# Course Handbook 2021- 2022
## Course Title: BA (Hons) Tourism and Hospitality Management **Top-up (L- 6)**
### Course Code: ICON003TOPUP

## 1. Key Information

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| **Status: Fina Draft** |
| **Qualification Course Type:** Undergraduate |
| **Award:** BA (Hons) Tourism and Hospitality Management |
| **Intermediate Qualification:** BSc |
| **Location:** ICON College of Technology and Management, London |
| **Awarding Institution:** Falmouth University |
| **Credit Value:** 120 Credits (from Level 6) |
| **Course Structure: 4x20 Credits and Dissertation (1x40) Credits** |
| **Duration:** 1 Year |
| **Academic year:** 2021 – 2022 |
| **Mode of Study:** Full Time |
| **Relevant External Benchmarking: EHLST November 2019 QAA** |
| **Language of study:** English |
| **Course Fees 7500** |
| **Timetables:** Day, Evening and Weekend |

## 2. Introduction

ICON College of Technology and Management offers a Top-up BA (Hons) Tourism and Hospitality Management in partnership with Falmouth University, a TEF Gold rated University. ICON students will have the opportunity to complete the one-year course entirely in London and the course will be taught by well-qualified and experienced tutors.

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.

## 3 Entry Requirements

To meet the entry criteria for admission, a candidate must have:

A BTEC HND in Travel & Tourism or Hospitality Management with a minimum of 240 credits achieved by successfully completing relevant modules.
Equivalent HE Diploma in Tourism and Hospitality Management or successful completion of relevant modules in tourism and hospitality management to attain a minimum of 240 credits in year 1 and year 2 at a recognised university.

IETS 5.5 or Equivalent for holders of non-British qualifications

# Course Map – BA (Hons) Tourism & Hospitality Management via 1-Year Top Course

| Stage Level 6 | |
| --- | --- |
| **Study Block 1** | **Study Block 2** |
| **THM113**<br>Sustainable and Responsible Management in Tourism<br>20 credits (Level 6)<br>Compulsory module | **THM115**<br>Devising Digital Marketing Strategy<br>20 Credits (Level 6)<br>Compulsory module |
| **THM114**<br>Strategic Hospitality Management<br>20 credits (Level 6)<br>Compulsory module | **THM 16**<br>Creative Events and Entertainment Management<br>20 Credits (Level 6)<br>Compulsory module |
| **THM117**<br>Dissertation Project I<br>40 Credits (Level 6)<br>Compulsory module | **THM117**<br>Dissertation Project II<br>40 Credits (Level 6)<br>Compulsory module |

## 4. 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 and find solutions 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.

## 5. 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.

## 6. Structure of Course Delivery

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) top-up degree course at ICON College of Technology and Management has been developed based on the needs of those students seeking employment in the tourism and hospitality sector industries as professional managers or self-employed owner-managers.

Therefore, 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 this course emphasises.

### Teaching and Learning and Module Delivery Approach

The student of the top-up course in Tourism and Hospitality Management BA (Hons) 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 year-long 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.

The course is aligned with the subject Benchmark Statement EHLST (November 2019, QAA) and the Level 6 modules offer students opportunities to research and demonstrate their ability to apply acquired skills and knowledge and assess the benefits in the real-world. 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.

The delivery of Level 6 modules such as Sustainable and Responsible Management in Tourism, Strategic Hospitality Management, Devising Digital Marketing Strategy, and Creative Events and Entertainment Management all require to embed essential and relevant employability skills which will make the students competitive when seeking a suitable career in the field. The Dissertation Project provides the final year 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 students to show high level of self-management and critical reflection. In addition, students will be expected to demonstrate creativity and the ability to communicate effectively with professional presentation skills to a relevant audience.

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 of at different levels. The delivery will be designed to be flexible based on expectations and learning styles of the students. With the help of the state-of-the-art technology in the classroom environment, tutors at ICON College 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.

