ICON College of Technology and Management

BA (Hons) Tourism and Hospitality Management

Course Handbook 2021 -2022

Course Title: BA (Hons) Tourism and Hospitality Management

Course Code: ICON003 BA-THM

Key Information

Award: BA(Hons) Tourism and Hospitality Management	
Course ID: ICON003 BA-THM	
Location: ICON College of Technology and Management, London	
Awarding Institution: Falmouth University	
Credit Value: 360 Credits	
Course Structure: 16/20 credits and 1x40 credits	
Duration: 3 Years	
Academic Year: 2021-2022	
Mode of Study: Full Time	
Language of Study: English	
Course Fees: £7500 **Timetables:** Day and Evening & Weekend	

Introduction

The Department of Tourism and Hospitality Management at ICON College of Technology and Management offers a BA (Hons) degree in Tourism and Hospitality Management in partnership with Falmouth University, a TEF Gold rated institution of higher education. Our students will have the opportunities to study and gain this valuable qualification entirely in London.

The course is aimed at enabling students to build essential skills, including employability and entrepreneurial skills along with developing attitudes and emotional aptitude toward a career in tourism and hospitality management. The course will provide students an opportunity to gain skills and knowledge about the basic management functions required to develop their career potential in the tourism and hospitality industry. Students will also be exposed to the challenges of building confidence, self-management, making critical judgement, acquiring technical expertise, cultural perspectives, promoting sustainable management and effective leadership skills.

Entry Requirements

To meet the entry criteria for admission, a candidate must have: A minimum of two completed A-Levels D and above, a BTEC Level 3 or BTEC Extended Diploma; or Equivalent of A-Level Qualification based on NARIC, 4 GCSEs C and above and 3 Years' Experience.

Alternative entry to the course is through the Integrated Foundation Year Course; IELTS 5.5 in Reading, Writing, Speaking and Listening or Equivalent.

Course Map – BA (Hons) Tourism & Hospitality Management

Stage Level 4

Study Block 1	Study Block 2
THM101 The Contemporary Tourism & Hospitality Industry 20 credits (Level 4) Compulsory module	**THM104** Financial Decision-making in Tourism 20 Credits (Level 4) Compulsory module
THM102 Professional Development & Work-life Balance 20 Credits (Level 4) Compulsory module	**THM105** Understanding Marketing Trends in Tourism 20 credits (Level 4) Compulsory module
THM103 Contemporary Issues in Global Tourism 20 Credits (Level 4) Compulsory module	**THM106** Devising a Customer-focused Service Strategy 20 credits (Level 4) Compulsory module

Stage Level 5

Study Block 1	Study Block 2
THM107 Responding to Crisis in Global Tourism 20 Credits (Level 5) Compulsory module	**THM110** Tourism Development and Promotion 20 Credits (Level 5) Compulsory module
THM108 Strategic Talent Management in the Service Sector 20 Credits (Level 5) Compulsory module	**THM111** Managing Tour Operations 20 credits (Level 5) Compulsory module
THM109 Managing Service Innovation in Tourism 20 credits (Level 5) Compulsory module	**THM112** Managing Tourism Resorts & Spas 20 Credits (Level 5) Compulsory module

Stage Level 6

Study Block 1	Study Block 2
THM113 Sustainable and Responsible Management in Tourism 20 Credits (Level 6) Compulsory module	**THM115** Devising a Digital Marketing Strategy 20 Credits (Level 6) Compulsory module
THM114 Strategic Hospitality Management 20 credits (Level 6) Compulsory module	**THM 116** Creative Events and Entertainment Management 20 Credits (Level 6) Compulsory module
THM117 Research Project Part 1 40 Credits (Level 6) Compulsory module*	**THM117** Research Project Part 2 40 Credits (Level 6) Compulsory module*

*Single module and assessed in semester 2

Course specific employability skills

On completion of this course students will attain the following Employability Skills:

- Collaborative & Teamworking: Being able to work as team, including building and maintaining relationships, contributing to discussions actively, and supporting co-workers. Being able to negotiate and engage in conflict resolution in group projects, and show emotional intelligence and empathy towards team members.

- Self-management & Personal Development: Build and develop skills to manage oneself and motivate and manage work. Being able to recognise and assess one's own strengths and weaknesses and develop skills to overcome weaknesses as well as to use strengths for own advantage. Learn and acquire key personal skills such as effective time management, self-reflection, and critical assessment of his or her own work.

- Being Commercially-aware & Business-wise: Being able to identify business opportunities and gain working knowledge of business operations. Understanding of professional practices and able to manage risk and failure. Being able to assess the role and impacts of technology and understand the role of innovation in business operation. Gaining awareness of cultural change on industry and the importance of social and environmental responsibility.

- Problem-Solving & Decision-Making: Thinking rationally and logically and being able to Identify appropriate problem-solving methods for given scenarios. Learn to apply appropriate problem-solving methods systematically, screen observations and research outcomes to detect the sources of problems as well as able to make right decisions given the limitation of options.

- Effective Leadership Skills: Understanding leadership skills as an important trait and being able to identify various styles and approaches of leadership. Being able to apply appropriate leadership approaches in business and social settings. Able to work with various social segments and motivate them. Understand the need to be culturally sensitive and possess emotional intelligence when dealing with people. Being able to communicate with clarity and convince people.

- Research & Analysis: Understanding the research process and gaining the skills to carry out research in a directed and systematic way to identify business-related issues such as new product development or solving other operations related problems. Being able to identify and collect relevant data and analyse the data to produce useful findings.

- Understanding Data: Being able to generate useful information to make sound business decisions, one should have data literacy in a variety of contexts, including data gathering and quantitative skills to analyse data for business solutions. Trend analysis, estimating and modelling business problems, understanding operational functions and customer requirements all requires the managers to understand data.

- Critical Reflection: Ability to reflect on one's own strengths and weaknesses as well as on a variety of business scenarios realistically and being able to assess the risk involved. Being able to make realistic judgement on the possible outcomes and consider any decision from multiple angles along with critical reflection to make sound decisions.

- Communication: Ability to express oneself effectively with clarity while understanding professional standard expected, particularly in written and spoken communication and gaining skills in digital, visual and in-person communication as well. Being able to communicate in business settings with confidence and make effective presentations.

- Project Management: Being able to plan and deliver project in response to a brief and having the ability to organise resources, collaborating with project team and partners, and manage time and budget effectively.

Career/future study opportunities

After completing the course, students will have the opportunity to pursue a career in:

- Small tourism and hospitality enterprises, as an owner/manager
- Entry-level and junior management roles in a variety of sub-sectors in the tourism and hospitality industry
- Entry-level administrative positions in tourism-related multilateral organisations
- Consultancy positions in tourism and hospitality management as associates.

Or some graduates may prefer to pursue further higher studies at postgraduate level in the following fields:

- Travel and Tourism Management;
- Hospitality Management; and
- Travel, Tourism, and Hospitality Research

Structure of Course Delivery

The direction of higher education in tourism and hospitality management has changed a great deal over the past decade. In the wider fields of tourism and related management, the emphasis is now very much on gaining essential employability skills to pursue a career successfully. The job roles include manager, supportive professional, or an entrepreneur-manager. Merely acquiring only theoretical knowledge is not considered enough. The employability skills in the tourism and hospitality industry such as teamworking or collaborative engagement, understanding data, and being able to carry out research and analysis, critical thinking and problem-solving, effective communication, and self-management are all crucial elements of learning that educators today need to consider when delivering tourism and hospitality management courses. Thus, it means a university graduate in tourism and hospitality management will be expected to possess both intellectual flexibility and creativity as well as essential transferable skills in addition to having acquired the necessary trade and professional skills. The Tourism and Hospitality Management BA (Hons) degree course at ICON College of Technology and Management has been developed based on these criteria. It has been designed to deliver these expectations and the course delivery will therefore focus on achieving them.

Tourism and Hospitality Management BA (Hons) students at ICON College will be exposed to a variety of business scenarios while gaining relevant theoretical knowledge through a range of modules taught during the three-year period of the course. This approach of delivery will enable students to think critically and make effective decisions in practical situations by exposing them to real-world challenges; whether it is the issues of environmental sustainability or setting business strategic goals during turbulent economic periods.

When delivering the modules, tutors will follow the five-step approach that consists of introduction, teaching (lectures, seminars and tutorials), activities, reflection and feedback, and consolidation and integration in their weekly plan. In a virtual learning environment using *Kaltura,* tutors can lead tutorials and group tasks in *Breakout* rooms. With the commitment and dedication of qualified and experienced tutors, ICON College will employ a variety of proven methods to deliver the modules throughout the course to meet the expectations at different levels. The delivery will be designed to be flexible based on expectations and learning styles of the students. Tutors at ICON College, with the help of the state-of-the-art technology in the classroom environment, will use a variety of methods and tools to deliver lectures, seminar discussions, workshops, and tutorials. The delivery will include tutorials involving blocks of students as well as one-to-one feedback for their dissertation project. Visits to tourist attractions, conference venues, and hospitality facilities, attending travel trade shows, and guest lecturers all remain an integral part of delivery for certain modules during the course.

Since every course module is designed and developed to contribute towards gaining specific employability skills during the delivery, tutors will be expected to track students' achievement in gaining such skills. Indeed, this will remain an integral part of formative assessment. In the delivery of specific modules at all levels, achievement in gaining employability skills will be assessed through workshop sessions, homework assignments, and group presentations etc. Such skills to be gained

will include, for example, critical thinking, creativity, research and analytical skills, teamworking, communication, and self-management. All these remain a part of professional development.

The THM BA (Hon) course structure and contents are designed to align with the subject benchmark statement for Events, Hospitality, Leisure, Sport and Tourism (EHLST, QAA: Nov 2019). The EHLST Benchmark Statement places emphasis on I) the principles; II) teaching, learning and assessment; III) generic skills; and IV) subject specific benchmark (tourism and hospitality). The course, therefore, focuses on the Hospitality and Tourism components from the EHLST Benchmark Statement. In defining the principles, the benchmark standards point to three key areas: Events and Creative Industry, Sustainability and Environmental impact, and Digital Technology.

