

**BTEC**

# **HIGHER NATIONALS**

## **International Travel & Tourism Management**

### **Specification**

First Teaching from September 2018

First Certification from 2019

**Higher National  
Certificate Lvl 4**

**Higher National  
Diploma Lvl 5**

## **Edexcel, BTEC and LCCI qualifications**

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## Summary of changes in Pearson BTEC Higher Nationals in International Travel and Tourism Management Issue 2

Summary of changes made between previous issue and this current issue	Page number
<p><i>Branding</i></p> <p>Added new front cover</p> <p>Applied updated Pearson BTEC Higher Nationals branding colour, font and tables throughout the spec</p>	1-487
<p><i>2.7 How Pearson BTEC Higher Nationals in International Travel and Tourism provide both transferable employability skills and academic study skills</i></p> <p>Correction. Changed word from moderated to verified</p>	14-15
<p><i>3.2.1 English language requirements for Higher Nationals</i></p> <p>Updated section on English language requirements</p>	17
<p><i>3.7 Dealing with malpractice in assessment</i></p> <p>Updated sections on student, tutor, centre malpractice as well as sanctions and appeals</p>	22-25
<p><i>4.2.3 Meeting local needs (MLN)</i></p> <p>Updated section and guidance</p>	52
<p><i>4.2.4 Pearson BTEC Higher National Commissioned Development</i></p> <p>Updated section and guidance</p>	53
<p><i>6.3.2 Making assessment decisions using criteria</i></p> <p>Correction. Changed word from moderated to 'verified'</p> <p>Correction. Changed word from mark to 'grade'</p> <p>Correction. Changed word from marks to 'grades'</p>	76
<p><i>6.4 Planning and record keeping</i></p> <p>Removed requirement for spreadsheet only, as Programme Leaders must have assessment plans that can be in any appropriate format.</p>	79
<p><i>11 Appendices</i></p> <p>Added Recognition of prior Learning as Appendix 6</p>	484-487

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).



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# 1 Introduction

BTEC is one of the world's most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than thirty years.

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer's needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in International Travel and Tourism Management, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with the relevant Professional Bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new BTEC Higher National qualifications in International Travel and Tourism Management are designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6.

## 1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

## 1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their Level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of Level of demand with the Framework for Higher Education qualification descriptors at Level 4 and 5 means that students wishing to progress to Level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

A range of core, optional and specialist units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans.

- Fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce.
- The opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills.
- Learning Outcomes mapped against Professional Body standards and vendor accreditation requirements, where appropriate.
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the Centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills.
- An approach to demand at Level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ).
- Support for student and tutors including Schemes of Work and Example Assessment Briefs.

### **1.3 HN Global**

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website [www.ighernationals.com](http://www.ighernationals.com).

With HN Global, tutors can access programme specifications which contain useful information on programme planning and Quality Assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up-to-date on the latest news regarding HN programmes.

## 1.4 Qualification Titles

### **Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management**

### **Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management**

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Aviation)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Destination Management)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Events)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Innovation, Culture and Heritage)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Sustainable Management)
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Tour Operations)

## 1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

- Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management: 603/2280/9
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management: 603/2281/0

## 1.6 Awarding institution

Pearson Education Ltd.

## 1.7 Key features

Pearson BTEC Higher National qualifications in International Travel and Tourism Management offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students.
- The essential subject knowledge that students need to progress successfully into further study or the world of work.

- A simplified structure: students undertake a substantial core of learning in the Higher National Certificate and can build on this in the Higher National Diploma, with optional units linked to their specialist area of study.
- Specialist pathways in the Level 5 Diploma, so there is something to suit each student's preference of study and future progression plans.
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs.
- Assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do).
- Unit-specific grading and Pearson-set assignments.
- A varied approach to assessment that supports progression to Level 6 and also allows Centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles.
- Quality Assurance measures – as outlined in sections 6 and 7 of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, universities, colleges and students) can feel confident in the integrity and value of the qualifications.
- A qualification designed to meet the needs and expectations of students aspiring to work in an international travel and tourism environment.

### **Qualification frameworks**

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

## **1.8 Collaborative development**

Students completing their BTEC Higher Nationals in International Travel and Tourism Management will be aiming to go on to employment or progress to a final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies and universities, and with the providers who will be delivering the qualifications.

We are very grateful to the university and further education tutors, employers, Professional Body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

- Confederation of Tourism and Hospitality
- Manila University, Philippines
- West London University
- Cardiff University
- Beacon International College, Singapore
- Boston Business School, Singapore
- E-Thames College
- Ealing, Hammersmith and West London College
- Loughborough College
- Sunderland College
- Southampton College
- Strodes College
- Stafford College
- West Herts College
- Wirral Metropolitan College
- Aardvark Events
- The Marriott Hotel, Bexley Heath
- Baglioni Hotels, Kensington
- Different Snow
- Discover the World
- Tablet Catering
- Novus Luxus Ltd
- Liquid Chefs
- Barsmiths Events
- Smart Aviation

## **1.9 Professional Body consultation and approval**

These qualifications have also been approved by the following professional bodies as suitable qualifications for students wanting to progress onto their approved courses at the appropriate level. The professional bodies include:

- Confederation of Tourism and Hospitality



## 2 Programming purpose and objectives

### 2.1 Purpose of the BTEC Higher Nationals in International Travel and Tourism Management

The purpose of BTEC Higher Nationals in International Travel and Tourism Management is to develop students as professional, self-reflecting individuals able to meet the demands of employers in travel and tourism and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

### 2.2 Objectives of the BTEC Higher Nationals in International Travel and Tourism Management

The objectives of the BTEC Higher Nationals in International Travel and Tourism Management are as follows:

- To provide a stimulating and challenging programme of study of the visitor economy that combines both subject knowledge across a range of multidisciplinary theoretical frameworks and industry experience that is both responsive to the interests and needs of students and employers.
- To equip students with specific travel and tourism skills, knowledge and the understanding necessary to achieve high performance in the global travel and tourism environment.
- To provide education and training for a range of careers in travel and tourism, including aviation, destination management, events management, sustainable management, visitor management, heritage management and tour operations management.
- To provide students with opportunities to engage in an industry-recognised apprenticeship scheme for aviation standards that aligns with their employer's needs and their own career aspirations.
- To provide insight and understanding into the diversity of roles within the travel and tourism sector, recognising the importance of collaboration at all levels.
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.
- To provide opportunities for students to enter or progress in employment in travel and tourism, or progress to higher education qualifications such as an Honours degree in travel and tourism or a related area.

- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful professional and career development.
- To support students to understand the local, regional and global context of the travel and tourism sector and, for those students with a global outlook, to aspire to international career pathways.
- To provide students with opportunities to address cutting-edge issues facing the industry, and society at large; with particular emphasis on tourism production and consumption, sustainability and ethics, globalisation and intercultural dimensions, recognising the role that travel and tourism plays in addressing these issues.
- To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation.
- To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond.
- To allow flexibility of study and to meet local or specialist needs.
- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.
- To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

- Providing a thorough grounding in travel and tourism principles at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the travel and tourism sector.
- Equipping individuals with commercial acumen, understanding and professional and personal skills for success in a diverse range of roles in aviation, destination management services, visitor attractions, passenger transports services, tour operations and events.
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.
- Enabling progression to further professional qualifications in specific travel and tourism areas by mapping to units in a range of professional travel and tourism qualifications.

## Who is this qualification for?

The BTEC Higher National qualifications in International Travel and Tourism Management are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the travel and tourism industry and are designed for students who wish to pursue or advance their career in the travel and tourism sector. In addition to the knowledge, understanding and skills that underpin the study of travel and tourism, Pearson BTEC Higher Nationals in International Travel and Tourism Management give students experience of the breadth and depth of the sector that will prepare them for further study or training.

## 2.3 Aims of the Level 4 Higher National Certificate in International Travel and Tourism Management

The Level 4 Higher National Certificate in International Travel and Tourism Management offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through the selection of optional units across a range of occupational sectors at Level 4. This effectively builds underpinning core skills while preparing the student for subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.

At Level 4 students develop a broad knowledge and awareness of key aspects of travel and tourism through five core units, which include one unit assessed by a Pearson-set assignment. The units are:

- The Contemporary Travel and Tourism Industry
- Managing the Customer Experience
- Professional Identity and Practice
- The Travel and Tourism Business Toolkit
- Leadership and Management for Service Industries (Pearson-set unit).

The Centre can also choose three further optional units at Level 4 from the following:

- Managing Aviation Services
- Managing Conference and Events
- Visitor Attraction Management
- Online Travel Management
- Tour Operations Management
- Corporate Travel Management
- Passenger Transport Services

- Global Tourism Destinations
- Work Experience
- Management Accounting
- Marketing Essentials for Travel and Tourism
- Human Resource Management
- Entrepreneurship and Small Business Management

Graduates successfully completing the Higher National Certificate will be able to demonstrate a sound knowledge of the basic concepts and characteristics of travel and tourism. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to travel and tourism, show resilience under pressure, and meet challenging targets within a given resource.

## **2.4 Aims of the Level 5 Higher National Diploma in International Travel and Tourism Management**

The Level 5 Higher National Diploma in International Travel and Tourism Management offers students six specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to Professional Body standards (where appropriate) and can provide professional status and progression to direct employment.

The Level 5 Higher National Diploma offers the following specialist pathways for students who wish to concentrate on a particular aspect of travel and tourism:

- Aviation
- Destination Management
- Events
- Innovation, Culture and Heritage
- Sustainable Management
- Tour Operations

There is also a non-specialist 'General International Travel and Tourism Management' pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students.

There are two core units at Level 5 which apply to both the general and the specialist pathways. They are as follows.

- Research Project (Pearson-set unit)
- Tourism Consumer Behaviour and Insight

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

## **2.5 What could these qualifications lead to?**

The Level 4 Higher National Certificate provides a solid grounding in travel and tourism, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the travel and tourism sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university.

### **2.5.1 Progression to university**

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant travel and tourism related courses, for example:

- BA (Hons) in International Travel and Tourism
- BA (Hons) in Aviation Management
- BA (Hons) in Tourism Management
- BA (Hons) in Museum and Heritage Studies.

Students should always check the entry requirements for degree programmes at specific Higher Education providers. After completing a BTEC Higher National Certificate or Diploma, students can also progress directly into employment.

## University recognition and articulations

We work with a number of universities around the world to recognise and accept Pearson BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities now allow advanced entry onto the second or third year of a degree. Some universities have direct articulations on to the second or third year of a bachelor's degree programme with Pearson BTEC Higher Nationals. Students should be aware that university admission criteria is always subject to change and understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: <https://degreecoursefinder.pearson.com>.

Details of entry requirements for BTEC Higher National graduates into degree programmes at institutions in the UK and internationally can be found on the Pearson Degree Course Finder website. Students should always check the entry requirements for degree programmes at specific Higher Education providers.

### 2.5.2 Employment

The skills offered as part of the Pearson BTEC Higher National Diploma can provide graduates with the opportunity to work in many different areas of the travel and tourism industry. Overleaf are some examples of job roles each qualification could lead to.

Pathway	Job Roles
Aviation	<ul style="list-style-type: none"><li>• Air Charter Manager</li><li>• Aircraft Movement Manager</li><li>• Flight Operations Manager</li><li>• Passenger Operations Manager</li></ul>
Destination management	<ul style="list-style-type: none"><li>• International Media Officer</li><li>• Senior Press Officer</li><li>• Destination Manager</li><li>• Market Research Analyst</li><li>• Destination Planning Officer</li><li>• Tourism Development Officer</li><li>• Tourism Business Advisor</li></ul>
Events	<ul style="list-style-type: none"><li>• Events Manager</li><li>• Special Events Manager</li><li>• Events Project Manager</li></ul>

Pathway	Job Roles
Innovation, Culture and Heritage	<ul style="list-style-type: none"> <li>• Visitor Attraction Manager</li> <li>• Educational Manager</li> <li>• Curation and Interpretation Officer</li> <li>• Learning Programme Manager</li> <li>• Exhibitions Officer</li> </ul>
Sustainable Management	<ul style="list-style-type: none"> <li>• Sustainable Development Tourism Officer</li> <li>• Eco-lodge Manager</li> <li>• Sustainable Tourism Executive</li> </ul>
Tour Operations	<ul style="list-style-type: none"> <li>• Operations Executive</li> <li>• Operations Support Manager</li> <li>• Group Operations Manager</li> <li>• Product Development Manager</li> <li>• Product Executive</li> <li>• Yield and Revenue Executive</li> <li>• Contracts Executive</li> <li>• Sales Executive</li> <li>• Sales and Marketing Manager</li> </ul>
General/All Pathways	<ul style="list-style-type: none"> <li>• Marketing and Sales Manager</li> <li>• Operations Manager</li> <li>• Tourism Development Manager</li> <li>• Visitor Attractions Manager</li> <li>• Events Manager</li> </ul>

## 2.6 Use of Maths and English within the curriculum

Those working within the travel and tourism sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the BTEC Higher National curriculum:

- Written reports
- Formal presentations
- Informal conversations
- Use of professional, sector specific language

Some aspects of travel and tourism require maths skills and we strongly recommend all students to complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A\* to C grade GCSE Maths and/or 9 to 4 in GCSE Maths (or equivalent), prior to starting the course (see Entry requirements in *section 3.2* of this specification).

## **2.7 How Pearson BTEC Higher Nationals in International Travel and Tourism provide both transferable employability skills and academic study skills**

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson Higher National International Travel and Tourism Management qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in five main categories:

- **Cognitive and problem-solving skills:** critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- **Intra-personal skills:** self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- **Interpersonal skills:** effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.
- **Commercial skills:** sector awareness, sales, marketing/promotion, budget management/monitoring.
- **Business skills:** awareness of types of companies, company formation, invoicing, calculating fees, business management.



Pearson Example Assessment Briefs (EABs) make recommendations for a range of real or simulated assessment activities, for example, group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. EABs are for guidance and support only and must be customised and amended according to localised needs and requirements. All assignments must still be verified as per the internal verification process.

Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active research skills
- Effective writing skills
- Analytical skills
- Critical thinking
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in appendices.

## 3 Planning your programme

### 3.1 Delivering the Higher Nationals in International Travel and Tourism Management

You play a central role in helping your students to choose the right BTEC Higher National qualification.

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### 3.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a Centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Travel and Tourism
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A\* to C (or equivalent), and/or 9 to 4 (or equivalent) in subjects such as maths and English
- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Centres may wish to consider applicants' prior learning when considering their acceptance on a BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to section 8 of this document.)

### 3.2.1 English language requirements for Higher Nationals

Pearson's mission is to help people make progress in their lives through learning. In order to do this it is critical that students who are **taught and assessed in English** have the necessary language skills they need to be successful on Pearson BTEC Higher National qualifications.

To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language **admission requirements** when offering places to applicants.

**All centres** delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English. The standard that Pearson believes must be demonstrated for a student to be successful are equivalent to:

- Common European Framework of Reference (CEFR) **level B2**; or
- Pearson Test of English Academic (PTE Academic) **42**; or
- Pearson Test of English General (PTE) **Level 3**; or
- Pearson Versant English Test **58-68**; or
- International English Language Testing System (IELTS) **5.5**; with both Reading and Writing elements at **5.5**; or
- Having recently<sup>1</sup> completed a formal programme of study in English at an appropriate level (such as a level 3 BTEC or 'A' level) prior to starting their Higher National

The table below shows when Pearson expects these standards to apply:

Centre location	Language of delivery and/or assessment	When we expect the English language standards to apply
UK or Internationally	Wholly delivered and assessed in English	Prior to admission
UK or Internationally	Partially delivered and assessed in English	Prior to admission
UK or Internationally	No element is delivered or assessed in English <sup>2</sup>	Does not apply

<sup>1</sup> We would usually expect this to be within the past two years

<sup>2</sup> If a centre is delivering qualifications in languages other than English, they must adhere to Pearson's *Use of Language in Qualifications* policy that can be found in the support section, under *Policies for centres, learners and employees* on our website <http://qualifications.pearson.com>

Centres' admissions processes must ensure that students can demonstrate their capability in English, equivalent to the standards highlighted above. While we have highlighted several standardised tests (as an easy way of demonstrating this) centres are free to test the English proficiency of their applicants in any suitable way.

**However, centres must be able to provide evidence to Pearson as to how any other assessments used (other than those specified) ensures that their applicants have demonstrated appropriate English capability prior to starting their Higher National programme.**

This evidence should include admissions records (including any evidence provided by applicants and records of the admissions decisions made) as well as evidence of ongoing monitoring of students, if required. A centre should retain this evidence for at least three years, from the point of the student's admission/enrolment, to enable scrutiny of the centre's admissions process through Pearson's quality assurance procedures.

### 3.2.2 Centre approval

To ensure that Centres are ready to assess students and that we can provide the support that is needed all Centres must be approved before they can offer these qualifications. For more information about becoming a Centre and seeking approval to run our qualifications please visit the support section on our website (<http://qualifications.pearson.com/>).

### 3.2.3 Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that Centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level.

### 3.2.4 Resources required

As part of your Centre approval, you will need to show that the necessary material resources and work spaces are available to deliver BTEC Higher Nationals. For some units, specific resources are required, this is clearly indicated in the unit descriptors.

### 3.2.5 HN Global support

HN Global is an online resource that supports Centre planning and delivery of BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see *sections 5 and 6* of this Programme Specification.

### 3.2.6 Modes of delivery

Subject to approval by Pearson, centres are free to deliver BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- Full-time
- Part-time
- Blended learning.

### 3.2.7 Recommendations for employer engagement

BTEC Higher Nationals are vocational qualifications and as an approved Centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in *section 5.2* about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.

### 3.2.8 Support from Pearson

We provide a range of support materials, including Schemes of Work and Example Assessment Briefs, with supporting templates. You will be allocated an External Examiner early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.

### 3.2.9 Student employability

All BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, and have been mapped to relevant Professional Body standards and Higher Apprenticeship Standards for Aviation Operations Manager.

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

### 3.2.10 Importance of Work Experience

Work experience is fundamental in the development of effective professional practice, learning and progression in this sector, therefore the assessment of learning on, or through, work experience is a key requirement of this qualification and should be actively encouraged and integrated as part of good practice.

### 3.3 Access to study

This section focuses on the administrative requirements for delivering a BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- They should be available to everyone who is capable of reaching the required standards.
- They should be free from any barriers that restrict access and progression.

There should be equal opportunities for all those wishing to access the qualifications. We refer Centres to our Pearson Equality and Diversity Policy, which can be found in the support section of our website (<http://qualifications.pearson.com/>).

Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to section 9 on reasonable adjustments.

### 3.4 Student registration and entry

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (<http://qualifications.pearson.com/>).

Students can be formally assessed only for a qualification on which they are registered. If students' intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the Centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

### 3.5 Access to assessments

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website (<http://www.jcq.org.uk/>).

### 3.6 Administrative arrangements for internal assessment

#### 3.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (<http://qualifications.pearson.com/>). We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

#### 3.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (<http://qualifications.pearson.com/>).

### 3.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy, which can be found in the document linked above.

Please note that your Centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

### 3.6.4 Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (<http://qualifications.pearson.com/>).

If your Centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: [enquiries@oiahe.org.uk](mailto:enquiries@oiahe.org.uk). In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: [nipso@nipso.org.uk](mailto:nipso@nipso.org.uk).

## 3.7 Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.



Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### **3.7.1 Internally assessed units**

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. Full information on dealing with malpractice and the actions we expect you to take is available on the support section of our website (<http://qualifications.pearson.com/>).

Pearson may conduct investigations if it is believed that a Centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

### **3.7.2 Student malpractice**

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at [candidatemaalpractice@pearson.com](mailto:candidatemaalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### 3.7.3 Staff and centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2 Form* (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

### 3.7.4 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (<https://www.jcq.org.uk/exams-office/appeals>).

## 4 Programme structure

### 4.1 Units, credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of core units, specialist units and optional units:

- Core units are mandatory
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body standards
- Required combinations of optional units are clearly set out in the tables below.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a Total Unit Time of 150 hours with 60 hours of Guided Learning.

**Total Qualification Time (TQT) Higher National Certificate (HNC) = 1,200 hours**

**Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours**

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning

- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

**Guided Learning (GL)** is defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

**Total Guided Learning (GL) Higher National Certificate (HNC) = 480 hours**

**Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours**

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## 4.2 Programme structures

The programme structures specify:

- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The core units
- The specialist units
- The optional units
- The maximum credit value in units that can be Centre commissioned.

When combining units for a Pearson Higher National qualification, it is the Centre's responsibility to make sure that the correct combinations are followed.

#### 4.2.1 Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management

- Qualification credit value: a minimum of 120 credits. This is made up of eight units, each with a value of 15 credits.
- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours
- **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- There is a required mix of Core, Specialist and Optional units totalling 120 credits. All units are at Level 4.
- In some cases a maximum of 30 credits from a Higher National qualification may be from units designed by the Centre and approved by Pearson. Core units may **not** be substituted and are **mandatory**. For more information please refer to Higher National Commissioned Qualifications.
- Please note that some Specialist units are available as Optional units and some Optional units are available as Specialist units.

Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management		Unit credit	Level
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4

<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4

## 4.2.2 Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) plus an additional 120 credits at Level 5 delivered via the General International Travel and Tourism Management pathway or one of the following six specialist pathways:

- Aviation
- Destination Management
- Events
- Innovation, Culture and Heritage
- Sustainable Management
- Tour Operations

Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.

There is a required mix of core, specialist and optional units totalling 240 credits. The core units required for each Level 5 specialist pathway (in addition to the specialist units) are Research Project, which is weighted at 30 credits, and Consumer Behaviour and Insight, weighted at 15 credits.

The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the Centre and approved by Pearson. Core units and specialist units may **not** be substituted.



<b>Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4
<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4

Level 5 Units		Unit credit	Level
Core unit <i>Mandatory</i>	<b>19 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>20 Tourism Consumer Behaviour and Insight</b>	15	5
<p><b>Plus an additional 5 optional units which can be selected from the specialist and optional units given below. *Please note that only one specialist unit can be selected from each pathway group and that Unit 30 Innovative Cultural and Heritage Management is 30 credits.</b></p>			
<b>Group: Aviation</b>			
Specialist unit <i>Mandatory</i>	<b>21 Airline Operations Management</b>	15	5
Specialist unit <i>Mandatory</i>	<b>22 Airport Operations Management</b>	15	5
Specialist unit <i>Mandatory</i>	<b>23 Strategic Planning for Air Transport</b>	15	5
<b>Group: Destination Management</b>			
Specialist unit	<b>24 Destination Management Services</b>	15	5
Specialist unit	<b>25 Strategic Destination Planning</b>	15	5
Specialist unit	<b>26 Destination Marketing</b>	15	5
<b>Group: Events</b>			
Specialist unit	<b>27 Developing the Event Experience</b>	15	5
Specialist unit	<b>28 Corporate Events Management</b>	15	5
Specialist unit	<b>29 Global Events</b>	15	5
<b>Group: Innovation, Culture and Heritage</b>			
Specialist unit	<b>30 Innovative Cultural and Heritage Management</b>	30	5
Specialist unit	<b>31 Innovative Curation, Interpretation and Education</b>	15	5

<b>Group: Sustainable Management</b>			
Specialist unit	<b>32 Sustainable and Responsible Management</b>	15	5
Specialist unit	<b>33 Global Sustainable Tourism Development</b>	15	5
Specialist unit	<b>34 Marketing for Ethical Tourism</b>	15	5
<b>Group: Tour Operations</b>			
Specialist unit	<b>35 Chain of Distribution Management for the Travel Industry</b>	15	5
Specialist unit	<b>36 Dynamic Products and Packaging</b>	15	5
Specialist unit	<b>37 Digital Sales and Marketing</b>	15	5
Specialist unit	<b>38 Operations Management Support</b>	15	5
<b>Optional Units</b>			
Optional unit	<b>39 Adventure Tourism</b>	15	5
Optional unit	<b>40 Special Interest Tourism</b>	15	5
Optional unit	<b>41 Tourist Resort Management</b>	15	5
Optional unit	<b>42 Cruise Management</b>	15	5
Optional unit	<b>43 International Tourism Planning and Policy</b>	15	5
Optional unit	<b>44 Organisational Behaviour</b>	15	5
Optional unit	<b>45 Sales Management</b>	15	5
Optional unit	<b>46 Pitching and Negotiating Skills</b>	15	5
Optional unit	<b>47 Strategic Human Resource Management</b>	15	5
Optional unit	<b>48 Launching a New Venture</b>	15	5
Optional unit	<b>49 Managing and Running a Small Business</b>	15	5
Optional unit	<b>50 Customer Value Management</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Aviation)</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4
<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4

Level 5 Units		Unit credit	Level
Core unit <i>Mandatory</i>	<b>19 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>20 Tourism Consumer Behaviour and Insight</b>	15	5
Specialist unit <i>Mandatory</i>	<b>21 Airline Operations Management</b>	15	5
Specialist unit <i>Mandatory</i>	<b>22 Airport Operations Management</b>	15	5
Specialist unit <i>Mandatory</i>	<b>23 Strategic Planning for Air Transport</b>	15	5
<b>Plus two optional units which can be selected from either a specialist unit grouping or optional units. *Please note that only one specialist unit per pathway group can be selected and that Unit 30 Innovative Cultural and Heritage Management is 30 credits.</b>			
<b>Group: Destination Management</b>			
Specialist unit	<b>24 Destination Management Services</b>	15	5
Specialist unit	<b>25 Strategic Destination Planning</b>	15	5
Specialist unit	<b>26 Destination Marketing</b>	15	5
<b>Group: Events</b>			
Specialist unit	<b>27 Developing the Event Experience</b>	15	5
Specialist unit	<b>28 Corporate Events Management</b>	15	5
Specialist unit	<b>29 Global Events</b>	15	5
<b>Group: Innovation, Culture and Heritage</b>			
Specialist unit	<b>30 Innovative Cultural and Heritage Management</b>	30	5
Specialist unit	<b>31 Innovative Curation, Interpretation and Education</b>	15	5
<b>Group: Sustainable Management</b>			
Specialist unit	<b>32 Sustainable and responsible Management</b>	15	5
Specialist unit	<b>33 Global Sustainable Tourism Development</b>	15	5
Specialist unit	<b>34 Marketing for Ethical Tourism</b>	15	5

<b>Group: Tour Operations</b>			
Specialist unit	<b>35 Chain of Distribution Management for the Travel Industry</b>	15	5
Specialist unit	<b>36 Dynamic Products and Packaging</b>	15	5
Specialist unit	<b>37 Digital Sales and Marketing</b>	15	5
Specialist unit	<b>38 Operations Management Support</b>	15	5
<b>Optional Units</b>			
Optional unit	<b>39 Adventure Tourism</b>	15	5
Optional unit	<b>40 Special Interest Tourism</b>	15	5
Optional unit	<b>41 Tourist Resort Management</b>	15	5
Optional unit	<b>42 Cruise Management</b>	15	5
Optional unit	<b>43 International Tourism Planning and Policy</b>	15	5
Optional unit	<b>44 Organisational Behaviour</b>	15	5
Optional unit	<b>45 Sales Management</b>	15	5
Optional unit	<b>46 Pitching and Negotiating Skills</b>	15	5
Optional unit	<b>47 Strategic Human Resource Management</b>	15	5
Optional unit	<b>48 Launching a New Venture</b>	15	5
Optional unit	<b>49 Managing and Running a Small Business</b>	15	5
Optional unit	<b>50 Customer Value Management</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Destination Management)</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4
<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4

Level 5 Units		Unit credit	Level
Core unit <i>Mandatory</i>	<b>19 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>20 Tourism Consumer Behaviour and Insight</b>	15	5
Specialist unit <i>Mandatory</i>	<b>24 Destination Management Services</b>	15	5
Specialist unit <i>Mandatory</i>	<b>25 Strategic Destination Planning</b>	15	5
Specialist unit <i>Mandatory</i>	<b>26 Destination Marketing</b>	15	5
<b>Plus two optional units which can be selected from either a specialist unit grouping or optional units. *Please note that only one specialist unit per pathway group can be selected and that Unit 30 Innovative Cultural and Heritage Management is 30 credits.</b>			
<b>Group: Aviation</b>			
Specialist unit	<b>21 Airline Operations Management</b>	15	5
Specialist unit	<b>22 Airport Operations Management</b>	15	5
Specialist unit	<b>23 Strategic Planning for Air Transport</b>	15	5
<b>Group: Events</b>			
Specialist unit	<b>27 Developing the Event Experience</b>	15	5
Specialist unit	<b>28 Corporate Events Management</b>	15	5
Specialist unit	<b>29 Global Events</b>	15	5
<b>Group: Innovation, Culture and Heritage</b>			
Specialist unit	<b>30 Innovative Cultural and Heritage Management</b>	30	5
Specialist unit	<b>31 Innovative Curation, Interpretation and Education</b>	15	5
<b>Group: Sustainable Management</b>			
Specialist unit	<b>32 Sustainable and Responsible Management</b>	15	5
Specialist unit	<b>33 Global Sustainable Tourism Development</b>	15	5
Specialist unit	<b>34 Marketing for Ethical Tourism</b>	15	5



<b>Group: Tour Operations</b>			
Specialist unit	<b>35 Chain of Distribution Management for the Travel Industry</b>	15	5
Specialist unit	<b>36 Dynamic Products and Packaging</b>	15	5
Specialist unit	<b>37 Digital Sales and Marketing</b>	15	5
Specialist unit	<b>38 Operations Management Support</b>	15	5
<b>Optional Units</b>			
Optional unit	<b>39 Adventure Tourism</b>	15	5
Optional unit	<b>40 Special Interest Tourism</b>	15	5
Optional unit	<b>41 Tourist Resort Management</b>	15	5
Optional unit	<b>42 Cruise Management</b>	15	5
Optional unit	<b>43 International Tourism Planning and Policy</b>	15	5
Optional unit	<b>44 Organisational Behaviour</b>	15	5
Optional unit	<b>45 Sales Management</b>	15	5
Optional unit	<b>46 Pitching and Negotiating Skills</b>	15	5
Optional unit	<b>47 Strategic Human Resource Management</b>	15	5
Optional unit	<b>48 Launching a New Venture</b>	15	5
Optional unit	<b>49 Managing and Running a Small Business</b>	15	5
Optional unit	<b>50 Customer Value Management</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Events)</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4
<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4

Level 5 Units		Unit credit	Level
Core unit <i>Mandatory</i>	<b>19 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>20 Tourism Consumer Behaviour and Insight</b>	15	5
Specialist unit <i>Mandatory</i>	<b>27 Developing the Event Experience</b>	15	5
Specialist unit <i>Mandatory</i>	<b>28 Corporate Events Management</b>	15	5
Specialist unit <i>Mandatory</i>	<b>29 Global Events</b>	15	5
<b>Plus two optional units which can be selected from either a specialist unit grouping or optional units. *Please note that only one specialist unit per pathway group can be selected and that Unit 30 Innovative Cultural and Heritage Management is 30 credits.</b>			
<b>Group: Aviation</b>			
Specialist unit	<b>21 Airline Operations Management</b>	15	5
Specialist unit	<b>22 Airport Operations Management</b>	15	5
Specialist unit	<b>23 Strategic Planning for Air Transport</b>	15	5
<b>Group: Destination Management</b>			
Specialist unit	<b>24 Destination Management Services</b>	15	5
Specialist unit	<b>25 Strategic Destination Planning</b>	15	5
Specialist unit	<b>26 Destination Marketing</b>	15	5
<b>Group: Innovation, Culture and Heritage</b>			
Specialist unit	<b>30 Innovative Cultural and Heritage Management</b>	30	5
Specialist unit	<b>31 Innovative Curation, Interpretation and Education.</b>	15	5
<b>Group: Sustainable Management</b>			
Specialist unit	<b>32 Sustainable and Responsible Management</b>	15	5
Specialist unit	<b>33 Global Sustainable Tourism Development</b>	15	5
Specialist unit	<b>34 Marketing for Ethical Tourism</b>	15	5

<b>Group: Tour Operations</b>			
Specialist unit	<b>35 Chain of Distribution Management for the Travel Industry</b>	15	5
Specialist unit	<b>36 Dynamic Products and Packaging</b>	15	5
Specialist unit	<b>37 Digital Sales and Marketing</b>	15	5
Specialist unit	<b>38 Operations Management Support</b>	15	5
<b>Optional Units</b>			
Optional unit	<b>39 Adventure Tourism</b>	15	5
Optional unit	<b>40 Special Interest Tourism</b>	15	5
Optional unit	<b>41 Tourist Resort Management</b>	15	5
Optional unit	<b>42 Cruise Management</b>	15	5
Optional unit	<b>43 International Tourism Planning and Policy</b>	15	5
Optional unit	<b>44 Organisational Behaviour</b>	15	5
Optional unit	<b>45 Sales Management</b>	15	5
Optional unit	<b>46 Pitching and Negotiating Skills</b>	15	5
Optional unit	<b>47 Strategic Human Resource Management</b>	15	5
Optional unit	<b>48 Launching a New Venture</b>	15	5
Optional unit	<b>49 Managing and Running a Small Business</b>	15	5
Optional unit	<b>50 Customer Value Management</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Innovation, Culture and Heritage)</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4
<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4

Level 5 Units		Unit credit	Level
Core unit <i>Mandatory</i>	<b>19 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>20 Tourism Consumer Behaviour and Insight</b>	15	5
Specialist unit <i>Mandatory</i>	<b>30 Innovative Cultural and Heritage Management</b>	30	5
Specialist unit <i>Mandatory</i>	<b>31 Innovative Curation, Interpretation and Education</b>	15	5
<b>Plus two optional units which can be selected from either a specialist unit grouping or optional units. *Please note that only one specialist unit per pathway group can be selected.</b>			
<b>Group: Aviation</b>			
Specialist unit	<b>21 Airline Operations Management</b>	15	5
Specialist unit	<b>22 Airport Operations Management</b>	15	5
Specialist unit	<b>23 Strategic Planning for Air Transport</b>	15	5
<b>Group: Destination Management</b>			
Specialist unit	<b>24 Destination Management Services</b>	15	5
Specialist unit	<b>25 Strategic Destination Planning</b>	15	5
Specialist unit	<b>26 Destinations Marketing</b>	15	5
<b>Group: Events</b>			
Specialist unit	<b>27 Developing the Event Experience</b>	15	5
Specialist unit	<b>28 Corporate Events Management</b>	15	5
Specialist unit	<b>29 Global Events</b>	15	5
<b>Group: Sustainable Management</b>			
Specialist unit	<b>32 Sustainable and responsible Management</b>	15	5
Specialist unit	<b>33 Global Sustainable Tourism Development</b>	15	5
Specialist unit	<b>34 Marketing for Ethical Tourism</b>	15	5

<b>Group: Tour Operations</b>			
Specialist unit	<b>35 Chain of Distribution Management for the Travel Industry</b>	15	5
Specialist unit	<b>36 Dynamic Products and Packaging</b>	15	5
Specialist unit	<b>37 Digital Sales and Marketing</b>	15	5
Specialist unit	<b>38 Operations Management Support</b>	15	5
<b>Optional Units</b>			
Optional unit	<b>39 Adventure Tourism</b>	15	5
Optional unit	<b>40 Special Interest Tourism</b>	15	5
Optional unit	<b>41 Tourist Resort Management</b>	15	5
Optional unit	<b>42 Cruise Management</b>	15	5
Optional unit	<b>43 International Tourism Planning and Policy</b>	15	5
Optional unit	<b>44 Organisational Behaviour</b>	15	5
Optional unit	<b>45 Sales Management</b>	15	5
Optional unit	<b>46 Pitching and Negotiating Skills</b>	15	5
Optional unit	<b>47 Strategic Human Resource Management</b>	15	5
Optional unit	<b>48 Launching a New Venture</b>	15	5
Optional unit	<b>49 Managing and Running a Small Business</b>	15	5
Optional unit	<b>50 Customer Value Management</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Sustainable Management)</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4
<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4



Level 5 Units		Unit credit	Level
Core unit <i>Mandatory</i>	<b>19 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>20 Tourism Consumer Behaviour and Insight</b>	15	5
Specialist unit <i>Mandatory</i>	<b>32 Sustainable and Responsible Management</b>	15	5
Specialist unit <i>Mandatory</i>	<b>33 Global Sustainable Tourism Development</b>	15	5
Specialist unit <i>Mandatory</i>	<b>34 Marketing for Ethical Tourism</b>	15	5
<p><b>Plus two optional units which can be selected from either a specialist unit grouping or optional units. *Please note that only one specialist unit per pathway group can be selected and that Unit 30 Innovative Cultural and Heritage Management is 30 credits.</b></p>			
<b>Group: Aviation</b>			
Specialist unit	<b>21 Airline Operations Management</b>	15	5
Specialist unit	<b>22 Airport Operations Management</b>	15	5
Specialist unit	<b>23 Strategic Planning for Air Transport</b>	15	5
<b>Group: Destination Management</b>			
Specialist unit	<b>24 Destination Management Services</b>	15	5
Specialist unit	<b>25 Strategic Destination Planning</b>	15	5
Specialist unit	<b>26 Destinations Marketing</b>	15	5
<b>Group: Events</b>			
Specialist unit	<b>27 Developing the Event Experience</b>	15	5
Specialist unit	<b>28 Corporate Events Management</b>	15	5
Specialist unit	<b>29 Global Events</b>	15	5
<b>Group: Innovation, Culture and Heritage</b>			
Specialist unit	<b>30 Innovative Cultural and Heritage Management</b>	30	5
Specialist unit	<b>31 Innovative Curation, Interpretation and Education</b>	15	5

<b>Group: Tour Operations</b>			
Specialist unit	<b>35 Chain of Distribution Management for the Travel Industry</b>	15	5
Specialist unit	<b>36 Dynamic Products and Packaging</b>	15	5
Specialist unit	<b>37 Digital Sales and Marketing</b>	15	5
Specialist unit	<b>38 Operations Management Support</b>	15	5
<b>Optional Units</b>			
Optional unit	<b>39 Adventure Tourism</b>	15	5
Optional unit	<b>40 Special Interest Tourism</b>	15	5
Optional unit	<b>41 Tourist Resort Management</b>	15	5
Optional unit	<b>42 Cruise Management</b>	15	5
Optional unit	<b>43 International Tourism Planning and Policy</b>	15	5
Optional unit	<b>44 Organisational Behaviour</b>	15	5
Optional unit	<b>45 Sales Management</b>	15	5
Optional unit	<b>46 Pitching and Negotiating Skills</b>	15	5
Optional unit	<b>47 Strategic Human Resource Management</b>	15	5
Optional unit	<b>48 Launching a New Venture</b>	15	5
Optional unit	<b>49 Managing and Running a Small Business</b>	15	5
Optional unit	<b>50 Customer Value Management</b>	15	5

<b>Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management (Tour Operations)</b>		<b>Unit credit</b>	<b>Level</b>
<b>Level 4 units:</b>			
Core unit <i>Mandatory</i>	<b>1 The Contemporary Travel and Tourism Industry</b>	15	4
Core unit <i>Mandatory</i>	<b>2 Managing the Customer Experience</b>	15	4
Core unit <i>Mandatory</i>	<b>3 Professional Identity and Practice</b>	15	4
Core unit <i>Mandatory</i>	<b>4 The Travel and Tourism Business Toolkit</b>	15	4
Core unit <i>Mandatory</i>	<b>5 Leadership and Management for Service Industries (Pearson-set)</b>	15	4
<b>Plus two optional units selected from Group A and one optional unit from Group B</b>			
<b>Group A</b>			
Optional Unit	<b>6 Managing Aviation Services</b>	15	4
Optional Unit	<b>7 Managing Conference &amp; Events</b>	15	4
Optional Unit	<b>8 Visitor Attraction Management</b>	15	4
Optional Unit	<b>9 Online Travel Management</b>	15	4
Optional Unit	<b>10 Tour Operations Management</b>	15	4
Optional Unit	<b>11 Corporate Travel Management</b>	15	4
Optional Unit	<b>12 Passenger Transport Services</b>	15	4
Optional Unit	<b>13 Global Tourism Destinations</b>	15	4
<b>Group B</b>			
Optional Unit	<b>14 Work Experience</b>	15	4
Optional Unit	<b>15 Management Accounting</b>	15	4
Optional Unit	<b>16 Marketing Essentials for Travel and Tourism</b>	15	4
Optional Unit	<b>17 Human Resource Management</b>	15	4
Optional Unit	<b>18 Entrepreneurship and Small Business Management</b>	15	4

Level 5 Units		Unit credit	Level
Core unit <i>Mandatory</i>	<b>19 Research Project (Pearson-set)</b>	30	5
Core unit <i>Mandatory</i>	<b>20 Tourism Consumer Behaviour and Insight</b>	15	5
Specialist unit <i>Mandatory</i>	<b>35 Chain of Distribution Management in the Travel Industry</b>	15	5
Specialist unit <i>Mandatory</i>	<b>36 Dynamic Products and Packaging</b>	15	5
Specialist unit <i>Mandatory</i>	<b>37 Digital Sales and Marketing</b>	15	5
Specialist unit <i>Mandatory</i>	<b>38 Operations Management Support</b>	15	5
<b>Plus one optional unit which can be selected from either a specialist unit grouping or optional units. *Please note that Unit 30 Innovative Cultural and Heritage Management is 30 credits.</b>			
<b>Group: Aviation</b>			
Specialist unit	<b>21 Airline Operations Management</b>	15	5
Specialist unit	<b>22 Airport Operations Management</b>	15	5
Specialist unit	<b>23 Strategic Planning for Air Transport</b>	15	5
<b>Group: Destination Management</b>			
Specialist unit	<b>24 Destination Management Services</b>	15	5
Specialist unit	<b>25 Strategic Destination Planning</b>	15	5
Specialist unit	<b>26 Destination Marketing</b>	15	5
<b>Group: Events</b>			
Specialist unit	<b>27 Developing the Event Experience</b>	15	5
Specialist unit	<b>28 Corporate Events Management</b>	15	5
Specialist unit	<b>29 Global Events</b>	15	5
<b>Group: Innovation, Culture and Heritage</b>			
Specialist unit	<b>30 Innovative Cultural and Heritage Management</b>	15	5
Specialist unit	<b>31 Innovative Curation, Interpretation and Education</b>	15	5

<b>Group: Sustainable Management</b>			
Specialist unit	<b>32 Sustainable and Responsible Management</b>	15	5
Specialist unit	<b>33 Global Sustainable Tourism Development</b>	15	5
Specialist unit	<b>34 Marketing for Ethical Tourism</b>	15	5
<b>Optional Units</b>			
Optional unit	<b>39 Adventure Tourism</b>	15	5
Optional unit	<b>40 Special Interest Tourism</b>	15	5
Optional unit	<b>41 Tourist Resort Management</b>	15	5
Optional unit	<b>42 Cruise Management</b>	15	5
Optional unit	<b>43 International Tourism Planning and Policy</b>	15	5
Optional unit	<b>44 Organisational Behaviour</b>	15	5
Optional unit	<b>45 Sales Management</b>	15	5
Optional unit	<b>46 Pitching and Negotiating Skills</b>	15	5
Optional unit	<b>47 Strategic Human Resource Management</b>	15	5
Optional unit	<b>48 Launching a New Venture</b>	15	5
Optional unit	<b>49 Managing and Running a Small Business</b>	15	5
Optional unit	<b>50 Customer Value Management</b>	15	5

### 4.2.3 Meeting local needs (MLN)

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to *Commissioned qualification design and validation service* of our website

<http://qualifications.pearson.com> or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. **Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.**

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5)**. This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

For the **Pearson BTEC Higher National Diploma in International Travel and Tourism Management**, the maximum number of credits that can be imported by pathway is as follows:

Qualification	Pathway	Import Level 4	Import Level 5
Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management	Aviation	30	30
	Destination Management	30	30
	Events	30	30
	Innovation, Culture and Heritage	30	30
	Sustainable Management	30	30
	Tour Operations	30	15

#### 4.2.4 Pearson BTEC Higher National Commissioned Development

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* on our website <http://qualifications.pearson.com>

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.