Since every 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 the formative feedback assessment. In the delivery of specific modules, achievement in gaining employability skills will be assessed through special workshop sessions or homework assignments leading to individual or group presentations. This will include, for example, such skills as critical thinking, creativity, research, and analysis, teamworking, and self-management. The modules in level 6 are designed to offer less contact hours and the tutors will employ a variety of mechanism and tools to stimulate and support student-centred learning approaches and independent learning.

The College will seek to enrich the process of using blended learning whenever seems appropriate. Some of the lecture-led classroom sessions can be delivered online via the virtual classroom if necessary. The College has been using the ICON VLE (virtual learning environment) to deliver modules in physical classrooms settings as well as for submitting assignments for assessments. The students will be able to continue to use the ICON VLE for assignment submissions and formative feedback assessment as well.

## 7. Course Assessment Strategy

The top-up degree course in Tourism and Hospitality Management makes use of a range of assessment methods to reflect on meeting the College-wide assessment criteria and modular learning outcomes and employability skills. The Dissertation module – with 40 credits – requires students to submit an 8,000-10,000 words thesis based on an independent piece of research in the field of tourism and hospitality management undertaken during the final stage of the course.

**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 points. All modules will be assessed using the Common Assessment Criteria.

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. An Employability Skills Tracking sheet maintained during the module delivery will be also discussed during the feedback sessions.

**Formative assessment and feedback:** Formative assessments are useful ways to track students' progress during the term and this forms an integral part of the course delivery. However, students will not receive any marks or grade for this assessment. At least two sessions of formative assessments are expected for every module, except for the Dissertation Project module where students' progress will be monitored throughout the process by an assigned supervisor and students have to 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. The 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 remains the key methods of assessment and are designed to facilitate learning and how students develop knowledge and competencies along with critically reflective thinking. Some assignments may have more than one method used for assessment purposes. Module guides will have clear explanation on how each module will be assessed. The following are typical assessment methods used in this course:

- CA: Coursework assignment
- CR: Critical Review essays or reports
- PP: Presentations and pitches
- PO: Portfolios of production work
- TH: Dissertation
- OT: Other types of assess methods such as Case study, essays, blog, group work/presentations and journals etc.

# 8. Common Assessment and Grading Criteria

| Assessment Criteria and Learning Outcome | OUTRIGHT FAIL 0-29% | UNSATISFACTORY 30-39%* | SATISFACTORY 40-49% | GOOD 50-59% | VERY GOOD 60-69% | EXCELLENT 70-84% | EXCEPTIONAL 85-100% |
|---|---|---|---|---|---|---|---|
| **1. Research**<br><br>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions | 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, & consistent | 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**<br><br>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline. | 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 & understanding of the main concepts and key theories. Awareness of challenges to established views and the limitations. | Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge. |
| **3. Analysis**<br><br>Extent of summarising the key findings of internal and external analysis in relation to the marketing of a product or service | 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. |

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|---|---|---|---|---|---|---|---|
| **4. Application**<br><br>Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and evidence of innovative ideas. | 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 innovative ideas. | An advanced application of a range of methods, materials, tools and techniques. The context of 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**<br><br>Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation. | 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 produced and 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. |

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|---|---|---|---|---|---|---|---|
| **6 Process**<br><br>Recognise the key academic and professional concepts and express relevant technical processes in response set briefs and/or problem-solving context | 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<br><br>Identify concepts relating to ethically informed industry practices and their real-world application(s) | 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**<br>Extent of evaluation and synthesis of issues and material | 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. |

## 9 Common Learning Outcomes Level 4-6 (BSc 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. | Explain, apply and justify the main quantitative and qualitative research methods and apply 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. | Explain and analyse 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** | Demonstrate 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 | Critically apply innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management |
| **5 Professional Practice** | Demonstrates 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** | Demonstrate the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real-word situation. | Analyse and appraise real world, ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement. | Evaluate the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate |
| **8 Evaluation:** | Examine issues and material briefly leading making judgements | Analyse and synthesize issues and materials which may have some significance leading to making rational judgement | Critically evaluate complex issues and material which includes an original and reflective approach and make rational judgement with justification |

**10 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 113 | 6 | Managing Tour Operations | 20 | 1 | C | CA, OT | TPA | | TPA | | TPA | | | |
| THM 114 | 6 | Strategic Hospitality Management | 20 | 1 | C | CR | | | | TPA | | TPA | TPA | |
| THM 115 | 6 | Devising Digital Marketing Strategy | 20 | 1 | 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 | Dissertation Project | 40 | 2 | C | TH, PO | TPA | 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 | | OT Other (short/Gr. presentation, blog) |
| 06 Process | | TH Thesis |

## 11. 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 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 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 Assessment Board.