The level 4 modules set the foundation to acquire the basic knowledge and tools so that the level 5 and 6 modules can be delivered progressively considering the subject contents focusing on the application and critical reflection in the later stages. This also allows the taught contents to be balanced well across all levels and facilitate independent learning as the student progresses. In year-1, the level 4 modules of THM 101 and THM 103 lay the foundation for understanding tourism and hospitality as a socio-economic process so that students can build upon their knowledge base on the subject whilst exploring personal and professional development opportunities in THM103. In stage 2, students are exposed to the basic tools of financial decision making in THM 104 and understanding the tourism market and customer behaviour in THM 105 and THM 106. In the first year, they will also be introduced to essential business and transferable skills such as self-management and commercial awareness through Professional Development and Work-life Balance, Financial decision making, and Understanding Marketing trends in Tourism. Examining the basic financial data, market intelligence, understanding the principles of service marketing and customer experience remains the focus here.

The level 5 modules reflect on the application of relevant theories and models as well as management tools in practical settings. The role of effective leadership and management of human resources as well as other destination related resources and facilities are emphasised here. The level 5 modules from THM 107 to THM 112 (Responding to Global Tourism Crisis, Strategic Talent Management, Managing Service Innovation, Tourism Development and Promotion, Managing Tour Operations, and Managing Tourist Resorts) all reflect on the EHLST benchmark points 2.7 to 3.9 in hospitality and 3.27 in tourism. These modules will further enrich and complement the students' knowledge and skills of business and management in the tourism and hospitality industry. Responding to Crisis in Global Tourism, Tourism Development and Promotion, Managing Tour Operations, and Managing Tourism Resort & Spa are essentially practical modules where students will be expected to demonstrate their ability to apply theory in real-world setting.

The final year level 6 modules are designed to consolidate and critically reflect on what the students have learned. Essentially, the EHLST benchmark points 2.4, 2.5, and 2.6 under defining principles are explored in the level 6 modules of THM 113 to THM 116 (Sustainable and Responsible Management in Tourism, Devising Digital Marketing Strategy, Strategic Hospitality Management, and Event and Entertainment Management). All Level 6 modules are designed to stimulate research and critical thinking. These modules are academically demanding and aim to show how effectively students can use their skills and knowledge in real-life situations. They are also designed to help students acquire essential employability skills which will make them competitive when seeking a career in the field.

The module THM 117 provides an opportunity to consolidate all what they have learned and complete a research project. Dissertation provides the students an opportunity to explore a topic in tourism or hospitality management in detail and to undertake an in-depth investigation of a management problem that requires critical review of literature and field research in a supervised environment. The Dissertation module requires the student to show high level of self-management and critical reflection. In addition, students will be expected to demonstrate creativity and be able to communicate effectively with professional presentation skills to a relevant audience.

Course Assessment Strategy

The BA (Hons) course in Tourism and Hospitality Management makes use of a range of assessment methods to reflect on meeting the College-wide assessment criteria against the modular learning outcomes. An essential feature of the assessment strategy is that each module is assessed

independently at the end of the semester. As indicated in the TPA table, every module is assessed by specific assessment methods such as Coursework Assignment, Portfolio, Project Report, Critical Review Report or by an independent written report. In summative assessment, however, no module is assessed by more than two pieces of assessments. Also, an average of three learning outcomes from the eight common learning outcomes are usually assessed, excluding the dissertation which has six TPAs. The subject specific benchmark standard points of 6.6 to 6.11 for hospitality and 6.22 to 6.25 for tourism (EHLST, Nov 2019) are emphasised in the teaching, learning and assessment strategy of this course. Detail assessment policy and procedures can be found in the College Quality Assurance and Enhancement Manuel.

Summative assessment and feedback: This remain the key assessment method of the course used by the College. Summative assessment consists of a variety of methods by which students' achievement in learning will be tested against the pre-defined learning outcomes for each module. Some of the modules will be assessed by a single coursework assignment but most of them will have a set of two summative assessment pieces.

All students will have the opportunity to receive one-to-one feedback from module tutor after the assessment. The feedback session will be thorough and will enable the students to identify any deficiencies and areas for improvement or further development. Employability skills tracking sheet maintained during the module delivery will be also discussed during the feedback session.

Formative assessment and feedback: Formative assessments are useful ways to track students' progress and attainment against certain modular aims or objectives such as gaining employability skills and this forms an integral part of the course assessment strategy. Tutors may use a variety of methods that would include homework assignment, group projects and presentations, individual study reports etc. Students can demonstrate their achievement as learned from directed or self-directed independent learning. However, formative assessments are not formally graded but intended to help students achieving specific module learning outcomes as per the TPA table through summative assessment. At least two formative assessments are expected for every module, except for the dissertation module where students' progress will be monitored throughout the process by an assigned supervisor and students may carry out a number of formative assessments.

During the formative assessment process, the tutor and the student will be able to discuss the ongoing progress, deficiencies, and ways to make improvements. All students will receive constructive feedback on their works at different stages. Formative assessment and feedback will help the students in the preparation for summative assessment.

Students can use this feedback to shape the work being submitted for summative assessment. As for the entire course, formative assessment and feedback received in year 1 and 2 modules may have some bearing on the year 3 modules; although Level 6 modules are designed to enable students to pursue their interests independently and confidently with a reflective content in the assessment.

Assessment Methods: Modular assessment methods reflect on the specific Aims and Learning Outcomes. Assignments and Critical Review report remain the key methods of assessment and are designed to facilitate learning and how students develop knowledge and competencies along with critically reflective thinking. Some modules may have more than one method used for assessment purposes. Module guide will have clear explanation on how each module will be assessed. The following are typical assessment method used in this course:

- CA: Coursework assignment
- CR: Critical Review essays or reports
- PP: Presentations and pitches
- PO: Portfolios of production work
- TH: Thesis
- OT: Other (Case study, essays, research log/journal, group/individual presentation individual report, Financial report blog etc.)

Common Learning Outcomes Level 4-6 (BA Hons) Tourism and Hospitality Management

LO name	Level 4	Level 5	Level 6
1 Research	Identify and use research-informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data and undertaking research and report writing.	Apply and justify the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.
2 Knowledge	Describe the essential facts, concepts, theories, and principles in relation to the subject.	Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.
3 Analysis	Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.
4 Application	Explain skills in the application of concepts and theories to a variety of business/sector management processes.	Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management
5 Professional Practice	Identify attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.
6 Process	Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.
7 Industry	Identify the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation.	Illustrate and analyse ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate
8 Evaluation:	Identify the issues and material briefly leading making judgements	Analyse issues and materials which may have some significance leading to making rational judgement	Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification

Note: Integrated Foundation Year Modules follow individual Learning outcomes (LOs) which are common to all the College BSc (Hons) and BA Courses.

TPA Table

Module Code	Level	Module Name	Credits	Study Block	Compulsory (C) or Option (O)	Assessment Methods*	Contributing towards the Learning Outcomes* (Taught (T), Practised (P) and/or Assessed (A))							
							1	2	3	4	5	6	7	8
THM 101	4	The Contemporary Tourism and Hospitality Industry	20	1	C	CA		TPA				TPA	TPA	
THM 102	4	Professional Development & Work-life Balance	20	1	C	PO, OT				TPA			TPA	
THM 103	4	Contemporary Issues in Global Tourism	20	1	C	CA, OT	TPA		TPA					TPA
THM 104	4	Financial Decision-making in Tourism	20	2	C	CR		TPA	TPA					TPA
THM 105	4	Understanding Marketing Trends in Tourism	20	2	C	CR			TPA	TPA				TPA
THM 106	4	Devising a Customer-focused Service Strategy	20	2	C	CA	TPA					TPA	TPA	
THM 107	5	Responding to Crisis in Global Tourism	20	1	C	CR, OT	TPA		TPA	TPA				TPA
THM 108	5	Strategic Talent Management in the Service Sector	20	1	C	CA					TPA	TPA	TPA	
THM 109	5	Managing Service Innovation in Tourism	20	1	C	PP				TPA	TPA			
THM 110	5	Tourism Development and Promotion	20	2	C	CA, OT					TPA	TPA	TPA	
THM 111	5	Managing Tour Operations	20	2	C	CA, OT	TPA	TPA		TPA				
THM 112	5	Managing Tourism Resorts & Spas	20	2	C	CA					TPA	TPA	TPA	
THM 113	6	Sustainable and Responsible Management in Tourism	20	1	C	CR, OT		TPA		TPA		TPA	TPA	

Code	Credits	Title	%	Sem	Type	Assessment	01	02	03	04	05	06	07	08
THM 114	6	Strategic Hospitality Management	20	1	C	CR					TPA		TPA	TPA
THM 115	6	Devising a Digital Marketing Strategy	20	2	C	CR, OT			TPA	TPA	TPA			
THM 116	6	Creative Events and Entertainment Management	20	2	C	CA, OT			TPA		TPA	TPA		
THM 117	6	Research Project	40	1&2	C	TH, PO	TPA	TPA			TPA			TPA

Learning Outcomes*	Learning Outcomes*	Assessment Methods
01 Research	07 Industry	CA Coursework
02 Knowledge	08 Evaluation	CR Critical Review (report or essay)
03 Analysis		PP Promotion and Pitch
04 Application		PO Portfolio
05 Professional Practice		TH Thesis
06 Process		OT Other (short/Gr. presentation, blog)

