5.1 What is sufficient?

Student's evidence must cover all aspects of the learning outcomes. Some qualifications require specific evidence, and the student should check the learning outcomes as indicated on the study unit descriptor. Sufficient does not mean a mass of evidence. It simply means collecting enough evidence to demonstrate competence.

1.5.2 What is authentic?

The student must be able to explain and substantiate the evidence put forward. It is important, that the student only submits evidence related to their own performance. Student is expected to provide a written declaration as further proof to confirm the authenticity of the evidence.

1.5.3 What is relevant?

Any evidence must relate clearly to the qualification the student is seeking to achieve. Assessors are only interested in evidence directly related to the student's placement. Students should avoid the inclusion of reference documents, training materials and other evidence that does not demonstrate competence.

The mentor can help the student determine what is sufficient, authentic, and relevant.

1.6 Summary of portfolio.

Whilst the portfolio will take effort and time to complete, it is also a means of focusing and demonstrating the student's particular strengths and achievements to others.

1.6.1 It should develop along with the student's achievements and take on a dynamic role as:

- a full record of achievements to date
- proof of the student's competence and knowledge
- a full resource bank of the student's abilities
- a basis for a career development

B. Industry Placement Reflective Diary

2. Putting together a Reflective Diary

The Reflective Diary is a **2500-word** essay (+/- 10%) [60% of the total grade], highlighting the student's personal experience during the Industry Placement experience. Apart from being a reflective diary on the actual experience, this report should also serve as a self- assessment tool developed during the work duties. A reflective diary is also ideal for the student to look back on the work experience and highlight the learning curve involved when conducting such a placement.

2.1 What is reflection, and why is it important?

Reflection is a purposeful exercise intended to encourage the student to analyse the experience during the placement period. Reflecting on own practice, skills and adaptation to challenges would help the student learn and improve.

This involves:

- Reflecting on professional practice
- Scrutinizing an experience and the way the student dealt with it
- Evaluating a project or activity and considering how to complete it better next time
- Reflecting on things experienced and linking practice with theory.

2.2 Model of reflection

Below is a framework that the student can use to aid the reflective process. The questions are intended to help the student think about the industry placement experience.

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What do you think might happen?	What's happening now, as you make rapid decisions?	What are your insights immediately after, and/or later when you <u>have</u> more emotional distance from the event?
What might be the challenges?	Is it working out as I expected?	In retrospect how did it go?
What do I need to know or do <u>in order to</u> be best prepared for these experiences?	Am I dealing with the challenges well?	What did I particularly value and why?
	Is there anything I should do, say or think to make the experience successful?	Is there anything I would do differently before or <u>during</u> a similar event?
	What am I learning from this?	What have I learnt?

Conclusion

Reflection is a useful process even if you have not been set a specific reflective assignment. It helps you to make sense of and learn from your experiences.

Many degrees involve assessed reflective writing. This is to allow you to demonstrate that you can think critically about your own skills or practice, in order to improve and learn. It is important to analyse rather than just describe the things you are reflecting on, and to emphasise how you will apply what you have learned.

'It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost.'