#### 4.3 Pearson-set Assignments

There are Pearson-set assignments, as part of the core units. Each year, Pearson will issue a *Theme* and (for Level 4) a set of related *Topics*. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, students will select a Topic to further define their approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with Tutors, based on the Pearson-set Theme.

For example, from the Higher Nationals in Business:

Theme: "Corporate Social Responsibility (CSR) and its importance for sustainability and competitive advantage"

Level 4 Topics:

- How to start up a socially responsible company
- The impact of CSR on a functional area (e.g. HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability.
- Implementing CSR activities within organisations to meet sustainability objectives.

Centres can find relevant support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation which will be provided for each level.

The aim of the Pearson-set assignments is to provide a common framework for Centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of 'best practice.' in higher education teaching and learning. Pearson will share the 'best practice' results with all Centres. For further information about Pearson-set Assignments and assessment, see *section 6.0 Assessment* of this document.

## 4.4 The unit descriptor

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

<b>Unit Title</b>	A broad statement of what the unit will cover.
<b>Unit Code</b>	The Ofqual unit designation
<b>Unit Type</b>	There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)
<b>Unit level</b>	All Pearson BTEC Higher National units are at Level 4 or Level 5
<b>Credit value</b>	The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits
<b>Introduction</b>	Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit
<b>Learning Outcomes</b>	The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit.



**Essential Content**

This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

**Learning Outcomes and Assessment Criteria**

Each unit sets out the 'Pass', 'Merit' and 'Distinction' criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit's Learning Outcomes with the student's work. This assignment may be graded at 'Pass', 'Merit' or 'Distinction level, depending on the quality of the students work.

**Recommended Resources**

Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.

## Web resources – referencing:

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

[1] A link to the main page of the website

[2] The title of the site

[3] The name of the section or element of the website where the resource can be found

[4] The type of resource it is, which may be one of the following –

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum

## Web

[1]www.cca-global.com

[2]CCA Global

[3]Research, publications

[4](General Reference)

[1]www.mckinsey.com

[2]McKinsey and Company

[3]The expanding role of design in creating an end-to-end customer experience

[4](Article)

## 5 Teaching and learning

The aim of this section is to provide guidance to Centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, Centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of their academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing students completing a Higher National in International Travel and Tourism Management will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international commerce.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student's life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a Centre.

### 5.1 Delivering quality and depth

A high quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, Centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.

One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Higher National in International Travel and Tourism Management is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- Providing access to library facilities which has, as a minimum, available copies (physically and/or electronically) of all required reading material
- Access to research papers and journals
- Utilising a virtual learning environment (VLE) to support teaching
- Working with local employers (see below) to present real-life case studies
- Creating Schemes of Work that embrace a range of teaching and learning techniques
- Listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies, and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- Course programme overview
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of their tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.

Pearson offer Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and Quality Assurance of BTECs in Centres. This is available on the HN Global website [www.highernationals.com](http://www.highernationals.com). HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course.

In addition, there is a wide range of free-to-access websites that can be used to support students in developing their learning and academic study skills.

## 5.2 Engaging with employers

Just as the student voice is important, so too is the employer's. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in International Travel and Tourism Management. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice.

Centres should consider a range of employer engagement activities. These could include:

- Field trips to local businesses
- Inviting members of the local travel and tourism community to present guest lectures
- Using employers to judge the quality of assessed presentations and/or products
- (For the more entrepreneurial) establishing a panel of experts who students can pitch an idea to.

While detailed guidance on assessment has been provided in this specification (see *section 6*), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment methods. This enables Centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the Centre's responsibility to judge the extent to which any employer contributes to teaching and learning.

## 5.3 Engaging with students

Students are integral to teaching and learning. As such it is important that they are involved as much as possible with most aspects of the programme on to which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected Higher Education representative as part of the Student Union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit specific feedback can also be collated by students completing unit feedback forms, end of year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby teachers adopt a 'reflection on action' approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

## **5.4 Planning and structuring a programme**

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.

It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end of programme feedback, or through on-going dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that Centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that Centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- The sequencing of units
- Whether to have condensed or expanded delivery
- Teaching and learning techniques.

### 5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Higher National Diploma in International Travel and Tourism Management it is strongly advised that Level 4 units are delivered, and achieved, by students before progression to Level 5. However, students are able to progress to Level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

For example, at Level 4, Unit 1 The Contemporary Travel and Tourism Industry and Unit 2 Managing the Customer Experience should be the first two units that Higher National Certificate students are exposed to. The former introduces students to the fundamentals of travel and tourism, how it is structured and the internal and external factors that influence travel and tourism strategy and operations. The latter provides students with an opportunity to gain an understanding of how service organisations are consumer led by the demand for personalised and memorable customer experiences. At Level 5 Centres could sequence, for example, Unit 20 Tourism Consumer Behaviour and Insight before Unit 31 Innovative Curation, Interpretation and Education. The former provides a broader understanding of what influences the behaviour of consumers and the decision-making process, with the latter using this knowledge to develop strategies to deliver a personalised customer experience in a travel and tourism organisations.

### 5.4.2 Condensed, expanded and mixed delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an extended period. The following tables provide examples of this, based on four units being delivered in one teaching block.

#### Condensed version:

Weeks 1 to 6	Week 7	Weeks 8 to 13	Week 14
Unit 1	Assessment	Unit 3	Assessment
Unit 2		Unit 4	

#### Expanded version:

Weeks 1 to 12	Weeks 13 and 14
Unit 1	Assessment
Unit 2	
Unit 3	
Unit 4	



### Mixed version:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Unit 1													Assessment
Unit 2					Assessment	Unit 3							
Unit 4													

The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle. The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time. The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the Centre.

As there are pros and cons to both approaches, the use of a planning forum would help to ensure the most suitable approach is taken. For example, Centres could choose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

### 5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that centres could introduce into a planned programme structure.

Technique	Face-to-face	Distance learning
Lectures and seminars	These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.	Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.
Workshops	These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.	While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.
Tutorials	These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.	Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.
Virtual Learning Environments (VLEs)	These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.	A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.

Technique	Face-to-face	Distance learning
Blended learning	The combination of traditional face-to-face learning and online learning. This can enable the students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.	Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.
Work-based learning	Any opportunity to integrate work-based learning into a curriculum should be taken. This adds realism and provides students with an opportunity to link theory to practice in a way in which case studies do not. Many full-time students are involved in some form of employment, either paid or voluntary, which could be used, where appropriate, as part of their learning, for example when assignments require students to contextualise a response to a real organisation.	It is likely that the majority of distance learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student's place of work, wherever possible.
Guest speakers	These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert's knowledge and skill by adding value to the teaching and learning experience.	As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.
Field trips	Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.	The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance learning students.

#### 5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, Centres must implement robust Quality Assurance measures and monitor the effectiveness of their implementation (see *section 6* of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and therefore self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking travel and tourism practitioners for the future. Assessment can be either formative, summative or both.

#### 5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

#### 5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support on-going development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations from which students develop the necessary knowledge and skills required for the summative assessment.

### 5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.

The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor's workload and ability to provide effective feedback.

### 5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, Centres could consider a number of actions.

#### ***Use of language***

The first aspect of an assignment that a Centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the Learning Outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the Learning Outcome. If the outcome requires 'analysis' then 'evaluative' requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design:

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set Assignment Briefs that use a single command verb, focusing on the highest level of demand expected for the Learning Outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.

- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and exams that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

### ***Consistency***

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.

### ***Employing a range of assessment tools***

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in section 6.2 *Setting effective assignments*.)

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in its instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.

## 6 Assessment

BTEC Higher Nationals in International Travel and Tourism Management are assessed using a combination of internally assessed Centre-devised internal assignments (which are set and marked by Centres) and internally assessed Pearson-set assignments (which are set by Pearson and marked by Centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size:

- For the HNC, one core, 15 credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- For the HND, two core units: one core, 15 credit, unit at Level 4 and one core, 30 credit, unit at Level 5, will be assessed by a mandatory Pearson-set assignment targeted at particular skills;
- all other units are assessed by Centre-devised internal assignments.

The purpose and rationale of having Pearson-set units on Higher Nationals is as follows:

- **Standardisation of student work** – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all Centres, that grade decisions and Assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.
- **Sharing of good practice** – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement. **These themes will align to those for QAA Higher Education Reviews.**

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs in advance of the external examination visit. Although this is not a mandatory requirement for centres, we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignments. The EE may also include the Pearson-set units in their sample of student work during their centre visit.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from professional bodies, employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery will take place over short or long periods of time, and when assessment can take place.

### 6.0.1 Example Assessment Briefs

Each unit has supporting EABs that are available to download from the course materials section on our website (<http://qualifications.pearson.com/>). The Example Assessment Briefs are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The EABs, with the exception of the mandatory Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted or adapted accordingly.

## 6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved Centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>). All the assessment team will need to refer to this document.

For BTEC Higher Nationals it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

### 6.1.1 Assessment through assignments

For internally assessed units the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from and, formative assessment by, tutors.

An assignment is issued to students as an **Assignment Brief** with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.



### 6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show 'analysis' and the related P criterion requires the student to 'explain', then to satisfy the M criterion a student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that Assessors can apply all the criteria to the student's evidence at the same time. In *Appendix 3* we have set out a definition of terms that Assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the Learning Outcomes, showing coverage of the unit content and therefore attainment at Level 4 or 5 of the national framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each Learning Outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.

### 6.1.3 The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your Centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com/>).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the EE. The Programme Leader registers annually with Pearson and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.
- **Internal Verifiers** (IVs) oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also Assessors, but they do not verify their own assessments.
- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, Assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements.
- Your **External Examiner** (EE) will sample student work across Assessors. Your EE will also want to see evidence of internal verification of assignments and assessed decisions.

### 6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.

### 6.1.5 Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the Centre's arrangements. From induction onwards you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

- How assignments are used for assessment
- How assignments relate to the teaching programme
- How students should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your Centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work and the procedure for requesting extensions for mitigating circumstances.

## 6.2 Setting effective assessments

### 6.2.1 Setting the number and structure of assignments

In setting your assessments you need to work with the structure of assessments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you are expected to follow.

Pearson provide EABs for each unit to support you in developing and designing your own assessments.

In designing your own assignment briefs you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number of Learning Outcomes listed in the unit descriptor. However, you may choose to combine assignments, either to cover a number of Learning Outcomes or to create a single assignment for the entire unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated Learning Outcomes are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.
- A Learning Outcome must always be assessed as a whole and must not be split into two or more elements.
- The assignment must be targeted to the Learning Outcomes but the Learning Outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the Learning Outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier Learning Outcomes, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the Learning Outcomes. **The specified unit content must be taught/delivered.** The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### 6.2.2 Providing an assignment brief

A good Assignment Brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learnt.

An Assignment Brief should have:

- A vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment.
- Clear instructions to the student about what they are required to do, normally set out through a series of tasks.
- An audience or purpose for which the evidence is being provided.
- An explanation of how the assignment relates to the unit(s) being assessed.

### 6.2.3 Forms of evidence

BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of Learning Outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- Written reports, essays
- In-class tests
- Examinations
- Creation of financial documents
- Creation of planning documents
- Work-based projects
- Academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- Recordings of interviews/role plays
- Working logbooks, reflective journals
- Presentations with Assessor questioning
- Time-constrained assessment.

(Full definitions of different types of assessment are given in *Appendix 4*.)

The form(s) of evidence selected must:

- Allow the student to provide all the evidence required for the Learning Outcomes and the associated assessment criteria at all grade levels.
- Allow the student to produce evidence that is their own independent work.
- Allow a verifier to independently reassess the student to check the Assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.

## 6.3 Making valid assessment decisions

### 6.3.1 Authenticity of student work

An Assessor must assess only student work that is authentic, i.e. the student's own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- Evidence submitted for the assignment is the student's own
- The student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment an Assessor may suspect that some or all of the evidence from a student is not authentic. The Assessor must then take appropriate action using the Centre's policies for malpractice. (See *section 3.7* in this Programme Specification for further information.)

### 6.3.2 Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The Assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- The explanation of key terms in *Appendix 3* of this document
- Examples of verified assessed work
- Your Programme Leader and assessment team's collective experience.

### **6.3.3 Dealing with late completion of assignments**

Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre policies (see also *Section 3.6 "Administrative arrangements for internal assessment"*).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; and, this should make clear the relationship between late submission and the centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria; with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped grade; in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped grades should be recorded and ratified by an appropriate assessment board; taking into account any mitigating circumstances that may have been submitted.

### **6.3.4 Issuing assessment decisions and feedback**

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to students. The information given to the student:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met.
- May show why attainment against criteria has not been demonstrated.
- Must not provide feedback on how to improve evidence but how to improve in the future.

### 6.3.5 Resubmission opportunity

An assignment provides the final assessment for the relevant Learning Outcomes and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification **shall be expected to undertake a reassessment**.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project- or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

### 6.3.6 Repeat Units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification can:

- At Centre discretion and Assessment Board, decisions can be made to permit a repeat of a unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units can only be repeated once.

### 6.3.7 Assessment Boards

Each Centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- The grades achieved by students on the individual units
- Extenuating circumstances
- Cases of cheating and plagiarism
- Progression of students on to the next stage of the programme
- The awards to be made to students
- Referrals and deferrals.



Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your Centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a Centre does not currently have such a process then the EE should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of College Higher Education process.

## **6.4 Planning and record keeping**

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The Centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader should have an assessment plan. When producing a plan the assessment team will wish to consider:

- The time required for training and standardisation of the assessment team.
- The time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when Quality Assurance will take place.
- The completion dates for different assignments.
- Who is acting as IV for each assignment and the date by which the assignment needs to be verified.
- Setting an approach to sampling Assessor decisions through internal verification that covers all assignments, Assessors and a range of students.
- How to manage the assessment and verification of students' work, so that they can be given formal decisions promptly.
- How resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- Verification of Assignment Briefs
- Student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- Verification of assessment decisions.

Examples of records and further information are available in the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>).

## 6.5 Calculation of the final qualification grade

### 6.5.1 Conditions for the award

#### Conditions for the award of the HND

To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:

- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

#### Conditions for the award of the HNC

To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:

- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

### 6.5.2 Compensation provisions

#### Compensation provisions for the HND

Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

#### Compensation provisions for the HNC

Students can still be awarded an HNC if they have not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.

### 6.5.3 Calculation of the overall qualification grade

The calculation of the **overall qualification grade** is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified', i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

#### Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

#### Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

## 6.5.4 Modelled student outcomes

### Pearson BTEC Level 4 Higher National Certificate

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
TOTAL	120				600		540		690		870		810
GRADE					M		P		M		D		M

### Pearson BTEC Level 5 Higher National Diploma

				STUDENT 1		STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

Opt = Optional

## 7 Quality assurance

Pearson's Quality Assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This will ensure that Centres have effective Quality Assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The Quality Assurance process for Centres offering Pearson BTEC Higher National programmes comprise five key components:

- 1 The approval process
- 2 Monitoring of internal Centre systems
- 3 Independent assessment review
- 4 Annual programme monitoring report
- 5 Annual student survey.

### 7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing Centre approval process and then through the programme approval process. Programme approval for new Centres can be considered in one of two ways:

- Desk-based approval review
- Review and approval visit to the Centre.

Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- Have the human and physical resources required for effective delivery and assessment.
- Understand the implications for independent assessment and agree to abide by these.
- Have a robust internal assessment system supported by 'fit for purpose' assessment documentation.
- Have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all Assessors and sites.

Applications for approval must be supported by the Head of the Centre (Principal or Chief Executive, etc.) and include a declaration that the Centre will operate the programmes strictly, as approved and in line with Pearson requirements.

Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the Automatic Approval process, subject to the Centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of Centre, Pearson reserves the right to withdraw either qualification or Centre approval when it deems there is an irreversible breakdown in the Centre's ability either to quality assure its programme delivery or its assessment standards.

## **7.2 Monitoring of internal Centre systems**

Centres will be required to demonstrate on-going fulfilment of the Centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Where appropriate, Centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the on-going effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the Centre in correcting the problem.

## **7.3 Independent assessment review**

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the QAA's FHEQ, are subject to a visit from a Pearson appointed External Examiner. The outcomes of this process will be:

- To confirm that internal assessment is to national standards and allow certification, **or**
- To make recommendations to improve the quality of assessment outcomes before certification is released, **or**
- To make recommendations about the Centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

## **7.4 Annual Programme Monitoring Report (APMR)**

The APMR is a written annual review form that provides opportunity for Centres to analyse and reflect on the most recent teaching year. By working in collaboration with Centres, the information can be used by Pearson to further enhance the Quality Assurance of the Pearson BTEC Higher National programmes.

## 7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of the Quality Assurance process, by engaging with students studying on these programmes.

## 7.6 Centre and qualification approval

As part of the approval process, your Centre must make sure that the resource requirements listed below are in place before offering the qualification.

Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate Health and Safety policies relating to the use of equipment by staff and students.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

## 7.7 Continuing Quality Assurance and standards verification

We produce annually the latest version of the Pearson Quality Assurance Handbook available in the support section of our website (<http://qualifications.pearson.com>). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of Quality Assurance are that:

- A Centre delivering Pearson BTEC Higher National programmes must be an approved Centre, and must have approval for the programmes or groups of programmes that it is delivering.
- The Centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and Quality Assurance of assessment; it must abide by these conditions throughout the period of delivery.

- Pearson makes available to approved Centres a range of materials and opportunities through the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved Centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment.
- An approved Centre must follow agreed protocols for standardisation of Assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved Centre and Pearson. We will make sure that each Centre follows best practice and employs appropriate technology to support quality-assurance processes where practicable. We work to support Centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on Centres. We monitor and support Centres in the effective operation of assessment and Quality Assurance.

The methods we use to do this for BTEC Higher Nationals include:

- Making sure that all Centres complete appropriate declarations at the time of approval
- Undertaking approval visits to Centres
- Making sure that Centres have effective teams of Assessors and verifiers who are trained to undertake assessment
- Assessment sampling and verification through requested samples of assessments, completed assessed student work and associated documentation
- An overarching review and assessment of a Centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved Centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to Quality Assurance cannot seek certification for individual programmes or for all BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.



## 8 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Pearson encourages Centres to recognise students' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (<https://qualifications.pearson.com>).

QCF Pearson BTEC Level 4 Higher National Certificate in Travel and Tourism Management mapped to the RQF Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management can be found in *Appendix 6* of this programme specification.

## 9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators' General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson's equality policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Pearson's policy regarding access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression
- There should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit students to Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the Centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

### **Access to qualifications for students with disabilities or specific needs**

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments. Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. Details on how to make adjustments for students with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. See the support section of our website for both documents (<http://qualifications.pearson.com/>).

# 10 Higher Nationals International Travel and Tourism Management Units

# Unit 1: The Contemporary Travel and Tourism Industry

<b>Unit code</b>	<b>M/616/2008</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

## Introduction

This unit provides students with an opportunity to investigate the various elements of the travel and tourism industry and how they interrelate.

The aim of this unit is for students to understand the structure and systems within the contemporary travel and tourism industry, examining the interactions between the different elements of the industry, such as accommodation provision, transportation, attractions, and both the different tourism settings and experiences. This will enable students to develop an overall appreciation of the international tourism experience.

Students will also explore recent patterns of tourism to understand movements of domestic, inbound and outbound visitors, the popularity of different destinations and the reasons for this popularity.

Finally, increased understanding of the customer helps inform the development of destinations and the interrelationship between the different tourism systems in place. This unit therefore also covers the factors affecting tourist behaviour and decision-making. On completion of this unit, students will be able to understand the scale and scope of the travel and tourism industry, the determinants of supply and demand, and the current trends affecting and shaping the industry.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Discuss the development of the travel and tourism industry and explain how its different elements combine to provide a tourism experience
2. Explain the factors driving tourist behaviour
3. Determine current patterns and key trends in travel and tourism
4. Investigate the factors affecting the current levels of popularity of different global destinations.

## Essential content

### LO1 **Discuss the development of the travel and tourism industry and explain how its different elements combine to provide a tourism experience**

#### *Definition of travel and tourism:*

The tourism concept and definitions

Definitions of different types of tourism including inbound, outbound and domestic

Leiper's tourist system

The volume and value of the travel and tourism industry to the national and international economy

#### *Development of the travel and tourism industry:*

The historical context of the travel and tourism industry

The growth of the contemporary travel and tourism industry due to advances in transport technology, infrastructure, globalisation and consumer-led demand

Challenges and issues facing the industry from social, economic, environmental and political perspectives

#### *The structure of the travel and tourism industry:*

Different sectors of the travel and tourism industry: accommodation services, visitor attractions, events and conference services, passenger transport services, tourist information and destination management services

Interrelationships, levels of integration and the chain of distribution

The differences between public, private and voluntary sector organisations

#### *The tourist experience:*

The experience economy and the tourist experience

The stages of the tourism experience

## LO2 Explain the factors driving tourist behaviour

### *Factors driving behaviour:*

The consideration of tourism flows between generating regions and destinations influenced by push and pull factors

Push factors e.g. escape, relaxation, regression, social interaction

Pull factors e.g. accessibility, desirability, security, culture, image, hospitality, reputation

Personal determinants e.g. available leisure time, disposable income, personal demographic, health/life expectancy

The fourfold classification of tourist characteristics

Different rationale and purpose for tourism visits e.g. leisure, business, visiting friends and relatives

### *Models of tourism motivation:*

How motivation influences tourists' consumer behaviour, applying models of motivation e.g. Dann, Plog and McIntosh, Goeldner and Ritchie

### *Consumer decision-making:*

Factors that inform decisions based on choice and flexibility: package versus non-package, group versus independent, destination, infrastructure and amenities, duration and expenditure

Models of consumer behaviour that influence the buying process e.g. cognitive, habitual and reinforcement approaches

## LO3 Determine current patterns and key trends in travel and tourism

### *Techniques for analysing and interpreting tourism patterns:*

Use of qualitative and quantitative data, both primary and secondary sources

Techniques for data analysis

Drawing conclusions and reporting key findings

### *Current patterns:*

Global tourism patterns for domestic, outbound and inbound visitors

Tourism arrivals and receipts

Growth patterns – emerging and developing destinations



*Key trends:*

The impact of digital technology on influencing consumer decisions, consumer brand interaction, opportunities for promotion and loyalty

The rise of the sharing economy e.g. Airbnb and Uber

The impact of changing lifestyle trends driving specialist/niche markets e.g. adventure tourism, extreme sports tourism, agro tourism, gastro tourism and dark tourism

Reasons for increasing popularity of different specialist/niche markets

Increasing need for personalisation and memorable experiences

Balancing sustainability and growth of the industry

**LO4 Investigate the factors affecting the current levels of popularity of different global destinations**

*The destination life cycle:*

The evolving destination and the stages of the destination life cycle

Butler's tourist area life cycle (TALC)

*Macro and micro factors that shape the destination TALC curve:*

Changes in tourist preferences and behaviours

The role of marketing campaigns and the use of social media in the reputation and promotion of a destination

Influence of digital technology in increasing customer decision-making

National and international legislation and policies

Safety and security

Accessibility and capacity constraints

Adverse tourism impacts, responsible tourism and environmental awareness

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Discuss the development of the travel and tourism industry and explain how its different elements combine to provide a tourism experience		<b>D1</b> Critically analyse the inter-relationship between the different elements of the travel and tourism industry and demonstrate how a weakness in any one element can impact on the overall tourist experience
<p><b>P1</b> Discuss key milestones in the development of the travel and tourism industry and how they have shaped the travel and tourism industry</p> <p><b>P2</b> Identify the different elements of the travel and tourism industry and explore how they interrelate to create the tourist experience</p>	<p><b>M1</b> Analyse the discrete role of each key element of the travel and tourism industry and how the different elements interact to provide a tourism experience</p>	
<b>LO2</b> Explain the factors driving tourist behaviour		<b>LO2 LO3 LO4</b> <b>D2</b> Critically evaluate the link between the key drivers of tourist behaviour and the popularity of different tourism destinations and experiences
<p><b>P3</b> Determine the different factors that affect tourism behaviour</p> <p><b>P4</b> Explain models of motivation and how they influence the consumer decision-making process</p>	<p><b>M2</b> Assess the factors underpinning tourist behaviour and evaluate their impact on the decision-making process</p>	
<b>LO3</b> Determine current patterns and key trends in travel and tourism		
<p><b>P5</b> Identify recent and emerging patterns and trends in the international travel and tourism industry</p>	<p><b>M3</b> Analyse recent patterns in international travel and tourism and highlight their significance to the development of the global travel and tourism industry</p>	
<b>LO4</b> Investigate the factors affecting the current levels of popularity of different global destinations		
<p><b>P6</b> Examine the factors affecting the popularity of a range of global destinations</p>	<p><b>M4</b> Analyse the factors affecting the popularity of different destinations and assess their level of importance to a destination's popularity</p>	

## Recommended resources

### Textbooks

COOPER, C. (2016) *Essentials of Tourism*. 2nd ed. Harlow: Pearson.

COOPER, C. and HALL, C.M. (2016) *Contemporary Tourism: An International Approach*. 3rd ed. Oxford: Good Fellow.

HOLLOWAY, J. and HUMPHRIES, C. (2016) *The Business of Tourism*. 10th ed. Harlow: Pearson.

INKSON, C. and MINNAERT, L. (2012) *Tourism Management: An Introduction*. London: Sage.

PAGE, S.J. (2014) *Tourism Management: An Introduction*. 5th ed. Oxford: Routledge.

### Websites

[www.thetravelfoundation.org](http://www.thetravelfoundation.org)

The Travel Foundation  
(General Reference)

[www.tourismsociety.org](http://www.tourismsociety.org)

The Tourism Society  
(General Reference)

[www.unwto.org](http://www.unwto.org)

World Tourism Organisation  
(General Reference)

[www.visitbritain.com](http://www.visitbritain.com)

Visit Britain  
Market Intelligence  
(General Reference)

[www.wttc.org](http://www.wttc.org)

World Travel and Tourism Council  
(General Reference)

### Links

This unit links to the following related units:

*Unit 2: Managing the Customer Experience*

*Unit 13: Global Tourism Destinations*

*Unit 20: Tourism Consumer Behaviour and Insight*

*Unit 24: Destination Management Services*

## Unit 2: Managing the Customer Experience

<b>Unit code</b>	<b>D/616/1789</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to provide students with background knowledge and understanding of how travel and tourism businesses manage the customer experience from the initial needs analysis through to after sales follow-up.

During the unit, students will be able to map the journey that a customer makes through a travel and tourism business, identifying crucial touch points and recognising how these touch points can be managed to optimise the customer's experience.

Students will consider how technology is changing the way customers interact with travel and tourism businesses and how digital initiatives should complement existing customer journeys, whilst recognising that online and offline consumers are distinctly different. Students can then use this knowledge to provide customer service both within business and services and online contexts to meet required standards.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explain the needs and expectations of market segments for the service industry
2. Explore the customer experience map to create business opportunities and optimise customer touch points
3. Investigate the impacts of digital technology in customer relationship management
4. Apply effective customer experience management within a service sector business to maximise customer engagement.

## Essential content

### LO1 Explain the needs and expectations of market segments for the service industry

#### *Target markets:*

Defining the customer profile and characteristics of the target audience through market segmentation

Use of individual characteristics e.g. age, gender, income, occupation, geographic location, education, ethnicity

#### *Customer behaviours and attitudes:*

Understanding the customer behaviours and attitudes of different market segments to build brand loyalty and trust

The four clusters of emotions which drive or destroy value (Shaw)

#### *Engagement factors:*

Different opportunities for customer engagement

Onboarding and post-boarding strategies for customer engagement

Different factors that drive and influence customer engagement e.g. compelling offers, competitive prices and accessibility

### LO2 Explore the customer experience map to create business opportunities and optimise customer touch points

#### *The customer journey and experience mapping:*

Definition of the customer journey experience map

The stages of the customer journey and how the customer journey map supports businesses to understand how to interact with customers

Deconstructing the customer journey and building the customer narrative to provide strategic insights

The use of experience mapping as a strategic process of capturing and communicating complex customer interactions

#### *Touch points:*

Identifying critical moments when customers interact with the organisation pre, during and post the customer experience

The key building blocks of doing, feeling and thinking

### **LO3 Investigate the impacts of digital technology in customer relationship management**

#### *CRM systems:*

Definition of Customer Relationship Management (CRM) systems

Different types of CRM systems e.g. operational and analytical, and how each of these contribute to the management of customer relationships

#### *Online customer experiences:*

How travel and tourism businesses interact with current and potential customers via a choice of integrated digital marketing channels

How digital content and the speed and consistency of exchanges and transactions impacts on individual businesses

#### *Social media:*

The use of different social media platforms to raise awareness of products and services and communicate with customers

### **LO4 Apply effective customer experience management within a service sector business to maximise customer engagement**

#### *CEM strategies:*

Definition of Customer Experience Management (CEM)

The goals of CEM

The use of touch point analysis

The stages of the customer experience strategy: assessing market needs, experience mapping, identifying and designing the brand experience, and structuring touch points to measure and evaluate

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain the needs and expectations of market segments for the service industry		<b>D1</b> Evaluate a broad range of different target customer groups' needs and expectations in terms of customer engagement for a service sector organisation
<b>P1</b> Explain the value and importance of understanding the needs, wants and preferences of target customer groups for a service sector industry  <b>P2</b> Explore the different factors that drive and influence customer engagement of different target customer groups within a service sector organisation	<b>M1</b> Review how customer engagement factors determine customer onboarding strategies for different target customer groups within a service sector organisation	
<b>LO2</b> Explore the customer experience map to create business opportunities and optimise customer touch points		<b>D2</b> Analyse how a selected service sector organisation can optimise each of the customer touch points to influence the behaviour, responses and actions of its customers, to enhance the customer experience
<b>P3</b> Create a customer experience map for a selected service sector organisation  <b>P4</b> Discuss how the customer touch points throughout the customer experience create business opportunities for a selected service sector organisation	<b>M2</b> Create a detailed customer experience map that charts the customer journey model and examines the activities and actions taken at each customer touch point to create business opportunities for a selected service sector organisation	



Pass	Merit	Distinction
<p><b>LO3</b> Investigate the impacts of digital technology in customer relationship management</p>		<p><b>D3</b> Critically evaluate the advantages and disadvantages of CRM systems used in service sector businesses for acquiring and retaining customers</p>
<p><b>P5</b> Examine how digital technology is employed in managing the customer experience within the service sector, providing specific examples of customer relationship management (CRM) systems</p>	<p><b>M3</b> Evaluate how digital technologies employed in managing the customer experience within the service sector are changing CRM systems to effectively acquire and retain customers</p>	
<p><b>LO4</b> Apply effective customer experience management within a service sector business to maximise customer engagement</p>		<p><b>D4</b> Evaluate the delivery of customer service strategies and communication, justifying and making valid recommendations for improvement in order to develop a quality customer experience</p>
<p><b>P6</b> Illustrate customer service strategies in a specific service sector context</p> <p><b>P7</b> Demonstrate how customer service strategies create and develop the customer experience in a way that meets the needs of the customer and required business standards</p>	<p><b>M4</b> Review the application of customer service strategies of a specific service sector organisation in creating the customer experience, and make recommendations for improvement</p>	

## Recommended resources

### Textbooks

BARROWS, W., POWERS, T. and REYNOLDS, D. (2012) *Introduction to Management in the Hospitality Industry*. 10th ed. Chichester: John Wiley and Sons.

BUTTLE, F. (2015) *Customer Relationship Management: Concepts and Technologies*. 3rd ed. Oxford: Routledge.

GOODMAN, J. (2009) *Strategic Customer Service: Managing the Customer Experience to Increase Positive Word of Mouth, Build Loyalty, and Maximize Profits*. Maidenhead: Amacom.

GRONROOS, C. (2015) *Service Management and Marketing: Managing the Service Profit Logic*. 4th ed. Chichester: John Wiley and Sons.

### Websites

<a href="http://www.cca-global.com">www.cca-global.com</a>	CCA Global Research, publications (General Reference)
<a href="http://www.mckinsey.com">www.mckinsey.com</a>	McKinsey and Company The expanding role of design in creating an end-to-end customer experience (Article)
<a href="http://www.opentext.com">www.opentext.com</a>	Global Customer Service E-book E-book (General Reference)

### Links

This unit links to the following related units:

*Unit 8: Visitor Attraction Management*

*Unit 27: Developing the Event Experience*

*Unit 30: Innovative Cultural and Heritage Management*

*Unit 31: Innovative Curation, Interpretation and Education*

## Unit 3: Professional Identity and Practice

<b>Unit code</b>	<b>R/616/1790</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

With employment opportunities and career progression becoming increasingly competitive, it is vital that new employees appreciate the value of the correct skills and competences expected by employers.

This unit aims to guide students through the process of self-assessment of skills and competences, personal career planning and the application of different learning and development approaches within a work environment. Students are not necessarily expected to engage in work activities, however self-assessment and design must be applied within a specific work context to avoid it being generic. This unit complements *Unit 14: Work experience*, to apply theory to practice as the content links closely together.

The unit will also give students direction on how to prepare for job applications and interviews in a formalised manner, with the aim of improving career prospects. Students are expected to undertake a practical interview arranged and guided by the tutor or relevant employer.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities
2. Assess own skills, competences and the different learning and development approaches
3. Design a professional development plan, within a specific work context
4. Demonstrate a range of service industry and transferable skills for a job application.

## Essential content

### LO1 Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities

#### *Importance of ongoing professional development:*

Employer benefits e.g. skilled workforce, up-to-date knowledge, competitive edge through human capital, employee engagement through development opportunities, organisational brand image

Employee benefits e.g. intrinsic motivation, personal satisfaction, increased employability, added value on CVs and future employment, ownership of role, self-directed approaches gain more buy-in

#### *Professional standards and expectations:*

Personal presentation and appearance, appropriateness of appearance in specific contexts e.g. events versus Michelin-starred restaurant, role-appropriate dress code and appearances, and Chef versus Front of House receptionist

Importance of projecting the brand image

Maintaining professional standards – conduct in the workplace, representation out of work

Working responsibly and ethically

#### *Common skills expected in the workplace:*

Business skills audits, personal/professional skills, soft skills (EQ related) versus hard skills (IQ related) and appropriateness in given contexts

Soft skills and behaviours e.g. self-confidence, communications, delegation, networking, creative thinking and initiative

Hard skills e.g. maths, accounting, programming, statistics, use of technology

Customer service skills in understanding and meeting customer needs and expectations

Importance of cultural awareness and sensitivity for working in a culturally diverse sector

Team leading and development

Tuckman's model of group development

## LO2 **Assess own skills, competences and the different learning and development approaches**

### *Self-assessment approaches and techniques:*

Self-evaluation models e.g. technical and soft skills audits, personal SWOT analysis, personality trait assessment

Identifying team characteristics using Belbin team roles

Competences comparison against job specifications and required personal and professional skills

### *Learning and development approaches:*

Learning approaches – behaviourist, cognitive and humanist

Learning theories e.g. Gagné's theory of instruction, VAK learning styles, Honey & Mumford learning cycle, Kolb's learning cycle, Bloom's taxonomy, Social Learning theory, Bandura's self-efficacy theory

Developmental options – formal training, on-job training, shadowing, buddying, self-directed study, secondment, coaching and mentoring, job rotation, workshops, conferences, social learning and networking

Aligning development options with specific work contexts

## LO3 **Design a professional development plan, within a specific work context**

### *Writing and designing development plans:*

SMART planning, contextualised design, appropriate formats for practical application

### *Cohesive personal and professional development:*

Developing combinations of skills and competences e.g. hard skills, soft skills, technical skills, personal demeanour/conduct, appearance and presentation

### *Proactive learning and evaluation:*

Taking ownership, requesting advice/guidance, showing initiative in developmental processes, recording learning

### *Employer involvement:*

Management support, appropriate notification and consent, agreed monitoring and guidance

#### LO4 **Demonstrate a range of service industry and transferable skills for a job application**

##### *Effective CV Writing:*

Presentation format of a CV

Key information to include in a CV

Tailoring the CV to the specific job role

##### *Interview processes and preparation:*

First, second and third stage processes, group tasks and behaviours during interviews

Research of organisations to establish role requirements and key words in job advertisements

Time management and personal conduct, practice and rehearsal, body language and speech

##### *Generating evidence of skills and experiences:*

Evidence e.g. achievements and awards, qualifications, CPD records, appraisals, guest comment forms, peer review forms, previous employer references and referrals

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities		<b>LO1 LO2</b> <b>D1</b> Critically evaluate own skills and competences to meet the employer expectation of professional skills required for employment within a specific job role
<b>P1</b> Examine the key benefits of ongoing professional development for different stakeholders within a specific organisation <b>P2</b> Investigate professional employer expectations of skills and competences within a specific organisational context	<b>M1</b> Evaluate the importance of ongoing professional development and the associated professional skills requirements within a specific organisational context	
<b>LO2</b> Assess own skills, competences and the different learning and development approaches		
<b>P3</b> Assess own abilities, skills and competences for a specific job role <b>P4</b> Review a range of learning theories and approaches used for personal and professional development processes	<b>M2</b> Evaluate own skills and competences and the most appropriate developmental approach to develop personal and professional skills for a specific job role	
<b>LO3</b> Design a professional development plan, within a specific work context		<b>D2</b> Produce a comprehensive development plan that sets out clear and achievable targets, strategies and outcomes of learning and training within a specific work context
<b>P5</b> Construct a development plan to enhance chosen skills and competencies within a specific work context	<b>M3</b> Provide a detailed development plan that applies underpinning learning and development theory, in a specific work context	



Pass	Merit	Distinction
<b>LO4</b> Demonstrate a range of service industry and transferable skills for a job application		<b>D3</b> Produce a detailed and coherent critical reflection of an interview process and own abilities during this process
<b>P6</b> Undertake a job interview for a suitable service industry role  <b>P7</b> Review key strengths and weaknesses of an applied interview process	<b>M4</b> Evaluate a job interview process and the obstacles and challenges to overcome	

## Recommended resources

### Textbooks

COTTRELL, S. (2015) *Skills for Success: Personal Development and Employability*. Basingstoke: Palgrave Macmillan.