COMMON ASSESSMENT CRITERIA FOR LEVELS 4-6

Learning Outcome	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-84%	85-100%
1. Research	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis	Little or no ability to critically engage with and analyse information and formulate reasoned arguments.	Some ability to critically engage with and analyse information and formulate reasoned arguments	Adequate ability to critically engage with and analyse information and formulate reasoned arguments.	A competent ability to critically engage with and analyse information and formulate reasoned arguments.	A very good ability to critically engage with and analyse information and formulate reasoned arguments	An excellent ability to critically engage with and analyse information and formulate reasoned arguments	An outstanding ability to critically engage with and analyse information and formulate reasoned arguments.
4. Application.	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited innovative and creative ideas	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application flawed innovative ideas.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application and basic innovative ideas.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant and evidence of innovative ideas.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation ideas.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques and evidence of outstanding innovative ideas

5. Professional Practice .	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
6 Process	Little or no ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Some ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	An adequate ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Competent ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	Very good ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Excellent ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Outstanding ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity
7 Industry	Little or no ethically informed real-world experience of industry/business environments and markets.	Some ethically informed, real-world experience of industry/business environments and markets.	An adequate, ethically informed, real-world experience of industry/business environments and markets.	A competent, ethically informed, real-world experience of industry/business environments and markets.	A very good, ethically informed, real-world experience of industry/business environments and markets.	An excellent, ethically informed, real-world experience of industry/business environments and markets.	An outstanding, ethically informed, real-world experience of industry/business environments and markets.
8 Evaluation	Little or no evaluation and synthesis of issues and material	Some evaluation and synthesis of issues and material	Some critical evaluation and synthesis of key issues and material	Critical evaluation and synthesis of complex issues which does not include an original approach	Critical evaluation and synthesis of complex issues and material which includes an original approach	Critical evaluation and synthesis of complex issues and material which includes an original and reflective approach	Critical insightful evaluation and synthesis of complex high level of originality and reflection.

Degree classification

The classification of the degree shall be determined in accordance to the following criteria:

First Class (1):

- Students achieving an overall mean score of 70% or above.

- Students achieving an overall mean score of between 68% and 70% with at least 60 Level 6 credits at above 70% with the approval of the Assessment Board.

  Upper Second Class (2:1):

- Students achieving an overall mean score of between 60% and 69%.

- Students achieving an overall mean score of between 58% and 60% with at least 80 Level 6 credits at above 60% with the approval of the Assessment Board.

  Lower Second Class (2:2):

- Students achieving an overall mean score of between 50% and 59%.

- Students achieving an overall mean score of between 48% and 50% with at least 80 Level 6 credits at above 50% with the approval of the Assessment Board.

  Third Class (3):

- Students achieving an overall mean score of between 40% and 49%

Assessment Regulations

Students submit assignments through the ICON VLE where a check for plagiarism is made and feedback from the tutor is provided. A student will not be able to submit their assignments if their attendance is low and is not in line with College's attendance policy. A student can only submit their assignment if s/he has met attendance requirements.

Any assignment submitted later than two weeks after the deadline (Final & Late) will not be accepted. The assignment will be submitted in the resubmission time.

Where circumstances beyond the student's control impact negatively on an assessment opportunity, a student may submit a claim for exceptional extenuating circumstances and their work will be not be capped at Pass if it is accepted.

A student who, for the first assessment opportunity and resubmission opportunity, still failed to pass the module, will be allowed to repeat the module. The module will be capped at Pass and can be repeated only once.

Student Support

The College assigns every student a designated Personal Tutor who is available by appointment throughout the academic year. The Personal Tutor is the first contact point at the College who would act as a mentor, and guide the student who encounters non-academic problems, e.g., financial hardship, accommodation matters, learning disabilities. All Personal Tutors will be expected to have online personal tutor meetings with each of their tutees at least once a semester

The aims of the Personal Tutoring System are:

- To ensure a student has someone who provides general advice and can point him/her in the direction of other resources in place to support the student.

- To ensure a student has someone who will support the student academic progression and identify any problems.

- To ensure that a student has a named person they can go to for support.

The College has a Hardship Fund intended to provide support to all students who are experiencing exceptional financial difficulty during their studies.

The College provides pastoral care and counselling through a Private a Therapy Clinic (which is an external healthcare company). A Student Career and Welfare Officer is available for published hours each week (including Saturdays) to provide counselling and welfare advice to ensure equality of access to provision.

The College has two members of staff, including the College Student Career and Welfare Officer, to provide advice regarding academic transition and progression following Course completion. The members of staff publish their availability on a noticeboard outside their office detailing the time each week they are available to provide this advice, including in the evening.

The College is committed to providing equality of access to education to all students through disability support services. The Student Career and Welfare Officer is responsible for liaising with the student and the relevant staff to implement all reasonable measures.

Evaluation and Revision

- The Assessment Board receives and evaluates the external examiner's reports every year and evaluates the standard achieved by the students and the quality of the provision of their work. They then produce a report for submission the Academic Board.

- The College also provides feedback on assignments to students through an online Formative Feedback Forum

- The internal moderator checks a range of assessment decisions for all assessors and modules by sampling some of the assignments. In case of unexpected assessment decisions (e.g., everybody achieving First Class in the assignment), additional sampling will be conducted on individual modules/assessors.

- The Academic Board has the responsibility to oversee the management of academic standards and quality of teaching and learning for all Courses and for ensuring that the requirements of the College are fulfilled.

Further Information

See the ICON College https://www.iconcollege.ac.uk for more information about the BA(Hons) Tourism and Hospitality Management.

Course Handbook in PDF

Download Course Handbook in PDF

General Module Information

Status	Final
Module Name	The Contemporary Tourism and Hospitality Industry
Module Code	THM 101
Credit Value	20
Level and Study block	4 Study Block 1
Pre-requisites	None
Named Module Leader	Julian Joy

Module Aim

To examine the evolution as well as the nature and structure of the contemporary tourism and hospitality industry and to understand its components and their inter-related nature.

Summary Module Description

This module introduces the students to the historic evolution of travel, tourism and hospitality as a social and economic activity and help understand the component sectors of the industry as a whole and their interrelated nature. The module will enable students examine the contemporary nature of the industry which comprises several subsectors such as visitor attractions, accommodations, travel services and transportation, food service establishments as well as infrastructure provision.

The module will consider the structure of the industry and its importance to the economy drawing on UK and international statistics. It will focus on the economic and operational characteristics of each sector and sub-sector, and the ways in which they interact in the production of travel and tourism products and services. The module also looks at the types of products and/or services offered by the industry and their characteristics, markets, market share and customers. This module also covers the factors affecting tourist behaviour and the consumer (decision-making) journey.

Module-Specific Employability Skills

- Operating Commercially
- Research & Analysis
- Understanding Data
- Critical Reflection

Module Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research-informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data and undertaking research and report writing.	
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	Knowledge
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	
4		Explain skills in the application of concepts and theories to a variety of business/sector management processes.	
5		Identify attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	Process
7		Identify the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation.	Industry
8		Identify the issues and material briefly leading making judgements	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework Assignment	100	2, 6, and 7	Compulsory

The following codes for assessment methods apply	
CA	Coursework

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	24
Seminar	16
Workshop	12
Tutorial	16
Independent Learning Hours:	**132**

Indicative list of resources

Academic Books:

Cooper, C. (2020). *Essentials of Tourism*, 3rd edn. London: Pearson. (ISBN: 978-1526494474).

Cooper, C. & Hall, M. (2019). *Contemporary Tourism: An International Approach*, 4th edn. London: Goodfellow. (ISBN: 978-1911396772).

Holloway, C. & Humphries, C. (2020). *The Business of Tourism.* 11th edn. Harlow: Pearson. (ISBN: 978-1526459459).

Page, S. J. (2019). *Tourism Management,* 6th edn. Oxford: Routledge. (ISBN: 978-1138391161).

Academic Journals:

Leiper, N. (1979). The framework of tourism. Anna*ls of Tourism Research, 6*(4), 390–407.

Towner, J. (1985). The Grand Tour: a key phase in the history of tourism. *Annals of Tourism Research, 12*(3), 297–333.

Online Resources:

The Tourism Society. tourismsociety.org/

United Nations World Tourism Organization (UNWTO). unwto.org/why-tourism

YouTube (UNWTO). youtube.com/channel/UCZ-Qqxyc_tBqfexz38_UHpA

World Travel & Tourism Council (WTTC). wttc.org/Research/Insights

The Travel Foundation. thetravelfoundation.org

Visit Britain Market Intelligence visitbritain.com

Academic Journals:

- Research methods
- Research in markets and organisations
- Analysis methods
- Identifying opportunity
- Market analysis and introduction to big data
- Market sensing

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Professional Development and Work-life Balance
Module Code	THM 102
Credit Value	20
Level and Study block	4 Study Block 1
Pre-requisites	
Named Module Leader	Carlos Gomez

Module Aim

To enable students developing their professional skills and achieve work-life balance through self-management. The module will also provide a foundation for proactively addressing issues of staff wellbeing within the business sector as a whole and within personal and professional development.

Summary Module Description

The *Professional Development and Work-life Balance* module is aimed at enabling students to acquire and develop the necessary skills to perform professionally in an organisational environment effectively while maintaining a work-life balance as an individual. Advanced technology, competitive job market, and economic uncertainty all demand the managers to perform professionally while maintaining a work-life balance.

In this module students will learn about different professional development skills, including employability skills required for landing a career in tourism and hospitality management. Students will learn different models and theories of learning and skill development in the area of decision-making problem solving, career development, personal risk assessment, flexible working, and other transferable skills such as effective communication, teamworking and time management. Moreover, students will be encouraged to critically examine the major issues and challenges faced by individuals when they try to achieve work-life balance while pursuing a career. They will learn how to manage work and career while maintaining a balance in achieving life goals for the benefit of both organisation and individuals.