## 12. Assessment Regulations

Students will submit assignments through the ICON VLE. Assignments are run through a check for plagiarism. On the VLE there is also a link where students can obtain formative feedback from their tutors. A student will not be able to submit their assignments if their attendance is low and is not in line with College attendance policy.

Assignment submitted after the final submission deadline, and within one week of the deadline, will be capped at 40% (Pass) unless extenuating circumstances apply. Any assignment submitted later than two weeks after the deadline (week one final submission and week two, the following week, which is late submission window) will not be accepted. A student then should follow submission and resubmission process.

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.

For further information on Assessment regulations about submission, resubmission and repeat of the module, please refer to the Student Handbook.

## 13. Student Support

ICON College of Technology and Management 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 will act as a mentor, and guide the students who encounter with non-academic problems, for example, 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:

a). 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.
b). To ensure a student has someone who will support the student academic progression and identify any problems.
c). To ensure that a student has a named person they can go to for support.

The College has a Student 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.

## 14. Evaluation and Revision

a). 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 to the Academic Board.

b). The College also gives formative feedback on assignments to students through an online Formative Feedback Forum

c). 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.

## 15. Further Information

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

## 16. Course Handbook in PDF
Download Course Handbook in PDF

## 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 2 |
| **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 justify the appropriate research methods and apply relevant skills to explore the benefits of sustainable and responsible management of tourism organisation | |
| 2 | | Evaluate the key concepts, theories, and principles as well as facts in relation to sustainable and responsible management of tourism destinations | Knowledge |
| 3 | | Critically analyse the emerging trends in developing and promoting tourism sustainably and responsibly. | |
| 4 | | Evaluate the application of innovative ideas and skills in the management of tourism organisations to ensure sustainability | Application |
| 5 | | Justify and discuss the need for professional practice among tourism managers and leaders in real world situation, being: ethical and socially responsible | |
| 6 | | Apply knowledge and critical understanding of the process, including sustainable and responsible management in the operation of tourism sector organisations. | Process |
| 7 | | Analyse and appraise tourism development and business practices, differentiating between areas of best practice and opportunities for enhancement. | Industry |
| 8 | | Evaluate the role of visitors and guests in the responsible and sustainable management of tourist destinations | |

## 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*, 4<sup>th</sup> 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 with Integrated Foundation | 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 | | Review research objectives and use appropriate research methods and engage in practice informed by critical analysis of diverse, complex concepts and process of global hospitality management | |
| 2 | | Discuss the key concepts, models and theories in sufficient detail and analyse the key elements and issues of managing large hospitality operations | |
| 3 | | Analyse and evaluate the role of hospitality industry in the successful delivery of tourism products and service globally and at local levels. | |
| 4 | | Critically apply knowledge/understanding of concepts and theories as well as innovative strategies and skills in the management of hospitality organisations | Application |
| 5 | | Evaluate the application of professional practice in real-world situation by the hospitality managers and justify the benefits it may offer. | |
| 6 | | Critically review the application of technology and service delivery processes, including sustainability concept in order to generate original ideas and propose alternative solutions in the management of hospitality business | Process |
| 7 | | Assess the role of creative and ethically-informed leadership skills in managing global hospitality operations and the benefits it may offer to the organisation | Industry |
| 8 | | Evaluate and synthesize complex issues and material in the management of global hospitality organisation 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 | 16 |
| Seminar | 18 |
| Tutorial | 8 |
| Practical classes and workshops | 6 |
| **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 with Integrated Foundation | 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 1 |
| **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 | | Research and evaluate the role of digital technology in managing tourism businesses and assess its success in providing benefits to the tourism consumer. | |
| 2 | | Critically review the key concepts and theories related to the application of digital technology in the marketing and promotion of tourism and hospitality industry | |
| 3 | | Analyse the relationship between the use of digital technology in promotion of hospitality organisation and the overall performance | |
| 4 | | Evaluate the application of a social media led promotion campaign and the issue of professional practice in the tourism and hospitality industry | Application |
| 5 | | Critically apply innovative ideas and skills in the use of digital technology in marketing tourism and hospitality establishments and make a pitch | Professional Practice |
| 6 | | Critically examine the process of digital marketing strategy formulation, from planning to implementation in a tourism or hospitality organisation | Process |
| 7 | | Compare and contrast the application of digital technology versus traditional methods in marketing a tourism or hospitality establishment | |
| 8 | | Evaluate and synthesize complex issues and material related to the implementation of a digital promotion campaign | |