KIRTON, B. (2012) *Brilliant Workplace Skills for Students & Graduates*. Harlow: Prentice Hall.

LOON, M. (2016) *Professional Practice in Learning and Development; How to design and deliver plans for the workplace*. London: Kogan Page Ltd.

ZOLLER, K. and PRESTON, K. (2014) *Enhancing your executive edge: How to develop the skills to lead and succeed*. New York: McGraw-Hill Education.

### Websites

<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel Development CPD information (General Reference)
<a href="http://www.hosco.com">www.hosco.com</a>	HOSCO Recruitment Global Careers Advice and Jobs (General Reference)
<a href="http://www.hospitalityguild.co.uk">www.hospitalityguild.co.uk</a>	Hospitality Guild Careers Advice and News (General Reference)

### Links

This unit links to the following related units:

*Unit 14: Work Experience*

*Unit 17: Human Resource Management*

*Unit 44: Organisational Behaviour*

*Unit 46: Pitching and Negotiation Skills*

# Unit 4: The Travel and Tourism Business Toolkit

<b>Unit code</b>	<b>T/616/2009</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

## Introduction

Everyone needs to understand the business they work in – not just their own part of it, but how all the different aspects link together. The actions of a travel and tourism manager can have an impact on other areas, and their actions can affect interrelationships with those departments, so students will need to understand this to be able to make effective, informed decisions.

Every business requires future leaders to have a level of understanding of key factors to drive both profitability and brand success, using tools such as human capital planning to recruit and retain the best staff, and interpreting and applying financial indicators to drive profitability or gain market share.

This unit is designed to provide students with the skills they need to become competent managers in a travel and tourism environment. This will prepare them to understand important principles with regard to performance indicators, both financial and non-financial, human resources management, and other key factors affecting the modern business environment.

The unit aims to give students the opportunity to develop their business acumen, covering a number of different business activities applied within the travel and tourism industry context. These include understanding the business climate and key principles of revenue management, recruitment and retention of staff, effective communication, and dealing with legislation and regulation.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the key principles of revenue management for the travel and tourism industry
2. Assess how to manage the Human Resources (HR) life cycle within the context of an HR strategy
3. Illustrate the potential impact of the legal and ethical considerations on a travel and tourism business
4. Explain how to manage budgets and maintain statistical and financial records.

## Essential Content

### LO1 **Examine the key principles of revenue management for the travel and tourism industry**

#### *Travel and tourism characteristics:*

Key characteristics of the travel and tourism industry e.g. seasonality, perishability, vulnerability and competition that influence pricing strategies

The economics of travel and tourism based on marginal cost principle and low profit margins

#### *Revenue management:*

Definition of yield and revenue management

Application of tools of revenue management in the travel and tourism sector: capacity utilisation, discount allocation, duration control and late booking strategies

Measuring yield: potential room rates and air fares, occupancy percentage, multiple occupancy percentage, load factors and yield calculation

The importance of revenue management, application, strategies and implementation

### LO2 **Assess how to manage the Human Resources life cycle within the context of an HR strategy**

#### *The HR life cycle:*

The concept of the HR/employee life cycle and HR solutions for ensuring effective management of key stages of the HR life cycle: recruitment and selection, onboarding and orientation, exit and transition

Different recruitment/interview methods to best fit for the role required

Performance management, training and development, succession planning and maintaining employee motivation to retain staff

Managing a multicultural and international team, and promoting equality and diversity

Key HR legislation considerations in relation to the HR life cycle

**LO3 Illustrate the potential impact of the legal and ethical considerations on a travel and tourism business**

*Legislation and legal responsibilities:*

The relationship between regulations, legislation and standards

The implications and impacts of various legislation e.g. environmental legislation, consumer and passenger rights, freedoms of the air and bilateral agreements

Legislation on data protection and confidentiality

Rules and regulations relating to cybersecurity

Employee legislation: equal opportunities, anti-discrimination, safeguarding

*Ethical considerations:*

Business ethics

Corporate social responsibility

*Employment law and its impacts on business decisions and contracts:*

How employment law is defined

Application of law in cases of maladministration or breaches

**LO4 Explain how to manage budgets and maintain statistical and financial records**

The use of financial statements and reports to communicate financial positions with stakeholders

Monitoring sales targets and figures

Sales reporting mechanisms

Preparing budgets, budget control techniques and using budgetary targets to identify variances

How to interpret business performance from profit and loss statements

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine the key principles of revenue management for the travel and tourism industry		<b>D1</b> Critically analyse the principles of revenue management and its application in a specific sector of the travel and tourism industry
<p><b>P1</b> Discuss the rationale and principles of revenue management for the travel and tourism industry</p> <p><b>P2</b> Investigate how a specific sector of the travel and tourism industry applies revenue management tools to generate and maximise profit</p>	<p><b>M1</b> Analyse the impact of differentiated pricing strategies on revenue management in a specific sector of the travel and tourism industry</p>	
<b>LO2</b> Assess how to manage the Human Resources life cycle within the context of an HR strategy		<b>D2</b> Make valid judgements and recommendations on how HR processes and documents can be improved for effective talent planning throughout the HR life cycle
<p><b>P3</b> Review the different stages of the HR life cycle applied to a specific travel and tourism job role, and their importance for retaining and developing talent</p> <p><b>P4</b> Develop a performance management plan for a specific travel and tourism job role, applying techniques to resolve negative behaviour and to overcome issues of staff retention</p>	<p><b>M2</b> Evaluate the importance of the HR life cycle in relation to strategic talent management and overcoming issues of staff retention</p>	

Pass	Merit	Distinction
<p><b>L03</b> Illustrate the potential impact of the legal and ethical considerations on a travel and tourism business</p>		<p><b>D3</b> Critically reflect on the potential impacts of regulations, legislation and ethical principles on decision-making in the travel and tourism industry</p>
<p><b>P5</b> Explore specific legislation that organisations in the travel and tourism industry have to adhere to</p> <p><b>P6</b> Using specific examples, illustrate how company, employment and contract law has a potential impact on business decision-making in the travel and tourism industry</p>	<p><b>M3</b> Using specific examples, examine the potential implications of regulations, legislation and standards on decision-making in the travel and tourism industry</p>	
<p><b>L04</b> Explain how to manage budgets and maintain statistical and financial records</p>		<p><b>D4</b> Evaluate business performance based on financial statements reports for organisations within the travel and tourism industry</p>
<p><b>P7</b> Explore the different types of financial statements and reporting mechanisms for organisations within the travel and tourism industry</p> <p><b>P8</b> Explain the importance and value of budgets for controlling business performance and identifying variances</p>	<p><b>M4</b> Interpret financial statements and reports for organisations within the travel and tourism industry</p>	



## Recommended resources

### Textbooks

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London: Kogan Page.

ALTINAY, L. and BROOKES, M. (2015). *Entrepreneurship in Hospitality and Tourism*. Oxford: Goodfellow Publishers.

HOLLOWAY, C. and HUMPHREYS, C. (2016) *The Business of Tourism*. 10th ed. Harlow: Pearson.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Global ed. Harlow: Pearson.

MCLANEY, E. and ATRILL, P. (2014) *Accounting and Finance for Non-Specialists*. 9th ed. Harlow: Pearson.

### Websites

<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development (General Reference)
<a href="http://www.hospa.org">www.hospa.org</a>	HOSPA Hospitality, Finance, Revenue and IT professionals (General Reference)
<a href="http://www.mindtools.com">www.mindtools.com</a>	Mind Tools Essential Skills for an Excellent Career Forming, Storming, Norming, and Performing (Articles)

### Links

This unit links to the following related units:

*Unit 15: Management Accounting*

*Unit 17: Human Resource Management*

*Unit 44: Organisational Behaviour*

*Unit 47: Strategic Human Resource Management*

## Unit 5: Leadership and Management for Service Industries

<b>Unit code</b>	<b>D/616/1792</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The ability to lead and manage effectively is highly sought after by service industry employers as they seek to produce and develop managers that can motivate, enthuse and build respect throughout their workforce.

This unit is a Pearson-set unit. Tutors will choose a topic based on a theme and selection of topics provided by Pearson (this will change annually). This will enable students to explore and examine a relevant and current topical aspect of leadership and management in the context of the service sector environment.

The unit enables students to gain understanding of leadership and management principles, and to review their potential for a career in management in the service sector. After exploring organisations' structures and cultures, students will learn classical management theories and leadership styles, and how these are applied to managing commercial organisations.

In addition to the students gaining a good understanding of how management theories are practised in today's industries, they will also evaluate effective management and leadership skills for the service industries through application and reflection on skills required and applied in a service industry context.

**\*Please refer to the accompanying Pearson-set Assignment Guide and Theme and Topic Release document for further support and guidance on the delivery of the Pearson-set unit.**

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Review classical management theories and leadership styles
2. Explore the factors that influence different management styles and structures in a service industry context
3. Assess current and future management and leadership skills for the service sector
4. Demonstrate management and leadership skills in a service industry context.

## Essential content

### LO1 Review classical management theories and leadership styles

#### *Organisational structure and culture:*

Different types of organisational structures e.g. unitary, centralised, de-centralised, divisional, matrix, process

Organisational culture definition, types e.g. Handy's theory, Deal and Kennedy

Determinants of culture, cultural change and ethical issues

#### *Management and leadership:*

The functions of management related to different theories of management e.g. classical management, administrative (Fayol), scientific (Taylor), behavioural and contingency theory

The definitions and differences of both a leader and manager

The role of the leader versus the role of the manager

Different leadership styles

Motivational management e.g. Maslow, Herzberg

### LO2 Explore the factors that influence different management styles and structures in a service industry context

#### *Internal organisational factors:*

Complex business demands and alignment

Complex financial and investment management

Internal relationships, organisational structures and culture

Innovation

Multicultural and international workforce

Employee engagement and commitment

*External factors:*

Managing diverse talent, stakeholders and customers

Globalisation and promoting global capabilities

Digital and innovative disruption e.g. Airbnb, HomeStay and Onefinestay

Mobile and intuitive interface developments creating a personalised service economy e.g. Foursquare

Experience creation versus brands

**LO3 Assess current and future management and leadership skills for the service sector**

*Management skills:*

The characteristics and skills of an effective manager e.g. team dynamics, planning, decision-making, strategic mindset, problem-solving, communicating (verbal and non-verbal), motivating, delegating, managing discipline and dealing with conflict

Approaches to management e.g. task orientation and relationship orientation

*Leadership skills:*

Soft skills e.g. communication, delegation, inspirational motivation, positive attitude, trustworthiness, creative thinking and innovative problem-solving, giving and receiving feedback, taking responsibility for both success and failure, cultural sensitivity, global outlook and agility

Approaches to successful leadership e.g. situational, transformational and inspirational leadership

The hard skills of management versus the soft skills of leadership

The growing importance of 'soft skills' for the service industries

*Developing capabilities and self-awareness:*

The importance and significance of reflective practice for career development

#### **LO4 Demonstrate management and leadership skills in a service industry context**

##### *The Service industry context:*

Differentiate between the many roles and responsibilities of a service sector manager

Different communication processes and strategies applied in different contexts

Principles of change management

##### *Developing leaders in the service industry context:*

Redefining capabilities and leadership qualities for a dynamic environment

Development of multicultural leaders from different backgrounds and perspectives

Investment in management and leadership development

Coaching and mentoring opportunities

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Review classical management theories and leadership styles		<b>D1</b> Evaluate a specific service sector organisation's current management and leadership styles making links to theorists and providing evidence of organisational practice
<b>P1</b> Assess different classical management theories and apply these in a service industry context  <b>P2</b> Explain the role of the leader and different leadership styles in a service sector industry context  <b>P3</b> Review the management and leadership styles in a specific service sector organisation	<b>M1</b> Analyse management and leadership styles in a specific service sector organisation in relation to organisational structure and culture	
<b>LO2</b> Explore the factors that influence different management styles and structures in a service industry context		<b>D2</b> Critically analyse how specific management styles have been influenced and changed by internal and external factors in a selected service industry organisation
<b>P4</b> Investigate the internal and external factors that influence management styles and structures in a selected service industry organisation	<b>M2</b> Analyse the internal and external factors that influence management styles and structures in a selected service industry organisation, identifying strengths and weaknesses	

Pass	Merit	Distinction
<b>LO3</b> Assess current and future management and leadership skills for the service sector		<b>LO3 LO4</b> <b>D3</b> Critically evaluate how, in response to change, management and leadership skills in the service sector have developed
<b>P5</b> Assess current management and leadership 'hard' and 'soft' skills, providing evidence from specific service sector examples  <b>P6</b> Discuss future management and leadership skills required by the service sector and how these can be achieved	<b>M3</b> Evaluate current and future management and leadership skills that are crucial for the service sector	
<b>LO4</b> Demonstrate management and leadership skills in a service industry context		
<b>P7</b> Compare and contrast different service industry organisations' change management systems and leadership in implementing change	<b>M4</b> Analyse how change management affects management and leadership skills and styles	



## Recommended resources

### Textbooks

BROOKS, I. (2008) *Organisational Behaviour: Individuals, Groups and Organisation*. 4th ed. Harlow: Pearson.

COLE, G.A. (2011) *Management: Theory and Practice*. 7th ed. London: Cengage Learning.

HUCZYNSKI, A.A and BUCHANAN, D.A. (2013) *Organisational Behaviour: an Introductory Text*. 8th ed. Harlow: Pearson.

MULLINS, L. (2016) *Management and organisational behaviour*. 11th ed. Harlow: Pearson.

ROBBINS, S.P and JUDGE, T.A. (2008) *Essentials of Organisation Behaviour*. 9th ed. New Jersey: Prentice Hall.

SHEPPARDSON, C. and GIBSON, H. (2011) *Leadership and Entrepreneurship in the Hospitality Industry*. Oxford: Goodfellow Publishers.

### Websites

[www.cipd.co.uk](http://www.cipd.co.uk)

Chartered Institute of Personnel  
Development

Leadership Factsheet  
(General Reference)

[www.i-l-m.com](http://www.i-l-m.com)

Institute of Leadership and  
Management

(General Reference)

[www.lmi-world.com](http://www.lmi-world.com)

Leadership Management  
International

(General Reference)

### Links

This unit links to the following related units:

*Unit 3: Professional Identity and Practice*

*Unit 4: The Travel and Tourism Business Toolkit*

*Unit 44: Organisational Behaviour*

## Unit 6: Managing Aviation Services

<b>Unit code</b>	<b>K/616/2010</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit is the ideal starting point for the specialist study of aviation. Students will explore the development, structure and size of the industry, along with where and why people fly.

Students will start this exploration by considering how, from humble beginnings, aviation developed into a global industry that supports the livelihoods of 63 million people and underpins \$2.7 trillion of Gross Domestic Product (IATA Annual Review). They will discover the key stages or milestones in this journey, from the Wright Flyer to the A380 and beyond.

Air transport has reached a stage whereby entire industries, such as international tourism, are almost totally reliant upon an efficient air transportation system. From this point, students will consider how an industry with over 26,000 aircraft averaging 100,000 flights a day fits together to form one seamless system that operates in the same manner, regardless of where on the globe you might be. Managing this system and keeping it safe requires intricate planning and coordination on a vast scale. Students will study this system, how it operates and fits together, and how it keeps staff and passengers safe and secure.

This unit is designed to give students the opportunity to put into context the various elements and sectors of the industry and to comprehend their basic relationships. It is a valuable scene-setting unit that places the industry into context and provides the foundation stones for further studies in air transport.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explore the key milestones and issues in the development of the aviation industry
2. Explain the structure of the air transport industry and the role of the different organisations that make up the industry
3. Assess the different operational requirements of passenger service operations and airside operations
4. Identify the scale and scope of the industry including future trends and challenges.

## Essential content

### LO1 Explore the key milestones and issues in the development of the aviation industry

*Historical developments and milestones since WW2:*

International and national political events, aircraft developments and pioneers

Impact of aviation deregulation

The significant impact of technology on the aviation industry

*Key issues:*

Infrastructure requirements and servicing of the aviation industry

Operational costs and low profit margins

Pricing pressure and low yields

Environmental impacts and sustainability

Vulnerability to fluctuation fuel prices, terrorism and forces of nature

### LO2 Explain the structure of the air transport industry and the role of the different organisations that make up the industry

*The structure of air transport:*

Different types of air transport and airlines: scheduled carriers, non-scheduled, low cost airlines, charter airlines

Different types of airports: commercial, private, aerodromes, major hubs and regional airports

Air routes and the factors that influence them

General aviation (GA)

Aviation regulations and legislation

Aviation regulatory bodies and trade associations

Ancillary organisations

*Role of organisations:*

The role of air charter brokers

Transporting passengers and/or cargo

Providing facilities and services for aircraft, passengers or cargo

Coordinating and maintaining safety and security

**LO3 Assess the different operational requirements of passenger service operations and airside operations**

*Passenger service operations:*

Check-in service management to meet passenger, operator and legislative requirements

The management of incidents and accidents in the terminal and on the aircraft

The brand and operational standards

Managing and working within a culturally diverse environment

*Airside operations:*

Aircraft documentation, maximum payload utilisation and Zero Fuel Weight (ZFW) calculations

Airside ramp operations and safety

Procedures and processes for the management of team, vehicles and air cargo handling equipment (ACHE)

Runway maintenance including wildlife hazard management and monitoring obstacles

**LO4 Identify the scale and scope of the industry including future trends and challenges**

*The scale of the aviation industry:*

Global and national airport and airline statistics

Factors affecting global and individual route demand

Size in terms of passenger numbers, airlines, cargo tonnes and finance

*The scope of the aviation industry:*

Geographical area of operation or influence

Principal global air routes

Popular national routes

The impact of international agreements on air routes

*The future trends and challenges:*

Globalisation and integration

Environmental policies

Safety and security issues and challenges

Competition

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>L01</b> Explore the key milestones and issues in the development of the aviation industry			<b>D1</b> Analyse the development of the aviation industry and the current issues that the industry faces
<p><b>P1</b> Explore the key developments and milestones in commercial aviation since the end of WW2 and the social, political and technological factors that have influenced these developments</p> <p><b>P2</b> Explain current key issues within the aviation industry</p>	<b>M1</b> Examine the most significant pioneers, aircraft and political events that have shaped the development of the aviation industry since WW2		
<b>L02</b> Explain the structure of the air transport industry and the role of the different organisations that make up the industry			<b>L02 L03</b> <b>D2</b> Critically evaluate the complex nature and interrelationships of the air transport business, including both passenger and airside operations, in meeting regulation and operational standards
<p><b>P3</b> Discuss the structure of the air transport industry and the different types of airlines and airport terminals</p> <p><b>P4</b> Explain the role of different organisations involved in the air transport industry</p>	<b>M2</b> Analyse how organisations that make up the air transport industry work together to create a seamless air transport system		
<b>L03</b> Assess the different operational requirements of passenger service operations and airside operations			
<b>P5</b> Compare and contrast the different service operations in terminal and airside to meet with regulations and operational standards	<b>M3</b> Evaluate how different passenger services and airside operations comply with Health and Safety regulations and international aviation procedures		

Pass	Merit	Distinction
<p><b>LO4</b> Identify the scale and scope of the industry including future trends and challenges</p>		<p><b>D3</b> Critically analyse future trends and conflicts in the air transport industry in meeting sustainable objectives</p>
<p><b>P6</b> Using current and historic statistics and route networks, identify future trends in passenger numbers, cargo tonnes, finance and route networks</p> <p><b>P7</b> Outline the main national and international political, economic and environmental challenges facing the industry</p>	<p><b>M4</b> Analyse the conflict between economic and environmental issues of the air transport industry and the implications this has for future developments and trends</p>	



## Recommended resources

### Textbooks

- CREATON, S. (2004) *Ryanair: How a Small Irish Airline Conquered Europe*. London: Aurum Press Ltd.
- DIERIKX, M. (2008) *Clipping the Clouds: How Air Travel Changed the World*. Westport, Connecticut: Praeger.
- GRAHAM, A. (2013) *Managing Airports An International Perspective*. Oxford: Routledge.
- PRATHER, D. (2015) *Airport Management*. Newcastle, Washington: Aviation Supplies and Academics.
- RHOADES, D. (2016) *Evolution of International Aviation: Phoenix Rising*. Oxford: Routledge.

### Websites

<a href="http://www.aviation-history.com">www.aviation-history.com</a>	The Aviation History Online Museum Aviation History (Research)
<a href="http://www.caa.co.uk">www.caa.co.uk</a>	Civil Aviation Authority (General Reference)
<a href="http://www.flightglobal.com/pdfarchive/index.html">www.flightglobal.com/pdfarchive/index.html</a>	Flight Global Aviation History (Research)
<a href="http://www.iata.org">www.iata.org</a>	IATA (Research)
<a href="http://www.icao.int">www.icao.int</a>	ICAO (Research)

### Links

This unit links to the following related units:

*Unit 21: Airline Operations Management*

*Unit 22: Airport Operations Management*

*Unit 23: Strategic Planning for Air Transport*

## Unit 7: Managing Conference and Events

<b>Unit code</b>	<b>M/616/1795</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to give students a background knowledge and understanding of the events and conferencing industry. Students will be required to study different types of events and profile real events from different events categories. They will learn how to set up a variety of conferences and the type of equipment and resources required.

Students will discover the different job roles in the events industry, and the skills required for these roles. They will evaluate their own skills to identify what they need to improve on to gain their desired roles.

In addition, students will investigate the criteria required to run and manage a safe and secure event, both in terms of the physical venue and dealing with situations that might occur. On completion of the unit, students will have a good understanding of the industry and the skills required. They will also gain transferable skills in safety, which is invaluable for any area of the events sector.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Investigate the different categories and dimensions of events within the events sector
2. Examine the considerations for conference and event room set ups defining the professional standards required
3. Explore the management skills required to work within the events environment and successfully deal with stakeholders
4. Explain the measures required to manage a secure and safe events environment for staff and guests.

## Essential content

### LO1 Investigate the different categories and dimensions of events within the events sector

#### *Diversity of the sector:*

Event typologies and examples, hallmark, mega, community and special

Different categories of events within the leisure, travel and tourism sector e.g. weddings, private parties versus the corporate sector that includes conferences, meetings, product launches, seminars, promotional events, award ceremonies

Different categories of exhibitions and fairs e.g. carnivals, art fairs and trade shows

The growth in popularity of different categories of festivals e.g. music, religious, sport, and food and drink

The value and economic contribution of the events sector

Different dimensions of events e.g. mobile versus place, multi versus single event, live versus virtual event

#### *Features of events:*

The different considerations of an event depending on the type of event

How the purpose, type of client, type of guest and size influences the choice of location, venues, budgets, duration and entertainment provision

#### *Current trends within the event industry:*

The impact of digital technology in the events sector e.g. use of events apps, livestreaming, visual animation walls, interactive technology

Increasing safety and security requirements

New and innovative types of events

Niche events and sustainability

## LO2 **Examine the considerations for conference and event room set ups defining the professional standards required**

### *Meeting room configurations:*

Space utilisation for comfort and to accommodate the number of guests

Room layout and design set-up e.g. theatre style, U-shape and board room

Delegate place setting and value-added consumables

Space, heating, ventilation and lighting considerations to create the right ambience and brand experience

Criteria to meet the set brand standards

### *Delivery of Daily Delegate Package (DDP)*

Type of DDP packages, rates, add on and upselling, typical target consumer and meeting a diverse range of cultural and religious requirements

### *Equipment requirements:*

Audio-visual requirements e.g. Wi-Fi connectivity, facilities for conference calling and video calling

Multiple projections, web streaming, event recording and webcasting

Event apps and live interactive collaboration packages

### *Additional services and added value:*

Catering and specific requirements

Business center facilities

Special requirements for different client groups e.g. children, elderly and people with disabilities

Specific requirements and services for international guests/speakers, high profile and VIP guests

## LO3 **Explore the management skills required to work within the events environment and successfully deal with stakeholders**

### *Different job roles and responsibilities:*

The importance of effective inter-relationships with other departments involved in the process

The importance of overseeing all aspects of the event on the day and utilising networking opportunities

*Key management responsibilities:*

How to create appropriate event proposals to meet the client brief and specific requirements

Effective relationship building and networking with vendors and venues

Team management to communicate effectively with all stakeholders

Issuing invoices and producing financial statements and reports, creating sales opportunities

The importance of strategic planning to meet targets and maximise profit

Contingency planning and conducting risk assessment

Co-ordination of different functions to minimise disruption

*Personal attributes and skills:*

Trade-specific technical skills appropriate to role

People management skills and allocation of responsibilities, briefing and supervision

Logistics and resource management skills e.g. analytical, problem-solving, fast thinking, record keeping, finance

Project management skills

Cultural awareness and sensitivity

Personal attitude, appearance and professional conduct

**LO4 Explain the measures required to manage a secure and safe events environment for staff and guests**

*Providing a secure and safe venue:*

Venue site visit and appraisal

Risk assessments, Health and Safety, food safety, room capacity, fire safety, equipment and required facilities, storage

Risk management and contingency planning, provisions of emergency services, first aid

The importance of signage and orientation

*Providing a secure and safe environment for guests:*

Security and crowd management strategies

Evacuation procedures

The use of contingency plans

Conflict resolution in dealing with disruptive guests, predicting issues, problems and situations

*Secure and safe environment for staff:*

Legal responsibilities and requirements

Training and development

Providing Personal Protective Equipment (PPE)

Providing the correct equipment, tools required and giving accurate briefings

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Investigate the different categories and dimensions of events within the events sector		<b>D1</b> Critique the development of the events sector providing specific examples from a range of different categories of events
<b>P1</b> Examine the different categories and dimensions of events, using specific examples to illustrate the differences  <b>P2</b> Using specific examples of different categories of events discuss the features and current trends influencing the events sector	<b>M1</b> Analyse current event trends to explain how events are adapting to stay innovative, using specific examples for different categories of events	
<b>LO2</b> Examine the considerations for conference and event room set ups defining the professional standards required		<b>D2</b> Justify choices made for the design and layout to set up a conference or event correctly and exceed specific client expectations and needs
<b>P3</b> Design an event layout to correctly set up a conference or event room to meet specific client brief requirements  <b>P4</b> Examine the additional services available within a conference or event environment and the importance to provide them to meet specific client requirements for added value	<b>M2</b> Evaluate the quality of the design and layout in meeting client expectations and needs	



Pass		Merit	Distinction
<b>LO3</b> Explore the management skills required to work within the events environment and successfully deal with stakeholders			<b>D3</b> Critically evaluate the management skills required in the event industry, making and justifying recommendations to meet stakeholder requirements
<p><b>P5</b> Explore the different management roles within the event industry, with reference to current job opportunities in the sector</p> <p><b>P6</b> Review the management skills and personal attributes required to work within the events industry and meet stakeholder needs and expectations</p>	<b>M3</b> Evaluate the impact of management skills on creating a successful event to meet stakeholders' needs and expectations		
<b>LO4</b> Explain the measures required to manage a secure and safe events environment for staff and guests			<b>D4</b> Justify recommendations to improve the provision of security and safety at specific events in terms of benefit and cost to the business, staff and guests
<b>P7</b> Specify and explain the appropriate measures required to provide a secure and safe event venue, a safe environment for guests and a safe working environment for events staff, providing specific examples	<b>M4</b> Compare and contrast the security and safety provision for specific events examples		

## Recommended resources

### Textbooks

ARMSTRONG, D. and ALLAN SCOTT, J. (2016) *The Event Professional's Handbook: The Secrets of Successful Events*. Petersfield: Harriman House Ltd.

BLADEB, C. et al. (2012) *Events Management: An Introduction*. Oxford: Routledge.

BOWDIN, G., McDONNELL, I., ALLEN, J. and O'TOOLE, W. (2010) *Events Management*. 3rd ed. Oxford: Butterworth Heinemann.

FERDINAND, N. and KITCHEN, P. (2012) *Events Management – An International Approach*. London: Sage Publications Ltd.

RAJ, R., WALTERS, P. and RASHID, T. (2013) *Events Management: Principles and Practice*. London: Sage Publications.

### Websites

<a href="http://www.abpco.org">www.abpco.org</a>	Association of British Professional Conference Organisers Industry news and updates (General Reference)
<a href="http://www.iem.institute">www.iem.institute</a>	Institute of Event Management Professional Recognition (General Reference)
<a href="http://www.ifea.com">www.ifea.com</a>	International Festivals and Events Association Industry news and webinars (General Reference)

### Links

This unit links to the following related units:

*Unit 5: Leadership and Management for Service Industries*

*Unit 27: Developing the Event Experience*

*Unit 28: Corporate Events Management*

*Unit 29: Global Events*

## Unit 8: Visitor Attraction Management

<b>Unit code</b>	<b>M/616/2011</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit enables students to gain a further understanding of visitor attractions on a global scale, whilst also considering visitor types, motivations and their impacts, along with management techniques and issues which may affect the development process.

Throughout the unit, students are given a broad understanding of the nature, development and management of visitor attractions. The unit highlights the range and importance of visitor attractions within the global tourism sector and allows students to explore development processes and issues which management can face when developing or establishing a new attraction.

Students will explore different visitor types, their motivations and how knowledge of this can assist in the successful management of an attraction. They will also investigate the techniques available to managers of visitor attractions and how these can be used to achieve sustainability.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the importance of visitor attractions and the scope and scale of the sector
2. Explore visitor types, impacts and their motivation for a range of visitor attractions
3. Conduct a feasibility study into the development of an existing or new visitor attraction
4. Assess the application of visitor management techniques and their impact on sustainability.

## Essential content

### LO1 **Examine the importance of visitor attractions and the scope and scale of the sector**

#### *Range of visitor attractions:*

Defining visitor attractions

The classification of visitor attractions e.g. built, natural, paid, unpaid

Different categories of man-made attractions e.g. those built for the sole purpose of tourism, those built for another original purpose which are now attractions

Different categories of natural attractions

Events and festivals

#### *The scope and scale of the visitor attraction sector:*

Visitor statistics and trends for visitor attractions

The economic contribution and value of the visitor attraction sector from local, regional, national and international perspectives

The ownership of visitor attractions: public, private and voluntary, and key roles and responsibilities of developing and managing visitor attractions

The importance of visitor attractions e.g. for preservation and enhancement of local heritage and culture, education, revitalising an area, employment, revenue

### LO2 **Explore visitor types, impacts and their motivation for a range of visitor attractions**

#### *Visitor types:*

Market segmentation e.g. demographic, geographic, psychographic

Visitor characteristics and profiles for different categories of attractions

Visitor motivations and push and pull factors that influence the decision-making behaviour of different visitor profiles

*Visitor impacts:*

Negative impacts e.g. overcrowding, deterioration/depreciation

Traffic-related e.g. congestion, pollution, increased risk of accidents

Impacts on local/host community

Positive impacts e.g. increased awareness and support for conservation, increased cultural awareness and diversity, rejuvenation of buildings and land use

Commercial returns for future investment

**LO3 Conduct a feasibility study into the development of an existing or new visitor attraction**

*Considerations for successful development:*

Location, access and spatial considerations and land allocation

Issues of ownership and funding affecting development e.g. public sector, private sector and voluntary

Different types of stakeholders e.g. tourism consultants, local authorities, local community, tourism organisations, pressure groups, transport companies

The diverse nature of stakeholder needs and expectations

Attraction authenticity and reaching a balance to support overall business and financial objectives

The implications of seasonal demand, environmental and cultural preservation and sustainability

*Processes to achieve effective development:*

The feasibility study and components

Local community involvement and transparent communication with stakeholders

Gaining planning permission and planning applications

Construction period and sustainable approaches

Performance measurement of plans and setting key performance indicators (KPIs)

The use of sustainable tourism indicators, both quantitative and qualitative

**LO4 Assess the application of visitor management techniques and their impact on sustainability**

*Managing visitor attractions:*

Techniques used for determining carrying capacity and dwell time

Different types of visitor control measures and crowd management to meet sustainable objectives

Visitor flow methods and accessibility to meet objectives for safety and security

Meeting the needs of visitors with specific needs and disabilities

Managing the product life cycle to meet visitor needs and expectations

Indoor and outdoor considerations

Using innovative interpretation for different modes and methods of delivery of the product/services

*Marketing and product development:*

The importance of clear marketing communication and messages

Influencing visitor numbers through price incentives, marketing, interpretation of product, product innovation and education

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine the importance of visitor attractions and the scope and scale of the sector		<b>D1</b> Critically analyse the purpose of a range of different visitor attractions and their importance to the local, regional and national economy
<b>P1</b> Discuss different classifications of visitor attractions in relation to specific categories of visitor attractions  <b>P2</b> Examine the importance of a range of different visitor attractions in relation to overall purpose and impact upon economic growth	<b>M1</b> Analyse the purpose and economic contribution of a range of different visitor attractions to the local, regional and national economy	
<b>LO2</b> Explore visitor types, impacts and their motivation for a range of visitor attractions		<b>D2</b> Make valid and justified recommendations for minimising the negative impacts of visitor attraction tourism and improving the visitor experience
<b>P3</b> Explore the needs and motivations of different visitor types for a range of different visitor attractions  <b>P4</b> Discuss the negative and positive social, cultural, economic and environmental impacts of visitor attraction tourism, providing a range of examples	<b>M2</b> Evaluate the negative and positive impacts of visitor attraction tourism and the implications this has for developing a sustainable visitor experience	
<b>LO3</b> Conduct a feasibility study into the development of an existing or new visitor attraction		<b>D3</b> Produce a detailed feasibility study that presents findings and recommendations for a sustainable approach to an existing or new visitor attraction
<b>P5</b> Undertake a feasibility study that assesses market demand, competition, product and service development, and financial viability for an existing or new visitor attraction	<b>M3</b> Produce a detailed feasibility study that meets all stakeholder requirements for a sustainable existing or new visitor attraction	



Pass	Merit	Distinction
<b>LO4</b> Assess the application of visitor management techniques and their impact on sustainability		<b>D4</b> Critically evaluate different visitor management strategies and how they are implemented to meet sustainable objectives
<b>P6</b> Assess different visitor management strategies and the implications they have for sustainable development, providing a range of examples	<b>M4</b> Compare ways in which different visitor management strategies are implemented to achieve and meet sustainable objectives	

## Recommended resources

### Textbooks

BITGOOD, S. (2014) *Engaging the Visitor: Designing Exhibits that Work*. 1st ed. Edinburgh: MuseumEtc.

FYALL, A. (2008) *Managing Visitor Attractions: New Directions*. Oxford: Butterworth Heinemann.

FYALL, A., GARROD, B., LEASK, A. and WANHILL, S. (2008) *Managing Visitor Attractions*. 2nd ed. Oxford: Routledge.

HORNER, S. (2016) *International Cases in Tourism Management*. Oxford: Routledge.

SWARBROOKE, J. (2015) *The Development and Management of Visitor Attractions*. Oxford: Routledge.

### Websites

<a href="http://www.alva.org.uk">www.alva.org.uk</a>	Association of Visitor Attractions (General Reference)
<a href="http://www.attractionsmanagement.com">www.attractionsmanagement.com</a>	Attractions Management Magazine (General Reference, Articles)
<a href="http://www.travelandleisure.com">www.travelandleisure.com</a>	Travel and Leisure Destination and Attraction Guides (General Reference)
<a href="http://www.ttgmedia.com/worldwide">www.ttgmedia.com/worldwide</a>	Travel Trade Gazette (General Reference)

### Links

This unit has links to the following related units:

*Unit 2: Managing the Customer Experience*

*Unit 40: Special Interest Tourism*

*Unit 30: Innovative Cultural and Heritage Management*

## Unit 9: Online Travel Management

<b>Unit code</b>	<b>T/616/2012</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The online travel industry is constantly evolving and changing. Therefore, understanding how organisations operate, remain competitive and meet the needs of customers is essential. This unit will develop students' knowledge and understanding of the online travel environment and the operational requirements necessary to meet the needs of customers, maintain effectiveness and achieve competitive advantage in this highly competitive sector. Students will explore the environment that online travel organisations operate within, the other organisations that they work with, and the products and services they provide.

Students will examine the economic and social implications of the growth of online travel, its drivers and the factors limiting its growth. They will learn about the principal features of online travel retail and compare them with traditional forms of retail travel trading.

A case study will be used to examine the operational practices and considerations faced by an online travel organisation, together with legislation, licensing requirements, daily tasks, revenue management and competitive advantage techniques, which are all factors that are essential in the success of an online travel organisation.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Investigate the structure of the online travel sector and how it interrelates with other sectors of the travel and tourism industry
2. Explain the main drivers behind the growth and development of the online travel sector
3. Assess how the online retail travel sector can adapt to the internal and external influences which impact their success
4. Examine the different approaches used to manage revenue and customer relationships to gain competitive advantage by an online travel agency.