Module-Specific Employability Skills

- Self-management, including effective time management
- Decision-making
- Critical reflection
- Research and analysis
- Professional development
- Planning and organisation

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research-informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data and undertaking research and report writing.	
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	
4		Explain skills in the application of concepts and theories to a variety of business/sector management processes.	
5		Identify attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	Professional Practice
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	
7		Identify the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation.	Industry
8		Identify the issues and material briefly leading making judgements	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Professional Development plan portfolio	75%	5 & 7	Compulsory
OT	Well-being audit/blog	25%	5	Compulsory

The following codes for assessment methods appl	
PO	Portfolio and audit

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	24
Seminar	16
Tutorial	16
Guided learning	12
Independent Learning Hours:	**132**

Indicative list of resources

Academic Books:

Bolton, G. & Delderfield, R (2018). *Reflective Practice: Writing and Professional Development,* 5th edn. London: SAGE Publications Ltd (ISBN: 978-1526411709).

Cotterel, S. (2015). *Skills for Success: Personal Development and Employability.* Basingstoke: Palgrave Macmillan. (ISBN: 978-1137426529).

Kirton, B. (2012). *Brilliant Workplace Skills for Students & Graduates.* Harlow: Prentice Hall. (ISBN: 978-273757047).

Loon, M. (2016). *Professional Practice in Learning and Development: How to design and deliver plans for the workplace.* London: Kogan Page Ltd. (ISBN: 978-0749477424).

Zoller, K. and Preston, K. (2014). *Enhancing your executive edge: How to develop the skills to lead and succeed.* New York: McGraw-Hill Education. (ISBN: 978-0071824316).

Online Resources:
Personnel
Chartered Institute of Development CPD information (General Reference) www.cipd.co.uk

HOSCO Recruitment Global Careers Advice and Jobs www.hosco.com

Hospitality Guild Careers Advice and News www.hospitalityguild.co.uk

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Contemporary Issues in Global Tourism
Module Code	THM 103
Credit Value	20
Level and Study block	4 Study Block 1
Pre-requisites	
Named Module Leader	Julian Joy

Module Aim

To gain a thorough understanding of the nature and type of contemporary issues in global tourism operations and to explore a range of measures that the managers in the tourism and hospitality industry can consider as responses.

Summary Module Description

The purpose of the *Contemporary Issues in Global Tourism* module is to give students an opportunity to explore the emerging tourism trends and the impacts that may have on the tourism businesses in general. It intends to expose the students to the nature and type of contemporary tourism issues and emerging travel and tourism trends.

The global tourism industry by nature is subject to a number of unexpected challenges and issues. Students will be able to understand and analyse the tourism trends and impacts that generate issues and challenges for tourism operators and tourism destination managers so that effective responses can be identified and evaluated for action. In this module, they will also be able to track and chart the emerging tourism trends and how to respond to the market needs.

Module-Specific Employability Skills

- Problem-solving/decision-making
- Understanding data
- Operating commercially
- Research & Analysis
- Critical Reflection

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research-informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data and undertaking research and report writing.	Research
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	Analysis
4		Explain skills in the application of concepts and theories to a variety of business/sector management processes.	
5		Identify attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	
7		Identify the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation.	
8		Identify the issues and material briefly leading making judgements	Evaluation

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Case Study Analysis	75%	1, 3 and 8	Compulsory
OT	Research Blog	25%	1 and 3	Compulsory

The following codes for assessment methods apply	
CA, OT	Case Study Analysis and blog

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	24
Seminar	16
Tutorial	16
Workshop and Guided learning	12
Independent Learning Hours:	**132**

Indicative list of resources

Academic Books:

Cooper, C. & Hall, M. (2019). *Contemporary Tourism: An International Approach*, 4th edn. Oxford: Goodfellow Publishers. (ISBN: 978-1910158593).

Muller, D. & Wiekowski, M. (2018). *Tourism in Transitions: Recovering Decline, Managing Change (Geographies of Tourism and Global Change.* New York: Springer. (ISBN-13: 978-3319877709).

Theobald, W. (2016) *Global Tourism,* 3rd edn. Oxford: Routledge. (ISBN: 978-0750677899).

Yeoman, I. & McMahon-Beattie, U. (Eds.). (2019). *The Future Past of Tourism: Historical Perspectives and Future Evolutions.* Bristol: Channel View Publications. (ISBN: 978-1845417062).

Academic Journals:

Stone, P. (2005). Niche tourism: Contemporary issues, trends, and cases. *Journal of Vacation Marketing*, *11*.

Wessely, A. (2002). Travelling people, travelling objects. *Journal of Cultural Studies, 16*(1).

Online Resources:

The World Bank Research, Data and Statistics www.data.worldbank.org

Statista Statistics, www.statista.com publications and research

United Nations World Tourism Organization (UNWTO). (2020). UNWTO Tourism Highlights, 2019 Edition. Available at: https://www.e-unwto.org/doi/pdf/10.18111/9789284421152.

World Travel and Tourism Council Research www.wttc.com

Named Awards

Course	Compulsory or Optional
BA(Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Financial Decision-making in Tourism
Module Code	THM 104
Credit Value	20
Level and Study block	4 Study Block 2
Pre-requisites	
Named Module Leader	Dan Sookun

Module Aim

To help understand the vital role of managing financial resources and to introduce the tools of financial decision-making in managing the tourism and hospitality businesses.

Summary Module Description

The module *Financial Decision-making in Tourism* is aimed at developing an understanding of the relationship between the management of financial resources and operations of the business within the tourism and hospitality industry. Evaluation of the sources of funds, analysis of the cost of operation and pricing techniques are to be used considering the influencing factors, tools of financial management and control. In addition, the principles of revenue management are to be considered in this module in detail. Some understanding about the management accounting processes and performance criteria will also be examined.

However, the module is intended to be of introductory level to the students with no prior exposure to financial management. Understanding of the financial management tools and exposure to the financial statements and be able to interpret and apply in practice, and the application of revenue management tools are some of the key learning objectives of the modules.

Module-Specific Employability Skills

- Self-management
- Understanding data and numbers
- Research & Analysis
- Critical Reflection
- Control

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research-informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data and undertaking research and report writing.	
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	Knowledge
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	Analysis
4		Explain skills in the application of concepts and theories to a variety of business/sector management processes.	
5		Identify attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	
7		Identify the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation.	
8		Identify the issues and material briefly leading making judgements	Evaluation

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Critical Review (Report)	100	2, 3 and 8	Compulsory

The following codes for assessment methods apply	
CR	Critical Review Report

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	24
Seminar	16
Tutorial	14
Workshop/Guided homework	14
Independent Learning Hours:	**132**

Indicative list of resources

Academic books:

Fyall, A. & Legoherel P. (Eds.) (2011). *Revenue Management for Hospitality and Tourism.* Oxford: Goodfellow Publishers Limited. Publishers. (ISBN: 978-1908999498).

Hammer, J. (2016). *Revenue Superstar!: The Simple Rules of Hotel Revenue Management.* Self-published. (ISBN: 978-9163916809).

Hayes, D. & Miller, A. (2010). *Revenue Management for the Hospitality Industry*, New York: John Wiley & Sons. (ISBN-13: 978-0470393086).

Academic Journals:

Tsai, H., Pan, S. & Lee, J. (2011). Recent research in hospitality financial management, International Journal of Contemporary Hospitality Management, 23(7), 941–971. https://doi.org/10.1108/09596111111167542

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Understanding Marketing Trends in Tourism
Module Code	THM 105
Credit Value	20
Level and Study block	4, Study Block 2
Pre-requisites	
Named Module Leader	Richard George

Module Aim

To learn how to scan the business and marketing environment and identify and interpret the emerging marketing trends affecting the tourism and hospitality sector industry. To carry out basic market research using primary and secondary data related to tourism and hospitality industry.

Summary Module Description

Tourism and hospitality businesses also face uncertainty like any other businesses in the operating environment and making decision under these conditions has become the reality these days. It can be due either to the limitations of knowledge and information or information overload. Timely and accurate analysis of the market condition and emerging trends after careful and valid market research could provide some reliability and accuracy to our judgement about the future outcomes. Here, identification and interpretation of the marketing trends plays an important part in predicting the future outcomes. Students will gain insight into their dynamic international markets - their scale, size, and structure -and an overview of current and future global market trends.

In the *Understanding Marketing Trends in Tourism* module students will learn how to collect and use secondary and primary data as part of market and consumer research based on what is learned in THM 101 and also identify market related trends in the tourism and hospitality sector environment. Moreover, you will learn how to present and analyse the data as well as to use for specific purposes in a chosen organisation. Market segmentation based on the profile of the tourism consumers and analysis of trends as well as the use of different analytic tools will also be introduced to the learners.

Module-Specific Employability Skills

- Research and Analysis
- Operating Commercially
- Understanding Data
- Problem Solving
- Communication

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research-informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data and undertaking research and report writing.	
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	Analysis
4		Explain skills in the application of concepts and theories to a variety of business/sector management processes.	
5		Identify attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	Professional Practice
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	
7		Identify the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation.	
8		Identify the issues and material briefly leading making judgements	Evaluation

Assessment Method

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Review Report	100	3, 5 & 8	Compulsory

The following codes for assessment methods apply	
CR	Critical Review Report

Assessment Criteria

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	24
Seminar	16
Tutorial	16
Guided learning (project)	12
Independent Learning Hours:	**132**

Indicative list of resources

Academic Books:

Baines, P., Fill, C., Rosengren, S. & Antonetti, P. (2019). *Marketing,* 5th edn. Oxford: Oxford University Press. (ISBN: 978-0198809999).

Lesca, N. (Ed.). (2011). *Environmental Scanning and Sustainable Development,* New York: Wiley & Sons. (ASIN: B00B6EBRLA).

The Economist. (2020). *Pocket World in Figures 2020.* London: Economist Books. (ISBN: 978-1788162791).

Academic Journals

Ginter, P. & Duncan, J. (1990). Macroenvironmental analysis for strategic management. *Long Range Planning, 23*(6).

United Nations World Tourism Organization (UNWTO). (2020). *UNWTO Tourism Highlights, 2019 Edition.* Retrieved from: https://www.e-unwto.org/doi/pdf/10.18111/9789284421152

Online Resources:

The World Bank Research, Data and Statistics www.data.worldbank.org

Statista Statistics, www.statista.com publications and research

United Nations World Tourism Organization (UNWTO). (2020). UNWTO Tourism Highlights, 2019 Edition. Available at: https://www.e-unwto.org/doi/pdf/10.18111/9789284421152.