## 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 | 10 |
| Project/Guided learning | 8 |
| **Independent Learning** | **154** |

## 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,*

2<sup>nd</sup> 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*,
*4<sup>th</sup> 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*, 6<sup>th</sup> edn. Cape Town: Quirk. Available
at:
https://www.redandyellow.co.za/content/uploads/woocommerce_uploads/2017/10/emarketing_text book_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 | | Plan and design a creative event in a metropolitan setting using relevant data and information collected from current and potential audience using appropriate method. | |
| 2 | | Review relevant published materials and information to evaluate the emergence of creative event industry during the last decade and draw conclusion on the emerging trends. | Knowledge |
| 3 | | Analyse the relationship between the emergence of creative industry in the recent past and the advancement of digital technology | |
| 4 | | With innovative ideas and skills, evaluate and apply knowledge and understanding of concepts and approaches to launching a creative event project | Application |
| 5 | | Evaluate the application of professional practice in managing the event in relation to collaborative team working, effective communication and organisation in a group presentation and justify the benefits it may offer. | Professional Practice |
| 6 | | Critically analyse the application of methods and processes, including technology in order to generate original ideas and propose alternative solutions when developing and launching creative events | |
| 7 | | Demonstrate the attributes of creative and ethical leadership skills in a real-world environment when planning and managing a creative event | |
| 8 | | In hindsight, critically evaluate and reflect on the success and challenges of designing, planning and implementing a creative event. | |

## 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 | 8 |
| Practical classes and workshops | 5 |
| Group learning | 10 |
| **Independent Learning Hours:** | **155** |

## 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 with Integrated Foundation | Compulsory |

## General Module Information

| | |
|---|---|
| **Status** | Final |
| **Module Name** | Dissertation 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 | | Evaluate your proposal for research, including aims and objectives as relevant to the topic chosen 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 | Research |
| 2 | | Present and evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the selected topic | Knowledge |
| 3 | | Critically analyse and evaluate arguments, assumptions, concepts, and information in relation to the chosen topic and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions. | Analysis |
| 4 | | Critically apply innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a tourism or hospitality business/sector management topic | |
| 5 | | Evaluate the application of professional practice in areas of organisation, ethically-informed data collection and effective presentation with written communication and justify the benefits it may offer. | Professional Practice |
| 6 | | Critically analyse and reflect on the application and or practice of technical process in the methodology in order to generate original ideas and propose alternative method of research | |
| 7 | | Evaluate the development of your creative and ethical leadership skills in a real-world environment when carrying out the research | |
| 8 | | Evaluate and synthesize complex issues and material which includes an original and reflective approach and make rational judgement and conclusion with justification | Evaluation |

## Assessment Methods

| Assessment Method | Description of Assessment Method | % | Learning Outcomes Assessed | Compulsory |
|---|---|---|---|---|
| TH | Thesis | 90 | 1, 2, 3, 5 and 8 | Compulsory |
| OT | Research Journal | 10 | 1, 3 (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 | 16 |
| Seminar | 20 |
| Project supervision | 48 |
| Guided learning | 6 |
| **Independent Learning Hours:** | **310** |

## 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 with Integrated Foundation | Compulsory |