## Essential content

### LO1 Investigate the structure of the online travel sector and how it interrelates with other sectors of the travel and tourism industry

*The structure of the online travel industry:*

Three divisions: Property websites, third-party websites, Web 2.0

Online travel agents (OTAs), meta search engines, flash sales, opaque selling, niche markets

Increasing consolidation of online travel companies

Challenges faced by the sector with new players such as TripAdvisor and Google entering the marketplace

*Interrelation with other sectors of the travel and tourism industry:*

Links with other travel industry sectors e.g. accommodation providers, tour operators, transport providers, ancillary providers

Vertical and horizontal integration

The impact of agency agreements, preferred agents, commission levels, rate disparity

Relationship and impact on traditional travel agents

Stakeholders and responsibilities of online travel agents to meet different stakeholder interests and expectations

### LO2 Explain the main drivers behind the growth and development of the online travel sector

*The growth of the online travel sector:*

Key events which have catalysed growth e.g. the emergence of the Web, direct-to-consumer booking tool for flights, launch and growth of Expedia and Priceline Group, introduction of user-review and meta search engines

The influence and impact of macro environmental factors on growth and development e.g. emerging markets, economic growth, innovation, changes in legislation

How changing consumer behaviour has influenced growth and development e.g. speed versus value, DIY travel, the shift from brands and suppliers to customers and their experience of the brand

The impact of negative publicity and meeting customer expectations in the digital age

The rise of online consumer power

The significant impact of the digital revolution in creating better products and services at lower cost

The impact of social media and other applications e.g. cloud computing connecting the global community and digitised design

Increased distribution systems making products and services available to a global market

Factors in relation to cost, market, reach, environment, convenience, accessibility and competition

### **LO3 Assess how the online retail travel sector can adapt to the internal and external influences which impact their success**

#### *Challenges:*

Staying competitive and ensuring customer loyalty in an increasingly competitive environment

The changing business model from price to value

Mobile technology changing consumer behaviour and the shift from travel bookings to the travel experience

#### *Factors in the internal environment and their effect on the organisation:*

The organisation and management capability of the organisation

The knowledge, experience and capability of the organisation's workforce as a determining factor of success

The financial strengths and assets of the organisation

#### *Factors in the external environment and their effect on the business/organisation:*

The application of the PESTLE framework and Porter's Five Forces analysis

#### *Adapting to the challenges:*

The importance of customer insight and understanding in developing effective online strategies

Efficiency in reporting and tracking tools to measure the effectiveness of marketing channels

Providing flexibility and choice through investment in new product development and innovation

Developing a niche e.g. adventure travel, luxury travel, women only, mancations

Exploitation of emerging markets e.g. leadership in the growing mobile market

Controlling costs through automation

**LO4 Examine the different approaches used to manage revenue and customer relationships to gain competitive advantage by an online travel agency**

*Maximising revenue:*

Analysis of customer data to predict behaviours and future trends

Pricing and determining how much to charge, bearing in mind seasonal impact and marketing participation

Determining target markets, combining price and market to reach best result

Dynamic packaging and dynamic pricing initiatives

Efficiency of online marketing channels

Metasearch and banners, increase use of social media such as Facebook and Twitter

*Managing customer relationships:*

The role of marketing communications in promoting and developing brands: awareness, associations, perceptions and building customer loyalty

Customer behavioural trends, how to target customers and collect information to assist in the development of the product and service offer

Building customer relationships

The assessment of customer values and behaviours to ensure they are provided with service excellence

Effective channels for customer communications and customer relationship management

Implementing Customer Relationship Management (CRM) and use of personalised offers to customers e.g. customer loyalty schemes which focus on increasing customer retention

Competitive strategies e.g. lowering prices, making products appear different to those of rivals, offering better quality products, offering 'extras'

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Investigate the structure of the online travel sector and how it interrelates with other sectors of the travel and tourism industry			<b>LO1 LO2</b> <b>D1</b> Critically analyse the impact of changing consumer and travel industry behaviour on the present structure of the online travel sector
<b>P1</b> Examine the structure of the online travel sector and how it has evolved  <b>P2</b> Explain how the online travel sector interrelates with other sectors and intermediaries in the travel industry	<b>M1</b> Analyse the impact that the emergence of the online travel sector has had on other sectors and intermediaries of the travel industry		
<b>LO2</b> Explain the main drivers behind the growth and development of the online travel sector			
<b>P3</b> Explain the main drivers behind the growth and development of the online travel sector, considering the influences of consumer and travel industry behaviour	<b>M2</b> Evaluate the relationship between the growth of the online travel agent and changes in consumer behaviour		
<b>LO3</b> Assess how the online retail travel sector can adapt to the internal and external influences which impact their success			<b>D2</b> Critically evaluate the impact of both internal and external influences upon business objectives and business practices
<b>P4</b> Using specific examples, suggest how the online travel sector can adapt to the internal and external influences which impact its success  <b>P5</b> Compare how organisations are adapting their practices in response to internal and external influences which impact their success	<b>M3</b> Evaluate the effectiveness of approaches used by specific online travel agencies in response to internal and external influences, to facilitate their success		



Pass	Merit	Distinction
<p><b>LO4</b> Examine the different approaches used to manage revenue and customer relationships to gain competitive advantage by an online travel agency</p>		<p><b>D3</b> Critically evaluate the relationship between building customer relationships and maximising revenue to gain competitive advantage</p>
<p><b>P6</b> Explore the effectiveness of different approaches used to manage revenue</p> <p><b>P7</b> Determine the effectiveness of different tools and technologies used to gain competitive advantage</p>	<p><b>M4</b> Evaluate the different approaches used to manage revenue and to build customer relationships to gain competitive advantage</p>	

## Recommended resources

### Textbooks

EVANGELOS, C., GRETZEL, U. and SIGALA, M. (2016) *Social Media in Travel, Tourism and Hospitality*. Oxford: Routledge.

HINES, T. (2013) *Supply chain strategies: customer-driven and customer-focused*. 4th ed. Harlow: Financial Times Prentice Hall.

LAW, R. and MILLS, J. (2013) *Handbook of Consumer Behavior, Tourism, and the Internet*. New York: Psychology Press.

MOLTZ, J. (2012) *Travel Connections: Tourism, Technology and Togetherness in a Mobile World*. Oxford: Routledge.

SALVADOR, M. and SALVADOR, P. (2015) *Online Travel Industry: Businesses and Opportunities*. 1st ed. Barcelona: Ecommerce School.

### Websites

[www.skift.com](http://www.skift.com)

Skift

Media insights and marketing news

(General Reference)

[www.T-Nooz.com](http://www.T-Nooz.com)

T-Nooz

News, reports and articles

(General Reference)

[www.traveldailymedia.com](http://www.traveldailymedia.com)

Travel Daily Media

Worldwide industry travel news

(General Reference)

[www.travolution.com](http://www.travolution.com)

Travolution

Digital and online analysis news

(General Reference)

## **Links**

This unit links to the following related units:

*Unit 2: Managing the Customer Experience*

*Unit 10: Tour Operations Management*

*Unit 11: Corporate Travel Management*

*Unit 20: Tourism Consumer Behaviour and Insight*

*Unit 35: Chain of Distribution Management in the Travel Industry*

## Unit 10: Tour Operations Management

<b>Unit code</b>	<b>A/616/2013</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to provide students with an understanding of tour operations management, including the stages involved in creating holidays, brochures, methods of distribution and strategic decision-making.

Tour operators play a major role in the tourism chain of distribution by providing an essential link between providers of services such as transport and accommodation with package tour customers. In today's modern, technologically-oriented and uncertain world, buyers of package holidays are looking for security, safety and a quality product. Tour operators can help to remove the uncertainty between the sellers and final buyers.

Tour operation businesses can now be found worldwide, providing exciting and challenging career opportunities for well-qualified individuals working in research, marketing, product development, contracting, pricing, sales, guiding and resort management. It is estimated that in Europe alone some half a million people are employed in travel agencies and tour operators.

Starting with 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.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explain the role, function, structure, types and organisation of the tour operating sector
2. Identify the different stages in developing a package holiday
3. Assess a range of package tour programmes in meeting target market needs
4. Examine strategic and tactical decisions made by tour operators.

## Essential content

### LO1 Explain the role, function, structure, types and organisation of the tour operating sector

#### *Role, function and types:*

Defining the tour operating business and business activities of tour operators

Different types of tour operators: mass market, independent, domestic, outbound, incoming, specialist

The functional roles of the tour operating business including product development, marketing and sales, and operations support

#### *Structure and organisation:*

Position of tour operators in the chain of distribution

Key tour operator profiles including origins, ownership, market segments, competition and scale to differentiate between different tour operators

Different types of products and services to meet different markets

The impacts of vertical and horizontal integration on the size and scale of the industry

Regulation of tour operators including governing bodies and regulatory requirements

### LO2 Identify the different stages in developing a package holiday

#### *Stages and timescale:*

Timescales for planning that include stages of market research, capacities, contracting suppliers, pricing, brochure production, marketing and sales, critical path analysis

#### *Research and forecasting:*

How to forecast effectively, changing patterns of consumer demand

The use of different research methodologies, sources and interpretation to devise a strategic marketing plan

#### *Capacity and contracting:*

Capacity calculations and capacity management

The process of contracting suppliers including transport, accommodation, transfers, and ancillary services

*Costing the holiday:*

The economics of packaging a holiday: capacity and yield management, marginal cost principles, competitive pricing

Costings: load factors, transport seat cost, accommodation cost, transfer cost, fixed and variable costs, mark-up, profit margins, distribution costs, agency commission/fees

*Pricing:*

Pricing strategies e.g. seasonal flexing, competitive pricing, skimming, special offers, discounting strategies

Currency conversions/hedging to offset adverse currency fluctuations

**LO3 Assess a range of package tour programmes in meeting target market needs**

*Brochures, printed and online:*

Planning issues and decisions regarding format, content, structure, style

Producing e-brochures and interactive brochure design

Timescales for the planning and production of the brochure including the creative brief, copywriting, proofing, colour proof, printing publications

Legal and regulatory considerations and requirements for tour operators

*Advertising, sales and after care:*

Channels of distribution and the value of having integrated channels and multi-media platforms

The use of different advertising sources and promotional activities

The programme launch and importance of core messaging campaigns Timing of the launch in terms of maximising exposure, contacting agents and sales representatives

Monitoring progress through booking patterns

Operational services and customer support in destination

Dealing with crisis and incidents, and managing customer complaints and feedback

#### LO4 **Examine strategic and tactical decisions made by tour operators**

##### *Strategic decisions:*

How tour operators differentiate themselves through market positioning e.g. up, mid, budget market to remain competitive through quality product and pricing

Product development and distribution

Increasing portfolios to strengthen and expand the business

The importance of marketing with strategies related to market positioning, target markets, image, branding, capacities and pricing

The importance of selecting appropriate distribution channels to match product portfolio

Business expansion, horizontal and vertical integration advantages and disadvantages, investment in new product development

Corporate social responsibility, environmental and social awareness, sustainable tourism and responsible management

##### *Tactical decisions:*

Response to the competition, discounting, late sales

Fluid pricing, yield management, maximising transport and accommodation occupancy, consolidations

##### *Crisis management and contingency planning:*

Response to unforeseen external factors e.g. terrorism, political and civil unrest, natural and man-made disasters, changes in economies and currency fluctuations



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explain the role, function, structure, types and organisation of the tour operating sector		<b>D1</b> Evaluate the impacts of integration on the scale and structure of large mass-market and independent specialist tour operations
<b>P1</b> Explore the different roles and functions of a range of tour operators <b>P2</b> Explain the scale and the structure of the tour operating industry	<b>M1</b> Compare and contrast the scale and structure of large mass-market operations and independent specialist operations	
<b>LO2</b> Identify the different stages in developing a package holiday		<b>D2</b> Critically analyse the key stages and components in the creation of a package holiday in meeting different business objectives for a range of tour operators
<b>P3</b> Outline the different stages and components in the creation of a package holiday for a range of different tour operator requirements <b>P4</b> Determine and forecast changes in consumer demand using different sources of research	<b>M2</b> Analyse the key stages and components in the creation of a package holiday to differentiate between a range of tour operator requirements	
<b>LO3</b> Assess a range of package tour programmes in meeting target market needs		<b>D3</b> Evaluate a range of package tour programmes which serve a similar product market and choose the best for meeting target market needs with justifications
<b>P5</b> Review the content of a range of package tour programmes which serve a similar product market	<b>M3</b> Compare and contrast a range of package tour programmes which serve a similar product market	
<b>LO4</b> Examine strategic and tactical decisions made by tour operators		<b>D4</b> Critically evaluate recent strategic and tactical decisions made by tour operators making valid recommendations for improvements
<b>P6</b> Explore examples of strategic and tactical decision-making in tour operations, providing specific tour operator examples	<b>M4</b> Assess external factors that adversely affect strategic and tactical decisions and recommend responses	

## Recommended Resources

### Textbooks

COOPER, C. and HALL, C.M. (2016) *Contemporary Tourism: An international approach*. Oxford: Goodfellow Publishers.

FLETCHER, J. et al. (2013) *Tourism, Principles and Practice*. 5th ed. Harlow: Pearson.

HOLLAND, J. and LESLIE, D. (2017) *Tour Operators and Operation: Development, Management and Responsibility*. Oxford: CABI.

HOLLOWAY, J.C. and HUMPHREYS, C. (2016) *The Business of Tourism*. 12th ed. Harlow: Pearson.

PAGE, S. (2014) *Tourism Management*. 5th ed. Oxford: Routledge.

### Websites

<a href="http://www.abta.com">www.abta.com</a>	Association of British Travel Agents (General Reference)
<a href="http://www.aito.com">www.aito.com</a>	Association of Tour Operators (General Reference)
<a href="http://www.thetravelfoundation.org">www.thetravelfoundation.org</a>	The Travel Foundation (General Reference)
<a href="http://www.tourismsociety.org">www.tourismsociety.org</a>	The Tourism Society (General Reference)

### Links

*Unit 9: Online Travel Management*

*Unit 11: Corporate Travel Management*

*Unit 35: Chain of Distribution Management in the Travel Industry*

*Unit 36: Dynamic Products and Packaging*

*Unit 37: Digital Sales and Marketing*

# Unit 11: Corporate Travel Management

<b>Unit code</b>	<b>F/616/2014</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

## Introduction

Corporate travel is a high quality, high yield sector of the travel and tourism industry, which operates globally to high levels all year round.

The aim of this unit is to develop students' knowledge of the corporate travel environment and the business travel agent's operational practices necessary to meet the needs of the corporate traveller. Students will examine different types of business travel, the range of business agents, and the products and services they provide. They will also examine business travel agency operations, including the day-to-day working practices, related legislation, trade associations and licensing, which are all essential in the success of any business travel organisation.

Students will further gain an understanding of factors that are currently affecting corporate travel and the way in which the business travel industry has responded to meet the changing needs of its customers. Through research of current industry practice and the use of case studies, students will critically evaluate the global business tourism market.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explain the different types, size and scope of the business travel sector and how it interrelates with other sectors of travel and tourism
2. Analyse the key influences impacting the global corporate travel environment and their effect on business travel agencies
3. Evaluate the different business practices used by business travel agents to meet customer needs and to maximise revenue
4. Recommend improvement to a customer relationship management strategy for a business travel agent.

## Essential content

### LO1 Explain the different types, size and scope of the business travel sector and how it interrelates with other sectors of travel and tourism

#### *Different types of organisations:*

Types of business travel e.g. incentive travel, exhibitions and trade fairs, conferences and meetings, and corporate events

The structure of business travel and tourism e.g. intermediaries, supply of products and services

Business services e.g. account management, global travel management, information management

#### *Size and scope of organisations:*

Global growth and developments of transnational, international and global organisations

The scale of business travel

The benefits for destinations

#### *Links with other sectors of travel and tourism:*

Stakeholders in corporate travel management

Infrastructure of specialist suppliers and market intermediaries which support business travel agents

Principles of supply chain management for corporate travel management

Relationships between airlines and business travellers

## LO2 **Analyse the key influences impacting the global corporate travel environment and their effect on business travel agencies**

### *Key influences:*

The historic development of business travel

Changing demand and the influence it has on the supply of business travel e.g. the geographical growth of business travel, the demographic needs of traveller types, the modern business traveller

Increase in global travel and the opportunities and challenges created by mobile workforces

Emerging technologies and availability of data e.g. targeted products being created using data to identify revenue opportunities, enabling customer relationship management

The influx of procurement and a focus on distribution effectiveness

The influence of the leisure experiences on business travel expectations e.g. user-generated content leading to increased benefits to the traveller in the search and shopping phases of leisure travel, the sharing economy

Impacts of world political and social events on global business travel e.g. economic recession, terrorism

Horizontal and vertical integration for expanding the types of services managed under the corporate travel umbrella

### *Effect of key influences on business travel agents:*

The use of demand forecasting and planning

Application of supply and demand analysis in relation to market types

Business environment analysis including opportunities and threats

Changes to business structure and business organisation

### LO3 Evaluate the different business practices used by business travel agents to meet customer needs and to maximise revenue

#### *Business practices:*

Account management: responsibility for managing a designated portfolio of accounts to retain business and increase revenue and profitability through consultative and intuitive selling

Information management: developing and maintaining reporting on KPIs and metrics that provide visibility of progress towards meeting agreed objectives

Use of Enterprise Resource Planning (ERP) systems

Complex itinerary development: dynamically pricing and packaging currently fragmented elements of travel into coherent, flexible and easily accessible add-ons to business travel, creating and promoting time-efficient packaged options

Customer Relationship Management (CRM) skills and systems which focus products, people and processes in the acquisition and retention of customers in a way most appropriate to their value

Strategic management and negotiation

Assessing the performance of providers of travel or accommodation against agreed criteria

Sales and marketing e.g. developing a social media strategy

Related legislation, trade associations and licensing

#### *Meeting complex needs:*

Complex itinerary planning business versus leisure

Events management services

Customer priorities for travel e.g. efficiency, access to WiFi, value for money, flexibility

Compliance with company travel policies

**LO4 Recommend improvement to a customer relationship management strategy for a business travel agent**

*Customer relationship strategy:*

Building extensive database and business partner information

Providing accessibility and integrated systems

Collecting and using personalised customer data

User-friendly interface

*Analysing a customer relationship strategy:*

Critical and objective approaches to identify negative and positive aspects of CRM strategies

Identifying and analysing issues and problems with strategy

The use of SWOT (Strengths, Weaknesses, Threats and Opportunities) analysis



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Explain the different types, size and scope of the business travel sector and how it interrelates with other sectors of travel and tourism</p>		<p><b>LO1 LO2</b></p> <p><b>D1</b> Critically evaluate the factors driving change in the global corporate economy and the implications this is having on the size and scope of the business travel sector</p>
<p><b>P1</b> Explain the different types, size and scope of the business travel sector</p> <p><b>P2</b> Discuss how the business travel sector interrelates with other sectors of the travel and tourism industry</p>	<p><b>M1</b> Evaluate the value and significance of business travel to the travel and tourism industry</p>	
<p><b>LO2</b> Analyse the key influences impacting the global corporate travel environment and their effect on business travel agencies</p>		
<p><b>P3</b> Determine and explain the key factors impacting the global corporate travel environment</p> <p><b>P4</b> Analyse the impact of key factors on the corporate travel environment and the implications this has for business travel agencies</p>	<p><b>M2</b> Evaluate the relationship between the factors influencing the corporate travel market and the organisation of business travel agencies</p>	

Pass	Merit	Distinction
<b>LO3</b> Evaluate the different business practices used by business travel agents to meet customer needs and to maximise revenue		<b>D2</b> Critically evaluate the relationship between maximising revenue and successfully meeting customer needs
<p><b>P5</b> Explain the key business practices used in business travel to meet the needs of the business traveller, using a range of specific organisational examples</p> <p><b>P6</b> Assess the effectiveness of different approaches used to maximise revenue, using a range of specific organisational examples</p>	<b>M3</b> Evaluate the strengths and weaknesses of different approaches in successfully maximising revenue and exceeding customer needs for a range of specific organisations	
<b>LO4</b> Recommend improvement to a customer relationship management strategy for a business travel agent		<b>D3</b> Justify recommendations for improvements of a customer relationship within a business travel agent
<b>P7</b> Evaluate a customer relationship management strategy within a business travel agent and present proposals for improvement	<b>M4</b> Evaluate all aspects of a customer relationship strategy within a business travel agent and present valid proposals to deliver more customised and personalised services	

## Recommended resources

### Textbooks

BEAVERSTOCK, J., DERUDDER, B., FAULCONBRIDGE, J. and WITLOX, F. (2010) *International Business Travel in the Global Economy*. Oxford: Routledge.

BEECH, J. and CHADWICK, S. (2005) *The Business of Tourism Management*. Harlow: Pearson.

COOPER, C. and HALL, C.M. (2016) *Contemporary Tourism: An international approach*. Oxford: Goodfellow Publishers.

FLETCHER, J., GILBERT, D., FYALL, A. and WANHILL, S. (2013) *Tourism Principles and Practice*. 4th ed. Harlow: Pearson.

HOLLOWAY, J.C. and HUMPRIES, C. (2016) *The Business of Tourism*. 10th ed. Harlow: Pearson.

### Links

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 9: Online Travel Management*

*Unit 10: Tour Operations Management*

*Unit 36: Dynamic Products and Packaging*

## Unit 12: Passenger Transport Services

<b>Unit code</b>	<b>J/616/2015</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Passenger transport services provide exciting and challenging career opportunities for well-qualified individuals working in research, strategic planning and marketing, product development and promotion, customer contact, and on-board crew.

The aim of this unit is to provide students with an understanding of the strategic importance of passenger transport services in today's modern world. Each passenger transport service industry will be examined in relation to structure, organisation and management. The current trends influencing the sectors will also be examined and the implications this has for managing transport services.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explain the different types, size and scope of passenger transport services
2. Analyse the development of the passenger transport industry to meet the needs and demands of travellers
3. Investigate the principles of passenger transport management applied to a chosen case study
4. Assess strategic and tactical decisions made by international passenger transport operators.

## Essential content

### LO1 Explain the different types, size and scope of passenger transport services

#### *Structure and organisation:*

Air: by size (flag carriers, independent, schedule, charter), destinations served (short, medium, long, ultra-long haul), and by markets served (leisure, business, mixed)

Airline alliances

Airports by size and management structure

Rail: by ownership (public, private), operators and routes (inter-city, regional, local, airport services)

Stations by size and management structure

Road: bus and coach by ownership (public, private), operators and routes (inter-city, regional, local)

Coach terminals by size and management

Taxi operators and services

Sea: by sector, operator and size (ferry, cruise, river, fleets)

Passenger shipping terminals by size and management

The differences in operations of the passenger air, rail, road and shipping industries

### LO2 Analyse the development of the passenger transport industry to meet the needs and demands of travellers

#### *Evolution of transport systems and services:*

Air: the impact of technology on developments of passenger aircraft e.g. supersonic jets, Boeing 777x and terminals e.g. online reservations, self-service check-in, e-ticketing, mobile boarding passes, facial recognition at immigration to increase passenger comfort and safety

Airport retail developments and expanding commercial activities

Differentiation of products and services for economy, business and first-class passengers

Rail: the impact of technology on trains e.g. inter-city, high speed, on-board services

Station retail developments and expanding commercial activities

Differentiation of products and services for classes of rail travel

Road: the impact of technology on long-distance inter-city coach design and facilities

The use of Big Data and mobile technologies impacting on services

Disruptive innovation e.g. rise of Uber and Lyft

Sea: the impact of technology on ferries and cruise vessels e.g. mega ferries

Shipboard innovations and technological advances in cruise ship developments and infrastructure requirements

Innovative design of interior and exterior of ships to cater for specialist passenger needs e.g. disabilities

Specific services to meet culturally diverse range of passengers

### **LO3 Investigate the principles of passenger transport management applied to a chosen case study**

#### *Planning issues:*

Local management structure and different departmental activities

Different stakeholder requirements

Product development and route expansion

Scheduling and timetabling operations to meet performance and safety targets

Administration, monitoring and reporting

#### *Financial aspects:*

Different types of pricing policies and costings of transport systems

The distinction between fixed and variables costs

The principles of yield management

#### *Sustainable management:*

Sustainable planning and logistics

Offsetting carbon footprint

CSR initiatives

#### *Staffing:*

Head Office functional roles e.g. product development, marketing, human resources

On-board crew provision, and resourcing and allocation

Staff management, work shift rotas and coordinating staff training

*Legal:*

Regulatory and legal requirements e.g. Health and Safety, security, environmental, passenger charters and economic regulation

Regulatory bodies e.g. Civil Aviation Authority (CAA), Cruise Lines International Association (CLIA)

**LO4 Assess strategic and tactical decisions made by international passenger transport operators**

*Strategic decisions:*

Market positioning, target markets, image, branding, capacities, pricing

Distribution channels, intensive, selective, online (internet, social media), intermediaries (tour operators, travel agencies, tourist organisations)

Business expansion, horizontal and vertical integration advantages and disadvantages, investment in new product development

Corporate social responsibility, environmental and social awareness, sustainable tourism, responsible management

*Tactical decision-making:*

Response to the competition, discounting, late sales

Response to external factors: terrorism, political and civil unrest, natural and man-made disasters, changes in economies and currency fluctuations

Fluid pricing, yield management, maximising transport and accommodation occupancy, consolidations



## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Explain the different types, size and scope of passenger transport services			<b>LO1 LO2</b> <b>D1</b> Critically evaluate on the effectiveness of passenger transport services and operations in terms of satisfying the demands and needs of passengers, using a range of examples
<b>P1</b> Discuss the different types, size and scope of passenger transport services, including air, rail, road and sea	<b>M1</b> Analyse the different passenger transport operations and services of passenger air, rail, road and sea industries		
<b>LO2</b> Analyse the development of the passenger transport industry to meet the needs and demands of travellers			
<b>P2</b> Summarise key historical milestones in the development of passenger transport services  <b>P3</b> Analyse the most current developments in transportation and terminals to satisfy the demands and needs of passengers	<b>M2</b> Evaluate current developments and trends in passenger transport and terminals for meeting passenger needs and expectations, using a range of examples		
<b>LO3</b> Investigate the principles of passenger transport management applied to a chosen case study			<b>D2</b> Make recommended solutions to resolve a range of issues in application to a chosen organisation
<b>P4</b> Examine a range of issues in passenger transport management applied to a chosen organisation	<b>M3</b> Evaluate the outcomes of measures taken to address a range of issues faced by management in a chosen organisation		
<b>LO4</b> Assess strategic and tactical decisions made by international passenger transport operators			<b>D3</b> Critically evaluate strategic decisions and the impact of external factors, making justified recommendations
<b>P5</b> Review strategic and tactical decisions made by passenger transport industries, providing specific examples of a passenger transport operator	<b>M4</b> Evaluate external factors that can adversely affect strategic decisions and recommend responses and solutions for specific examples of a passenger transport operator		

## Recommended resources

### Textbooks

BUDD, L. and ISON, S. (2016) *Air Transport Management, an International Perspective*. Oxford: Routledge.

COOK, N.G. and BILLIG, B. (2017) *Airline Operations and Management*. Oxford: Routledge.

FLETCHER, J. et al. (2013) *Tourism, Principles and Practice*. 5th ed. Harlow: Pearson.

GIBSON, P. (2012) *Cruise Operations Management*. Oxford: Routledge.

GLOVER, J. (2013) *Principles of Railway Operation*. Shepperton: Ian Allan Publishing.

GROSS, S. (2014) *Introduction to Tourism Transport*. Wallingford: CABI.

HOLLOWAY, J.C. and HUMPHREYS, C. (2016) *The Business of Tourism*. 12th ed. Harlow: Pearson.

PEDERSEN, R. (2015) *Western Ferries, Taking on the Giants*. Edinburgh: Birlinn Ltd.

RYSZKA-ONIONS, A. (2016) *Ocean Ships*. 17th ed. Shepperton: Ian Allan Publishing.

### Websites

<a href="http://www.cruising.org">www.cruising.org</a>	Cruise Lines International Association (General Reference)
<a href="http://www.iata.org">www.iata.org</a>	International Air Transport Association (General Reference)
<a href="http://www.maritimejournal.com">www.maritimejournal.com</a>	Maritime Journal (Research)
<a href="http://www.passengertransport.co.uk">www.passengertransport.co.uk</a>	Passenger Transport Magazine Articles, news, trends (General Reference)

## **Links**

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 6: Managing Aviation Services*

*Unit 21: Airline Operations Management*

*Unit 42: Cruise Management*

## Unit 13: Global Tourism Destinations

<b>Unit code</b>	<b>L/616/2016</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit provides students with an understanding of the scale, nature and development of tourism at a global level.

Students will use statistics to analyse the scale and value of tourism in all global regions. Having identified trends, they will explain these trends, most notably that of continued growth. They will be required to examine the growth in different global regions and specific destinations. Research will take the form of the interpretation of the United Nations World Tourism Organisation (UNWTO) and other statistics, the analysis of emerging destinations, and broad reading of relevant academic theories of tourism and tourism growth.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the scale and nature of global tourism
2. Assess the growth and characteristics of key emerging markets and destination regions
3. Explore the roles of key organisations in the development of global tourism
4. Appraise threats, issues and challenges to the future development of global tourism.

## Essential content

### LO1 Examine the scale and nature of global tourism

#### *Global tourism statistics, trends and flows:*

Statistical data including visitor flows, arrivals, expenditure, revenue generation, market-share for national and international tourism

Key trends and predicted outlook for national, international and continental markets

World's top tourism destinations and how these have changed over time

#### *Tourism-generating areas:*

The characteristics of the main tourism-generating regions of the world based on demographics, economic and geographical factors

#### *Tourism-receiving areas:*

The characteristics of the main tourism-receiving regions of the world based on location, climate, environment, culture and economic factors

### LO2 Assess the growth and characteristics of key emerging markets and destination regions

#### *Growth and scale of tourism destinations in different global regions:*

The geographical appeal of different tourism destinations e.g. coastal beach resorts, islands, national parks, wildlife reserves and protected landscapes

The historical and cultural appeal of tourism destinations including cities, towns, regions for distinctive cultural traditions, customs and architecture

The 4 A's of destinations: Attractions, Amenities, Access and Ancillary Services

Mature destinations versus emerging destinations

The stages of the destination area life cycle (Butler)

#### *Emerging markets:*

Factors leading to the growth of specific markets and destinations

Strategies and tactics employed by emerging destinations

Future predictions and forecasts

### LO3 **Explore the roles of key organisations in the development of global tourism**

#### *Key organisations:*

Organisations which influencing global tourism – National and International agencies e.g. World Tourism Organisation (WTO), International Air Transport Association (IATA), United Nations (UN), European Union (EU)

Multinational tourism providers, travel agents, tour operators

The role, aims and policies of organisations

The significance and influence of tourist organisations

### LO4 **Appraise threats, issues and challenges to the future development of global tourism**

#### *Economic:*

The impact of new and emerging economies on supply and demand

Economic factors that affect global tourism development e.g. rising levels of income, disposable income, prosperity versus recession and exchange rate fluctuations

The impact of rising aviation taxation and fluctuating fuel costs

#### *Political:*

The growth or regionalism and pressure for independence affecting entry and exit policy, travel restrictions, tariffs, safety, terrorism perceptions of safety

#### *Environmental:*

The key environmental concerns as identified by the United Nations Environment Programme (UNEP): climate change, environmental damage and depletion and loss of biodiversity

Additional factors e.g. pollution, disease, environmental legislation, public opinion, power use

#### *Social trends:*

Changing customer requirements and expectations driven by advances in technology, fashions, changing activities and events

*Technological trends:*

Impacts on marketing of destinations using multi-media platforms and integrated marketing channels (IMC)

The use of mobile technologies and cloud technology in raising destination awareness and interaction with visitors

The use of online distribution channels, expanding accessibility to information and bookings



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine the scale and nature of global tourism		<b>LO1 LO2</b>  <b>D1</b> Critically evaluate the impact of both key and emerging markets, and significant factors affecting global tourism
<b>P1</b> Interpret statistics to accurately present an overview of the nature and trends of tourism on a global scale  <b>P2</b> Investigate the characteristics of key tourist-generating and receiving areas of the world	<b>M1</b> Analyse how the scale and nature of tourism on a global level has been influenced by the emerging economies	
<b>LO2</b> Assess the growth and characteristics of key emerging markets and destination regions		
<b>P3</b> Determine specific reasons for the growth of key global tourism-generating and receiving areas of the world  <b>P4</b> Compare and contrast the differences between a range of emerging global tourism destinations in relation to stages of the destination life cycle, factors driving growth, and strategies employed	<b>M2</b> Evaluate and compare the importance of different factors affecting and driving tourism statistical trends in a range of different global regions	

Pass		Merit	Distinction
<b>LO3</b> Explore the roles of key organisations in the development of global tourism			<b>LO3 LO4</b> <b>D2</b> Make justified recommendations for Government and other international organisations for managing future tourism development in response to threats, issues and challenges
<b>P5</b> Investigate the role and responsibilities of key international organisations in the development of global tourism	<b>M3</b> Evaluate the significance of key organisations in the growth and development of global tourism		
<b>LO4</b> Appraise threats, issues and challenges to the future development of global tourism			
<b>P6</b> Review the significance of various threats, issues and challenges to the future development of global tourism	<b>M4</b> Analyse the implications of significant threats, issues and challenges to global tourism		

## Recommended resources

### Textbooks

MULLER, D. and WIECKOWSKI, M. (2018) *Tourism in Transitions: Recovering Decline, Managing Change (Geographies of Tourism and Global Change)*. New York: Springer.

REID, D.G. (2014) *Tourism, Globalization and Development: Responsible Tourism Planning*. London: Pluto Press.

THEOBALD, W. (2016) *Global Tourism*. 3rd ed. Oxford: Routledge.

### Websites

[www.data.worldbank.org](http://www.data.worldbank.org)

The World Bank

Research, Data and Statistics

(General Reference)

[www.statista.com](http://www.statista.com)

Statista

Statistics, publications and research

(General Reference)

[www.unwto.com](http://www.unwto.com)

United Nations World Tourism Organisation

Market Trends, Statistics and data

(General Reference)

[www.wttc.com](http://www.wttc.com)

World Travel and Tourism Council

Research

(General Reference)

### Links

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 24: Destination Management Services*

*Unit 43: International Tourism Planning and Policy*

## Unit 14: Work Experience

<b>Unit code</b>	<b>M/616/1800</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

A crucial part of a professional's skills, abilities and competences are developed during work, and are refined through practical experiences and 'learning by doing'. Employers rate work experience above all else and the HN qualifications aim to make students work-ready and prepare them with the appropriate balanced skills profile that employers require.

Integral to achieving 'work readiness' is the need for practical application and contextualisation of learning, a perspective that is increasingly sought after by employers. Curriculum that helps students gain real-world, relevant experience in their chosen careers have proven to be an enabler for graduate progression to employment and of considerable value to students' personal and professional development.

This unit aims to enable students to develop personal and professional skills by engaging in practical tasks and activities within a relevant workplace. It is designed to facilitate supervised learning in a workplace that can be fit around full-time or part-time student commitments and enables both an employer as well as an academic supervisor to monitor and support students through a goal-oriented process. The minimum work experience hours required for completion is 80 hours.

Students will be given the opportunity to identify and plan their own skills development in line with a chosen career path or direction. It will be expected that students negotiate and agree work experience in an appropriate work context, agreed by the employer and academic supervisor. They will monitor and record evidence from the tasks and activities that they undertake, to allow them to evaluate the process and any shortcomings in their development going forward.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Investigate the value and benefits of practical work experience for career and personal development
2. Plan suitable and relevant work experience in an appropriate service sector organisation
3. Undertake appropriate work experience to develop professional skills and competences
4. Evaluate personal skills and competences developed during practical work experiences.

## Essential content

### LO1 Investigate the value and benefits of practical work experience for career and personal development

#### *Organisational contexts for career development:*

Different service sector sub-sectors and organisational contexts

The key roles and responsibilities found within different service sub-sectors

#### *Learning and development in work environments:*

Academic knowledge versus practical knowledge and skills

Learning theories including Bloom's taxonomy, Gardner's Multiple Intelligences and Bandura's Social Learning Theory

Concept of application of theory to practice

The benefits of practical learning

Career progression and employer expectations of key employability skills e.g. interpersonal skills, communication skills, critical thinking, presentation skills, leadership skills, teamwork

The importance and value of soft skills to the travel and tourism industry

Soft skills versus hard skills

### LO2 Plan suitable and relevant work experience in an appropriate service sector organisation

#### *Setting development plans, goals and objectives:*

'SMART' planning, writing of goals and objectives

Self-assessment of skills and competences

#### *Learning and development approaches:*

Visual, Auditory, Kinesthetic (VAK) learning styles, Honey & Mumford learning cycle, KOLB's learning cycle

Different learning approaches e.g. shadowing, in-house courses and on-job training, online learning, formal training, buddying, secondment, coaching and mentoring, job rotation, workshops, conferences

*Preparation tools and techniques for career development:*

Looking at job applications, CV and interview preparation

Interview and presentation skills

The importance of understanding the appropriate uniform and dress-code for the job role in relation to the interview process

Service sub-sector specific equipment and requirements

### **LO3 Undertake appropriate work experience to develop professional skills and competences**

*Carry out planned tasks and activities:*

Engagement in tasks such as projects, routine duties, operational issues, formal training, legal compliance, process development

People management and leadership

Application of problem-solving, contingency planning, coordinating tasks, teamwork

Professional conduct and behaviours to display whilst working, presenting a brand identity, the importance of uniformity in presentation

### **LO4 Evaluate personal skills and competences developed during practical work experiences**

*Recording of actions and activities in suitable formats:*

Methodical record of experiences gained during work, linked to skills to be developed

Recorded in appropriate methods such as journal, logbook, diary, portfolios, online records

Creation of evidence in appropriate formats

*Reviewing and evaluating progress:*

Reflection of career development and learning within the work environment in areas e.g. systems, interpersonal skills, problem-resolution, incidents and accidents, teamwork and management practices

Recommendations on how to enhance future development plans e.g. different work context, alternative roles and titles, locations, preparation methods, time management

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Investigate the value and benefits of practical work experience for career and personal development		<b>D1</b> Critically evaluate the benefits of practical action learning to underpin theory and approaches in the work environment
<p><b>P1</b> Explore and discuss different learning theories that could be used to inform a suitable work experience</p> <p><b>P2</b> Examine the benefits of practical work experience for professional skills and career development</p>	<p><b>M1</b> Evaluate a range of different learning theories in practice, to highlight and emphasise the benefits of action-learning for career development</p>	
<b>L02</b> Plan suitable and relevant work experience in an appropriate service sector organisation		<b>D2</b> Analyse and interpret actions, activities and approaches adopted within a structured development plan to gain appropriate work experience within a service sector organisation
<p><b>P3</b> Construct a development plan for skills and career advancement within a chosen service sector context</p> <p><b>P4</b> Explain a range of tools and techniques that can be used to acquire appropriate work experience within a service sector organisation</p>	<p><b>M2</b> Devise an in-depth development plan that provides a detailed outline of the approaches, tools and techniques applied to gain appropriate work experience within a service sector organisation</p>	
<b>L03</b> Undertake appropriate work experience to develop professional skills and competences		<b>D3</b> Critically reflect on development processes within the workplace to establish strengths and weaknesses of the different approaches adopted
<p><b>P5</b> Conduct appropriate work experience to develop specific skills for career development whilst producing ongoing evidence of work performance</p>	<p><b>M3</b> Examine the development processes within a work context to maximise growth opportunities within the work experience</p>	



Pass	Merit	Distinction
<p><b>LO4</b> Evaluate personal skills and competences developed during practical work experiences</p>		
<p><b>P6</b> Evaluate skills, performance and career development to identify areas for future advancement</p> <p><b>P7</b> Recommend methods and techniques to enhance development processes within the given service sector work environment</p>	<p><b>M4</b> Produce an evidence-based evaluation of work experiences, making actionable and tangible recommendations for enhanced development processes</p>	<p><b>D4</b> Justify the evaluation and recommendations of different approaches to enhancing development in practice</p>

## Recommended resources

### Textbooks

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage.

DONE, J. and MULVEY, R. (2011) *Brilliant Graduate Career Handbook*. Harlow: Pearson.

KIRTON, B. (2012) *Brilliant Workplace Skills for Students & Graduates*. Harlow: Pearson.

ROOK, S. (2016) *Work Experience, Placements & Internships*. London: Palgrave.

### Websites

[www.cipd.co.uk](http://www.cipd.co.uk)

Chartered Institute of Personnel  
and Development

(General Reference)

[www.mindtools.com](http://www.mindtools.com)

Mind Tools

Career Support Resources

(General Reference)

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

National Careers Service

CVs, Skills Health Check

(General Reference)

### Links

This unit links to the following related units:

*Unit 3: Professional Identity and Practice*

*Unit 4: The Travel and Tourism Business Toolkit*

## Unit 15: Management Accounting

<b>Unit code</b>	<b>H/508/0489</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The overall aim of this unit is to introduce the fundamentals of management accounting which apply to the wider business environment and the organisations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organisations.

On successful completion of this unit, students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning. In addition, students will have the fundamental knowledge and skills to progress onto a higher level of study.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Demonstrate an understanding of management accounting systems
2. Apply a range of management accounting techniques
3. Explain the use of planning tools used in management accounting
4. Compare ways in which organisations could use management accounting to respond to financial problems.

## Essential Content

### LO1 **Demonstrate an understanding of management accounting systems**

#### *Introduction to management accounting:*

What is management accounting? Definition of management accounting

What is a management accounting system?

Why is it important to integrate these within an organisation?

Explore the origin, role and principles of management accounting

The distinction between management and financial accounting

#### *Different types of management accounting systems:*

Cost-accounting systems, inventory management systems, job-costing systems and price-optimising systems

Benefits of different types of systems

#### *Presenting financial information:*

Why information should be relevant to the user, reliable, up-to-date and accurate

Why the way in which the information is presented must be understandable

Different types of managerial accounting reports

### LO2 **Apply a range of management accounting techniques**

#### *Microeconomic techniques:*

What is meant by cost? Different costs and cost analysis

Cost-volume profit, flexible budgeting and cost variances

Applying absorption and marginal costing

#### *Product costings:*

Fixed and variable costs, cost allocation

Normal and standard costing, activity-based costing and the role of costing in setting price

*Cost of inventory:*

Definition and meaning of inventory costs and different types of inventory costs

The benefits of reducing inventory costs to an organisation

Valuation methods

Cost variances

Overhead costs

**LO3 Explain the use of planning tools used in management accounting**

*Using budgets for planning and control:*

Preparing a budget

Different types of budgets (e.g. capital and operating)

Alternative methods of budgeting

Behavioural implications of budgets

*Pricing:*

Pricing strategies

How do competitors determine their prices?