World Travel and Tourism Council Research www.wttc.com

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Devising a Customer-focused Service Strategy
Module Code	THM 106
Credit Value	20
Level and Study block	4, Study Block 2
Pre-requisites	
Named Module Leader	Nazim Saleem

Module Aim

To enable the students understanding the concepts of customer expectation, customer experience, customer relationship and customer satisfaction, and to examine how these can be applied in the process of delivering tourism and hospitality product and services.

Summary Module Description

The *Devising a Customer-focused Service Strategy* module will take students through this extremely important customer journey. Any business strategy that exclude customer in the equation is doomed to fail. The role of customer in the service delivery environment is even more important where managing customer experience requires an extraordinary effort. This is very much evident in the case of tourism and hospitality sector industry. Here, everything starts from customer expectation based on the previous purchase experience or acquired knowledge. During the purchase and consumption, customer experience provides opportunities for the provider to map the customer journey to monitor and track success as well as to establish relationship. In the end, the ultimate objective is to achieve customer satisfaction that will make the customer comes back for repurchase.

You will learn to identify, segment and target specific customer group and understand how tourism and hospitality customers behave. Students will study how their expectations are shaped up and how customer experience can be mapped and monitored to create business opportunities and to manage customer relationship using the digital technology application. You will also learn how to enhance customer engagement and satisfaction by understanding the principles of service marketing and service mix.

Module-Specific Employability Skills

- Operating Commercially
- Problem-solving
- Critical thinking
- Information

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research-informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data and undertaking research and report writing.	Research
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	
4		Explain skills in the application of concepts and theories to a variety of business/sector management processes.	
5		Identify attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	Process
7		Identify the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation.	Industry
8		Identify the issues and material briefly leading making judgements	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework Assignment	80	1, 6 and 7	Compulsory
OT	Customer Journey Mapping	20	1	Compulsory

The following codes for assessment methods apply	
CA	Coursework
OT	Other method (visual presentation)

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	24
Seminar	16
Tutorial and workshop	16
Guided Learning (Homework)	10
Independent Learning Hours:	**134**

Indicative list of resources

Academic Books:

Hudson, S. & Hudson, L. (2017). *Customer Service for Hospitality and Tourism*, 2nd edn. Oxford: Goodfellow Publishers Limited. (ISBN: 978-1911396468).

Kumar, C. (2016). *Relationship Management in Hospitality and Tourism: A professional approach of RM for hospitality and tourism professionals.* Self-published. (ISBN-13: 978-1533381361).

Zeithaml, V., Bitner, M. & Gremler, D. (2017). *Services Marketing: Integrating Customer Focus Across the Firm*, 7th edn. New York: McGraw-Hill. (ISBN: 978-1260083521).

Academic Journals:

Chen, L-F. (2014). A novel framework for customer-driven service strategies: A case study of a restaurant chain. *Tourism Management, 41,* 119–128.

Parasuraman, A., Zeithaml, V.A. & Berry, L.L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing, 49*(4), 41–50.

Parasuraman, A., Zeithaml, V.A. & Berry, L.L. (1988). SERVQUAL: Multiple item scale for measuring consumer perceptions of service quality. *Journal of Retailing, 64*(1), Spring.

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Responding to Crisis in Global Tourism
Module Code	THM 107
Credit Value	20
Level and Study block	5 Study Block 1
Pre-requisites	
Named Module Leader	David Boyd

Module Aim

To understand the nature of global crises that can affect the global tourism operations and to explore the issues and challenges of responding to such crises.

Summary Module Description

The *Responding to Crises in Global Tourism* module provides an integrated and strategic approach to understanding tourism crisis management. It provides an integrated approach in two main ways. First, it synthesises literature from a wide range of theoretical perspectives including global health issues (such as the virus a pandemic outbreak), crime, terrorist attacks, natural disasters (such as a tsunami), transport accidents and disasters, crisis public relations, communication, and knowledge management theory. It aims to integrate these often-disparate fields to build an understanding and the future development of knowledge in the tourism and hospitality field to enable the students to understand this complex area. Students can examine the role and function of effective crisis communication during times of crisis. Approaches to crisis management are evaluated and applied to a range of organisational case studies. The module also explores the relationship between crisis management and risk management which is seen as an inherent part of all businesses and which is further compounded by the uncertainties with the nature of tourism product and consumer.

Module-Specific Employability Skills

- Complex problem-solving
- Research and Analysis
- Decision Making
- Project Management
- Critical Reflection

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply and justify the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	Research
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	Analysis
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Application
5		Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	
7		Illustrate and analyse ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	
8		Analyse issues and materials which may have some significance leading to making rational judgement	Evaluation

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Case Study of a tourism organisations	80	1, 3, 4 and 8	Compulsory
OT	Research Journal	20	1 and 3 (for evidence)	Compulsory

The following codes for assessment methods apply	
CR	Case Study Review
OT	Research Journal

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	18
Seminar	16
Tutorial	14
Guided assignment (project)	10
Independent Learning Hours:	**142**

Indicative list of resources

Academic Books:

Ritchie, B.W.& Campiranon, K. (2014). *Tourism Crisis and Disaster Management in the Asia-Pacific.* Oxford: CABI Publishing. (978-1786395450).

Glaesser, D. (2006). *Crisis Management in the Tourism Industry,* 2nd edn. New York: Routledge. (ISBN: 978-0750665230).

Rutherford, A. (2018). *The Systems Thinker: Essential Thinking Skills for Solving Problems, Managing Chaos, and Creating Lasting Solutions in* a Complex World. Independently published (ISBN: 978-1723958144).

Academic Journals:

Granville, F., Mehta, A. & Pike, S. (2016). Destinations, disasters, and public relations: Stakeholder engagement in multi-phase disaster management. *Journal of Hospitality Management, 28*(September): 73–79.

Online Resources:

International Centre for Research and Study in Tourism (CIRET) ciret-tourism.com

United Nations World Tourism Organization (UNWTO) www.unwto.org/

World Travel and Tourism Council (WTTC) wttc.org

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Strategic Talent Management in the Service Sector
Module Code	THM 108
Credit Value	20
Level and Study block	5 Study Block 1
Pre-requisites	
Named Module Leader	Professor Nurun Nabi

Module Aim

To develop a practical understanding of principles and practice of *Strategic Talent Management in the Services Sector*, and take a critical orientation as you apply these to problems in tourism and hospitality sector organisations.

Summary Module Description

The *Strategic Talent Management in the Service Sector* module is about the strategically managing talented staff in the services economy context. It is more than just managing human resources. Tourism and hospitality industries are considered to be a people industry, in which people skills and specific trade and professional skills play a major role in developing and delivering a range of services and products. Talent Management is a fundamental element of performance in the tourism and hospitality sector. In this module, students will understand how they can proactively and successfully attract, acquire, develop and retain skilled and valuable people in their organisation

This module will also help you develop skills in dealing with specific issues in managing talents such as such as recruitment and training in the tourism and hospitality sector, including retention of skilled and talented employees in the organisation. Issues of cross-cultural differences and international talent acquisitions and retention are also important in the global tourism and hospitality sector industries which the students will have an opportunity to explore in this module along with process of talent planning.

Module-Specific Employability Skills

- Critical Reflection
- Creative Leadership
- Entrepreneurship
- Interpersonal skills
- Self-management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply and justify the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	
5		Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	Professional Practice
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	Process
7		Illustrate and analyse ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	Industry
8		Analyse issues and materials which may have some significance leading to making rational judgement	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework Assignment	100	5, 6, & 7	Compulsory

The following codes for assessment methods apply	
CA	Coursework

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	18
Seminar	14
Tutorial	16
Project supervision (Homework)	10
Independent Learning Hours:	**142**

Indicative list of resources

Academic Books:

Armstrong, M. Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice*, 15th edn. London: Kogan Page. (ISBN: 978-0749498276).

Bach, S. & Edwards, M. (2013). *Managing Human Resources,* 5th edn. Oxford: Wiley. (ISBN: 978-1119991533).

Horner, S. (2016). *Talent Management in Hospitality and Tourism.* London: Goodfellow Publishers. (ISBN: 978-1910158678).

Mitchell, B. & Gamlem, C. (2017). *The Big Book of HR*, 2nd edn. Wayne, NJ: Career Press. (ISBN: 1632650894)

Taylor, S. & Woodhams, C. (Eds.). (2016). *Human Resource Management: People and Organisations*, 2nd edn. London: Kogan Page. (ISBN: 978-1843984160).

Online Resources:

Chartered Institute for Personnel and Development www.cipd.co.uk

HR Guides www.hr-guide.com

Society for Human Resource Management www.shrm.org

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Managing Service Innovation in Tourism
Module Code	THM 109
Credit Value	20
Level and Study block	5, Study Block 1
Pre-requisites	
Named Module Leader	Philip Clements

Module Aim

To enable creativity and innovation among tourism and hospitality professionals leading to developing new ideas and concepts that would result in efficient product and services provision as well as in finding effective solutions.

Summary Module Description

In the *Managing Service Innovation in Tourism* module, you will be working independently and in small groups to bring about solution to an existing problem or in conceiving new ideas for developing a tourism and hospitality service or product based on the changing customer needs and wants driven by external factors. Advancing digital technology plays an important role in the delivery of hospitality and tourism services today and customer needs and wants are ever changing while the competition among the service providers makes tourism operators to be alert and as well as to be customer-focused to survive in the turbulent market.

The module requires the participants to collective identify the needs for a new service development or to creatively resolve an existing problem or issue that would benefit the organisation or its customers. Working as a group, students will use such techniques as brainstorming and workshops as well as focus groups to identify issues and customer needs and come up with product service propositions which would requires market assessment and commercial feasibility analysis. Student groups will also identify appropriate sources of funding and develop a pitching campaign to promote the idea for implementation of the project with a solid plan. Participants will have their specific role in the project assigned along with a group presentation of the pinching campaign for assessment.

Module-Specific Employability Skills

- Collaborative working
- Businesswise
- Problem-solving
- Research and analysis
- Effective Leadership
- Project Management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply and justify the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Application
5		Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	Professional Practice
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	
7		Illustrate and analyse ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	Industry
8		Analyse issues and materials which may have some significance leading to making rational judgement	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Critical Review (Report)	50	4 and 7	Compulsory
OT	Pitch	50	5	Compulsory

The following codes for assessment methods apply	
CR	Critical Review Report (CR)
OT	Presentation of Work (Pitch)

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	18
Seminar	14
Tutorial	14
Project supervision/Guided learning	12
Independent Learning Hours:	**142**

Indicative list of resources

Academic Books:

Conway, S. (2021). *Managing Service Innovation.* Abingdon, Oxford: Routledge. (ISBN: 978-0415687201).

Hall, C. M. & Williams, A. (2019). *Tourism and Innovation: Contemporary Geographies of Leisure, Tourism and Mobility,* 2nd edn. Abingdon, Oxford: Routledge. (ISBN: 978-1138060821).
Lewrick, M., Link, P. & Leifer. L. (2020). *The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods.* New York: Wiley & Sons. (ISBN: 978-1119629191).

Peters, M. & Pikkemaat, B. (2012). I*nnovation in Hospitality and Tourism,* Abingdon, Oxford: Routledge. (ISBN: 978-0789032706).

Academic Journals:

Chen, Y., Chen, Z.H., Ho, J. & Lee, C.S. (2009). In-depth tourism's influences on service innovation. *International Journal of Culture, Tourism and Hospitality Research, 3*(4), 326–336.

Online Resources:

Entrepreneurship, Theory and Practice
Business Strategy and The
Environment Enterprise and Society
Industry and Innovation
Journal of Social
Entrepreneurship Social
Enterprise Journal

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Tourism Development and Promotion
Module Code	THM 110
Credit Value	20
Level and Study block	5 Study Block 2
Pre-requisites	
Named Module Leader	Richard George

Module Aim

To examine the process of tourism development and marketing using a range of tourism resources with a balanced approach that would ensure sustainability and understand how tourist destinations are promoted to specific market segments in a competitive environment.

Summary Module Description

In the *Tourism Development and Promotion* module you will learn about the essential features of tourism development and marketing in both a UK and international context, together with a comprehensive review of activities of different types of public sector and hybrid organisations. The module also features the evaluation of tourism strategies. This module supports the application and development of analytical skills and encourages an appreciation of the planning process when developing and marketing a tourism destination. Students will investigate a range of 'macro' factors that impact on successful destination development and explore the role and importance of situational analysis to ensure full understanding of the destination's strengths and weaknesses, and the opportunities and threats it faces. Students will have an opportunity to analyse and evaluate the planning approach taken in different destinations, and evaluate the different strategies in place. They will also develop a destination plan, thus enabling them to consolidate and apply the learning from the overall unit. In this module students will explore marketing from the perspective of commercial providers and from destination marketing organisations (DMOs), and will gain an appreciation of how effective marketing communications can be in influencing consumer decision-making.

Module-Specific Employability Skills

- Collaborative working
- Operating commercially
- Problem-Solving
- Understanding Data
- Project Management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply and justify the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	
5		Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	Professional Practice
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	Process
7		Illustrate and analyse ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	Industry
8		Analyse issues and materials which may have some significance leading to making rational judgement	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Project Report	70	6 and 7	Compulsory
OT	Promotion Campaign Group Presentation	30	5	Compulsory

The following codes for assessment methods apply	
CA	Project Report
OT	Group presentation

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	18
Seminar	16
Tutorial	14
Project supervision	10
Independent Learning Hours:	**142**

Indicative list of resources

Academic Books:

Andriotis, K, Stylidis, D. & Cardoso, C.P. (Eds.). (2021). *Tourism Planning and Development in Western Europe.* Oxford: CABI Regional Tourism Series (cabi.org/bookshop/series/rts).

Baines, P., Fill, C., Rosengren, S. & Antonetti, P. (2019). *Marketing,* 5th edn. Oxford: Oxford University Press. (ISBN: 978-0198809999).

Fyall, A., Legohérel, P. & Isabelle Frochot, I. (2019). *Marketing for Tourism and Hospitality: Collaboration, Technology and Experiences.* Abingdon, Oxford: Routledge. (ISBN: 938-138121294).

George, R. (2020). *Marketing Tourism & Hospitality: Concepts and Cases.* London: Palgrave

Macmillan. (ISBN: 978-1911396349).

Kotler, P., Bowen, J., Makens, J. & Baloglu, S. (2017). *Marketing for Hospitality and Tourism*, 7th edn. Upper Saddle River, New Jersey: Prentice Hall. (ISBN: 978-1292156156).

Mason, P. (2015). *Tourism Impacts, Planning and Management.* 3rd edn. Oxford: Butterworth-Heinemann. (ISBN: 978-1138016293).

Monterrubio, C., Andriotis, K. and Stylidis, D. (Eds.) (2020). *Tourism Planning and Development in Latin America,* Wallingford, Oxford: CABI. (ISBN: 9781789243048).

Morrison, A. & Bihu, W. (2018). *Tourism Policy, Planning and Development.* Oxford: Routledge.

Pike, S. (2018).*Tourism Marketing for Small Businesses.* Oxford: Goodfellow Publishers Ltd. (ISBN: 978-1911396345).

Academic Journals:

Luxton, S., Reid, M. & Mavondo, F. (2015). I*ntegrated marketing communication capability and brand performance. Journal of Advertising, 44*(1), 37–46.

Kotler, P., Rackman, N. & Krishnaswamy, S. (2006). Ending the war between sales and marketing. *Harvard Business Review*, July-August, 68–78.

Vizard, S. (2018). Marketing budget slows as marketers face challenging 12 months. https://www.marketingweek.com/2018/01/17/marketing-budget-growth-slows-ipa-bellwether/ [12 June 2018].

Online Resources:

Centre for Responsible Travel (CREST) responsibletravel.org

Destination Marketing Association International (DMAI)destinationmarketing.org

YouTube TED Talks: "Marketing is constantly changing"
https://www.youtube.com/watch?v=mR5x9QPzCSM&NR=1

YouTube TED Talks: "The evolution of marketing"
https://www.youtube.com/watch?v=SK8dasXZZkg

Named Awards

Course	Compulsory or Optional
BA(Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Managing Tour Operations
Module Code	THM 111
Credit Value	20
Level and Study block	5, Study Block 2
Pre-requisites	
Named Module Leader	Nishi Ramsurrun

Module Aim

To understand and assess the tour operations market and design and plan a tour/holiday package with commercial feasibility in mind so that it can be appropriately priced and promoted successfully.

Summary Module Description

The *Managing Tour Operations* module aims to provide the knowledge about operations management in tourism industry including both inbound and outbound operations, the stages involved in creating holidays, brochures, methods of distribution and strategic decision-making. It is designed to develop your management skills to operate effectively in the tourism and hospitality industry. The course will start with a focus on the role, function, structure and organisation of the tour operating sector, and types of tour operator, students will then work through the process of producing package holidays. This will include the issues faced by management such as strategic and tactical decision-making in order to produce a successful business. has a focus on tour operations, aviation, events, hospitality, and destinations with particular emphasis on operations management. Additionally, the techniques for setting up the cost of package is also the part of this module. Providing an in-depth study of the processes of travel operations and management with a professional and vocational focus, the module will develop your skills, knowledge, understanding and confidence for employment in the industry. Tour operation businesses can now be found worldwide, providing exciting and challenging career opportunities for well-qualified individuals working in research, marketing, product development.

Module-Specific Employability Skills

- Operating Commercially
- Entrepreneurship
- Problem solving
- Understanding data

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply and justify the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	Research
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	Analysis
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	
5		Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	Professional Practice
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	
7		Illustrate and analyse ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	
8		Analyse issues and materials which may have some significance leading to making rational judgement	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Case Study Report	80	1, 3 and 5	Compulsory
OT	Individual Presentation	20	5	Compulsory

The following codes for assessment methods apply	
CA	Case Study
OT	Presentation

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	18
Seminar	14
Tutorials	16
Project supervision	10
Independent Learning Hours:	**142**

Indicative list of resources

Academic Books:

Cooper, C. (2020). *Essentials of Tourism*, 3rd edn. London: Pearson. (978-1526494474).

Cooper, C. & Hall, M. (2019). *Contemporary Tourism: An International Approach*, 4th edn. Oxford: Goodfellow Publishers Ltd. (ISBN: 978-1911396772).

Holland, J. & LESLIE, D. (2017). *Tour Operators and Operation: Development, Management and Responsibility.* Oxford: CABI. (978-1780).648231).

Holloway, C. & Humphries, C. (2020). *The Business of Tourism.* 11th edn. Harlow: Pearson. (ISBN:

978-1526459459).

Leslie, D & Holland, J. (2017). *Tour Operators and Operations: Development, Management and* Responsibility. Wallingford, Oxford: CABI. (ASIN: B078YXJF9P).

Page, S. J. (2019). *Tourism Management,* 6th edn. Oxford: Routledge. (ISBN: 978-1138391161).

Pike, S. (2018). Tourism Marketing for Small Businesses*.* Oxford: Goodfellow Publishers Ltd. (ISBN: 978-1911396345).

Academic Journals:

Lafferty, G. & van Fossen, A. (2012). Integrating the tourism industry: Problems and strategies. *Tourism Management, 22*(1), 11-19.