Supply and demand considerations

*Common costing systems:*

Actual costing, normal costing and standard costing systems

How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing

*Strategic planning:*

Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organisation

**LO4 Compare ways in which organisations could use management accounting to respond to financial problems**

*Identifying financial problems:*

Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems

*Financial governance:*

Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems

Using financial governance to monitor strategy

*Management accounting skill sets:*

What are the characteristics of an effective management accountant?

How can these skills be used to prevent and/or deal with problems?

*Effective strategies and systems:*

The development of strategies and systems which require effective and timely reporting, full disclosure of financial positions and are responsibly owned and governed

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Demonstrate an understanding of management accounting systems			<b>D1</b> Critically evaluate how management accounting systems and management accounting reporting is integrated within organisational processes
<b>P1</b> Explain management accounting and give the essential requirements of different types of management accounting systems	<b>M1</b> Evaluate the benefits of management accounting systems and their application within an organisational context		
<b>P2</b> Explain different methods used for management accounting reporting			
<b>LO2</b> Apply a range of management accounting techniques			<b>D2</b> Produce financial reports that accurately apply and interpret data for a range of business activities
<b>P3</b> Calculate costs using appropriate techniques of cost analysis to prepare an income statement using marginal and absorption costs	<b>M2</b> Accurately apply a range of management accounting techniques and produce appropriate financial reporting documents		
<b>LO3</b> Explain the use of planning tools used in management accounting			<b>LO3 LO4</b> <b>D3</b> Evaluate how planning tools for accounting respond appropriately to solving financial problems, to lead organisations to sustainable success
<b>P4</b> Explain the advantages and disadvantages of different types of planning tools used for budgetary control	<b>M3</b> Analyse the use of different planning tools and their application for preparing and forecasting budgets		
<b>LO4</b> Compare ways in which organisations could use management accounting to respond to financial problems			
<b>P5</b> Compare how organisations are adapting management accounting systems to respond to financial problems	<b>M4</b> Analyse how, in responding to financial problems, management accounting can lead organisations to sustainable success		



## Recommended Resources

### Textbooks

DRURY, C. (2015) *Management and Cost Accounting*. 9th ed. London: Cengage Learning.

EDMONDS, T. and OLDS, P. (2013) *Fundamental Managerial Accounting Concepts*. 7th ed. Maidenhead: McGraw-Hill.

HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and SCHATZBERG, J. (2013) *Introduction to Management Accounting*. Global ed. Harlow: Pearson.

SEAL, W. et al. (2014) *Management Accounting*. 5th ed. Maidenhead: McGraw-Hill.

### Links

This unit links to the following related units:

*Unit 4: The Travel and Tourism Business Toolkit*

*Unit 18: Entrepreneurship and Small Business Management*

*Unit 49: Managing and Running a Small Business*

# Unit 16: Marketing Essentials for Travel and Tourism

<b>Unit code</b>	<b>R/616/2017</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

## Introduction

This unit is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Tourism organisations such as Expedia, British Airways and Hilton, and small local independent businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer, buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up their own business or being employed by an organisation.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Explain the role of marketing and how it interrelates with other functional areas of a travel and tourism organisation
2. Compare ways in which travel and tourism organisations use elements of the marketing mix (7Ps) to achieve overall business objectives
3. Develop a basic marketing plan to meet marketing objectives for a travel and tourism organisation.

## Essential Content

### LO1 Explain the role of marketing and how it interrelates with other functional areas of a travel and tourism organisation

#### *Definitions and the marketing concept:*

Definitions of marketing

The development of the marketing concept, including current and future trends in travel and tourism marketing

The nature of marketing travel and tourism and different marketing approaches

How the external environment influences and impacts upon marketing activity

#### *The role of marketing:*

The structure and operations of marketing departments

Overview of marketing processes that include analysis, strategic planning and the marketing mix

The different roles of travel and tourism marketing within both a Business to Consumer (B2C) and Business to Business (B2B) context

#### *The interrelationships of functional units:*

Marketing as a business function

The different roles of and interrelationships between marketing and other functional areas of tourism business

### LO2 Compare ways in which travel and tourism organisations use elements of the marketing mix (7Ps) to achieve overall business objectives

#### *The 7Ps marketing mix:*

Product: Differences between products and services, importance of brands, product development and product lifecycle

Product image and product placement

Price: Pricing context, pricing strategies and tactics

Place: The chain of distribution and shifts in channel management and distribution

Promotion: Integrated communication mix and promotional tools

The use of the Awareness Interest Desire Action (AIDA) model

People: The different roles of 'people' in marketing, including customer interfacing and support personnel

The different skills, attitudes and behaviour of people delivering the product or service to customers

Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements

The role of the servicescape and the service encounter

Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function.

*Achieving overall business objectives:*

The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix.

An overview of the marketing planning process (analysis, planning, implementation and control) and marketing strategy.

### **LO3 Develop a basic marketing plan to meet marketing objectives for a travel and tourism organisation**

*Marketing planning:*

The importance and value of marketing plans

The links between marketing plans, marketing objectives and marketing strategies

Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis

*Structure and development of marketing plans:*

Market segmentation and target market selection

Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Explain the role of marketing and how it interrelates with other functional areas of a travel and tourism organisation			<b>D1</b> Critically analyse and evaluate the key elements of the marketing function and how they interrelate with other functional units of a travel and tourism organisation
<b>P1</b> Explain the key roles and responsibilities of the marketing function  <b>P2</b> Explain how roles and responsibilities of marketing relate to the wider organisational context of a travel and tourism organisation	<b>M1</b> Analyse the roles and responsibilities of marketing in the context of the marketing environment  <b>M2</b> Analyse the significance of interrelationships between marketing and other functional units of a travel and tourism organisation		
<b>LO2</b> Compare ways in which travel and tourism organisations use elements of the marketing mix (7Ps) to achieve overall business objectives			<b>LO2 LO3</b> <b>D2</b> Design a strategic marketing plan that tactically applies the use of the 7Ps to achieve overall marketing objectives for a travel and tourism organisation
<b>P3</b> Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives	<b>M3</b> Evaluate different tactics applied by organisations to demonstrate how business objectives can be achieved		
<b>LO3</b> Develop a basic marketing plan to meet marketing objectives for a travel and tourism organisation			
<b>P4</b> Produce a basic marketing plan for a travel and tourism organisation to meet marketing objectives	<b>M4</b> Produce a detailed, coherent evidence-based marketing plan that applies the marketing mix to meet marketing objectives for a travel and tourism organisation		

## Recommended Resources

### Textbooks

- BLYTHE, J. and MARTIN, J. (2016) *Essentials of Marketing*. 3rd ed. Harlow: Pearson.
- BOWIE, D. and BUTTLE, F. (2016) *Hospitality Marketing: Principles and Practice*. 3rd ed. Oxford: Routledge.
- GROUCUTT, J. and HOPKINS, C. (2015) *Marketing (Business Briefings)*. London: Palgrave Macmillan.
- JOBBER, D. and CHADWICK, F. (2016) *Principles and Practice of Marketing*. 8th ed. Maidenhead: McGraw-Hill.
- KOTLER, P., BOWEN, J. et al. (2016) *Marketing for Hospitality and Tourism*. 7th ed. Harlow: Pearson.
- MCDONALD, M. and WILSON, H. (2016) *Marketing Plans: How to Prepare Them, How to Use Them*. 8th ed. Chichester: John Wiley and Sons.

### Websites

- |  |   |
|--|---|
| <a href="http://www.ama.org">www.ama.org</a>     | American Marketing Association<br>(General Reference)   |
| <a href="http://www.cim.co.uk">www.cim.co.uk</a> | Chartered Institute of Marketing<br>(General Reference) |

### Links

This unit links to the following related units:

*Unit 26: Destination Marketing*

*Unit 34: Marketing for Ethical Tourism*

*Unit 37: Digital Sales and Marketing*

*Unit 49: Managing and Running a Small Business*

## Unit 17: Human Resource Management

<b>Unit code</b>	<b>Y/508/0487</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use Human Resource (HR) methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.



## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives
2. Evaluate the effectiveness of the key elements of Human Resource Management in an organisation
3. Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation
4. Apply Human Resource Management practices in a work-related context.

## Essential Content

### LO1 Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives

#### *The nature and scope of HRM:*

Definitions of HRM

What are the main functions and activities of HRM

The 'Best Fit' approach versus 'Best Practice'

The hard and soft models of HRM

Workforce planning

Types of labour market, labour market trends and PESTLE

The internal labour market

Analysing turnover, stability and retention

The impact of legal and regulatory frameworks

The impact that advances in technology have had upon improving the efficiency of HR practices

#### *Recruitment:*

Sources of recruitment: internal versus external recruitment

Job analysis, job descriptions, personal specifications and competency frameworks

#### *Selection:*

Main methods of selection: strengths and weaknesses of each

Reliability and validity as key criteria

#### *On-boarding and induction:*

The issues affecting successful induction and socialisation of employees

## **LO2 Evaluate the effectiveness of the key elements of Human Resource Management in an organisation**

### *Learning, development and training:*

Differentiating development and training  
Identifying training needs – the training gap  
Types of training  
Evaluation of training

### *Job and workplace design:*

Reward management: extrinsic and intrinsic rewards from work  
The link between motivational theory and reward  
Series of job-design extension techniques

### *The flexible organisation:*

Types of flexibility: numerical, structural and functional flexibility  
Models of flexible organisations (e.g. Handy, Atkinson)  
Flexible working options in modern organisations  
Benefits to employers and benefits to employees of flexible working practices

### *Performance and reward:*

Performance management and methods used to monitor employee performance  
Types of payment and reward system  
Methods of a determination

## **LO3 Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation**

### *Employee relations:*

Maintaining good employee relations  
Strategies for building and improving employee relations and engagement

*Employee relations and the law:*

The purpose of employment law

Key legal issues and constraints (e.g. equality, data protection, Health and Safety, redundancy, dismissal, employment contracts)

Ethical and social responsibilities

*Trade unions and workplace representation:*

The role of trade unions – local/national

Collective agreements

Discipline, grievances and redundancy – best practice

**LO4 Apply Human Resource Management practices in a work-related context**

*Job and person specifications:*

Preparing job specifications and person specifications applicable to the recruitment context and needs of the organisations, taking into account legislation and company policies

*Recruitment and selection in practice:*

The impact of technology on improving the recruitment and selection process, the use of online resources, digital platforms and social networking

Designing and placing job advertisements

Shortlisting and processing applications

Interview preparation and best practice

Selection best practice

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives</p>		<p><b>D1</b> Critically evaluate the strengths and weaknesses of different approaches to recruitment and selection, supported by specific examples</p>
<p><b>P1</b> Explain the purpose and the functions of HRM, applicable to workforce planning and resourcing an organisation</p> <p><b>P2</b> Explain the strengths and weaknesses of different approaches to recruitment and selection</p>	<p><b>M1</b> Assess how the functions of HRM can provide talent and skills appropriate to fulfil business objectives</p> <p><b>M2</b> Evaluate the strengths and weaknesses of different approaches to recruitment and selection</p>	
<p><b>LO2</b> Evaluate the effectiveness of the key elements of Human Resource Management in an organisation</p>		<p><b>D2</b> Critically evaluate HRM practices and application within an organisational context, using a range of specific examples</p>
<p><b>P3</b> Explain the benefits of different HRM practices within an organisation for both the employer and employee</p> <p><b>P4</b> Evaluate the effectiveness of different HRM practices in terms of raising organisational profit and productivity</p>	<p><b>M3</b> Explore the different methods used in HRM practices, providing specific examples to support evaluation within an organisational context</p>	
<p><b>LO3</b> Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation</p>		<p><b>LO3 LO4</b></p> <p><b>D3</b> Critically evaluate employee relations and the application of HRM practices that inform and influence decision-making in an organisational context</p>
<p><b>P5</b> Analyse the importance of employee relations in respect to influencing HRM decision-making</p> <p><b>P6</b> Identify the key elements of employment legislation and the impact it has upon HRM decision-making</p>	<p><b>M4</b> Evaluate the key aspects of employee relations management and employment legislation that affect HRM decision-making in an organisational context</p>	

Pass	Merit	Distinction
<b>LO4</b> Apply Human Resource Management practices in a work-related context		
<b>P7</b> Illustrate the application of HRM practices in a work-related context, using specific examples	<b>M5</b> Provide a rationale for the application of specific HRM practices in a work-related context	

## Recommended Resources

### Textbooks

ARMSTRONG, M. and TAYLOR, S. (2014) *Armstrong's Handbook of Human Resource Management Practice*. 13th ed. London: Kogan Page.

BACH, S. and EDWARDS, M. (2013) *Managing Human Resources*. Oxford: Wiley.

BRATTON, J. and GOLD, J. (2012) *Human Resource Management: Theory and Practice*. 5th ed. Basingstoke: Palgrave.

TORRINGTON, D. et al. (2011) *Human Resource Management*. 8th ed. London: Prentice Hall.

### Websites

<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute for Personnel and Development (General Reference)
<a href="http://www.hr-guide.com">www.hr-guide.com</a>	HR Guides (General Reference)
<a href="http://www.shrm.org">www.shrm.org</a>	Society for Human Resource Management (General Reference)

### Links

This unit links to the following related units:

*Unit 4: The Travel and Tourism Business Toolkit*

*Unit 44: Organisational Behaviour*

*Unit 47: Strategic Human Resource Management*

*Unit 49: Managing and Running a Small Business*

# Unit 18: Entrepreneurship and Small Business Management

<b>Unit code</b>	<b>T/508/0495</b>
<b>Unit level</b>	<b>4</b>
<b>Credit value</b>	<b>15</b>

## Introduction

This unit provides students with an understanding of the definition and scope of entrepreneurship, and an understanding of the enablers and barriers to business start-up.

Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs, including the impact of personal situational factors, such as education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge, together with their learning, to be able to identify the characteristics of entrepreneurial ventures.



## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Explore and illustrate the range of venture types that might be considered entrepreneurial
2. Assess the impact of small businesses on the economy
3. Determine and assess the key aspects of an entrepreneurial mind-set
4. Examine the different environments that foster or hinder entrepreneurship.

## Essential Content

### LO1 Explore and illustrate the range of venture types that might be considered entrepreneurial

#### *Scoping and defining entrepreneurship:*

What is entrepreneurship?

Defining entrepreneurship, entrepreneurial activity and enterprise

The differences between serial entrepreneurs, intrapreneurs and owner-managers

#### *The typology of entrepreneurship:*

Lifestyle and growth firms

Entrepreneurship in a corporate or public sector context

Roles and characteristics of micro, small and medium-sized organisations

#### *Social enterprise:*

Understanding social enterprise, social entrepreneurs and the growth of the social economy

### LO2 Assess the impact of small businesses on the economy

#### *Where entrepreneurial ideas come from:*

Definitions of creativity and innovation

The main sources of generating business and entrepreneurial ideas

How businesses protect intellectual property rights

#### *The role and importance of small firms:*

The number and type of small firms and their contribution to the economy at national, regional and local level

Factors to consider: size, turnover, profit, rate of growth, innovation, sustainability and adaptability

#### *International aspects of entrepreneurship:*

How international differences impact upon business start-up

### **LO3 Determine and assess the key aspects of an entrepreneurial mind-set**

#### *Entrepreneurial characteristics and mind-set:*

Personal characteristics of entrepreneurs and small business owners

Different lines of argument relating to characteristics of entrepreneurs such as are entrepreneurs born or made? Or can characteristics be learnt and adopted by anyone?

#### *Skills set of the entrepreneur:*

The types of skills that typify entrepreneurs and how these skills differentiate from other organisation managers

#### *Personal entrepreneurial tendency:*

Entrepreneurial characteristics and situational factors in a personal context e.g. family upbringing, lifestyle, cultural differences and personal motivation and drivers

### **LO4 Examine the different environments that foster or hinder entrepreneurship**

#### *The factors that influence the decision to start a business:*

The range of factors that influence the choice to start-up a business e.g. personal background and education, national culture, economic circumstances and character traits

#### *The risks and rewards of business start-up:*

The potential rewards of business start-up

The risks and uncertainties of business start-up and how they can be mitigated

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explore and illustrate the range of venture types that might be considered entrepreneurial		<b>D1</b> Critically examine the scope, development and growth of entrepreneurial ventures
<b>P1</b> Examine different types of entrepreneurial ventures and explain how they relate to the typology of entrepreneurship  <b>P2</b> Explore the similarities and differences between entrepreneurial ventures	<b>M1</b> Investigate a diverse range of entrepreneurial ventures to demonstrate an understanding of entrepreneurship in both the public and corporate sector	
<b>LO2</b> Assess the impact of small businesses on the economy		<b>D2</b> Critically examine how small businesses have an impact on different levels of the economy (local, regional, national) and in an international context
<b>P3</b> Interpret and assess relevant data and statistics to illustrate how micro and small businesses impact on the economy  <b>P4</b> Explain the importance of small businesses and business start-ups to the growth of the social economy	<b>M2</b> Evaluate the differences small, medium and large businesses make to the economy, applying relevant data and statistics	
<b>LO3</b> Determine and assess the key aspects of an entrepreneurial mind-set		<b>D3</b> Analyse the characteristic traits, skills and motivational drivers of successful entrepreneurs, supported by specific examples
<b>P5</b> Determine the characteristic traits and skills of successful entrepreneurs that differentiate them from other business managers  <b>P6</b> Assess how aspects of the entrepreneurial personality reflect entrepreneurial motivation and mind-set	<b>M3</b> Explore and examine different lines of argument relating to entrepreneurial characteristics	

Pass	Merit	Distinction
<p><b>LO4</b> Examine the different environments that foster or hinder entrepreneurship</p>		<p><b>D4</b> Critically evaluate how background and experience influences entrepreneurs, both positively and negatively, by comparing and contrasting examples</p>
<p><b>P7</b> Examine using relevant examples, how background and experience can hinder or foster entrepreneurship</p>	<p><b>M4</b> Analyse the link between entrepreneurial characteristics and the influence of personal background and experience to specific successful entrepreneurs</p>	

## Recommended Resources

### Textbooks

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd ed. Basingstoke: Palgrave MacMillan.

CARTER, S. and JONES-EVANS, D. (2012) *Enterprise and Small Business: Principles, Practice and Policy*. Harlow: Pearson.

DOWN, S. (2010) *Enterprise, Entrepreneurship and Small Business*. London: Sage.

GRIFFITHS, A. and WALL, S. (2011) *Economics for Business and Management*. 3rd ed. Harlow: Pearson.

### Links

This unit links to the following related units:

*Unit 48: Launching a New Venture*

*Unit 49: Managing and Running a Small Business*

## Unit 19: Research Project

<b>Unit code</b>	<b>A/616/1802</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>30</b>

### Introduction

This unit a Pearson-set unit. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general pathway). This will enable students to explore and examine a relevant and current topical aspect of travel and tourism in the context of the travel and tourism environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, develop research aims, objectives and outcomes, and present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

On successful completion of this unit, students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

**\*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.**

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Examine appropriate research methodologies and approaches as part of the research process
2. Conduct and analyse research relevant to a service industry research project
3. Communicate the outcomes of a service industry research project to identified stakeholders
4. Reflect on the application of research methodologies and concepts.



## Essential Content

### LO1 **Examine appropriate research methodologies and approaches as part of the research process**

#### *Developing a research proposition:*

The importance of developing methodical and valid propositions as the foundation for a research project

Rationale – the purpose and significance for research question or hypothesis

The value of the philosophical position of the researcher and the chosen methods

Use of Saunders's research onion as a guide to establishing a methodological approach

#### *Literature review:*

Conceptualisation of the research problem or hypothesis

The importance of positioning a research project in context of existing knowledge

Significance and means of providing benchmarks by which data can be judged

#### *Qualitative, quantitative and mixed method research:*

Key theoretical frameworks for research

Advantages and limitations of qualitative and quantitative research approaches and methods

### LO2 **Conduct and analyse research relevant to a service industry research project**

#### *Research as a process:*

Research has distinct phases which support a coherent and logical argument  
This includes using secondary research to inform a primary, empirical study

#### *Selecting a sample:*

The importance of gathering data and information (qualitative or quantitative) to support research analysis

Selecting sample types and sizes that are relevant to the research

Considering sampling approaches and techniques including probability and non-probability sampling

*Ethics, reliability and validity:*

Ethical research

How is this achieved and reported?

Reliable research (similar results would be achieved from a similar sample) and valid (the research measures what it aimed to measure)

*Analysing data:*

Using data collection tools e.g. interviews and questionnaires.

Using analytical techniques e.g. trend analysis, coding or typologies.

### **LO3 Communicate the outcomes of a service industry research project to identified stakeholders**

*Stakeholders:*

Who are they?

Why would they be interested in the research outcomes?

What communication method do they expect?

*Communicating research outcomes:*

Different methods of communicating outcomes e.g. written word, spoken word, and the medium e.g. report, online, presentation

*Convincing arguments:*

No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process

The importance of developing evaluative conclusions

#### LO4 **Reflect on the application of research methodologies and concepts**

##### *Reflection for learning and practice:*

Difference between reflecting on performance and evaluating a research project. The former considers the research process; the latter considers the quality of the research argument and use of evidence

Reflection on the merits, limitations and potential pitfalls of the chosen methods

##### *The cycle of reflection:*

To include reflection in action and reflection on action

Considering how to use reflection to inform future behaviour and future considerations

##### *Reflective writing:*

Avoiding generalisation and focusing on personal development and the research journey in a critical and objective way

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine appropriate research methodologies and approaches as part of the research process		<b>LO1 LO2</b> <b>D1</b> Critically evaluate research methodologies and processes in application to a travel and tourism research project, to justify chosen research methods and analysis
<b>P1</b> Produce a research proposal that clearly defines a research question or hypothesis, supported by a literature review <b>P2</b> Examine appropriate research methods and approaches to primary and secondary research	<b>M1</b> Evaluate different research approaches and methodology, and make justifications for the choice of methods selected, based on philosophical/theoretical frameworks	
<b>LO2</b> Conduct and analyse research relevant to a service industry research project		
<b>P3</b> Conduct primary and secondary research using appropriate methods for a travel and tourism research project that considers costs, access and ethical issues <b>P4</b> Apply appropriate analytical tools, analyse research findings and data	<b>M2</b> Discuss merits, limitations and pitfalls of approaches to data collection and analysis	
<b>LO3</b> Communicate the outcomes of a service industry research project to identified stakeholders		<b>D2</b> Communicate critical analysis of the outcomes and make valid, justified recommendations
<b>P5</b> Communicate research outcomes in an appropriate manner for the intended audience	<b>M3</b> Coherently and logically communicate outcomes to the intended audience, demonstrating how outcomes meet set research objectives	

Pass	Merit	Distinction
<b>LO4</b> Reflect on the application of research methodologies and concepts		<b>D3</b> Demonstrate reflection and engagement in the research process, leading to recommended actions for future improvement
<p><b>P6</b> Reflect on the effectiveness of research methods applied for meeting objectives of the travel and tourism research project</p> <p><b>P7</b> Consider alternative research methodologies and lessons learnt in view of the outcomes</p>	<b>M4</b> Provide critical reflection and insight that results in recommended actions for improvements and future research considerations	

## Recommended Resources

### Textbooks

COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-researchers*. London: Sage.

FLICK, U. (2011) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: Sage.

GRAY, D. (2009) *Doing Research in the Real World*. 2nd ed. London: Sage.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) *Research Methods for Business Students*. 6th ed. Harlow: Pearson.

### Links

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 3: Professional Identity and Practice*

## Unit 20: Tourism Consumer Behaviour and Insight

<b>Unit code</b>	<b>D/616/2019</b>
<b>Unit type</b>	<b>Core</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Creating memories and joyous experiences for consumers is a key dimension affecting the profitability and growth of any tourism organisation. To understand the factors that influence customers' decisions is invaluable in marketing and operating your travel and tourism business.

This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making processes, from needs recognition through research, the evaluation of alternatives, purchase and post-purchase evaluation. While students will learn the underpinning theories and frameworks, they will also be expected to relate these to real-world examples, including their own personal experiences.

An important part of marketing is understanding the processes behind how a consumer makes the decision to purchase a product and/or service.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by a travel and tourism organisation.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Examine the factors that influence tourism consumer behaviour and attitudes
2. Demonstrate the ability to map a path to purchase in a tourism context, including the decision-making process
3. Evaluate appropriate forms of research to understand influences on the tourism consumer decision-making process
4. Evaluate how marketers influence the different stages of the tourism consumer decision-making process.



## Essential Content

### LO1 **Examine the factors that influence tourism consumer behaviour and attitudes**

#### *Introduction to consumer behaviour:*

The definition of consumer behaviour

The various factors that influence consumer behaviour: cultural, social, personal and psychological

Lifestyle determinants of demand for tourism

The challenges of quality service delivery to meet consumer expectations

The impact of digital technology on changing consumer behaviour and attitudes

Emerging consumer trends affecting the tourism industry

### LO2 **Demonstrate the ability to map a path to purchase in a tourism context, including the decision-making process**

#### *Introduction to consumer decision-making:*

Models of tourism consumer decision-making e.g. Schmoll and Mathieson and Wall models

The value of mapping a path to purchase: the consumer decision journey from pre-purchase, purchase, receive and post-purchase

Levels of tourism consumer decision-making – extensive problem-solving, limited problem-solving and routine response behaviour

Four views of tourism consumer decision-making: economic, passive, emotional and cognitive

#### *Factors that influence decision-making:*

The influence of heuristics on decision-making

The influence of elements of the marketing mix on decision-making

The influence of new technologies e.g. online transactions and purchasing, interactive personalised services, media platforms for ratings and reviews

**LO3 Evaluate appropriate forms of research to understand influences on the tourism consumer decision-making process**

*Researching different stages of the decision-making process:*

The differences between Business to Consumer (B2C) and Business to Business (B2B) decision-making processes

How market research differs between B2B and B2C

This covers skills sets, research methodology, sample sizes, the importance of tele-depth interviews and applying the Pareto principle

*Influences on the decision-making process:*

Personality, self and motivation

Measures of consumer learning: recognition and recall, attitudinal and behavioural

Understanding aspects of consumer perception: dynamics, imagery and risk

**LO4 Evaluate how marketers influence the different stages of the tourism consumer decision-making process**

*Approaches to consumer learning: behavioural and cognitive:*

Influence of culture and sub-culture on consumer behaviour

Patterns of buyer behaviour

Role of opinion leaders in influencing purchasing decisions

How tourism organisations use an understanding of buyer behaviour to influence the decision-making process

The use of digital audience research developments to understand and influence consumer behaviour

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Examine the factors that influence tourism consumer behaviour and attitudes			<b>D1</b> Critically analyse the emerging trends in consumer behaviour and attitudes, using specific examples from the tourism industry to support your arguments
<p><b>P1</b> Investigate the different cultural, social, personal and psychological factors that influence consumer behaviour and attitudes within a tourism context</p> <p><b>P2</b> Explore how consumer trends are changing due to the impact of digital technology</p>	<b>M1</b> Analyse how cultural, social, personal and psychological factors that influence consumer behaviour and attitudes are changing and driving trends in tourism		
<b>LO2</b> Demonstrate the ability to map a path to purchase in a tourism context, including the decision-making process			<b>LO2 LO3 LO4</b> <b>D2</b> Critically evaluate the application of appropriate theories, concepts and models that influence and impact upon the tourism decision-making process, supported by specific tourism examples and contexts
<p><b>P3</b> Examine the stages of the consumer decision-making journey and map a path to the purchasing for a given tourism service</p> <p><b>P4</b> Explore why it is important for marketers to map a path to purchase and understand consumer decision-making in the tourism sector</p>	<b>M2</b> Evaluate how marketers are responding to the decision-making process, applying relevant examples from the tourism sector		

Pass	Merit	Distinction
<p><b>L03</b> Evaluate appropriate forms of research to understand influences on the tourism consumer decision-making process</p>		
<p><b>P5</b> Compare and contrast the key differences of the tourism decision-making process in the context of B2C and B2B, using specific tourism examples</p> <p><b>P6</b> Evaluate the different approaches to market research and methods of research used for understanding the decision-making process</p>	<p><b>M3</b> Provide a coherent and justified evaluation of how different factors influence tourism decision-making and buying behaviour, supported by specific tourism examples</p>	
<p><b>L04</b> Evaluate how marketers influence the different stages of the tourism consumer decision-making process</p>		
<p><b>P7</b> Evaluate how marketers can influence the different stages of the tourism decision-making process, giving specific tourism examples</p>	<p><b>M4</b> Critically evaluate how marketers influence each stage of the decision-making process, with reference to relevant methods and models applied</p>	

## Recommended Resources

### Textbooks

BOWIE, D. and BUTTLE, F. (2011) *Hospitality Marketing Principles and Practice*. 2nd ed. Oxford: Routledge.

DIXIT, K. (2017) *The Routledge Handbook of Consumer Behaviour in Hospitality and Tourism*. 1st ed. Oxford: Routledge.

JAHARI, V. (2017) *Hospitality Marketing and Consumer Behavior: Creating Memorable Experiences*. 1st ed. Waretown, New Jersey: Apple Academic Press.

SWARBROOKE, J. and HORNER, S. (2016) *Consumer Behaviour in Tourism*. 3rd ed. Oxford: Routledge.

### Links

This unit links to the following related units:

*Unit 2: Managing the Customer Experience*

*Unit 50: Customer Value Management*

## Unit 21: Airline Operations Management

<b>Unit code</b>	<b>R/616/2020</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The global air transport industry provides services to every corner of the globe and is a major economic force generating a multibillion dollar industry, both in terms of its own operations and its impacts on related industries such as aircraft manufacturing and tourism. Global cities, regions and emerging destinations are experiencing a phenomenal growth in aviation expansion and connectivity.

Despite the rapid growth of airlines and the aviation industry, the sector remains vulnerable. This is due to the low profit margins that govern operations, and the unforeseen circumstances, such as security concerns and climate change, that can have a dramatic effect on their business.

The aim of this unit is to give students an insight and understanding into the complexities of the industry and multi-dimensional areas of managing and running a commercial airline. It covers a range of operational and strategic management techniques used by airlines to increase their revenue, maintain sustainable growth and manage a myriad of challenges and issues that currently face the sector.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the complexities and nature of integrated airline operations
2. Investigate the commercial management of an airline and the main routes of income and revenue
3. Evaluate the key issues and challenges of safety management that affect airline operations
4. Analyse how air transport operators minimise economic and environmental impacts to meet sustainable business growth and objectives.

## Essential content

### LO1 Examine the complexities and nature of integrated airline operations

#### *Different functional areas:*

The roles and responsibilities of different functional areas of airline operations: commercial, operations, crew, catering, finance, ground operations and maintenance

Business to Business (B2B) and Business to Consumer (B2C) operations

The value and utilisation of both hard and soft skills in achieving and managing operational objectives

The differences between sales distribution channels and marketing strategies for scheduled and non-scheduled carriers

#### *Interrelationships between the functional areas:*

The links and interrelationships between different functional departments to achieve overall business objectives

Issues of conflict between departments e.g. commercial versus operations, operations versus maintenance

The airline programme plan and International Air Transport Association IATA slot co-ordination

#### *Air broker/Private Charter operations:*

The value of an air broker in securing an alternative supply of aircraft

The importance of client relationship management and business development in securing a repeat customer base

B2B versus B2C operations

### LO2 Investigate the commercial management of an airline and the main routes of income and revenue

#### *Costs of operations:*

Direct costs of operations e.g. costs of fuel, crew, maintenance, on-board catering, passenger services, sales distribution costs and depreciation

Revenue versus direct costs of operations

Economic effects on costs of operations: routes, frequency, traffic, fares



*Revenue management:*

Yield management – capacity and load factors

Profit margins and realistic revenue targets

Pricing strategies and the differences between scheduled and non-scheduled carriers

Forecasting and cost analysis

Financial implications of aircraft performance management

**LO3 Evaluate the key issues and challenges of safety management that affect airline operations**

*Issues and challenges:*

The importance of awareness and continual monitoring of environmental, economic and political threats

The relevant international and national regulations for airline and passenger safety management

Conflicts of interest between commercial business objectives and operational constraints

*Crisis management:*

Contingency planning for aircraft emergency and emergency procedures

Emergency plans and the co-ordination of emergency services

**LO4 Analyse how air transport operators minimise economic and environmental impacts to meet sustainable business growth and objectives**

*Economic and environmental impacts of aircraft operations:*

Positive and negative impacts of aircraft operations

*Sustainable management:*

Sustainable management approaches/initiatives e.g. carbon footprint offsetting, biodegradable fuels, new fuel aircraft design

Sustainable management plans and use of indicators to monitor sustainability

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Examine the complexities and nature of integrated airline operations			<b>D1</b> Critically analyse the complexities of airline operations from both a B2B and B2C perspective
<b>P1</b> Investigate the different functional departments of airline operations		<b>M1</b> Analyse the complexities of airline operations, structures and interrelationships in fulfilling organisational objectives	
<b>P2</b> Explore the relationship between functional departments and how they link to organisational objectives and structure from both B2B and B2C perspectives			
<b>LO2</b> Investigate the commercial management of an airline and the main routes of income and revenue			<b>D2</b> Critically analyse different revenue management techniques and make justified recommendations on how a commercial airline can improve sales and profits to meet overall business objectives
<b>P3</b> Discuss the main income streams for generating revenue of a commercial airline		<b>M2</b> Analyse how the principles of yield management, aircraft utilisation and pricing strategies adopted by a commercial airline maximise sales and profits to meet overall business objectives	
<b>P4</b> Investigate the different management techniques and strategies applied for maximising sales and profit to generate revenue			
<b>LO3</b> Evaluate the key issues and challenges of safety management that affect airline operations			<b>LO3 LO4</b>
<b>P5</b> Conduct a PESTLE analysis of the macro environment to assess the key issues, threats and challenges that face the commercial aviation industry		<b>M3</b> Critically evaluate the key factors that are currently affecting the commercial airline industry	<b>D3</b> Provide justified recommendations based on critical reflection for future sustainable developments and strategies to minimise impacts and achieve sustainable key performance indicators

Pass	Merit	Distinction
<p><b>LO4</b> Analyse how air transport operators minimise the economic and environmental impacts to meet sustainable business growth and objectives</p>		
<p><b>P6</b> Analyse the economic and environmental factors that are affecting the commercial airline industry</p> <p><b>P7</b> Appraise the measures and initiatives taken by airlines to minimise adverse impacts of economic and environmental factors</p>	<p><b>M4</b> Critically analyse the measure and initiatives employed by airlines to minimise adverse impacts to meet sustainable objectives, providing specific examples</p>	

## Recommended resources

### Textbooks

BUDD, L. and ISON, S. (2016) *Air Transport Management. An International Perspective*. New York: Routledge.

COOK, G. and BILLIG, B. (2017) *Airline Operations and Management: A Management Textbook*. Oxford: Routledge.

DEMPSEY, P.S. and GESELL, L.E. (2012) *Airline Management: Strategies for the 21st Century*. 3rd ed. Chandler, Arizona: Coast Aire Publications.

HOLT, M. and POYNER, P. (2016) *Air Carrier Operations*. 2nd ed. Newcastle, Washington: Aviation Supplies and Academics Inc.

SHAW, S. (2011) *Airline Marketing and Management*. 7th ed. Oxford: Routledge.

### Websites

<a href="http://www.atwonline.com">www.atwonline.com</a>	Air Transport World (Research)
<a href="http://www.caa.co.uk">www.caa.co.uk</a>	Civil Aviation Authority (General Reference)
<a href="http://www.lata.org">www.lata.org</a>	International Air Transport Association (General Reference)
<a href="http://www.icao.int">www.icao.int</a>	International Civil Aviation Authority (General Reference)

### Links

This unit links to the following related units:

*Unit 6: Managing Aviation Services*

*Unit 22: Airport Operations Management*

*Unit 23: Strategic Planning for Air Transport*

## Unit 22: Airport Operations Management

<b>Unit code</b>	<b>Y/616/2021</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

In recent decades, airports have evolved from infrastructure providers into commercially-oriented enterprises in a competitive environment. Airport strategic management enables airport operators to best identify the opportunities created by commercially-driven objectives. A significant 40% of aeronautical income is generated by retail, food, duty-free concessions and car parking charges. As airports experience rapid growth and expansion, so airport design and planning have become essential priorities in the strategic management of airport operations.

This unit will enable students to explore core airport business operations, and the strategic decisions and priorities for achieving effective airport performance and profit.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Analyse core airport operations and their impact on the customer experience
2. Examine how airport business planning and design relate to strategic decisions and priorities
3. Evaluate how the advances in technology have affected airport processes, systems and people
4. Apply the principles of strategic management for effective airport performance and efficiency.

## Essential content

### LO1 **Analyse core airport operations and their impact on the customer experience**

#### *Passenger terminal journey and systems:*

Front and back office airport operations e.g. check-in, security, ground handling, baggage handling, airside and landside maintenance and facilities management

Air traffic management and airport co-ordination

Airport commercial activities

Airport ownership

Fixed based operators and use of private terminals

#### *Customer experience:*

The differences between corporate and leisure customer needs and expectations

Providing facilities and amenities to meet customer special needs

Executive lounges versus commercial catering outlets

Value-added facilities and amenities e.g. spa treatments, shower facilities, airside hotels

Traffic-flow management and curating the customer experience

### LO2 **Examine how airport business planning and design relate to strategic decisions and priorities**

#### *Airport planning and design:*

Different types of airport business models and planning

Congestion and airport expansion

The importance of stakeholder analysis on the airport development and design

#### *Airport Objectives:*

Impacts of airport design on optimising sustainable objectives

Differences between commercial strategic objectives for leisure airports versus business airports

Balancing leisure and business revenue

Differentiation in revenue streams and marketing to meet customer base priorities and strategies

**LO3 Evaluate how the advances in technology have affected airport processes, systems and people**

*Impact of digital technology on the airport environment:*

The impact of technology on airport design to enhance passenger flow, passenger transit and experience

The impact on airport services and processes: check-in, baggage handling, security and immigration

The enhancement of the service encounter and customer experience

The implications of advanced technology on staff resourcing and high performance management

The effects of social media and the role of airport PR and damage limitation

**LO4 Apply the principles of strategic management for effective airport performance and efficiency**

*Airport management:*

Airport safety management systems and risk assessment

Airport contingency plans and crisis management

Business development and building commercial partnerships with airlines

Stakeholder relationships

Strategic customer relationship management

Driving capital efficiency and costs



## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>L01</b> Analyse core airport operations and their impact on the customer experience			<b>L01 L02</b> <b>D1</b> Based on critical reflection, make valid judgements and recommendations for improving airport planning and design to enhance the customer experience and meet overall strategic objectives
<b>P1</b> Compare the front and back office operations of passenger handling services at a commercial and private airport in meeting both leisure and business travel customer needs and expectations  <b>P2</b> Analyse how front and back office operations influence the customer experience and the passenger journey through an airport	<b>M1</b> Critically analyse differences in front and back office operations of passenger handling services in meeting a range of different customer requirements and expectations		
<b>L02</b> Examine how airport business planning and design relate to strategic decisions and priorities			
<b>P3</b> Investigate how airport planning and design optimise commercial strategic objectives, using specific examples from commercial and private airports	<b>M2</b> Evaluate how airport planning and design engages all stakeholders to optimise commercial strategic objectives		
<b>L03</b> Evaluate how the advances in technology have affected airport processes, systems and people			<b>D2</b> Formulate valid conclusions and judgements about the impacts of technology on the airport environment
<b>P4</b> Assess the significant impact of technology on airport processes, systems and people, supported by specific examples of how airports have engaged with and implemented technology	<b>M3</b> Critically evaluate the advantages and disadvantages of technological impacts on the airport environment		

Pass	Merit	Distinction
<p><b>LO4</b> Apply the principles of strategic management for effective airport performance and efficiency</p>		<p><b>D3</b> Produce a detailed risk assessment that identifies landside and airside risks, risks value and measures, to make valid recommendations and solutions for resolving and managing risks</p>
<p><b>P5</b> Conduct a PEST analysis to produce a risk management audit for a specific airport</p> <p><b>P6</b> Discuss the implications of the risks to a specific airport and how strategic airport management can support high performance and efficiency</p>	<p><b>M4</b> Provide realistic solutions for mitigating risks and meeting key performance indicators</p>	

## Recommended resources

### Textbooks

ASHFORD, N. and COUTU, P. (2012) *Airport Operations*. 3rd ed. Columbus, Ohio: McGraw-Hill Education.