Online Resources:

Association of British Travel Agents www.abta.com

Association of International Tour Operators www.aito.com

The Travel Foundation www.thetravelfoundation.org

The Tourism Society www.tourismsociety.org

Adobe bite size courses via https://store.falmouth.ac.uk/product-catalogue/software-training/courses-for-falmouth-students/adobe-courses#bc0d182ab3747c7193785ce88de3e7ac

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Managing Tourism Resorts and Spas
Module Code	THM 112
Credit Value	20
Level and Study block	5, Study Block 2
Pre-requisites	
Named Module Leader	David Boyd

Module Aim
To explore the different types of tourism resorts and their characteristics and understand how the resort operators respond to the changing customer requirements and the operational issues, including health and safety concerns.

Summary Module Description

The *Managing Tourism Resorts and Spas* module introduces resort management and enables students to develop an understanding of the wellbeing sector and of contemporary spa and resort management. The module will also examine the different types of tourism resorts in detail and compare and contrast the features and characteristics based on the nature and geographical locations. Moreover, the students in this module will research and analyse the various operational issues that the resort managers face in the light of the changing travel and tourism environment. The module will thus address the strategic opportunities and issues emerging from the growth of the sector. The students will also learn about the different types of customers and their behaviour when visiting the resorts and spas and focus on some of the issues that are associated with managing them. Students will be able to use the knowledge gained in this module to help in a career as a general hotel resort manager or business entrepreneur. This module also with cover the management of facilities operations such as accommodation and food services.

Module-Specific Employability Skills

- Problem-solving
- Effective Leadership
- Operating Commercially
- Understanding Numbers
- Communication

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply and justify the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Application
5		Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	Process
7		Illustrate and analyse ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	Industry
8		Analyse issues and materials which may have some significance leading to making rational judgement	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Case Study Analysis	100	4, 6, and 7	Compulsory

The following codes for assessment methods apply	
CA	Case Study Analysis

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	18
Seminar	12
Tutorial	16
Workshop/Guided learning	12
Independent Learning Hours:	**142**

Indicative list of resources

Academic Books:

Agarwal, S. & Shaw, G. (Eds.). (2007). *Managing Coastal Tourism Resorts: A Global Perspective.* New York: Channel View Publications. (ISBN: 978-1845410728).

Cabral, O. (2017). *Resorts: Management and Operation.* Valley Cottage: Scitus Academics. (ISBN: 978-1118071823).

Cooper, C. (2020). *Essentials of Tourism*, 3rd edn. London: Pearson. (978-1526494474).

Mill, R. (2012). *Resorts: Management and Operations.* 3rd edition. Chichester: John Wiley and Sons.

Rawlinson, S. (2016). *International Spa Management: Principles and Practice.* Oxford: Goodfellow Publishers Ltd. (ISBN: 978-1910158708).

Walker, J. (2015). *Exploring the Hospitality Industry.* 3rd edn. Hoboken, New Jersey: Pearson. (ISBN: 978-1292102801).

Academic Journals:

Hughs, H. & Allen, D. (2008). Entertainment and its significance in the holiday experience at UK seaside resorts. *Tourism Recreation Research, 3*3(2), 131–141.

Bahattin O., Beykan, C. & Rabia, C. (2012). Satisfaction with all-Inclusive tourism resorts: The effects of satisfaction with destination and destination loyalty, *International Journal of Hospitality & Tourism Administration*, *13*(2), 109–130,

Online Resources:

Academic journals:

Entrepreneurship, Theory and
Practice Journal of International
Business Studies Academy of
Management Journal Academy of
Management Review Journal of
Management
Work, Employment and Society
Human Resource Management Journal
(UK) Enterprise and Society

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Sustainable and Responsible Management in Tourism
Module Code	THM 113
Credit Value	20
Level and Study block	6, Study Block 1
Pre-requisites	
Named Module Leader	Vipin Nadda

Module Aim

To enable students understanding the concept of sustainable and responsible development and management in tourism and to devise meaningful solutions related to such issues as the environmental and social impact of tourism.

Summary Module Description

Through the study of a wide range of case studies from diverse geographical environments, the module of *Sustainable and Responsible Management in Tourism* aims to provide a broader critical understanding of the opportunities and constraints involved in developing and managing sustainable forms of tourism. Alternative strategies for improving tourism sustainability will also be examined in this module. A key consideration is how to achieve the balance between the environmental, social, and economic aspects of tourism. The balance is obviously about the issues of beneficial and adverse impacts of tourism. In addition to responsibly managing the destination itself, students will also be exposed the sustainable management of hospitality establishments. It will enable students to critically evaluate socially responsible hospitality businesses to gain knowledge in how they engage and grow, with social responsibilities at the heart of business culture. Students will be asked to critically review why and how businesses consciously develop their engagement in socially responsible strategies for the ultimate benefit of their stakeholders. Also, students will be required to make group presentation on a destination case study.

Module-Specific Employability Skills

- Complex Problem solving
- Social cultural awareness
- Ecological awareness
- Critical reflection

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	Knowledge
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Application
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	Process
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	Industry
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Critical Review Report	70	2, 6 and 7	Compulsory
OT	Group Presentation	30	4	Compulsory

The following codes for assessment methods apply	
CR	Critical Review Report
OT	Destination Analysis Group presentation

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	12
Seminar	16
Tutorial	12
Practical classes and workshops	8
Independent Learning Hours	**152**

Indicative list of resources

Academic Books:

Coghlan A. (2019). *An Introduction to Sustainable Tourism.* Oxford: Goodfellow Publishers Ltd. (ISBN: 978-1911396734).

Edgell, D. (2016). *Managing Sustainable Tourism,* 2nd edn. Oxford: Routledge. (ISBN: 978-0367331382).

Fennel, D. (2014). *Ecotourism*, 4th edn. Abingdon, Abingdon, Oxford: Routledge. (ISBN: 0415829658).

Goodwin, H. (2016). *Responsible Tourism: Using tourism for sustainable development*, 2nd edn. Oxford: Goodfellow Publishers Ltd. (ISBN: 978-1910158852)

Liburd, J. & Edwards, D. (2010). *Understanding the Sustainable Development of Tourism.* Oxford: Goodfellow Publishers. (ISBN: 978-1906884130).

Mowforth, M. & Munt, I. (2016). *Tourism and Sustainability*, 4th edn. Abingdon, Oxford: Routledge. (ISBN: 978-0415414036).

Vignati, F. & Hawkins, D. (2016). *Sustainable Tourism: driving green investment and shared prosperity in developing countries*. North Charleston: Createspace. (ISBN: 978-1516873807).

Weber, L. (2016). *Sustainable Tourism Development.* Leicester: Willford Press. (ISBN: 78-1682851517).

Academic Journals:

Bowers, J. (2015). Developing sustainable tourism through ecomuseology: A case study in the Rupununi region of Guyana. *Journal of Sustainable Tourism. 24*(5),758 –782.

De Sausmarez, N. (2007). Crisis management, tourism and sustainability: The role of indicators. *Journal of Sustainable Tourism*, *15*(6), 700–714.

Goodwin, H & Francis, J. (2003). Ethical and responsible tourism: Consumer trends in the UK *Journal of Vacation Marketing*, *9* (3).

Maxim, C. (2016). Sustainable Tourism Implementation in Urban Areas: A Case Study of London. *Journal of Sustainable Tourism. 24*(7), 971–989.

Online Resources:

Centre for Responsible Travel (CREST) responsibletravel.org)

Global Sustainable Tourism Council www.gstcouncil.org

Sustainable Tourism www.sustainabletourism.net

Sustainable Tourism Gateways www.gdrc.org

Rainforest Alliance www.rainforest-alliance.org

United Nations Educational, Scientific, Cultural Organisation (UNESCO). Teaching and learning for a Sustainable Future www.unesco.org

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Strategic Hospitality Management
Module Code	THM 114
Credit Value	20
Level and Study block	6, Study Block 1
Pre-requisites	
Named Module Leader	David Boyd

Module Aim

To develop a critical appreciation of the dynamic nature of international hospitality industry and its relationship to global tourism as well as the opportunities and challenges it provides to the managers.

Summary Module Description

The *Strategic Hospitality Management* module introduces students to the principles and processes of thinking and managing strategically. A range of tools and techniques appropriate for more effective and evidence-based decision-making in hospitality and tourism organisations will be introduced and utilised. The skills and understanding to implement these strategic decisions effectively will be developed within the context of strategic management. As a final year module, it builds on previous learning related to the four business functions (operations, marketing, finance, and human resources) and the awareness of external factors in the wider business environment. The module also aims to develop students' knowledge of a range of listed hospitality or tourism companies and the current challenges facing these corporations as they grow.

Module-Specific Employability Skills

- Operating Commercially
- Entrepreneurship
- Critical Reflection
- Complex Problem-solving
- Research and Analysis

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Application
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	Process
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	Industry
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Critical Review Report	100	4, 6 and 7	Compulsory

The following codes for assessment methods apply	
CR	Critical Review

Assessment Criteria

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	14
Seminar	18
Tutorial	8
Practical classes and workshops	8
Independent Learning Hours:	**152**

Indicative list of resources

Academic Books:

Evans, N. (2015). *Strategic Management for Tourism, Hospitality and Events,* 2nd edn. London: Routledge. (ISBN: 0415837243).

Kotler, P., Bowen, J., Makens, J. & Baloglu, S. (2017). *Marketing for Hospitality and Tourism*, 7th edn.Upper Saddle River, New Jersey: Prentice Hall. (ISBN: 978-1292156156).

Okumus, F., Altinay , L., Mehmet, P. & Chathoth, K. (2019). *Strategic Management for Hospitality and Tourism*, 2nd edn. London: Routledge. (ISBN: 0815393474).

Porter, M.E. (1980). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*.

New York: Free Press. (ISBN: 978-0684841489).

Academic Journals:

Hoffman, N. (2000). An Examination of the Sustainable Competitive Advantage Concept: Past, Present, and Future. *Academy of Marketing Science Review*, 4.

Levitt, T. (1960). Marketing Myopia. *Harvard Business Review*. July/August, pp. 45–56.