GRAHAM, A. (2013) *Managing Airports: An International Perspective*. Oxford: Routledge.

KAZDA, A. and CAVES, R.E. (2015) *Airport Design and Operations*. 3rd ed. Bingley: Emerald Group.

PRATHER, D. and STEELE, R. (2015) *Airport Management*. Newcastle, Washington: Aviation Supplies and Academics.

WELLS, A.T. and YOUNG, S. (2011) *Airport Planning & Management*. Columbus, Ohio: McGraw Hill.

### Websites

<a href="http://www.aci.aero">www.aci.aero</a>	Airport Council International (General Reference)
<a href="http://www.airport-business.com">www.airport-business.com</a>	Airport Business (General Reference)
<a href="http://www.airportsinternational.com">www.airportsinternational.com</a>	Airport International Magazine News (General Reference)

### Links

This unit links to the following related units:

*Unit 6: Managing Aviation Services*

*Unit 21: Airline Operations Management*

*Unit 23: Strategic Planning for Air Transport*

## Unit 23: Strategic Planning for Air Transport

<b>Unit code</b>	<b>D/616/2022</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

In this unit, students will explore government air transport policy, along with recent and predicted trends in air transport, to determine how airports and airlines might develop in the future. The unit focuses on planning as a framework to set these issues into context and to develop future strategies.

Airports and airlines must work within this changing framework to plan and develop strategies to grow their business; a good understanding of government policy and the factors that influence government policy is essential if students are going to be successful in this unit. They will also learn about the tools used within the industry to plan and forecast for passenger growth, and how that informs the planning and utilisation of aircraft to meet passenger demand and operational costs.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Assess government air transport policy and determine what impact it will have on airlines and airports
2. Analyse the rationale behind and purpose of airport masterplans and comment on their validity
3. Interpret demand forecasting models based on variable inputs to construct an airport demand forecast
4. Evaluate the techniques involved in airline planning to optimise fleet assignments and maximise capabilities.

## Essential content

### LO1 **Assess government air transport policy and determine what impact it will have on airlines and airports**

*Assess government air transport policy:*

The roles and responsibilities of international governing bodies The International Civil Aviation Organisation (ICAO) and International Air Transport Association (IATA)

International policies that affect air transport

The implications of international and national government air transport legislation

Current government announcements on air transport affecting air transport developments

*What impact it will have on airports and airlines:*

The impact on national and regional airport development and infrastructure

The impact on airline route planning and competition for airspace

Globalisation of airline networks and strategic alliances

### LO2 **Analyse the rationale behind and purpose of airport masterplans and comment on their validity**

*Discuss the rationale behind and purpose of airport masterplans:*

The definition and purpose of the airport master plan

The co-ordination of airport development and planning with regional development plans

The importance of air traffic demand forecasting to provide airport infrastructure in time to meet demand

A roadmap to chart the ultimate development of the airport

The core areas covered in airport master plans

The process for developing airport masterplans

The importance of stakeholder engagement and consultation to create public openness, debate and input

*Validity of masterplans:*

Content aligned with government guidelines and policies

Content validity, realistic and feasible

Measures and metrics

**LO3 Interpret demand forecasting models based on variable inputs to construct an airport demand forecast**

*Forecasting models based on a set of variable inputs:*

Different methods and models of forecasting e.g. market share, time series, simulation and econometric

Airport masterplan forecasts and post-plan monitoring and evaluation techniques

Use of airport passenger demand forecasting:

Historic Civil Aviation Authority (CAA) data to forecast future developments

The use of sensitivity testing to produce a high, medium and low forecast

**LO4 Evaluate the techniques involved in airline planning to optimise fleet assignments and maximise capabilities**

*Airline planning:*

Fleet planning to meet demand levels and operating costs

Route and network planning to maximise revenue

Schedule planning to optimise fleet assignments, connections and slot clearances

Aircraft rotations and crew pairing

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>L01</b> Assess government air transport policy and determine what impact it will have on airlines and airports			<b>L01 L02</b> <b>D1</b> Make justified recommendations for an airport masterplan based on the long-term future implications of international and national policies
<b>P1</b> Assess the key developments in international and national government air transport policy, and their implications for airlines and airports	<b>M1</b> Analyse the long-term impacts of international and national policy on airlines and airports		
<b>L02</b> Analyse the rationale behind and purpose of airport masterplans and comment on their validity			
<b>P2</b> Examine government policy relating to airport masterplans and the contents of a specific airport masterplan  <b>P3</b> Analyse whether the masterplan meets government requirements and whether it is valid	<b>M2</b> Critically analyse a specific airport masterplan's validity and feasibility in relation government policy		
<b>L03</b> Interpret demand forecasting models based on variable inputs to construct an airport demand forecast			<b>D2</b> Critically analyse variable inputs for international and national demand forecasting, providing justified recommendations for planned airport growth
<b>P4</b> Interpret different forecasts for air transport and airport demand forecasts	<b>M3</b> Analyse variable inputs which make international and national airport demand forecasting challenging to predict correctly		
<b>P5</b> Construct an airport demand forecast based on aviation data to make future predictions  <b>P6</b> Apply sensitivity testing to produce a high and low forecast			



Pass	Merit	Distinction
<p><b>LO4</b> Evaluate the techniques involved in airline planning to optimise fleet assignments and maximise capabilities</p>		<p><b>D3</b> Make valid and justified solutions for optimising fleet assignments to maximise airline capabilities and profit</p>
<p><b>P7</b> Assess the different techniques involved in fleet, route and schedule planning to optimise fleet assignment</p> <p><b>P8</b> Evaluate the use of the hub and spoke system for optimal fleet assignment</p>	<p><b>M4</b> Critically evaluate how techniques involved in fleet, route and schedule planning are interlinked to maximise airline capabilities and profit</p>	

## Recommended resources

### Textbooks

ASHFORD, N., STANTON H.P. and MOORE, C. (2012) *Airport Operations*. 3rd ed. Columbus, Ohio: McGraw-Hill.

BELOBABA, P. and NEUFVILLE, R. (2013) *Airport Systems, Second Edition: Planning, Design and Management*. 2nd ed. Columbus, Ohio: McGraw-Hill.

GRAHAM, A. (2013) *Managing Airports. An International Perspective*. Oxford: Routledge.

MANIRIHO, E. (2016) *Strategic airport planning and marketing*. 1st ed. Madras: Notion Press.

### Websites

<a href="http://www.centreforaviation.com">www.centreforaviation.com</a>	Centre for Aviation Reports, Data (Research)
<a href="http://www.flightglobal.com">www.flightglobal.com</a>	Flight Global Data and Statistics (Research)

### Links

This unit links to the following related units:

*Unit 6: Managing Aviation Services*

*Unit 21: Airline Operations Management*

*Unit 22: Airport Operations Management*

## Unit 24: Destination Management Services

<b>Unit code</b>	<b>H/616/2023</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The key to the success and sustainability of any destination development effort is ongoing management. The most critical functions of Destination Management Organisations (DMO) include experience development, tourism branding and marketing, customer relationship management, uniting stakeholders, and strategic business planning.

This unit aims to introduce the concept of destination management and the various organisations and functions involved in providing direction and support for continued sustainable tourism development and growth. Students will review the definition of a destination and the various elements that characterise it. They will explore the concept of destination management and evaluate the role of the public and private sector organisations that develop and deliver the destination management strategies.

Finally, students will evaluate the destination life cycle and the different strategies that destination management organisations may implement at each of the different stages of the life cycle.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the definition of a destination and the characteristics of different global destinations
2. Analyse the concept of destination management and the organisations responsible for managing a destination
3. Evaluate the role of destination management at different stages of the destination life cycle.

## Essential content

### LO1 **Examine the definition of a destination and the characteristics of different global destinations**

#### *The tourism product:*

Definition of the tourism product

Key components of the tourism product: core, tangible and intangible

Defining the destination

The product as a destination and the key components of the destination

The destination amalgam of the 6 As: attractions, amenities, activities, available packages, access and ancillary services

#### *Definition of a destination:*

Classifications of destinations e.g. urban, rural, town, purpose built, coastal and resort

#### *Common features and characteristics of destinations:*

Different features of destinations e.g. price and value, accessibility, infrastructure and amenities, market image and service quality

Destination core resources and attractions: natural attractions, climate, cultural heritage and festivals, man-made attractions, facilities for leisure and special interests e.g. sport

### LO2 **Analyse the concept of destination management and the organisations responsible for managing a destination**

#### *Concept of destination management:*

Definition and history of destination management

Importance of stakeholder collaboration and co-ordination of the various elements of a destination to address fragmentation

Benefits of managing a destination e.g. establishing a unique/competitive offer, focusing resources, building a brand, ensuring sustainability and delivering quality experiences

Overview of destination development plan and its key components

*Organisations responsible for destination management:*

The key aims and objectives of destination management organisations (DMOs)

The value of destination partnership organisations

Different roles of DMOs e.g. governments, national, regional and local public authorities

Quangos and publicly-funded organisations

The stakeholders involved in collaborative partnerships

*The roles and responsibilities of DMOs:*

Providing information on core market profiles: collation of research and market intelligence, identification and profiling of target customers

Providing business support: local economic development and business support development of destination management plans and product development

Establishing and working collaboratively with key partners and working in partnership to co-ordinate the implementation of strategic tourism plans

Promotional activities and market campaigns to raise awareness amongst target customers

Lobbying government: influencing tourism-based legislation and regulation

Influencing planning and physical development

**LO3 Evaluate the role of destination management at different stages of the destination life cycle**

*The destination life cycle:*

Different stages of the destination life cycle e.g. exploration, involvement, development

Uses and limitations of the life cycle model

*Role of destination management:*

Priorities at different stages in the life cycle e.g. balancing supply of accommodation with increasing demand from visitors during development, upgrading of buildings during consolidation

Forward planning and evaluation of investment decisions

The competitive destination

The conceptual model of destination competitiveness

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine the definition of a destination and the characteristics of different global destinations		<b>D1</b> Critically analyse the importance and significance of different characteristics that define a range of global destinations
<b>P1</b> Examine the common features and characteristics that define a range of global destinations  <b>P2</b> Assess the different core resources and attractions for a range of global destinations	<b>M1</b> Analyse the importance and significance of different characteristics in defining a range of global destinations	
<b>LO2</b> Analyse the concept of destination management and the organisations responsible for managing a destination		<b>D2</b> Make valid and justified recommendations for improving the role and performance of destination management organisations
<b>P3</b> Analyse the concept of destination management and the key benefits and objectives of destination management  <b>P4</b> Appraise the role of destination management organisations at national, regional and local level responsible for managing a destination	<b>M2</b> Critically analyse the role and performance of destination management organisations at national, regional and local level in managing a tourism destination	
<b>LO3</b> Evaluate the role of destination management at different stages of the destination life cycle		<b>D3</b> Make justified recommendations for improving destination management at different stages in the destination life cycle, using a range of examples
<b>P5</b> Evaluate the destination life cycle and the implications this has upon destination management  <b>P6</b> Appraise the role of destination management at different stages in the destination life cycle, using a range of examples	<b>M3</b> Critically evaluate the priorities of destination management organisations at different stages in the destination life cycle using a range of examples	

## Recommended resources

### Textbooks

KOZAK, M. and KOZAK, N. (2015) *Destination Marketing: An International Perspective*. Oxford: Routledge.

MORRISON, A. (2018) *Managing and Marketing Tourism Destinations*. 2nd ed. Oxford: Routledge.

PIKE, S. (2015) *Destination Marketing*. 2nd ed. Oxford: Routledge.

SOTIRIADIS, M. and GURSOY, D. (2016) *The Handbook of Managing and Marketing Tourism Experiences*. Bingley: Emerald Group.

WORLD TOURISM ORGANIZATION (UNWTO) (2017) *Practical Guidelines for Integrated Quality Management in Tourism Destinations: Concepts, Implementation and Tools for Destination Management Organizations*.

### Websites

<a href="http://www.aseantourism.travel">www.aseantourism.travel</a>	Association of South East Asian Networks ASEAN Tourism (General Reference)
<a href="http://www.destinationmarketing.org">www.destinationmarketing.org</a>	Destination Marketing Association International (General Reference)
<a href="http://www.eyefortravel.com">www.eyefortravel.com</a>	Eye for Travel Social Media and Marketing (General Reference)
<a href="http://www.ktb.go.ke">www.ktb.go.ke</a>	Kenya Tourist Board (General Reference)
<a href="http://www.visitengland.org">www.visitengland.org</a>	Visit England (General Reference)
<a href="http://www.visitsingapore.com">www.visitsingapore.com</a>	Visit Singapore (General Reference)



## **Links**

This unit links to the following related units:

*Unit 25: Strategic Destination Planning*

*Unit 26: Destination Marketing*

*Unit 43: International Tourism Planning and Policy*

## Unit 25: Strategic Destination Planning

<b>Unit code</b>	<b>K/616/2024</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Well-managed tourism destinations are more likely to generate 'wise growth' in their visitor economy, maximising the benefits of that growth in long-term, additional income and jobs.

Destinations are diverse and multifaceted, creating individual challenges, opportunities and stakeholders to work with, so there can be no 'one size fits all' for destination management. Creating a strategic vision and joint plan, or Destination Management Plan (DMP), can help unite organisations, acting as a shared statement of intent to manage, develop and promote a destination over a specific period of time. A DMP identifies the roles of the different stakeholders, sets out clear actions and allocates resources.

This unit supports the application and development of analytical skills and encourages an appreciation of the planning process when developing 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.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Analyse the components of a destination management plan and factors to consider during development
2. Conduct situational analysis to establish strategic vision and objectives for a destination management plan
3. Devise and implement strategic goals and tactics to achieve overall vision and objectives for a destination management plan
4. Evaluate the process, implementation and evaluation of destination management planning.

## Essential content

### LO1 Analyse the components of a destination management plan and factors to consider during development

#### *The destination management plan:*

What is a destination management plan (DMP)

The purpose of the destination management plan

Managing both the demand and supply aspects

#### *The key elements of the destination management plan:*

The need for stakeholder collaboration and who should be involved

Situational analysis and the importance of understanding current tourism businesses performance, issues and trends

Establishing appropriate vision and mission statements, goals and objectives

Shaping the strategic direction and setting strategic goals and strategies

Tactical implementation and action planning

Methods of monitoring and evaluating the overall effectiveness of the destination management plan

#### *Key factors to consider:*

The stage of destination life cycle

Alignment with wider policy framework and regulatory environment

Ethical planning and sustainability

Crisis management and planning

Importance of collaboration and communication between key stakeholders

Allocation of responsibilities and performance management indicators

## LO2 **Conduct situational analysis to establish strategic vision and objectives for a destination management plan**

### *Situational analysis:*

Identification and use of different information and market research sources (primary and secondary, quantitative and qualitative) to understand current performance, issues and trends

Analytical tools for planning and competitive positioning

Competitor analysis

Review of the macro and micro environment and the factors influencing destination tourism

Destination review: quantity and quality of tourism providers, resources and tourism support services

Identification and mapping engagement of key stakeholders (visitors, tourism businesses, public sector)

### *Setting vision and objectives:*

The outcomes of situational analysis and identifying overall principles and objectives for tourism management

The importance of engagement of stakeholders in vision and implementation

The need to ensure clarity of vision and goals

Setting clear and measurable objectives that balance both qualitative and quantitative

## LO3 **Devise and implement strategic goals and tactics to achieve overall vision and objectives for a destination management plan**

### *Formulate strategy:*

What is strategy and different types of strategy

Different strategic options e.g. cost leadership, differentiation, focus, product or market development, market penetration

Different strategic options for development, planning and marketing of a destination

*Implement strategies:*

Setting tactical measures aligned to chosen strategic options

Focus of investment and resources e.g. physical environment, skills infrastructure, accommodation stock

**LO4 Evaluate the process, implementation and evaluation of destination management planning**

*Evaluate outcomes of destination management planning:*

Mechanisms for measuring and monitoring delivery of the plan

Setting milestones with tangible outputs, assignment of performance indicators, measurable metrics and analytics

Plan for review and evaluation schedule agreed

Risk mitigation and contingency planning

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Analyse the components of a destination management plan and factors to consider during development</p>		<p><b>D1</b> Critically analyse the importance of a range of factors to consider when developing a destination management plan and justify their potential influence on the outcomes of the planning process</p>
<p><b>P1</b> Analyse the major components and purpose of a destination management plan for a specific destination</p> <p><b>P2</b> Assess factors to consider during the development of a destination management plan</p>	<p><b>M1</b> Critically analyse the importance of different factors to consider when developing a destination management plan</p>	
<p><b>LO2</b> Conduct situational analysis to establish strategic vision and objectives for a destination management plan</p>		<p><b>D2</b> Develop a destination management plan that critically analyses a diverse range of information sources through its situational analysis to support justified and feasible objectives</p>
<p><b>P3</b> Produce an internal and external assessment of a specific destination, applying appropriate analytical models for a destination management plan</p> <p><b>P4</b> Illustrate how the outcomes of situational analysis inform the development of the overall vision and strategic objectives for a destination management plan</p>	<p><b>M2</b> Analyse the key outcomes of situational analysis to establish appropriate strategic objectives for a destination management plan</p>	

Pass	Merit	Distinction
<p><b>LO3</b> Devise and implement strategic goals and tactics to achieve overall vision and objectives for a destination management plan</p>		<p><b>D3</b> Justify the choice of strategic goals and provide an implementation schedule of tactical measures to successfully achieve strategic objectives</p>
<p><b>P5</b> Assess the different options available when formulating strategic goals for managing a specific destination</p> <p><b>P6</b> Produce a strategic destination management plan with strategic goals and tactics for the planning, development and marketing of a specific destination</p>	<p><b>M3</b> Produce a range of valid strategic goals that are informed by situational analysis and tactical measures used to implement strategy for a specific destination</p>	
<p><b>LO4</b> Evaluate the process, implementation and evaluation of destination management planning</p>		<p><b>D4</b> Make valid and justified recommendations to improve monitoring and evaluation of a destination management plan to meet key performance indicators</p>
<p><b>P7</b> Review different strategic options and evaluate the opportunities and risks in each case</p> <p><b>P8</b> Evaluate the importance of monitoring the delivery of a destination management plan and select mechanisms to enable effective monitoring of a destination management plan</p>	<p><b>M4</b> Critically evaluate mechanisms used for the implementation and monitoring of the delivery of a destination management plan, providing recommendations</p>	



## Recommended resources

### Textbooks

AGARWAL, S. and SHAW, G. (2007) *Managing Coastal Tourism Resorts A Global Perspective*. Clevedon: Channel View Publications.

EDGELL, D. and SWANSON, J.R. (2013) *Tourism Policy and Planning: yesterday, today and tomorrow*. 2nd ed. Oxford: Routledge.

KOZAK, M. and KOZAK, N. (2015) *Destination Marketing: An International Perspective*. Oxford: Routledge.

MORRISON, A. (2018) *Managing and Marketing Tourism Destinations*. 2nd ed. Oxford: Routledge.

### Websites

[www.destinationmarketing.org](http://www.destinationmarketing.org) Destination Marketing Association International  
(General Reference)

[www.eyefortravel.com](http://www.eyefortravel.com) Eye for Travel  
Social Media and Marketing  
(General Reference)

### Links

This unit links to the following related units:

*Unit 24: Destination Management Services*

*Unit 26: Destination Marketing*

*Unit 33: Global Sustainable Tourism Development*

*Unit 43: International Tourism Planning and Policy*

## Unit 26: Destination Marketing

<b>Unit code</b>	<b>M/616/2025</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Destination marketing organisations are involved in the promotion of a town, city, region, or country in order to increase the number of visitors. They promote the development and marketing of a destination, focusing on convention sales, tourism marketing, and services.

This unit develops students' understanding of the process of marketing a tourism destination. Students will investigate the role of different Destination Marketing Organisations (DMOs) in developing and implementing the marketing plan and marketing campaign. They will explore the different aspects of marketing planning and marketing campaigns to evaluate how these concepts and principles can be applied to the challenge of marketing destinations, with particular focus on the branding and positioning of the destination.

The knowledge, understanding and skills developed through this unit will empower students to contribute to the future development and marketing of destinations, and enhance their career development opportunities in this field.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Assess how marketing principles can be applied to support destination growth and development
2. Analyse the key elements of a destination marketing campaign
3. Evaluate the role of digital marketing in promoting a destination
4. Assess the role of Destination Marketing Organisations (DMOs) and the challenges they face.

## Essential content

### LO1 **Assess how marketing principles can be applied to support destination growth and development**

#### *Destination marketing plan:*

The concept of destination marketing

The purpose of the destination marketing plan: positioning, competitive advantage, added value, new product development and building brand identity

The positioning of the destination in relation to Butler's Tourist Area Life Cycle (TALC)

#### *The elements of the marketing plan:*

Understanding the visitor: theories and models of consumer behaviour and decision-making

Segmentation, targeting and positioning

Setting objectives and reviewing strategic options

Branding the destination

Applying the marketing mix: defining and understanding the 7Ps (product, price, place, promotion, people, process, physical) and their importance to marketing the destination

Monitoring and evaluating the delivery of the plan

### LO2 **Analyse the key elements of a destination marketing campaign**

#### *Marketing campaign:*

The definition and purpose of a destination marketing campaign

The benefits of the destination marketing campaign

The value of collaboration and partnership with key industry partners

*Elements of a destination marketing campaign:*

- Alignment of campaign objectives within the wider policy framework
- Identification of target markets
- Use of big data and analytics to profile existing and potential customers
- Agreeing campaign messages
- Establishing measurable outputs and outcomes
- Evaluating the effectiveness of different channels to reach target markets
- Allocating resources
- Establishing monitoring and evaluation controls

**LO3 Evaluate the role of digital marketing in promoting a destination**

*Digital destination marketing campaigns:*

- Effectiveness of digital marketing campaigns in reaching different audiences and a global audience
- Use of different communications tools e.g. search engine optimisation, email, mobile, pop ups, viral advertising, social media
- Effectiveness of integrated multi-channel communications
- Comparison of effectiveness of digital marketing with 'traditional' media e.g. print, TV advertising

**LO4 Assess the role of Destination Marketing Organisations (DMOs) and the challenges they face**

*Role of DMOs:*

- Increase destination's competitiveness
- Identify and manage different stakeholders and stakeholder groups
- Provide business advice, guidance and support on online marketing and advertising
- Develop and provide support for marketing plans
- Develop and strengthen branding identity
- Implement local, regional, national marketing campaigns
- Evaluate campaign success and performance
- Influencing wider issues e.g. destination planning and sustainable tourism

*Challenges:*

Access to funding

Access to market research

Fragmentation of tourism industry and balancing interests of diverse stakeholder groups

Deciding the importance of different aspects, products and resources of the destination

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Assess how marketing principles can be applied to support destination growth and development		<b>D1</b> Critically evaluate the importance of applying principles of marketing planning for destinations to achieve strategic objectives
<b>P1</b> Evaluate how principles of marketing planning support the marketing of a destination, using specific destination examples	<b>M1</b> Critically evaluate the effectiveness of applying principles of marketing planning to market a destination, using specific destination examples	
<b>LO2</b> Analyse the key elements of a destination marketing campaign		<b>D2</b> Critically evaluate the marketing campaign of a specific destination and the use of digital marketing tools to promote the destination and engage the target audience
<b>P2</b> Analyse the key elements of a range of destination marketing campaign examples to analyse how successfully campaign objectives were met	<b>M2</b> Compare and contrast the key elements of a range of destination marketing campaigns and evaluate the degree of inter-dependency of the various elements in meeting campaign objectives	
<b>LO3</b> Evaluate the role of digital marketing in promoting a destination		<b>D3</b> Make valid and justified recommendations for improving digital marketing
<b>P3</b> Review the different digital marketing tools used for promoting and advertising a specific destination	<b>M3</b> Critically evaluate the effectiveness of digital marketing tools in reaching different target audiences for a specific destination	
<b>LO4</b> Assess the role of Destination Marketing Organisations (DMOs) and the challenges they face		<b>D4</b> Make recommendations and solutions for overcoming challenges faced by DMOs for successfully meeting destination marketing objectives
<b>P4</b> Examine the role and services of DMOs in marketing a destination <b>P5</b> Assess the challenges faced by DMOs in marketing destinations, using a range of examples	<b>M4</b> Critically analyse the challenges faced by DMOs in successfully meeting destination marketing objectives, using a range of examples	

## Recommended resources

### Textbooks

KOZAK, M. and KOZAK, N. (2015) *Destination Marketing: An International Perspective*. Oxford: Routledge.

MORRISON, A. (2018) *Managing and Marketing Tourism Destinations*. 2nd ed. Oxford: Routledge.

PIKE, S. (2015) *Destination Marketing*. 2nd ed. Oxford: Routledge.

### Websites

<a href="http://www.destinationmarketing.org">www.destinationmarketing.org</a>	Destination Marketing Association International Research (General Reference)
<a href="http://www.eyefortravel.com">www.eyefortravel.com</a>	Eye for Travel Social Media and Marketing (General Reference)

### Links

This unit links to the following related units:

*Unit 8: Visitor Attraction Management*

*Unit 16: Marketing Essentials for Travel and Tourism*

*Unit 24: Destination Management Services*

*Unit 25: Strategic Destination Planning*

*Unit 34: Marketing for Ethical Tourism*



## Unit 27: Developing the Event Experience

<b>Unit code</b>	<b>T/616/2026</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit introduces the concepts of design and experience design when planning a range of events. It is vital that event organisers think about good practice in curating event content from a process-driven perspective. Good planning involves the development of creative and memorable experiences to meet with and exceed client requirements and expectations.

Students are asked to consider the meaning of 'design', different approaches to the design process and applications of design principles. They are asked to consider the use of different variables that impact on the design of a given event and how effective design can increase competitive advantage. They will also consider the concept of 'experience design' and how it applies to the events industry. Students will cover a range of experience design models and consider how to incorporate a series of interactive touch points to deliver the desired experience throughout the customer journey.

Finally, students have an opportunity to apply their learning by designing an event and incorporating the principles of design experience. It is strongly recommended to integrate unit assessment with *Unit 28 Corporate Events Management*, if students are undertaking the specialist pathway, to enable them to create an experience design concept for a corporate event, plan the event and evaluate the planning and promotion for the event. Practical application should be encouraged to give students the opportunity to manage and plan an event.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Analyse different design concepts for events in the travel and tourism industry
2. Assess the role of experience design within the context of events in the travel and tourism industry
3. Pitch an experience design concept for a tourism event
4. Plan resources and logistics to align with the experience design concept for a tourism event.

## Essential content

### LO1 Analyse different design concepts for events in the travel and tourism industry

#### *The meaning of 'design':*

Definition and etymology of design

Considerations of design: aesthetics, functionality, economics

Different approaches to design e.g. rational model, action-centric model

Applications of design principles: product conception, environmental development; human interaction

#### *How design relates to the events industry:*

The importance of innovative design in terms of competitive advantage

Understanding the customer and designing events appropriately

The use of space and layout

Design concepts e.g. colour, lighting, furniture, fixtures and fittings

Use of film, music, social media, technology in the event design

Development of event branding

#### *Different design concepts for events:*

The role of the design process in different event concepts e.g. product launches, ceremonies, business events, conferences, festivals

### LO2 Assess the role of experience design within the context of events in the travel and tourism industry

#### *Meaning of 'experience design':*

Definitions of 'experience' and 'experience design'

The engagement between people and product or brand and the associated outcomes (e.g. emotions, sensations, memories)

Aims of experience design: engage, inform, stimulate, entertain or influence

Use of creative technology to construct experiences e.g. interactive event spaces, data personalisation, wearable technology, mobile apps

*Experience design within the context of events:*

Experience design models

Designing the emotional journey for the delegates/audience

Creation of interactive 'touch points' within an event to initiate and deliver the experience

The importance of maintaining flow throughout the experience – from pre-event through to post-event activities

*Applications of experience design in a range of events:*

How the concept of experience design is applied in different types of events to maximise customer interaction and experience

### **LO3 Pitch an experience design concept for a tourism event**

*Event design:*

Set clear and tangible vision, objectives, strategy

Market segmentation to identify customers, positioning of the event offer

Apply the principles of event design and experience planning to develop the event offer

Calculate the fixed and variable costs of delivering the event e.g. projected income and breakeven analysis

### **LO4 Plan resources and logistics to align with the experience design concept for a tourism event**

*Planning resources and logistics:*

Pre-event briefings and delegation

Pre- and post-event communication

Delegate/participant registration and management

The importance of conducting pre-event, during and post-event checks and inspections to ensure all staff and resources are in the right place at the right time

Safety and security measures

Dealing with suppliers and contractors, contracting catering and beverage suppliers

*Developing and agreeing event plans:*

How to negotiate and develop the key elements of an events plan: aims and objectives, critical success factors, logistics and operations, marketing and sales, people and resources, sponsorship and funding, and event evaluation

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Analyse different design concepts for events in the travel and tourism industry		<b>L01 L02</b> <b>D1</b> Drawing on models of design and experience design for a range of different events, critically evaluate the importance of these concepts in providing a successful event in line with meeting audience needs and business objectives
<b>P1</b> Discuss the meaning of design concept and its application to the events industry <b>P2</b> Analyse the role of the design process in a range of different event concepts in the travel and tourism industry	<b>M1</b> Critically analyse the role of design concepts in event planning in the travel and tourism industry, using a range of examples	
<b>L02</b> Assess the role of experience design within the context of events in the travel and tourism industry		
<b>P3</b> Explore the meaning of experience design and its role within the events industry, using a range of examples	<b>M2</b> Evaluate the contribution of experience design in meeting an event's objectives	<b>D2</b> Pitch a coherent and detailed experience design concept for a tourism event, aligned to meet the identified needs of the target audience, critically analysing and justifying the inclusion of different touch points to maximise the customer experience
<b>L03</b> Pitch an experience design concept for a tourism event		
<b>P4</b> Pitch an experience design concept for a tourism event, incorporating basic principles of experience design to fulfil the requirements of a specific target audience	<b>M3</b> Pitch an experience design concept for a tourism event, justifying a range of touch points to deliver and enhance the experience of a specific target audience, in line with event objectives	<b>D3</b> Produce a detailed event plan that identifies creative and innovative ways to execute the delivery of an experience design concept for a tourism event, meeting the overall objectives and criteria of the design brief
<b>L04</b> Plan resources and logistics to align with the experience design concept for a tourism event		
<b>P5</b> Determine the resources required to deliver an experience design concept for a tourism event <b>P6</b> Produce an events plan in accordance with the experience design concept	<b>M4</b> Devise an event plan that aligns the key elements of planning for resources and logistics, and creates synergies for meeting overall objectives and criteria of the design brief	

## Recommended resources

### Textbooks

ALLEN, J. (2009) *Event Planning: The Ultimate Guide To Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Special Events*. Hoboken, New Jersey: John Wiley & Sons.

BERRIDGE, G. (2006) *Events Design and Experience*. Oxford: Routledge.

NEWBERY, P. and FARNHAM, K. (2013) *Experience Design: A Framework for Integrating Brand, Experience, and Value*. Hoboken, New Jersey: John Wiley & Sons.

### Websites

<a href="http://www.fifa.com/worldcup/index.html">www.fifa.com/worldcup/index.html</a>	Fifa World Cup (General Reference)
<a href="http://www.ises.com">www.ises.com</a>	International Special Events Society (General Reference)
<a href="http://www.olympicgames.org/olympicgames">www.olympicgames.org/olympicgames</a>	The IOC Olympic Games (General Reference)

### Links

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 2: Managing the Customer Experience*

*Unit 7: Managing Conference and Events*

*Unit 28: Corporate Events Management*

*Unit 29: Global Events*

# Unit 28: Corporate Events Management

<b>Unit code</b>	<b>A/616/2027</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

## Introduction

This unit focusses on the development of an event for the business community. The rapid growth of the events sector has seen the value of corporate events make a significant impact on the UK economy. In 2015 the conference and meeting sector contributed 19.9 billion to the national economy, 11.1 billion to exhibitions and trade fairs and 1.2 billion to corporate events (Eventbrite, 2017). The sector not only plays a vital role in the national economy, but also in generating exports and international trade.

The unit begins with a comparison of business to consumer and business to business events to help students understand the key differences between the two. It then examines the process of identifying new market segments for exploitation and developing an appropriate offer to attract and meet the needs of new customers. Students consider a basic feasibility study to help identify if a potential concept is worth pursuing. This involves a market segmentation exercise, evaluation of potential event offers and a top level investment versus return analysis.

On the assumption that the concept proves feasible, students then proceed to develop the offer and consider pricing, logistics and, importantly, how to engage the business community and promote the event. It is strongly recommended to integrate unit assessment with *Unit 27 Developing the Event Experience* to allow for continuity, if students are undertaking the specialist pathway. This will enable students to create an experience design concept for a corporate event, plan the event and evaluate the planning and promotion for the event. Practical application should be encouraged to give students the opportunity of managing and planning an event.



## **Learning Outcomes**

By the end of this unit students will be able to:

1. Compare and contrast corporate and leisure events
2. Evaluate how different types of corporate events help companies reach their business goals
3. Assess the importance of a feasibility study for a proposed corporate event
4. Evaluate the process of planning and promoting a corporate event.

## Essential content

### LO1 Compare and contrast corporate and leisure events

#### *Different categories of corporate events:*

Types of corporate events e.g. conferences, exhibitions, trade fairs, awards ceremonies, annual meetings etc

The key differences of corporate versus leisure events

Motivations of customer corporate groups: corporate events offer networking, updating on new developments, relationship building, competitor analysis

Stakeholders in the corporate events sector

#### *Marketing of corporate events:*

Market segmentation criteria to reach target audience industry sector, size of business, customer base

Marketing channels available to reach each audience e.g. social media, websites, apps

Pricing and positioning of the event

#### *Trends in corporate events:*

Changing demographics of the workforce

Impact of technology on corporate events

Procurement and return on investment

### LO2 Evaluate how different types of corporate events help companies reach their business goals

#### *Different business goals:*

Strategic focus: management, product life cycle, core business activities  
competitive strategy, marketing and talent management

#### *How events can support business objectives and growth:*

The benefits of an event e.g. generating leads, conveying brand image, retention of employees, promoting products and expertise

Events to achieve different business goals e.g. networking, product launches and trade shows, team building events

Virtual meetings versus face-to-face

### LO3 **Assess the importance of a feasibility study for a proposed corporate event**

#### *Feasibility study:*

The purpose of the feasibility study

The stages of the event life cycle

The event formation process from idea to feasibility

#### *Identify and profile the stakeholder base:*

Market segmentation analysis to identify potential customer groups and customer needs

#### *Carry out a feasibility study:*

Key aspects of the feasibility study

Identification and use of different information and market research sources to understand the target market

Analytical tools for planning (SWOT, PESTLE, Porter's 5 Forces)

Review of macro and micro environment

Unique selling points of the event that provide a competitive edge

#### *Consider key risks:*

Budget and financial risks: estimation of different income streams, calculation of fixed and variable costs for pre-event activity, delivery and any post-event fulfilment

Timescales: adequate time to source an appropriate venue, attract paying delegates, sponsors and exhibitors, secure speakers, recruit staff/third party contractors

#### LO4 Evaluate the process of planning and promoting a corporate event

##### *Planning the event:*

Use of the feasibility study to set strategic objectives e.g. for income, delegate numbers

Product: define the business event experience, confirm agenda, identify speakers

Place: identify and evaluate different venues according to the intended event experience

Price: delegate fees (hierarchy of different levels), sponsorship, exhibition, other income streams, calculate the fixed and variable costs of delivering the event, projected income and breakeven analysis

##### *Promoting the event:*

Evaluate available marketing channels to target business customers e.g. advertising, telesales, social media, partner organisations

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Compare and contrast corporate and leisure events		<b>D1</b> Critically evaluate the differences between corporate and leisure events and give justifiable reasons for differences in the planning and promotion of these events
<p><b>P1</b> Determine a range of different corporate focussed events</p> <p><b>P2</b> Compare and contrast the differences between corporate and leisure focussed events</p>	<p><b>M1</b> Evaluate the key differences between the content, planning and promotion of corporate and leisure events</p>	
<b>L02</b> Evaluate how different types of corporate events help companies reach their business goals		<b>D2</b> Provide recommendations and alternative solutions for delivering a range of different types of corporate events to optimise strategic focus and success rates
<p><b>P3</b> Review a range of different types of corporate events and assess how they meet different strategic focus and goals</p>	<p><b>M2</b> Critically evaluate the success of different types of corporate events in achieving strategic business objectives and goals</p>	
<b>L03</b> Assess the importance of a feasibility study for a proposed corporate event		<b>D3</b> Critically evaluate the content and role of a feasibility study in assessing the potential for a new business event, justifying your reasons with examples of how a robust feasibility study can reduce the risk of event failure
<p><b>P4</b> Assess different criteria to identify the potential audience for a new corporate event</p> <p><b>P5</b> Examine the key elements of a basic feasibility study for a corporate event</p>	<p><b>M3</b> Evaluate the importance of a feasibility study in identifying and quantifying the risks associated with delivering a new corporate event</p>	
<b>L04</b> Evaluate the process of planning and promoting a corporate event		<b>D4</b> Produce a detailed plan that critically evaluates a diverse range of information sources, justifies the choice of strategic objectives and provides an implementation schedule with key performance indicators and evaluation criteria
<p><b>P6</b> Devise a plan for a corporate event, applying key planning and promotional principles</p> <p><b>P7</b> Evaluate the process taken for the planning and promotion of a corporate event</p>	<p><b>M4</b> Develop a detailed plan for a corporate event, critically evaluating a range of strategic options and justifying the final choice</p>	

## Recommended resources

### Textbooks

ARMSTRONG, D. (2016) *The Event Professional's Handbook: The Secrets of Successful Events*. Petersfield: Harriman House

BEECH, J., KAISER, S. and KASPER, R. (2014) *The Business of Event Management*. Harlow: Pearson.

FERDINAND, N., and KITCHIN, P. (2016) *Event Management*. 2nd ed. London: Sage.

LINDSEY K. (2011) *Planning and Managing a Corporate Event*. London: How To Books.

MATTHEWS, D. (2015) *Special Event Production: The Process*. Oxford: Routledge.

SHONE, A. and PARRY, B. (2013) *Successful Event Management: A Practical Handbook*. 3rd ed. London: Thomson Learning.

### Websites

<a href="http://www.pcma.org">www.pcma.org</a>	Professional Convention Management Association (General Reference, Research)
<a href="http://www.siteglobal.com">www.siteglobal.com</a>	Society of Incentive and Travel Executives (Research)
<a href="http://www.smiportal.com">www.smiportal.com</a>	Global Meetings Industry Portal (Research, Articles)

### Links

This unit links to the following related units:

*Unit 7: Managing Conference and Events*

*Unit 11: Corporate Travel Management*

*Unit 27: Developing the Event Experience*

## Unit 29: Global Events

<b>Unit code</b>	<b>T/616/1815</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to provide students with a background knowledge and understanding of global events.

Students will examine the dynamic and diverse nature of the events industry, the impact of events on the environment in which they operate and the factors influencing the industry's development. They will also appraise the likely future demand and development of events worldwide.

Throughout the unit, a range of international events will be examined using case studies of major events, to enhance the teaching and learning experience and to develop students' understanding of the contexts in which global events are conceived and managed in key regions of the world.

Through the use of case study, students will also develop their understanding of the economic and operational complexities of the industries, and the significance of issues that are integral to the day-to-day management of events. Finally, the unit will develop students' ability to analyse and critically reflect on an increasingly globally important sector.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explore the diversity of the global events industry and the factors that have influenced its development
2. Evaluate the value, legacy and the impact of events on the environment in which they operate and appraise the management strategies used to support responsible event development
3. Assess the impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour
4. Evaluate the criteria essential for the successful planning of specific events.