Online Resources:

Fast company INC.
Wired Entrepreneur
MIT Technology Review Stanford Business Insights Harvard Business Review

Academic journals:

Journal of International Business Studies International Journal of Research in Marketing Journal of World Business
International Business Review
Critical Perspectives on International Business Global Networks

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Devising a Digital Marketing Strategy
Module Code	THM 115
Credit Value	20
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Richard George

Module Aim

To explore the world of digital technology and social media and understand its application in tourism and hospitality sector organisation in the area of marketing and promotion of goods and services.

Summary Module Description

The *Devising a Digital Marketing Strategy* module introduces students to the key issues, strategies, and practices of marketing in the digital environment of tourism and hospitality. With the rapid rise in the use of the Internet and new media technologies, there are a number of digital tools and technologies now available to marketing managers in the tourism and hospitality sector. This module provides students with an understanding of the importance and the application of digital marketing in general and social media in particular. It is vital for tourism and hospitality enterprises to understand how consumers are now co-marketers, co-designers, and co-producers of travel experiences in order to be able to compete in an increasingly competitive and transparent environment. The module therefore deals with how tourism and hospitality organisations can utilise social media to enhance networking, collaboration, and traveller's engagement in marketing practices. This module requires the students to apply digital technology to develop a specific marketing strategy for a given tourism or hospitality product or service.

Module-Specific Employability Skills

- Social media
- Digital media
- Information Technology
- Operating commercially
- Understanding data
- Communication
- Planning and organisation

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business or sector management	Application
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	Professional Practice
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	Process
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Critical Review Report	70	4 and 6	Compulsory
OT	Group Presentation of campaign	30	5	Compulsory

The following codes for assessment methods apply	
CR	Critical Review
OT	Group Presentation

Assessment Criteria

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	12
Seminar	16
Tutorial	12
Project/Guided learning	8
Independent Learning	**152**

Indicative list of resources

Academic Books:

Chaffey, D. & Ellis-Chadwick, F. (2019). *Digital Marketing,* 7th edn. Harlow, Essex: Pearson. (ISBN: 9781292241579).

Hollensen, S., Kotler, P. & Opresnik, M.O. (2020). *Social Media Marketing: A Practitioner Guide,*

2nd edn
London: Prentice Hall. (ISBN-13: 979-8643250623).

Kingsworth, S. (2019). *Digital Marketing Strategy: An Integrated Approach to Online Marketing.* London: Kogan
Page. (ISBN: 978-0749484224).

Ryan, D. (2014). *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*,
4th edn. London: Kogan Page Limited. (ISBN-13: 978-0749478438).

Academic Journals:

Guttentag, D.A. (2009). Virtual reality: Application and implications for tourism. *Tourism Management*, *31*(5).

Online Resources:

Stokes, R. (2018). *eMarketing: The Essential Guide to Online Marketing*, 6th edn. Cape Town: Quirk. Available
at:
https://www.redandyellow.co.za/content/uploads/woocommerce_uploads/2017/10/emarketing_textbook_download.pdf

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management with Integrated Foundation.	Compulsory

General Module Information

Status	Final
Module Name	Creative Events and Entertainment Management
Module Code	THM 116
Credit Value	20
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Julian Joy

Module Aim

To gain a thorough understanding of the events and entertainment industry from a business perspective but operating within the hospitality and tourism sector, and apply the tools of planning, including feasibility analysis to assess the commercial success of hosting and promoting such events.

Summary Module Description

The *Creative Events and Entertainment Management* module provides a theoretical and practical approach to planning, managing, and evaluating creative events in the tourism and hospitality industry. It examines the skills necessary to become a successful events creator in the sector. The module participants will understand such activities as marketing, financial management, project planning and implementing related to launching a creative event. Excitingly, students will learn how to plan, coordinate and launch a creative event with an innovative approach.

In this module, students will be expected to work as a team and undertake market research and justify the market potential and develop a feasibility study. Students will be expected to adopt a more critical and analytical approach but work collaboratively. Students will learn about the dynamic nature of the creative and entertainment event industry and why people attend them where the key subsectors include sports, arts, music and leisure entertainment. Students will also be exposed to the key organisations and agencies that mount events and operate entertainment venues as well as the challenges they face in managing these events.

Module-Specific Employability Skills

- Self-management
- Entrepreneurship
- Communication
- Collaboration and teamworking
- Businesswise
- Project Management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	Knowledge
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Application
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	Professional Practice
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Project Report	60	2, 4 and 5	Compulsory
OT	Group Presentation	40	5	Compulsory

The following codes for assessment methods apply	
CA	Project
OT	Group Presentation

Modes of delivery

Module Target Learner Hours: 200	
Activity	**Hours**
Lecture	12
Seminar	10
Tutorial	10
Practical classes and workshops	6
Group learning	10
Independent Learning Hours:	**152**

Indicative list of resources

Academic Books:

Allen, J., O'Toole, W., Harris, R. & McDonnell, I. (2010). *Festival and Special Event Management*, 5th edn. London: Wiley and Sons.

Bowdin, G., Allen, J. & O'Toole, W., Harris, R. & McDonnell, I. (2011). *Events Management*, 3rd edn. Oxford: Elsevier Butterworth-Heinemann.

Getz, D. (2005). *Event Management and Event Tourism*, 2nd edn. New York: Cognizant Communication Corp.

Mair, J. (2019). *The Routledge Handbook of Festivals*. Abingdon, Oxford: Routledge.

Shone, A. & Parry, B. (2013). *Successful Event Management: A Practical Handbook*, 4th edn. Sydney: Cengage Learning.

Academic Journals:

Pernecky, T. (2015). Sustainable Leadership in Event Management. *Event Management, 19*,109–121.

Named Awards

Course	Compulsory or Optional
BA(Hons) Tourism and Hospitality Management	Compulsory

General Module Information

Status	Final
Module Name	Research Project
Module Code	THM 117
Credit Value	40
Level and Study block	6, Study Block 1 & 2
Pre-requisites	HND or All level 4 and 5 modules
Named Module Leader	Richard George

Module Aim

The aim of this module is to provide the students an opportunity to thoroughly explore a topic in tourism or hospitality management and to undertake an in-depth investigation of a management problem that requires critical review of literature and field research using a sound methodology in a supervised environment.

Summary Module Description

The aim of the *Dissertation Project* module is to provide students with the opportunity to demonstrate their competency as independent, reflective researchers. For the dissertation that you produce may constitute research attempting to extend the state of knowledge within a specific topic area, a critical review of existing state of knowledge within the topic area or the application of existing theory to a new situation. This module requires students to show high level of self-management and critical reflection by the students. The independent project is a strategic endeavour to demonstrate that business success in the industry is the product of efficient collaboration of key elements. In addition, demonstration of creativity and being able to communicate effectively with professional presentation skills to the audience are also expected. The student integrates tourism and hospitality subject specific knowledge and skills to develop a specialist area of knowledge in-depth and - with supervision from a subject specialist - conducts their own research investigation and reports their findings. Students will be required to complete a dissertation of 8.000 to 10 000 words based on secondary and/or primary research.

Module-Specific Employability Skills

- Self-Management
- Project Management
- Research and Analysis
- Understanding Data
- Collaborative working
- Communication (Professional Presentation)
- Academic writing

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	Research
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	Knowledge
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	Professional Practice
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	Evaluation

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
TH	Thesis	90	1, 2, 5 and 8	Compulsory
OT	Research Journal	10	1, (for evidence)	Compulsory

The following codes for assessment methods apply	
TH	Thesis
OT	Research Journal

Assessment Criteria

Modes of delivery

Module Target Learner Hours: 400	
Activity	**Hours**
Lecture	12
Seminar	20
Project supervision	58
Guided learning	20
Independent Learning Hours:	**290**

Indicative list of resources

Academic Books:

Bell, J. & Waters, S. (2018). *Doing Your Research Project: A Guide for First-time Researchers,* 7th edn. New York: Amacom. (ISBN: 978-0335243389).

Brunt, P., Horner, S. & Semley, N. (2017). *Research Methods in Tourism, Hospitality, and Events Management.* London: Routledge. (ISBN: 978- 1473919150)

Bryman, A., Bell, E. & Harley, B. (2018). *Business Research Methods,* 5th edn. Oxford: Oxford University Press. (ISBN: 978-0198809876).

Nunkoo, R. (Ed.). (2018). *Handbook of Research Methods for Tourism and Hospitality Management*. Cheltenham: Edward Elgar. (ISBN: /978-1785366284)

Saunders, M., Lewis, P. & Thornhill, A. (2018). *Research Methods for Business Students,* 8th edn. Harlow, Essex: Pearson. (ISBN: 978-1292208787).

Veal, A.J. (2017). *Research Methods for Leisure and Tourism: A Practical Guide,* 4th edn. Upper Saddle River, New Jersey: Prentice-Hall. (ISBN: 978-1292115290).

Academic Journals:

Allen, I. & Seaman, C. (2007). Likert scales and data analyses. *Quality Progress, 40*(7), 64–65.

Mariani, M. & Baggio, R. (2020). The relevance of mixed research methods for network analysis in tourism and hospitality research. *Journal of Contemporary Hospitality Management,* 32(4), 1643–1673.

United Nations World Tourism Organization (UNWTO). (2020). *UNWTO Tourism Highlights, 2019 Edition.* Available at: https://www.e-unwto.org/doi/pdf/10.18111/9789284421152.

Online Resources:

International Centre for Research and Study in Tourism (CIRET) ciret-tourism.com

United Nations World Tourism Organization (UNWTO) www.unwto.org/

World Travel and Tourism Council (WTTC) wttc.org

Online Journals:

Journal of Hospitality and Tourism Management *(*Australia) (journals.elsevier.com/journal-ofhospitality-and-tourism-management/)

Journal of Hospitality and Tourism Research (Hong Kong/China) (sagepub.com/)

Tourism Management (NZ) (journals.elsevier.com/tourismmanagement/)

Named Awards

Course	Compulsory or Optional
BA (Hons) Tourism and Hospitality Management	Compulsory