## Essential content

### LO1 Explore the diversity of the global events industry and the factors that have influenced its development

#### *Diversity of the sector:*

Different types of events by size, form or content, e.g. by size: local or community events, major events, hallmark events, mega events, by form or content: cultural events, sports events, music events, business events

Mobile versus place events

The structure and components of the event industry e.g. event organisations, event management companies, venues, events industry suppliers, industry associations

The different role of events in society

#### *Factors influencing the development of the events:*

The growth and emergence of the events industry

The value and contribution of events to the global economy

Demand and motivations for different types of events

Event history and socio-cultural developments

Global expansion and opportunities for events

Influences on events and future trends in the events industry

### LO2 Evaluate the value, legacy and the impact of events on the environment in which they operate and appraise the management strategies used to support responsible event development

#### *Value, impacts and legacy of events:*

The positive and negative impacts, both short- and long-term, of events from the following perspective: social and cultural, physical and environmental, political, tourism and economic

How international and cultural diversity impact upon events

The contribution of events to the economy at national, regional and local level

Event legacy e.g. sustainability, measuring events' long-term impacts on stakeholders and on systems at local, national, and global levels

*Responsible event development:*

Event stakeholders and responsibilities of organisations to meet different stakeholder interests and expectations

The use of economic impact studies in measuring event outcomes Management techniques for measuring impacts e.g. the corporate environmental management model (CEM) and balance scorecard (BSC)

The role of the event industry in balancing the impacts of events

Methods of identifying and managing community perceptions of the impact of events

The role of government: governmental responses to environmental and operational factors affecting events

**LO3 Assess the impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour**

*The impact of the macro environment on events:*

The context of the macro environment: the application of the PESTLE framework (Political, Economic, Social, Cultural, Technological, Legal and Environmental considerations) and how event organisers need to monitor and forecast external influences

The impact of demographic and psychographic change affecting event workforce, skills and knowledge

The impact of digital and social technologies

The global shift in economic and social power

Ethical and sustainable growth

Risk management e.g. safety and security, economic performance

Developing a risk management matrix and effective communication channels

The impact of key environmental factors on decision-making and organisational behaviour

## LO4 Evaluate the criteria essential for the successful planning of specific events

### *The planning function:*

Event concept planning: the intent to bid, feasibility analysis, decision to proceed or cease

Strategic planning for events, financial, human resource, project, marketing and sponsorship planning, branding strategies

SWOT analysis and the decision-making process when planning events

Formulating the idea to feasibility, the bidding process and bidding campaign

Event life cycles and the different stages of planning in the life cycle

Role of stakeholders e.g. the event host, the Government, the media, the host community

The transformation process of events

### *Approaches to effective planning:*

Key strategies related to event risk management e.g. safety, sponsorship, funding

Trends and issues affecting specific events e.g. conflicting needs of stakeholders, needs and receptiveness of the community, cultural sensitivity and awareness, globalisation and technology

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<p><b>LO1</b> Explore the diversity of the global events industry and the factors that have influenced its development</p>			<p><b>D1</b> Critically evaluate the key factors that have influenced and shaped the events industry and the role they play in society</p>
<p><b>P1</b> Examine the diversity of the global events industry, including its structure and organisation, and the role of different types of events in society</p> <p><b>P2</b> Explain the factors that have influenced the development of the events industry globally</p>	<p><b>M1</b> Evaluate the key factors that have influenced the development, structure and organisation of the events industry, and the role of different events in society</p>		
<p><b>LO2</b> Evaluate the value, legacy and the impact of events on the environment in which they operate and appraise the management strategies used to support responsible event development</p>			<p><b>D2</b> Critically assess the impact of global events on different levels of the environment, and evaluate the strategies used to support responsible event development</p>
<p><b>P3</b> Evaluate the value, impacts and legacy of a range of global events on the environment in which they operate</p> <p><b>P4</b> Review management strategies used to support responsible event development for a range of global events</p>	<p><b>M2</b> Critically evaluate the specific management strategies used by the events industry to support responsible event development for a range of global events</p>		

Pass	Merit	Distinction
<p><b>LO3</b> Assess the impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour</p>		<p><b>LO3 LO4</b></p> <p><b>D3</b> Provide recommended improvements and solutions for a specific event to minimise adverse impacts and maximise profit</p>
<p><b>P5</b> Determine the positive and negative impacts the macro environment has on the global events industry and their influence on decision-making and organisational behaviour, supported by specific examples</p>	<p><b>M3</b> Applying specific examples, evaluate the macro environmental factors influencing the global events industry and analyse their influence on decision-making and organisational behaviour</p>	
<p><b>LO4</b> Evaluate the criteria essential for the successful planning of specific events</p>		
<p><b>P6</b> Conduct a SWOT analysis for a specific event to examine and assess the criteria essential for the successful planning of events</p>	<p><b>M4</b> Critically evaluate the criteria essential for the successful planning of events, taking into consideration the impacts of the internal and external environment</p>	

## Recommended resources

### Textbooks

- ALI-KNIGHT, J., ROBERTSON, M., FYALL, A. and LARKIN, A. (2009) *International Perspectives of Festivals and Events: Paradigms of Analysis*. Oxford: Elsevier.
- BILLINGS, A. (2008) *Olympic Media: Inside the biggest show on television*. Oxford: Routledge.
- BOWDIN, G., MCDONNELL, I., ALLEN, J. and O'TOOLE, W. (2010) *Events Management*. Oxford: Butterworth-Heinemann.
- GETZ, D. (2016) *Event Studies: Theory, Research and Policy for Planned Event*. Oxford: Elsevier.
- HOLMES, K. (2015) *Events and Sustainability*. 1st ed. Oxford: Routledge
- VAN DER WAGEN, L. (2011) *Events management: for tourism, cultural, business and sporting events*. Harlow: Pearson.
- YEOMAN, I. et al. (eds.) (2015) *Festival and Events Management: an international arts and culture perspective*. Oxford: Routledge.

### Websites

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| <a href="http://www.eventsimpacts.com">www.eventsimpacts.com</a>                         | Event Impacts<br>(General Reference)                                  |
| <a href="http://www.fifa.com/worldcup/index.html">www.fifa.com/worldcup/index.html</a>   | Fifa World Cup<br>(General Reference)                                 |
| <a href="http://www.ifea.com">www.ifea.com</a>   | International Festivals and Events Association<br>(General Reference) |
| <a href="http://www.ises.com">www.ises.com</a>   | International Special Events Society<br>(General Reference)           |
| <a href="http://www.olympicgames.org/olympicgames">www.olympicgames.org/olympicgames</a> | The IOC Olympic Games<br>(General Reference)                          |

## **Links**

This unit links to the following related units:

*Unit 7: Managing Conference and Events*

*Unit 27: Developing the Event Experience*

*Unit 28: Corporate Events Management*

# Unit 30: Innovative Cultural and Heritage Management

<b>Unit code</b>	<b>F/616/2028</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>30</b>

## Introduction

This unit looks at innovative cultural and heritage management and its role within the cultural tourism industry. Throughout the unit, students will gain an awareness of the growth and development of the cultural and heritage tourism industry, and the issues attached to developments of cultural and heritage destinations and attractions, in both the natural and built environment. They will gain knowledge on the past, present and future of cultural tourism, and the relationship between traditional and contemporary culture.

The unit will also offer students an opportunity to develop their own entrepreneurial and creative skills when planning for the management of a cultural and heritage tourism development. They will have the opportunity to investigate innovative ideas on how culture and heritage can be interpreted and made accessible to a wide audience with the use of modern technology. When planning for cultural and heritage development, students will analyse how organisations and the host community collaborate to minimise negative impacts and utilise positive impacts for growth and development.



## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explore the growth and development of cultural and heritage tourism
2. Investigate innovative ideas for presenting and interpreting cultural and heritage tourism
3. Analyse cultural and heritage tourism issues and their impacts
4. Plan for the sustainable development and management of cultural and heritage tourism.

## Essential content

### LO1 Explore the growth and development of cultural and heritage tourism

#### *Defining cultural tourism:*

The definition of culture and different concepts of culture

High versus low culture

The shift from traditional cultural consumption to heritage, popular culture and living cultural attractions

The meaning of heritage and heritage tourism e.g. living cultural heritage, dark heritage and built heritage

#### *Growth and development by typology:*

Typologies of tourism, specifying regions of specific cultural and heritage interest

Tangible and intangible cultural and heritage tourism products and experiences

The heritage spectrum as an overlapping concept

#### *Motivation of tourist:*

The cultural tourist profile and typology of cultural tourist's roles

Intrinsic and extrinsic motivations of cultural tourists: escapism, allocentric disposition (Plog), exoticism, experiential metempsychosis e.g. ritualistic behaviour, explorer/drifter (Cohen)

The heritage tourist profile

#### *Contemporary trends in cultural and heritage tourism:*

Global trends in cultural tourism and destination management

Statistical data trends in cultural and heritage tourism for destinations, regions and areas

Experiential tourism and authenticity

Niche developments e.g. dark tourism, religious heritage and eco-museums

#### *Role and purpose of innovative cultural and heritage tourism:*

Meeting different stakeholder requirements e.g. for education, research, recreation, entertainment

Status versus the industry e.g. regeneration, income generation, market positioning

## LO2 Investigate innovative ideas for presenting and interpreting cultural and heritage tourism

### *Innovative interpretation and creativity:*

Different methods of interpretation including enactments e.g. role-play, performance, stories, tours, drama, carnivals and festivals

The use of audio-visual and other sensory techniques to recreate intangible cultural experiences

The impact of interactive digital technology on creating personalised experiences of cultural and heritage tourism

Interactive websites e.g. virtual tours and use of innovative 3D images

Multi-media platforms for accessibility and information

Creating the imagescape through innovative design

### *Innovative packaging of cultural and heritage tourism:*

Developing cultural trails and routes, creating cultural sightseeing itineraries and tours

The purpose and development of trails and routes

Developing hotel and ticket packages e.g. theatre breaks/themed weekends

Use of destination smartcards to promote cultural resources

## LO3 Analyse cultural and heritage tourism issues and their impacts

### *Issues and challenges:*

Applying the PESTLE framework: political, economic, socio-cultural, technological, legal and environmental

Issues of commodification, exploitation, staged authenticity and selective interpretation

Conservation versus visitation

Heritage under threat from tourism and exploitation

### *Positive and negative impacts on:*

The organisation/destination, the environment, the host community, the tourist

Conservation and preservation versus commercialisation and growth of visitors

## LO4 **Plan for the sustainable development and management of cultural and heritage tourism**

### *Planning of cultural and heritage tourism:*

Rationale, creative interpretation of culture, sustainability in the use of area/site/building, spatial planning and landscaping, and the consideration of challenges and issues (PESTLE)

Funding for cultural and heritage tourism projects

### *Developing the visitor management plan:*

The purpose of a visitor management plan

Situational analysis and the importance of understanding visitor audiences, issues and trends

Establishing appropriate vision and mission statements, goals and objectives

Shaping the strategic direction and setting strategic goals and strategies

Tactical implementation and action planning

Methods of monitoring and evaluating the overall effectiveness of the visitor management plan

### *Strategic management of cultural and heritage tourism:*

Devising appropriate mission statements and goals that balance the drivers of commercialism and sustainability

Tools and techniques for measuring and managing sustainability e.g. carrying capacity, environmental impact risk assessment and use of sustainable indicators

Controlling demand and flows of visitors e.g. pricing policies and strategies, ticketing, permits and licensing

Niche marketing and de-marketing during peak seasons

The importance of partnerships and collaboration for managing cultural and heritage tourism

### *Operational management of cultural and heritage tourism:*

Tools and techniques for visitor control: charging, activity zoning, use of signs, mobile devices and guides to ease congestion, park and ride

Queuing techniques e.g. allocated time slots, fast-track service queues, entertaining visitors

Staff training in cultural identity and cultural diversity

Hard management versus soft visitor management techniques

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explore the growth and development of cultural and heritage tourism		<b>D1</b> Critically analyse the growth and development of cultural and heritage tourism attractions, destinations and activities, justifying future recommendations for improvements
<p><b>P1</b> Examine the growth and development of the cultural and heritage tourism industry</p> <p><b>P2</b> Analyse the factors that influence the motivation of tourists to visit and experience cultural and heritage tourism attractions, destinations and activities</p>	<p><b>M1</b> Critically analyse the growth and development of cultural and heritage tourism attractions, destinations and activities driven by tourism demand</p>	
<b>LO2</b> Investigate innovative ideas for presenting and interpreting cultural and heritage tourism		<b>D2</b> Critically evaluate different types of interpretation methods applied by a specific cultural or heritage tourism attraction and make recommendations for improvements
<p><b>P3</b> Discuss how cultural and heritage tourism is portrayed, presented and developed through the use of creativity and innovation</p> <p><b>P4</b> Examine a specific type of cultural or heritage tourism attraction, its' role and purpose and how this is portrayed and presented to an intended audience through creative and innovative techniques</p>	<p><b>M2</b> Evaluate different types of interpretation methods applied by a specific cultural or heritage tourism attraction</p>	

Pass		Merit	Distinction
<b>LO3</b> Analyse cultural and heritage tourism issues and their impacts			<b>D3</b> Make valid recommendations on how a specific cultural or heritage tourism attraction could further minimise its negative impacts to meet the overall sustainable objectives
<p><b>P5</b> Analyse a range of different issues and challenges affecting areas/activities of a specific cultural or heritage tourism attraction</p> <p><b>P6</b> Analyse how working collaboratively with stakeholders supports sustainable objectives to minimise negative impacts</p>	<b>M3</b> Critically analyse how stakeholders interrelate and work together to minimise negative impacts and utilise positive impacts for growth and development for a specific cultural or heritage tourism attraction		
<b>LO4</b> Plan for the sustainable development and management of cultural and heritage tourism			<b>D4</b> Produce a strategic visitor management plan that critically evaluates the visitor experience and provides justified strategies and actions for enhancing and improving the visitor experience to meet sustainable objectives
<p><b>P7</b> Produce a visitor management plan for a specific cultural or heritage tourism destination or attraction</p> <p><b>P8</b> Devise management strategies to be put in place as part of the integral plan for development to meet objectives</p>	<b>M4</b> Produce a visitor management plan that enhances and improves the visitor experience to meet sustainable objectives		

## Recommended resources

### Textbooks

DU CROS, H. and MCKERCHER, B. (2014) *Cultural Tourism*. 2nd ed. Oxford: Routledge.

EDELHEIM, J. (2016) *Tourist Attractions: From Object to Narrative (Tourism and Cultural Change)*. Bristol: Channel View Publications.

MCORMICK, R. (2014) *Marketing Cultural and Heritage Tourism: A World of Opportunity*. Oxford: Routledge.

YUPARK, H. (2013) *Heritage Tourism*. Oxford: Routledge.

### Websites

<a href="http://www.culturaltourism-network.eu">www.culturaltourism-network.eu</a>	European Cultural Tourism Network (General Reference)
<a href="http://www.darktourism.org">www.darktourism.org</a>	The Dark Tourism Forum (General Reference)
<a href="http://www.iaapa.org">www.iaapa.org</a>	The International Association of Amusement Parks and Attractions (General Reference)
<a href="http://www.icomos.org">www.icomos.org</a>	International Council on Monuments and Sites (General Reference)
<a href="http://www.tram-research.com">www.tram-research.com</a>	Global Cultural Tourism Research Atlas (General Reference)

### Links

This unit links to the following related units:

*Unit 8: Visitor Attraction Management*

*Unit 20: Tourism Consumer Behaviour and Insight*

*Unit 25: Strategic Destination Planning*

*Unit 31: Innovative Curation, Interpretation and Education*

*Unit 40: Special Interest Tourism*

# Unit 31: Innovative Curation, Interpretation and Education

<b>Unit code</b>	<b>J/616/2029</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

## Introduction

Visitor attractions increasingly rely on innovative curation, interpretation and education approaches to provide distinctive and memorable experiences that attract and engage visitors. The utilisation of innovative curation and interpretation plays an integral part in providing a quality service encounter.

This unit aims to enable students to understand how curation, interpretation and education provokes curiosity, attention and interest to create and shape the visitor experience. They will also learn how the utilisation of innovative approaches provides effective management and control of the servicescape to enrich the experience and enhance service encounters.

Students will examine and explore the different methods and techniques employed by a wide range of visitor attractions to provide innovative curation, interpretation and education through the use of specific examples. Students should be encouraged to visit attractions and exhibitions to assess and critique the use of innovative approaches towards interpretation and education.



## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the visitor experience and the importance of innovative curation throughout the visitor journey
2. Evaluate methods of interpretation for a range of different visitor attractions
3. Analyse how innovative education and interpretation enables effective management of the servicescape.

## Essential content

### LO1 **Examine the visitor experience and the importance of innovative curation throughout the visitor journey**

#### *The visitor experience:*

Defining the visitor experience

The stages of building the visitor experience from anticipation to the return stage

Mapping the visitor experience to the visitor journey

The complexities of the visitor experience at each stage from pre-determined values and attitudes to multisensory experiences that exceed expectations

Curating the visitor experience throughout the visitor journey

The design of interpretive facilities and space

#### *Understanding the visitor:*

Definition of audience research and development

The value and importance of understanding visitor motivations including models of motivation e.g. Maslow Hierarchy of Needs

The different dimensions of audience engagement e.g. cognitive, emotional, behavioural

Different types of visitor motivations e.g. to learn and be educated, to achieve personal goals, to be entertained, 'edutainment', social-interaction or to 'people watch'

### LO2 **Evaluate methods of interpretation for a range of different visitor attractions**

#### *The definition of interpretation:*

Definition of interpretation

The purpose of interpretation and the benefits of interpretation for cultural and heritage attractions

The interpretation communication process, personal interactions and non-personal communications

Tilden's principles of heritage interpretation

*Innovative interpretation methods:*

Different methods and media of interpretation for narrative and storytelling, text and design and face-to-face interpretation

The value of a thematic approach to interpretation

The use of multi-media platforms, immersive digital technology and community-orientated involvement to engage audiences

Creating multi-sensory experiences

The importance of establishing audience needs for effective interpretation

Different forms and methods of interpretation to meet specific needs e.g. international visitors and those with disabilities

**LO3 Analyse how innovative education and interpretation enables effective management of the servicescape**

*Innovative education and interpretation:*

Informal and formal approaches to education and learning at different types of attractions

Education through interpretation of objects and images

Curation developed and aligned to curriculum to support educational institutions

The use of digital technology in developing educational online activities and increasing accessibility

The use of blogs, video channels, podcasts, virtual reconstructions and social networking

*Managing the servicescape:*

Definition of the servicescape

Aspects of the service environment: physical (design and spatial layout), interpersonal (service encounter touch points), remote (online services)

The direct and indirect impact of the servicescape on perceived service quality

The contribution of curation, interpretation methods and educational services on the quality of service

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Examine the visitor experience and the importance of innovative curation throughout the visitor journey</p>		<p><b>D1</b> Critically evaluate how visitor attractions have curated the visitor journey to enrich the visitor experience through innovation and creative interpretation, making recommendations for improvements</p>
<p><b>P1</b> Explore the different stages of the visitor experience throughout the visitor journey</p> <p><b>P2</b> Compare and contrast how visitor attractions have curated the visitor journey using innovative approaches, space and design to meet visitor expectations</p>	<p><b>M1</b> Evaluate how visitor attractions have curated the visitor journey to enrich the visitor experience through innovation and creative interpretation</p>	
<p><b>LO2</b> Evaluate methods of interpretation for a range of different visitor attractions</p>		<p><b>D2</b> Critically evaluate the use of innovative, educational and interpretive techniques and methods to make justified recommendations for enhancing the quality of the visitor experience</p>
<p><b>P3</b> Evaluate different media of interpretation and how they are utilised to produce a thematic and engaging experience</p> <p><b>P4</b> Assess the range of different media, methods and techniques used in visitor attraction interpretation, using specific examples both technological and non-technological</p>	<p><b>M2</b> Critically evaluate how different media and methods of interpretation develop engaging experiences to meet visitor expectations</p>	

Pass	Merit	Distinction
<p><b>LO3</b> Analyse how innovative education and interpretation enables effective management of the servicescape</p>		<p><b>D3</b> Make justified recommendations for the development of new educational and interpretation approaches to improve the quality of the servicescape at a specific visitor attraction</p>
<p><b>P5</b> Appraise the use of instructional and interpretive educational approaches</p> <p><b>P6</b> Analyse the use of innovative education and interpretation approaches in the management of the servicescape for a specific visitor attraction</p>	<p><b>M3</b> Critically analyse the utilisation of innovative education and interpretation approaches in meeting effective servicescape management and overall quality</p>	

## Recommended resources

### Textbooks

BLACK, G. (2005) *The Engaging Museum: Developing Museums for Visitor Involvement*. Oxford: Routledge.

FALK, J. (2012) *The Museum Experience Revisited*. London: EDS Publications.

FYALL, A., GARROD, B., LEASK, A. and WANHILL, S. (2008) *Managing Visitor Attractions*. 2nd ed. Oxford: Routledge.

HOOPER-GREENHILL, E. (2007) *Museums and Education: Purpose, Pedagogy, Performance: Purpose, Pedagogy, Performance*. Oxford: Routledge.

SWARBROOKE, J. and PAGE, S. (2015) *Development and Management of Visitor Attractions*. 3rd ed. Oxford: Routledge.

### Websites

[www.alva.org.uk](http://www.alva.org.uk)

Association of Leading Visitor Attractions

(General reference)

[www.museumsassociation.org](http://www.museumsassociation.org)

Museums Association

(General reference)

### Links

This unit links to the following related units:

*Unit 8: Visitor Attraction Management*

*Unit 30: Innovative Cultural and Heritage Management*

## Unit 32: Sustainable and Responsible Tourism Management

<b>Unit code</b>	<b>A/616/2030</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to provide students with the knowledge and understanding of sustainable and responsible tourism, and how this is managed and developed in different countries.

Today, all countries, destinations, and travel and tourism organisations recognise the importance of incorporating sustainability into travel and tourism planning and operations. There is now an increasing demand for 'sustainability specialists' to be employed worldwide to implement responsible tourism management policies. It is therefore essential that all students of tourism understand its meaning and the implications for organisations that they are likely to be employed in.

Starting with understanding the concept and meaning of sustainable and responsible tourism, students will then apply this to a 'real-life' situation through the creation of a local or national tourism development case study. This will involve planning, resolving conflicts of interest, balancing supply with demand, moral and ethical issues, and economic and social environmental issues.

## **Learning Outcomes:**

By the end of this unit students will be able to:

1. Determine the main features of sustainable and responsible tourism
2. Evaluate the importance of tourism development planning for sustainability
3. Apply principles of sustainable and responsible tourism management to a chosen case study
4. Evaluate how sustainable and responsible tourism management has evolved in a variety of destinations worldwide.



## Essential content

### LO1 Determine the main features of sustainable and responsible tourism

#### *Definitions of sustainable tourism:*

The evolution of sustainable tourism as a concept

The concept and meaning of sustainable tourism, the environment, responsible tourism and its management

Definitions and interpretations of sustainability from different stakeholder perspectives e.g. Government, non-government organisations (NGOs), travel and tourism industry, pressure groups/environmentalists

#### *Organisational roles and responsibilities:*

The World Tourism Organisation (WTO) and World Travel and Tourism Council (WTTC) roles, functions, mission statements

Guidelines for implementation of sustainable and responsible tourism management strategies

#### *Application of the principles:*

Principles of sustainable tourism

Hunter's adaptive paradigm and the four types of tourism development

International, national, regional and local examples of sustainable application and implementation

### LO2 Evaluate the importance of tourism development planning for sustainability

#### *Impacts of tourism development:*

The relationship between tourism and the environment, assessing both the negative and positive impacts on the environment

Impacts from the environmental, economic, socio and cultural perspectives

#### *Tourism development:*

The identifiable characteristics of sustainable tourism development and the purpose of sustainable tourism development

The conflicts and complexities between sustainable development and economic growth

*Planning for sustainable tourism development:*

International, national, regional local development, different approaches to tourism development Advantages and disadvantages of each

*The process of planning:*

The stages of the planning process: recognition and preparation, setting of objectives, survey of existing data, conducting new surveys, analysis of qualitative and quantitative research, initial policy and plan formulation, recommendations, implementation, monitoring and reformulation

*Problems of planning:*

Meeting a diverse range of stakeholder interests e.g. the host community (business and residents), tourism industry, and the visitor

Cost implications, lack of collaborative partnership due to complex nature of the industry and issues of seasonality

*Measurement:*

The importance of monitoring and measuring sustainable tourism development

Instruments of measuring sustainability e.g. use of sustainable indicators and monitoring, environment assessment audit and carrying capacity

Instruments of measuring success e.g. tourism economic activity model, survey and questionnaires, use of data analysis and website analytics

**LO3 Apply principles of sustainable and responsible tourism management to a chosen case study**

*Identification of a suitable tourism business/attraction:*

New or existing business/attraction

The purpose and aims of the business/attraction

Factors to consider e.g. location, infrastructure, online presence and accessibility, popularity with visitors

Stakeholder engagement and partnerships

*Impacts of the business on sustainability:*

Positive and negative economic, environmental, social and cultural impacts

Issues and areas of conflict

The balance of supply and demand

The determinants of carrying capacity and thresholds

Future sustainability

*Sustainable management:*

Instruments of tourism sustainability to support sustainable management and practices

Stakeholder interest and partnerships e.g. national, regional, local authority permissions, local host businesses and resident reactions

#### **LO4 Evaluate how sustainable and responsible tourism management has evolved in a variety of destinations worldwide**

*The different impacts of tourism:*

*Socio-cultural impacts:*

The impact on the host community e.g. social change, changing values, provision of social services, the conflict between tourist/host relationships, commercialisation and commodification of culture and art, staged authenticity, revitalisation of customs and art forms, destruction and preservation of heritage, moral and ethical issues

*Environmental impacts:*

The effects of tourism activities and tourism facilities

Types of conservation and pollution e.g. air, visual, noise, land use, ecological disruption

Pressures on infrastructure and finite resources, erosion, preservation of environment e.g. drainage, irrigation

Imposition of limits

*Economic impacts:*

The contribution tourism has to the economy and its financial value

The generation of employment, provision of foreign exchange, multiplier effect of tourism as contribution to the balance of payments

Adverse effects e.g. economic leakage, the development of foreign ownership and management

Development of enclave tourism

Imposition of limits

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Determine the main features of sustainable and responsible tourism		<b>D1</b> Critically analyse the relevance and application of the concepts and meaning of sustainable and responsible tourism according to leading global organisations
<b>P1</b> Explain how the concept of sustainable and responsible tourism has evolved  <b>P2</b> Determine the role, function and mission of leading global organisations involved in the promotion of sustainable and responsible tourism	<b>M1</b> Analyse the concepts and meanings of sustainable and responsible tourism according to leading global organisations	
<b>LO2</b> Evaluate the importance of tourism development planning for sustainability		<b>D2</b> Critically evaluate different approaches to tourism development and planning to identify and justify the rationale for measuring and monitoring sustainable performance
<b>P3</b> Explore the purpose and principles of tourism development and planning to minimise the adverse effects of tourism  <b>P4</b> Evaluate the process of tourism development and planning, and the associated challenges and problems, providing specific tourism examples	<b>M2</b> Critically evaluate different approaches to tourism development and planning for successfully achieving sustainable objectives	

Pass		Merit	Distinction
<b>LO3</b> Apply principles of sustainable and responsible tourism management to a chosen case study			<b>D3</b> Critically analyse the value and importance of stakeholder engagement and partnerships in minimising adverse impacts to meet overall sustainable objectives
<b>P5</b> Investigate the impacts of tourism activity generated by a specific tourism attraction from an economic, social, cultural and environmental perspective	<b>P6</b> Examine how principles of sustainability implemented by a specific tourism business/attraction meet stakeholder requirements and expectations	<b>M3</b> Analyse the contribution made by various stakeholders in developing sustainable tourism practices to minimise the adverse impacts of a specific tourism business/attraction	
<b>LO4</b> Evaluate how sustainable and responsible tourism management has evolved in a variety of destinations worldwide			<b>D4</b> Make justified recommendations and solutions for improving sustainable management and development for a range of tourist destinations worldwide
<b>P7</b> Evaluate how sustainability is being developed and managed in a range of tourist destinations worldwide		<b>M4</b> Critically evaluate the success or failure of sustainable management applied in a range of tourist destinations worldwide	

## Recommended Resources

### Textbooks

BRICKER, K., BLACK, R. and COTTRELL, S. (2012) *Sustainable Tourism & Millennium Development Goals*. Burlington MA: Jones & Bartlett Publishers.

COOPER et al. (2008) *Tourism: Principles and Practice*. Harlow: Pearson.

HALL, C.J. (2007) *Tourism Planning: Policies, processes and relationships*. Harlow: Prentice Hall.

HOLLOWAY, C. (2009) *The Business of Tourism*. 9th ed. Harlow: Pearson.

LIBURD, J.J. and EDWARDS, D. (2010). *Understanding the Sustainable Development of Tourism*. Oxford: Goodfellow Publishers Ltd.

WEBER, L. (2016) *Sustainable Tourism Development*. Leicester: Willford Press.

### Websites

<a href="http://www.gdrc.org">www.gdrc.org</a>	The Sustainable Tourism Gateways (General Reference)
<a href="http://www.thetravelfoundation.org.uk">www.thetravelfoundation.org.uk</a>	The Travel Foundation (Research, Articles)
<a href="http://www.tourismconcern.org.co.uk">www.tourismconcern.org.co.uk</a>	Tourism Concern (Reports, News)
<a href="http://www.unesco.org">www.unesco.org</a>	United Nations Educational, Scientific, Cultural Organisation Teaching and learning for a Sustainable Future (Research, Publications)

### Links

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 8: Visitor Attraction Management*

*Unit 30: Innovative Cultural and Heritage Management*

*Unit 33: Global Sustainable Tourism Development*

# Unit 33: Global Sustainable Tourism Development

<b>Unit code</b>	<b>J/616/2032</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

## Introduction

The aim of this unit is to provide students with knowledge and understanding of the development and management of global sustainable tourism across a range of contexts.

Students will analyse, interpret and evaluate relevant information, concepts and ideas relating to sustainable tourism development and planning, in accordance with principles of sustainability, responsible management and corporate social responsibility.

Students will evaluate the key steps required to create and deliver a sustainable tourism strategy and evaluate ways in which further improvements can be made to the sustainability agenda. In particular, they will consider the potential roles that key stakeholder and tourism providers could play.

The knowledge, understanding and skills developed through this unit will enable students to contribute to the increasingly important debate around sustainable tourism. The unit will add value to future career development by empowering students to anticipate and evaluate potential developments and make considered decisions in the context of sustainable tourism planning.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Assess the adverse effects of the tourism industry and the resulting development of sustainable tourism
2. Analyse the process required to develop an effective sustainable tourism strategy to meet sustainable objectives
3. Evaluate the contribution of key stakeholders/tourism partners to global sustainable tourism strategic development
4. Compare and contrast the outcomes of sustainable tourism strategies in an emerging and an established destination.



## Essential content

### LO1 **Assess the adverse effects of the tourism industry and the resulting development of sustainable tourism**

#### *Adverse effects of the tourism industry:*

Competition for scarce resources, particularly land and water

Community participation and reduction of poverty

Visitor trespass and the impact on the environment e.g. visitor/host relationships, socio-cultural implications, pressures on the infrastructure and resources

Environmental considerations e.g. carbon footprint, conservation and pollution, environmental degradation

#### *Development of sustainable tourism:*

The principles and key pillars of sustainable tourism

The different perspectives of sustainability: economic, social and environmental

Current and future trends affecting the implementation of sustainability

### LO2 **Analyse the process required to develop an effective sustainable tourism strategy to meet sustainable objectives**

#### *Tourism strategy:*

Different types of strategic planning e.g. the visioning approach and experience strategies

The defining characteristics of strategic planning

#### *The tourism strategy process:*

Situational analysis

Establishment of objectives and strategy

Engagement of key stakeholders

Assessment of investment and prioritisation of resources

Development of sustainability policies and action/implementation plan with timescales and key performance indicators

Implementation and evaluation

*Tools for implementing sustainable tourism development:*

Legislation and regulations

Land use planning and development

Certification schemes and awards

The use of eco labelling

The use of guidelines and codes of conduct

Capacity management, environmental risk assessments and audits

The visitor management plan model and the different components

**LO3 Evaluate the contribution of key stakeholders/tourism partners to global sustainable tourism strategic development**

*Key stakeholders/tourism partners:*

The importance of stakeholder mapping for sustainability

Different types of stakeholders e.g. public, private and voluntary organisations involved in tourism, the host community and tourists

The impact of stakeholders on the tourist experience

*Tools for implementing sustainable tourism development:*

Legislation and regulations

Land use planning and development

Certification schemes and awards

The use of eco labelling, guidelines and codes of conduct

Capacity management, environmental risk assessments and audits

The visitor management plan model and the different components

*International contribution:*

Inter-partner collaboration

Cross border/global codes and agreements

Regulations, incentives, penalties for compliance or abuse

**LO4 Compare and contrast the outcomes of sustainable tourism strategies in an emerging and an established destination**

*Outcomes of sustainable tourism strategy:*

Economic viability of tourism destinations

Visitor satisfaction

Land usage and effect on wildlife, biodiversity and eco systems

Prosperity and quality of employment amongst host communities

Raising cultural awareness and respect for host culture, rituals and heritage

Continued preservation, conservation of quality of landscapes

Conservation of natural areas, habitats and wildlife

Equitable use of scarce and non-renewable resources

Minimal environmental impact from visitors and tourism providers

*Measuring and monitoring the outcomes:*

Procedures and mechanisms used for measuring and monitoring intended outcomes of strategic planning

Planning for contingency and failure of strategic sustainable development

*Destinations:*

Outcomes of sustainable strategic approaches in emerging global destination versus established global destination

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Assess the adverse effects of the tourism industry and the resulting development of sustainable tourism		<b>D1</b> Critically analyse and evaluate the key drivers of sustainable tourism and evaluate their impact on future global tourism
<p><b>P1</b> Assess the adverse impacts of travel and tourism that have driven the need for sustainable tourism development</p> <p><b>P2</b> Discuss the conceptual development of sustainable tourism and how it has evolved</p>	<p><b>M1</b> Analyse how key drivers of sustainable tourism have developed in importance and significance globally</p>	
<b>LO2</b> Analyse the process required to develop an effective sustainable tourism strategy to meet sustainable objectives		<b>D2</b> Make valid conclusions on the potential consequences of neglecting key principles of sustainable tourism development, using a range of specific examples to support your arguments
<p><b>P3</b> Appraise the key principles underpinning the development process of a sustainable tourism strategy in order to meet sustainable objectives, using a range of specific examples</p>	<p><b>M2</b> Critically analyse the importance of principles underpinning the development process of a sustainable tourism strategy in successfully achieving sustainable objectives</p>	
<b>LO3</b> Evaluate the contribution of key stakeholders/tourism partners to global sustainable tourism strategic development		<b>LO3 LO4</b> <b>D3</b> Make recommendations for improving global sustainable tourism strategies in an emerging and an established tourism destination, including building relationships with tourism partners and key stakeholders to achieve sustainable outcomes
<p><b>P4</b> Appraise the role of key stakeholders in the global sustainable tourism agenda and strategic development process</p> <p><b>P5</b> Evaluate the ways in which key stakeholders contribute to the global sustainable tourism agenda and strategic development</p>	<p><b>M3</b> Critically evaluate the effectiveness of stakeholders in improving global sustainable tourism strategic development</p>	

Pass	Merit	Distinction
<p><b>LO4</b> Compare and contrast the outcomes of sustainable tourism strategies in an emerging and an established destination</p>		
<p><b>P6</b> Compare and contrast the outcomes of sustainable tourism strategies in an emerging and an established tourism destination</p>	<p><b>M4</b> Critically evaluate the importance of the outcomes of sustainable tourism strategies to an emerging and an established tourism destination</p>	

## Recommended resources

### Textbooks

ADAMS, W.M. (2008) *Green Development: environment and sustainability in the third world*. 3rd ed. New York: Routledge.

EDGELL, D. (2016) *Managing Sustainable Tourism*. 2nd ed. Oxford: Routledge.

HALL, C.M. (2007) *Pro-poor Tourism: Who Benefits? Perspectives on tourism and poverty reduction*. Clevedon: Channel View.

MOWFORTH, M. and MUNT, I. (2008) *Tourism and Sustainability: new tourism in the third world*. 3rd ed. New York: Routledge.

VIGNATI, F. and HAWKINS, D. (2016) *Sustainable Tourism: driving green investment and shared prosperity in developing countries*. North Charleston: Createspace.

### Websites

[www.gdrc.org](http://www.gdrc.org) The Sustainable Tourism Gateways  
(General Reference)

[www.gstcouncil.org](http://www.gstcouncil.org) Global Sustainable Tourism Council  
(Research, Articles)

[www.rainforest-alliance.org](http://www.rainforest-alliance.org) Rainforest Alliance  
(General Reference)

[www.unesco.org](http://www.unesco.org) United Nations Educational,  
Scientific, Cultural Organisation  
Teaching and learning for a  
Sustainable Future  
(Research, Publications)

### Links

This unit links to the following related units:

*Unit 13: Global Tourism Destinations*

*Unit 32: Sustainable and Responsible Tourism Management*

*Unit 43: International Tourism Planning and Policy*

## Unit 34: Marketing for Ethical Tourism

<b>Unit code</b>	<b>M/616/2039</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit introduces the concepts of ethics and ethical marketing. Students begin with a study of ethics and the relationship between morality, ethics and ethical behaviour, as well as frameworks to support and inform ethical decision-making.

Marketing is a key area where lines can become blurred regarding what is and isn't ethical practice. Students study this key area and explore examples of unethical practice. They consider what represents 'ethical tourism' and the importance of ensuring any associated marketing activity is also based on ethical principles.

The practice of green marketing typically applies to those companies that are committed to sustainable development and corporate social responsibility. More tourism organisations are making an effort to implement sustainable business practices and make their products more attractive to consumers, in order to demonstrate a high level of social responsibility and increase brand loyalty among socially-conscious consumers.

Students will discuss ethical marketing principles and be given an opportunity to apply the learning covered in this unit by designing and pitching the elements of an ethical green marketing campaign.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Explore the concepts of ethics and ethical marketing
2. Assess the relevance of ethical behaviours in marketing for the ethical tourism industry
3. Design and pitch the elements of a green marketing campaign.



## Essential content

### LO1 Explore the concepts of ethics and ethical marketing

#### *Ethics:*

Definitions of ethics and ethical behaviour

Relationship between morality, ethics and ethical behaviour

Sources of ethical standards and relevant ethical legislation for marketing

Frameworks for ethical decision-making

Difficulties in proving unethical practice

#### *Ethical marketing:*

Different interpretations of 'ethical' and 'unethical' practices

Examples of unethical practice e.g. making false, exaggerated or unverified claims, alteration/enhancement of imagery, deliberate use of ambiguous or misleading statistics or testimonials, stereotypes, plagiarism, exploitation of or demeaning messaging towards certain social groups

Considerations of marketing to children and vulnerable adults

### LO2 Assess the relevance of ethical behaviours in marketing for the ethical tourism industry

#### *Ethical tourism industry:*

Different forms of ethical tourism e.g. eco-tourism, voluntourism and geotourism

#### *Ethical and non-ethical behaviours in tourism:*

Ethical behaviour e.g. sustainable tourism policies (economic, social and environmental e.g. land use policy, community participation and reduction of poverty)

Non-ethical behaviours e.g. lack of sustainable policies and practices, inaccurate or incomplete descriptions of services (hotel rooms) or the local environment (facilities, level of noise), lack of information regarding payment arrangements and contractual terms, non-stipulation on how to resolve complaints

*Promoting ethical practices – the green marketing approach:*

Definition of green marketing

The importance of accurate alignment between campaign messages in a green marketing strategy and the actual degree of ethical practice within a destination

Issues of greenwashing and eco-labelling standards

Potential consequences of misalignment e.g. loss of customer confidence, reduction in visits

**LO3 Design and pitch the elements of a green marketing campaign**

*Key steps:*

Situational analysis to identify current position in terms of green and sustainable tourism policies and practices

Segmentation – identifying the market segments that will value ethical, sustainable tourism and react positively to a green marketing campaign, targeting the identified market segments and positioning the offer

Setting strategic goals and objectives

Applying the marketing mix: defining and understanding the 7Ps (product, price, place, promotion, people, process, physical) and the value they add to the green marketing campaign

Monitoring and evaluating the delivery of the plan and the campaign initiatives to support meeting strategic marketing objectives

*Guidance for pitching:*

The structure of pitching

Building the bridge of trust during a pitch

Summarising and follow-up

Verbal and non-verbal communications skills

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Explore the concepts of ethics and ethical marketing		<b>D1</b> Critically evaluate the main ethical dilemmas facing tourism organisations and the implications of not adhering to consistent ethical practice
<p><b>P1</b> Explore the concept of morality, ethics and ethical behaviour in marketing</p> <p><b>P2</b> Discuss examples of unethical practices when promoting and advertising to customers</p>	<p><b>M1</b> Evaluate the sources of ethical standards and frameworks for ethical decision-making to support ethical marketing practices</p>	
<b>LO2</b> Assess the relevance of ethical behaviours in marketing for the ethical tourism industry		<b>D2</b> Justify recommendations on how to improve alignment of marketing campaign messages and ethical sustainable practices for specific examples
<p><b>P3</b> Discuss specific examples of ethical and unethical practice by tourism destinations and service providers</p> <p><b>P4</b> Evaluate the importance of accurately aligning marketing with sustainable or ethical policies and practices for ethical tourism</p>	<p><b>M2</b> Critically evaluate the potential consequences of misalignment between marketing campaign messages and ethical sustainable policies and practices, using specific examples</p>	
<b>LO3</b> Design and pitch the elements of a green marketing campaign		<b>D3</b> Design a green marketing campaign pitch for a destination or tourism business that justifies the choice of strategic objectives and strategy to successfully meet campaign objectives
<p><b>P5</b> Design a green marketing campaign and make a pitch about how it promotes both the destination or tourism business and its ethical practices</p>	<p><b>M3</b> Design a creative, feasible and detailed campaign pitch which evaluates the inter-dependency of the various elements to ensure campaign objectives are met</p>	

## Recommended resources

### Textbooks

ARNOLD, C. (2009) *Ethical Marketing and the New Consumer: Marketing in the New Ethical Economy*. Chichester: John Wiley & Sons.

CRANE, A. and MATTEN, D. (2010) *Business Ethics*. 3rd ed. Oxford: Oxford University Press.

DAHLSTROM, R. (2010) *Green Marketing Management*. Cincinnati: South-Western College Publishing.

OTTMAN, J. (2010) *The New Rules of Green Marketing Strategies, Tools, and Inspiration for Sustainable Branding*. Oxford: Greenleaf Publishing.

WEEDEN, C. (2014) *Responsible Tourist Behaviour (Advances in Tourism)*. Oxford: Routledge.

### Websites

<a href="http://www.greenhotelier.org">www.greenhotelier.org</a>	Green Hotelier (General Reference)
<a href="http://www.green-tourism.com">www.green-tourism.com</a>	Green Tourism Case Studies, Products and Services (General Reference)
<a href="http://www.gstcouncil.org">www.gstcouncil.org</a>	Global Sustainable Tourism Council (Research, Articles)
<a href="http://www.tourismconcern.org">www.tourismconcern.org</a>	Tourism Concern (General Reference)

### Links

This unit links to the following related units:

*Unit 16: Marketing Essentials for Travel and Tourism*

*Unit 26: Destination Marketing*

*Unit 32: Sustainable and Responsible Tourism Management*

*Unit 33: Global Sustainable Tourism Development*

# Unit 35: Chain of Distribution Management in the Travel Industry

<b>Unit code</b>	<b>H/616/2040</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

## Introduction

This unit is designed to provide students with an understanding of the complex chain of distribution in the travel industry.

Students will learn about the roles and relationships between components of the travel industry's chain of distribution, the changing role of travel agents, the development of channels of distribution, including direct-bookings, the use of call-centres and, particularly, internet distribution.

The unit will cover the nature of relationships between organisations at different stages of the chain of distribution: principals, wholesalers and retailers. Students will research interrelationships and how these have changed owing to a range of factors including increased integration, technology and consumer trends.

Case studies and a range of organisations will be researched in order for students to make justified recommendations for organisations to better distribute their services and better sustain their role as distributors.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Analyse the interrelationships between components of the travel industry chain of distribution
2. Evaluate the significance of changes in the travel industry's chain of distribution
3. Evaluate the importance of effective distribution management
4. Recommend improvements to distribution strategy for a tour operator.

## Essential content

### LO1 Analyse the interrelationships between components of the travel industry chain of distribution

#### *The chain of distribution:*

Primary suppliers/principals, wholesalers, consolidators, retailers, distributors

The role and purpose of intermediaries

The role of tour operations in the channel of distribution

The nature of relationships and contractual agreements, including commission and distribution agreements

### LO2 Evaluate the significance of changes in the travel industry's chain of distribution

#### *Changes in the chain of distribution:*

The structure of distribution channels

Development of Global Distribution Systems (GDS)

Growth and decline of travel agency chains and traditional package holidays

The impact of vertical and horizontal integration

The growth of direct bookings and multi-media booking platforms

The application and impact of digital and mobile technologies on the chain of distribution

Successes and failures as a result of changes

### LO3 Evaluate the importance of effective distribution management

#### *Facets contributing to effective distribution management:*

Relationships between suppliers and distributors and customers

Demand management, forecasting and planning

Achieving sustainable goals

Effective procurement strategies

*Vendor relations:*

Giving consideration to negotiations, contracts and terms of payment  
commission structures, distribution agreements, marketing agreements

Joint ventures

Personal relationships

The benefits of effective distribution management

**LO4 Recommend improvements to distribution strategy for a tour operator**

*Recommendations:*

Identification of weaknesses

Strategies to address: margin, costs, profit, cash-flow, sustainability, market  
share, growth, new markets

Strategies for achieving sustainable goals

Organisations at different stages of chain of distribution



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse the interrelationships between components of the travel industry chain of distribution		<b>LO1 LO2</b> <b>D1</b> Make valid judgements and conclusions on the future implications of factors for the position of leading travel industry organisations in the chain of distribution
<b>P1</b> Examine the role of organisations at different stages and levels of the travel industry chain of distribution <b>P2</b> Analyse the interrelationships between organisations at the same and different stage of the travel industry chain of distribution	<b>M1</b> Critically analyse the position of leading travel industry organisations in the chain of distribution	
<b>LO2</b> Evaluate the significance of changes in the travel industry's chain of distribution		
<b>P3</b> Evaluate the impact of increased travel industry integration on intermediaries and channels of distribution <b>P4</b> Evaluate the impact of technological developments upon the structure of channels of distribution	<b>M2</b> Critically evaluate the significance of a range of factors on the travel industry chain of distribution	

Pass	Merit	Distinction
<b>L03</b> Evaluate the importance of effective distribution management		<b>L03 L04</b>
<b>P5</b> Evaluate the importance of effective distribution management from the perspective of customers, suppliers, distributors and retailers	<b>M3</b> Critically evaluate the importance of effective distribution management with relation to relevant case studies	<b>D2</b> Make justified recommendations for improvements to a distribution strategy for a tour operator business to meet sustainable goals at each stage of the chain of distribution
<b>L04</b> Recommend improvements to distribution strategy for a tour operator		
<b>P6</b> Make recommendations for improvements to a distribution strategy for a tour operating business	<b>M4</b> Critically evaluate each stage of the distribution chain within a tour operating business and make recommendations for improving those areas of weakness identified	

## Recommended resources

### Textbooks

CHRISTOPHER, M. (2010) *Logistics and Supply Chain Management*. 4th ed. Harlow: Pearson.

COOPER, C. (2016) *Essentials of Tourism*. 2nd ed. Harlow: Pearson.

FARRINGTON, B. and LYSSONS, K. (2012) *Purchasing and Supply Chain Management*. 8th ed. Harlow: Pearson.

PAGE, S. (2009) *Tourism Management: Management For Change*. London: Butterworth-Heinemann.

### Links

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 9: Online Travel Management*

*Unit 10: Tour Operations Management*

## Unit 36: Dynamic Products and Packaging

<b>Unit code</b>	<b>L/616/2033</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to provide students with a background knowledge and understanding of the design, management and distribution of dynamic products and packages. Students will examine the characteristics, function and impact of dynamic packages and products in the tour operating sector, and investigate the factors which have led to its development.

The unit will enable students to develop their understanding of how tour operators use the principles of dynamic packaging to improve the products and services they offer, whilst being able to react quickly to changing market demands. Students will investigate how dynamic products are developed and managed to engage customers and to maintain a competitive advantage.

Students will design and pitch a dynamic package for a tour operator, presenting them with the opportunity to explore the analytical and practical management aspects of developing a new product, and to discuss the issues which impact success and failure. The unit aims to relate the theoretical basis of design and pitch of a new dynamic package with its practical application in industry.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Investigate the characteristics, function and impact of dynamic packages and products on the tour operating sector
2. Examine the factors which have led to the development of dynamic packages and products
3. Analyse the processes involved in the development and management of dynamic packages and products
4. Design and pitch a dynamic package for a tour operator.

## Essential content

### LO1 Investigate the characteristics, function and impact of dynamic packages and products on the tour operating sector

#### *Definition and components of dynamic packaging and products:*

Define what is meant by dynamic packaging and products

Components of dynamic packaging e.g. IT based solution, ability to combine multiple travel components in real time, integration of services from different sources packaged at a single price, opaque prices, package building technology

Dynamic packaging and itinerary planning versus traditional packaging

#### *Characteristics of dynamic packages and products:*

Characteristics of dynamic packages and products e.g. choice, customisation, flexibility, security

The importance of customer insight and understanding in developing effective dynamic products and packages

#### *The function of dynamic packaging:*

Increasing direct distribution ratios, maximise margins, and to distribute distressed inventory without devaluing brands

Ability to incorporate with Global Distribution System (GDS), external suppliers and wholesale systems in real time

#### *Impacts of dynamic packaging:*

The shift from brands and suppliers to customers and their experience of the brand

Overview of opportunities and challenges of dynamic packaging applications for different industry participants: suppliers, customers, tour operators, online travel agents

Impact in alleviating problems caused by the commodification of travel and for the erosion of profit margins and brand loyalty

**LO2 Examine the factors which have led to the development of dynamic packages and products**

*Development of dynamic packaging:*

How consumer trends and demographic changes affect the compilation of package holidays

Social, economic and historical factors leading to the development of the more personalised travel product

The economic, political and social environment in which the travel sector functions

Accelerated and interactive relationship between technology and tourism

The role and functions of the internet and electronic distribution in tourism

Challenges to traditional tour operating business

Changes to legislation and regulation to protect customers and regulate business

*Dynamic packaging tools, platforms and channels:*

Different types of dynamic packaging tools and dynamic packaging hardware to support and enhance the dynamic packaging process

Consumer life cycle stages of technology adoption

The growth of online transactions and e-commerce

The role of different automated and non-automated sales and support activities

The growth of tools providing 'multi-website' and 'multi-user' accessibility and price comparison capability

Ability to sell packages on different platforms e.g. Business to Business and Business to Consumer (B2B, B2C), call centres, online, mobile and social networks

**LO3 Analyse the processes involved in the development and management of dynamic packages and products**

*The development of dynamic packages and products:*

Product research and development: understanding the format and design of various types of dynamic package

Obtaining consumer adoption through marketing and promotion

Resource challenges e.g. technology, staff, marketing

*Management of dynamic packaging:*

In-programme planning and costing in an international environment  
Understanding the factors which influence the pricing of the package holiday  
Negotiation and purchase of key services  
Application of information technology and management information systems  
Contractual agreements with service providers in transport, destination management and accommodation sectors  
Marketing and promotion to gain competitive advantage  
Fulfilment and distribution of dynamic packages and products  
Measurement of results using appropriate key performance indicators

*Key success factors:*

Discount, negotiated or merchant rates and availability of the associated inventory  
Convenience of low-cost search technology  
Mark-up and competitive market data  
Merchant of record responsibility

**LO4 Design and pitch a dynamic package for a tour operator**

*New product development or service innovation:*

Concept development and testing  
Product and service design  
Product testing and market research  
Product launch (linking to marketing communications) and distribution  
Guidance on designing and pitching new/adapted products/services  
New or improved service launch, marketing communications and generating consumer interest  
Managing creativity and idea generation  
Success factors for the new products



## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Investigate the characteristics, function and impact of dynamic packages and products on the tour operating sector			<b>LO1 LO2</b> <b>D1</b> Critically evaluate the dynamic packaging landscape and the key factors that have influenced and shaped the development of dynamic packages and products
<b>P1</b> Examine the characteristics and function of dynamic packages and products within the tour operating sector  <b>P2</b> Explain the impact of dynamic packages and products on the tour operating sector	<b>M1</b> Evaluate the impact of dynamic packages and products on the tour operating sector		
<b>LO2</b> Examine the factors which have led to the development of dynamic packages and products			
<b>P3</b> Examine the key trends that have led to the development of dynamic packages and products  <b>P4</b> Explore how developments in technology and the growth of e-commerce have influenced the development of dynamic packaging tools, platforms and channels	<b>M2</b> Evaluate the key factors that have influenced the development of dynamic products and packages, and the packaging tools, platforms and channels that support it		
<b>LO3</b> Analyse the processes involved in the development and management of dynamic packages and products			<b>D2</b> Critically reflect on how the processes involved in the development and management of dynamic products and packages contribute to potential success and profitability
<b>P5</b> Analyse the different processes involved in the development and management of dynamic packages and products  <b>P6</b> Determine the critical success factors of dynamic packages and products development	<b>M3</b> Evaluate how the effective development and management of dynamic products and packages can support business success and profitability		

Pass	Merit	Distinction
<b>LO4</b> Design and pitch a dynamic package for a tour operator		<b>D3</b> Provide a well-articulated, coherent and logically presented pitch that has a fully justified approach to decision-making throughout the development process, market launch and distribution
<b>P7</b> Design and pitch a dynamic package, taking into account market testing, product/service launch and distribution	<b>M4</b> Design a creative, feasible and detailed pitch that provides evidence of a well-planned, developed and evaluated dynamic package	

## Recommended resources

### Textbooks

HINES, T. (2013) *Supply chain strategies: customer-driven and customer-focused*. 4th ed. Harlow: Financial Times Prentice Hall.

MACNULTY, P. and CLEVEDON, R. (2011) *Handbook on tourism product development*. 1st ed. Madrid: World Tourism Organisation.

MOLTZ, J. (2012) *Travel Connections: Tourism, Technology and Togetherness in a Mobile World*. Oxford: Routledge.

SALVADOR, M. and SALVADOR, P. (2015) *Online Travel Industry: Businesses and Opportunities*. 1st ed. Barcelona: Ecommerce School.

### Links

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 9: Online Travel Management*

*Unit 11: Corporate Travel Management*

*Unit 35: Chain of Distribution Management in the Travel Industry*

## Unit 37: Digital Sales and Marketing

<b>Unit code</b>	<b>R/616/2034</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Keeping tour operating businesses at the forefront of customers' attention online is now vital to ensure success and increase income. The use of digital marketing is essential for an industry that strives for higher quality leads, increased passenger numbers and higher average booking values. The aim of this unit is to familiarise students with the major advancements taking place in digital sales and marketing, and how they can be used effectively within the tourism industry.

In the 21<sup>st</sup> century, it is vital to have a planned, efficient, online marketing strategy, promoting brands through various forms of digital media. Content, customer experience and platforms are core elements of digital marketing. It is also now essential to offer customers a convenient way to buy using mobile devices. The use of social media to share travel knowledge and expertise with customers can deliver against a range of objectives including turning brand loyalty into more bookings and tapping into particular online communities to expand target markets.

This unit is designed to provide students with practical and useful skills, and knowledge of online sales and marketing, by presenting the underpinning theories and development of diverse digital platforms and continuing to develop this into practical application.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether they choose to market their own tourism business or become employed by an organisation.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Demonstrate an understanding of digital sales and marketing channels and the opportunities and challenges they offer within the tour operating sector
2. Assess key digital tools and platforms for both sales and marketing activities for the tour operating sector
3. Design a digital sales and marketing campaign for a tour operations business
4. Evaluate methods of monitoring and measuring digital marketing effectively.

## Essential content

### LO1 **Demonstrate an understanding of digital sales and marketing channels and the opportunities and challenges they offer within the tour operating sector**

#### *Digital sales and marketing channels:*

Definition of digital sales and marketing channels, highlighting the differences between both sales and marketing, and online and offline concepts

The key benefits of digital sales and marketing

Major digital sales and marketing tools and their uses within the tourism industry

#### *Opportunities of digital sales and marketing:*

The importance of developing effective digital marketing activities and the opportunities available

The increase of online consumer power and demand

Current trends in personalised content marketing

The reduced cost compared to offline activities

#### *Challenges of digital sales and marketing:*

Cost implications for software, staff development and restructuring

The impact of negative publicity and meeting customer expectations in the digital age

How to compete in the digital arena and make the brand stand out

The importance of digital interaction with customers

### LO2 **Assess key digital tools and platforms for both sales and marketing activities for the tour operating sector**

#### *Digital tools and platforms:*

Different types of digital sales platforms, identifying those of value to tour operators

Different types of digital marketing platforms and their use for revenue generation

Consumer life cycle stages of digital adoption

The impact of digital marketing and social media marketing on consumer behaviour e.g. use of apps, smartphones, tablets

Best practices to improve online conversations with customers

The growth of online transactions and e-commerce

### LO3 **Design a digital sales and marketing campaign for a tour operations business**

*Digital sales and marketing campaign:*

Definition of the marketing campaign, content and structure

Use of SWOT analysis and PESTLE to identify sales and marketing opportunities

Creation of SMART sales and marketing objectives

Understanding customers using profiling techniques

Planning digital sales, identifying relevant digital channels

Educating customers and methods of digital communication

The use of omni-channel marketing to ensure consistency of both customer experience and branding

### LO4 **Evaluate methods of monitoring and measuring digital marketing effectively**

*Monitoring and measuring techniques:*

Measurement of digital sales and marketing campaigns using Key Performance Indicators (KPIs), measurable metrics and use of analytics platforms

Performance measures using online metrics and web statistics

Frameworks for measuring the effectiveness of different platforms

Suggestions for remedial action if targets are not met

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Demonstrate an understanding of digital sales and marketing channels and the opportunities and challenges they offer within the tour operating sector		<b>LO1 LO2</b> <b>D1</b> Critically analyse digital sales and marketing channels and platforms used by the tour operating sector, justifying the platforms chosen for retaining and expanding their customer base
<b>P1</b> Investigate different digital sales and marketing channels used by a range of tour operators and discuss the opportunities and challenges they offer	<b>M1</b> Analyse different digital sales and marketing channels used by a range of tour operators and their opportunities and challenges, using specific examples	
<b>LO2</b> Assess key digital tools and platforms for both sales and marketing activities for the tour operating sector		
<b>P2</b> Assess the success of key digital platforms used to increase sales and maximise marketing efforts, and discuss how they attract customers in the tour operating sector	<b>M2</b> Compare different digital sales and marketing platforms for a range of tour operators, evaluating their effectiveness in attracting and retaining customers in the tourism industry	



Pass	Merit	Distinction
<p><b>LO3</b> Design a digital sales and marketing campaign for a tour operations business</p>		<p><b>LO3 LO4</b></p> <p><b>D2</b> Critically evaluate the challenges and opportunities of the sales and marketing campaign, and justify the choice of methods for monitoring and measuring performance</p>
<p><b>P3</b> Plan a digital sales and marketing campaign using recognised marketing methods and apply this to a relevant tour operating business</p> <p><b>P4</b> Examine how omni-channel marketing has evolved and its application in digital sales and marketing campaigns</p>	<p><b>M3</b> Develop a digital sales and marketing campaign using recognised marketing methods and omni-channel marketing to effectively meet strategic objectives for market position and customer acquisition</p>	
<p><b>LO4</b> Evaluate methods of monitoring and measuring digital marketing effectively</p>		
<p><b>P5</b> Evaluate the measurement techniques and performance metrics used in digital marketing</p> <p><b>P6</b> Present a set of actions to improve performance in digital marketing</p>	<p><b>M4</b> Critically evaluate the effectiveness of monitoring and measuring digital marketing, and recommend possible improvements</p>	

## Recommended resources

### Textbooks

CHAFFEY, D. and SMITH, P.R. (2017) *Digital Marketing Excellence: Planning, Optimizing and Integrating Online Marketing*. 5th ed. Oxford: Routledge.

CLAYTON, I. (2017) *Marketing Hotels and Tourism Online (WEBSITE Strategies – Inspire, engage, convert)*. Independently published.

FEIERTAG, H., HOGAN K. and HOGAN, J. (2017) *Hospitality Sales in the Digital Age*. New Jersey: Apple Academic Press.

KITCHEN, T., IVANESCU, Y. and NICHOLSON, L. (2015) *Profitable Social Media Marketing: How To Grow Your Business Using Facebook, Twitter, Instagram, LinkedIn And More*. 2nd ed. Newcastle: Exposure Publishing.

LEVINSON, J., WAIN, C., COLLICUTT, J. (ed.) and COLEMAN, K. (ed.) (Kindle Edition) (2013) *Guerrilla Tourism Marketing – Increase Your Profit by Leveraging Marketing, Technology and Relationships*. North Charleston: Create Space Publishing.

SPITERI, K. (2017) *I Just Want It to Work!: A Guide to Understanding Digital Marketing and Social Media for Frustrated Business Owners, Managers, and Marketers*. Surrey Hills: Michael Hanrahan Publishing.

### Websites

<a href="http://www.conversationprism.com">www.conversationprism.com</a>	Conversation Prism A visual map of the social media landscape (General Reference)
<a href="http://www.eyefortravel.com">www.eyefortravel.com</a>	Eye For Travel Social Media and Marketing (Research)
<a href="http://www.marketingweek.com">www.marketingweek.com</a>	Marketing Week Strategy section (Reports)

## **Links**

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 9: Online Travel Management*

*Unit 20: Tourism Consumer Behaviour and Insight*

*Unit 36: Dynamic Products and Packaging*

## Unit 38: Operations Management Support

<b>Unit code</b>	<b>Y/616/2035</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Operations support is an essential component of the tour operating business. The operations department is responsible for client bookings and arrangements after sales and reservations have been made. They manage every aspect of the customer journey post-reservation, during their trip and post-visit. The aim of this unit is to give students understanding and insight into the roles and functions of operations, how operations interact and interrelate with other internal and external business, and the issues and challenges that they face.

The tour operating business is a dynamic and fast-paced environment that must be responsive and prepared for unforeseen circumstances including large-scale disasters. Students will learn about risk assessment and crisis management planning, which is of primary concern for tour operators operating within a vulnerable and volatile global marketplace. Maintaining reputation through well-formulated risk management practice and procedure is a vital asset to any tourism business.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the roles and functions of the operations department of a tour operator
2. Conduct a stakeholder analysis of the operations department to assess the value of building relationships
3. Analyse the issues and challenges that affect the operational services of a tour operator
4. Produce a risk assessment plan to assess the potential impact of current threats and challenges.

## Essential content

### LO1 Examine the roles and functions of the operations department of a tour operator

#### *After-sales customer care:*

The management of the customer reservation pre-departure, during and post-visit

The administrative roles of obtaining and managing customer information

Managing customer expectations, dealing with customer complaints and feedback

Additional arrangements/ad hoc requests

Dealing with schedule changes, hotel renovations

Insurance sales and upselling

Legal requirements of booking conditions and compliance with regulatory bodies

Accessible travel and the implications for operations, Health and Safety requirements and equal opportunities

#### *Operations handling:*

Liaising with overseas ground operations, hotels and tourism suppliers

Liaising with the ticketing department

Handling group operations and ground operations

Administration duties involving documentation packaging and checking, sending rooming lists, updating tour guides and suppliers

Manage cost control, quality levels and facilitate solutions

#### *Risk management:*

Troubleshooting and problem resolution in handling reservation changes, process changes, cost fluctuations

Contingency planning and crisis management to deal with emergencies and incidences

**LO2 Conduct a stakeholder analysis of the operations department to assess the value of building relationships**

*Analytical frameworks:*

The internal and external stakeholders for the operations department

Tools for stakeholder analysis: the stakeholder matrix and stakeholder mapping

*Stakeholder relationships:*

The importance of meeting stakeholder requirements

Building relationships and trust with tourism suppliers, providers and ground handling agents

The inter-relationships with other departments in the business, with specific reference to ticketing, sales and reservation teams

Developing customer-centric services and support

**LO3 Analyse the issues and challenges that affect the operational services of a tour operator**

*Issues and challenges:*

Issues and challenges e.g. war and terrorism, natural disasters, political unrest, epidemics and economic global downturn

Defining crisis management for tour operators

Crisis management in relation to volatile international markets

Time to prepare for crisis management

*The crisis management plan:*

Decisions and actions required for co-ordinated response

Post-incident management

Managing media expectations

Responsibilities of Government and overseas authorities

Legal implications and responsibilities

**LO4 Produce a risk assessment plan to assess the potential impact of current threats and challenges**

*Planning for a crisis and emergency situation:*

The risk management process and functions

Risk assessment of issues and impacts

Assessing the severity and category of risk

Measures to be taken

Considerations – support for staff and customers



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Examine the roles and functions of the operations department of a tour operator		<b>D1</b> Critically analyse the roles and responsibilities of operations support in meeting customer requirements
<b>P1</b> Investigate the different roles and responsibilities of operations support for a tour operating business  <b>P2</b> Examine the legal and regulatory body requirements that operations staff must comply with	<b>M1</b> Analyse the different roles and responsibilities of operations support in meeting customer requirements	
<b>L02</b> Conduct a stakeholder analysis of the operations department to assess the value of building relationships		<b>D2</b> Critically evaluate the significance and value of stakeholder interrelationships from both internal and external perspectives, using a selected tour operating business
<b>P3</b> Conduct a stakeholder mapping activity for the operations department of a selected tour operating business  <b>P4</b> Assess the significance and value of the interrelationships between operations and relevant stakeholders	<b>M2</b> Evaluate the significance and value of stakeholder interrelationships from both internal and external perspectives, using a selected tour operating business	

Pass	Merit	Distinction
<b>LO3</b> Analyse the issues and challenges that affect the operational services of a tour operator		<b>LO3 LO4</b>
<b>P5</b> Analyse the potential threats and challenges that currently affect the operational services of a tour operating business	<b>M3</b> Critically analyse the implications of the potential threats and challenges that currently affect the operational services of a tour operating business	<b>D3</b> Produce a detailed risk assessment plan that justifies realistic measures to be taken in order to minimise risk for both staff and customers
<b>LO4</b> Produce a risk assessment plan to assess the potential impact of current threats and challenges		
<b>P6</b> Produce a risk assessment plan that addresses a range of potential current threats and challenges that affect the operational services of a tour operating business	<b>M4</b> Produce a risk assessment plan that provides valid measures to be taken in response to the severity of the risk	

## Recommended resources

### Textbooks

BHATIA, K. (2013) *The Business of Travel Agency and Tour Operations Management*. London: Sterling.

COOPER, C. (2016) *Essentials of Tourism*. 2nd ed. Harlow: Pearson.

HOLLAND, J. and LESLIE, D. (2017) *Tour Operators and Operation: Development, Management & Responsibility*. Wallingford: CABI.

### Websites

<a href="http://www.aito.com">www.aito.com</a>	Association of Independent Tour Operators (General Reference)
<a href="http://www.etoa.org">www.etoa.org</a>	European Tourism Association (General Reference)
<a href="http://www.fto.org.uk">www.fto.org.uk</a>	Federation of Tour Operators (General Reference)

### Links

This unit links to the following related units:

*Unit 10: Tour Operations Management*

*Unit 35: Chain of Distribution Management in the Travel Industry*

*Unit 36: Dynamic Products and Packaging*

## Unit 39: Adventure Tourism

<b>Unit code</b>	<b>A/616/1072</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Adventure tourism is a worldwide industry that has been one of the fastest growing areas of the tourism sector, with more and more tourists seeking experiences that take place in unusual, exotic, remote and wilderness destinations. Operators have diversified to specialise in adventure-based experiences to cater for this demand.

This unit will enable students to define the nature of adventure tourism and explain the relationships formed within the sector. Through analysing the experience of adventure tourists, students will be able to discuss the trends and developments, characterising what makes an adventure tourist. The impacts of the adventure tourism industry will be investigated and proposals made towards developing a product/concept that would encourage a more sustainable approach.

The adventure tourism industry as a whole relies upon high numbers of participants and low cost products that require minimal prior skills. However, the majority of activities in the industry include some degree of risk and skill level. A vitally important job in the industry is to match the skills of participants to the level of challenge and skill required in the activity. With continual growth in demand, there is pressure on providers to develop and expand the experiences, with many focusing on creating the 'ultimate' experience.

With a growing demand for adventure tourism-based experiences, naturally there is an increasing number of providers putting more and more pressure on resources. As the market becomes more competitive, this raises issues of the industry's sustainability, especially in terms of nature resources but also safety aspects. There is a clear need for the providers of these experiences to make sure that critical issues are addressed. This includes minimising the impact on the natural environment, making sure that the risks are managed and establishing the long-term direction of the industry through improved communication with its customers' needs.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Define the nature of adventure tourism and explain the relationships formed within the sector
2. Analyse the adventure tourism experience, discussing emergence of trends and developments including the characteristics that apply to a participant in this industry
3. Investigate the impacts that adventure tourism has on its destinations, including environmental, social-cultural, economic and political impacts
4. Prepare and present a reasoned proposal for an adventure tourism product/concept towards developing a successful and sustainable approach in the industry.

## Essential content

### LO1 Define the nature of adventure tourism and explain the relationships formed within the sector

#### *Nature:*

Niche market provision, aims and purposes e.g. active/creative, social, educational, discovery, hobbies, challenge/excitement and relaxation or health and therapy

#### *Structure of the adventure tourism industry:*

Tour operators, voluntary organisations, retail travel agents, transport, destinations, accommodation, equipment, media, venues

#### *Adventure:*

Types of adventure: hard, soft, non-adventure

Core characteristics and qualities: uncertain outcomes, danger and risk, challenge, anticipated rewards, novelty, stimulation and excitement, escapism and separation, exploration and discovery

Absorption focus and contrasting emotions

#### *Development:*

Factors facilitating growth e.g. globalisation, transport, disposable income, market diversification and competition among providers and destinations e.g. new man-made features, remote locations, urban attractions e.g. regeneration, natural features, improved infrastructure, shift away from traditional tourist desires/packages, role of the internet, social trends

### LO2 Analyse the adventure tourism experience, discussing emergence of trends and developments including the characteristics that apply to a participant in this industry

#### *Profile of an adventurer traveller:*

Constitution of an adventurous traveller e.g. demographic and psychographic characteristics

Pre- and post-trip behaviours

Changing consumer behaviour

*Appeal of adventure:*

Locations and features – UK, European, worldwide e.g. man-made, natural, attractive, remote, urban, popular, spectacular, novel, dangerous; weather; amenities e.g. ski, climb, sail, canoe, raft, views; social; range of comfort; level of challenge

*Motivation:*

Intrinsic e.g. thrills, challenge, skill improvement, escape, discovery, relaxation, health, therapeutic

Extrinsic e.g. status, image, newness, sustainability, personality types, methods of stimulation/promotion, pricing, seasonality, socio-cultural and economic influences, modernism

**LO3 Investigate the impacts that adventure tourism has on its destinations, including environmental, social-cultural, economic and political impacts**

*Destinations:*

Whole continents (Antarctica), countries (Nepal), regions of countries (Rocky Mountain in the USA), significant geographical features, local areas including natural or manmade features (Lee Valley Olympic White Water Center) and smaller geographical features (individual mountain peak)

*Impacts:*

Environmental impact on the nature and surrounding areas

Social-cultural: lives of local people, improvements in infrastructure, lifestyle changes

Economic: monetary benefits and overall economic development of the society

Political: political instabilities, political purpose and tools, troubled countries, politics and tourism, terrorism, warfare, coups, political violence, effects on tourism

**LO4 Prepare and present a reasoned proposal for an adventure tourism product/concept towards developing a successful and sustainable approach in the industry**

*Methods:*

Advertising, direct marketing, public relations, sales promotion and sponsorship

*Materials:*

Advertisements, brochures, leaflets, window displays, a display board, point of sale items, merchandising materials, videos, internet/websites, posters and press releases

*Considerations:*

Segmented approaches, logistics, 'fit' with local plans e.g. access, visas, permits and licenses, insurance, accommodation, levels, quality of equipment, regulations and laws, contingency plans, ensuring customer satisfaction and evaluation, liaison with organisations, the intended audience, the use of your chosen promotional method, when, where and how often it will be used, design (logo, images, colour, language, sound, impact, quality), the corporate image and promotional message and budget considerations

*Impact on industry:*

Stimulation of demand, increased sales, competitive advantage, customer satisfaction, improved image of the product and organisation



## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Define the nature of adventure tourism and explain the relationships formed within the sector		<b>LO1 LO2</b> <b>D1</b> Evaluate the motivation of participants in adventure tourism and how they are met by those who create the experience
<b>P1</b> Investigate the different natures of adventure tourism	<b>M1</b> Critically analyse the different natures and relationships that define the adventure tourism industry and discuss the purposes of their input	
<b>P2</b> Explore the relationships that make up the adventure tourism industry		
<b>LO2</b> Analyse the adventure tourism experience, discussing emergence of trends and developments including the characteristics that apply to a selected type of participant in this industry		
<b>P3</b> Determine the different types of customers participating in adventure tourism	<b>M2</b> Critically analyse the appeal to participants in adventure tourism experiences	<b>LO3 LO4</b> <b>D2</b> Critically evaluate the approach towards sustainability and the affect this has on the impacts
<b>P4</b> Analyse the characteristics of a selected type of participant		
<b>LO3</b> Investigate the impacts that adventure tourism has on its destinations, including environmental, social-cultural, economic and political impacts		
<b>P5</b> Conduct analysis of impacts that adventure tourism has on destination	<b>M3</b> Evaluate the impacts of adventure tourism and how they affect the global tourism industry	
<b>P6</b> Investigate the impacts of adventure tourism on its destinations, using specific examples		

Pass	Merit	Distinction
<p><b>LO4</b> Prepare and present a reasoned proposal for an adventure tourism product/concept towards developing a successful and sustainable approach in the industry</p>		
<p><b>P7</b> Explore the types of products/concepts that are required to develop further sustainability in adventure tourism</p> <p><b>P8</b> Prepare and present a proposal for developing a sustainable product/concept in the adventure tourism industry</p>	<p><b>M4</b> Critically analyse a proposal for sustainable development in the adventure tourism industry</p>	

## Recommended resources

### Textbooks

BUCKLEY, R.J. (2009) *Adventure tourism management*. Oxford: Routledge.

HUDSON, S. (2008) *Sport and Adventure Tourism*. Oxford: Haworth Press Inc.

SWARBROOKE et al. (2003) *Adventure Tourism: The New Frontier*. Oxford: Butterworth Heinemann.

WILLIAMS, P. (2018) *Special Interest Tourism: Concepts, Contexts and Cases*. Wallingford: CABI Publishing.

### Websites

[www.adventure.travelnews.biz](http://www.adventure.travelnews.biz) Adventure Travel Trade Association  
News

(General Reference)

[www.explore.co.uk](http://www.explore.co.uk) Explore The Adventure Travel  
Experts

About us

(General Reference)

[www.intrepidtravel.com](http://www.intrepidtravel.com) Intrepid Travel  
Destinations

(General Reference)

[www.lonely.planet.com](http://www.lonely.planet.com) Lonely Planet  
Adventure Travel  
(General Reference)

### Links

This unit links to the following related units:

*Unit 32: Sustainable and Responsible Tourism Management*

*Unit 40: Special Interest Tourism*

## Unit 40: Special Interest Tourism

<b>Unit code</b>	<b>D/616/2036</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit is designed to enhance students' knowledge and understanding of the global special interest tourism market. Students will investigate the scale and scope of existing special interest tourism products and services, and will carry out research to explore emerging and developing niche and special interest opportunities.

With significant competition in the mainstream tourism market, special interest tourism providers aim to gain competitive advantage by providing more bespoke and unique experiences for travellers seeking something a little bit different. By appealing to these smaller niche markets, special interest tourism providers can offer creative and inspiring holiday options that meet their clients' particular needs and interests.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by an organisation providing special interest tourism products, services and experiences.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Demonstrate an understanding of special interest tourism products, services and customer motivations
2. Analyse the scale, scope and impact of special interest tourism markets and how tourism providers meet customer needs and expectations
3. Assess emerging special interest tourism markets
4. Design and pitch a special interest tourism product, service or experience.

## Essential content

### LO1 **Demonstrate an understanding of special interest tourism products, services and customer motivations**

#### *Special interest tourism products and services:*

Definitions and characteristics of special interest tourism

The supply of special interest tourism: overview of special interest tourism products, services and experiences that appeal to a range of niche, heterogeneous and specialist markets

Different types of special interest tourism providers

#### *Customer motivations and influences:*

Intrinsic and extrinsic factors which motivate and influence customers to choose special interest tourism products and services and generate demand for special interest tourism

Overview of tourist typologies, lifestyles, and identities

The rise of the experiential tourist economy

The importance of understanding and responding to the needs and expectations of different customer types at each stage of the special interest tourism trip cycle

### LO2 **Analyse the scale, scope and impact of special interest tourism markets and how tourism providers meet customer needs and expectations**

#### *Special interest markets:*

Statistical data on the scale and scope of special interest tourism local, national and international markets

Supply and demand factors that have generated growth of key special interest markets e.g. eco-tourism, dark tourism, adventure tourism, gastronomic tourism, agri-tourism

Macro and micro-niches

The development, popularity and impact of special interest tourism markets

The use of special interest tourism for developing a brand identity or strategically repositioning a destination to rejuvenate and transform the brand

Contemporary trends and issues affecting the special interest tourism

### LO3 **Assess emerging special interest tourism markets**

#### *Emerging markets:*

Emerging special interest and niche markets and providers

Development of new innovative products, services and experiences to meet changing demands and factors e.g. micro-adventures, geo-tourism

Future developments in special interest tourism

#### *Factors which influence the development of special interest tourism:*

The impact of market forces, trends and fashions

Accessibility to/in emerging destinations

The impacts of tourism activity, ethical consideration and consumer responsibility

### LO4 **Design and pitch a special interest tourism product, service or experience**

#### *New product/service development:*

Ideas generation, ideas screening/selection, creative methods, concept testing (marketing research) and business analysis

Risks associated with new product/service development

The use of digital technology in researching, designing, testing and development of new products and services

#### *Special interest product, service or experience:*

Creative product/service development: demand, feasibility and rationale

Promotion of specific features and benefits

Key features and services to meet customer motivations and expectations

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Demonstrate an understanding of special interest tourism products, services and customer motivations</p>		<p><b>D1</b> Critically analyse how diverse customer motivations and expectations are met by special interest and niche tourism markets, products and experiences</p>
<p><b>P1</b> Define and differentiate the characteristics of special interest tourism from mainstream mass tourism</p> <p><b>P2</b> Examine examples of special interest tourism products, services, experiences and providers in different markets</p> <p><b>P3</b> Assess how customer motivations, needs and expectations influence special interest tourism</p>	<p><b>M1</b> Analyse the relationship between customer motivations and influences and special interest tourism products and services</p>	
<p><b>LO2</b> Analyse the scale, scope and impact of special interest tourism markets and how tourism providers meet customer needs and expectations</p>		
<p><b>P4</b> Interpret and assess relevant data and statistics on the scale and scope of a chosen special interest market</p> <p><b>P5</b> Analyse the impact of special interest tourism on a chosen destination and how tourism providers respond to customer needs and expectations</p>	<p><b>M2</b> Critically analyse the impact of special interest tourism on a chosen destination, applying relevant data and statistics</p>	<p><b>LO2 LO3</b></p> <p><b>D2</b> Critically evaluate the development and impact of special interest tourism on a chosen destination, proposing justified and realistic recommendations for future developments</p>
<p><b>LO3</b> Assess emerging special interest tourism markets</p>		
<p><b>P6</b> Examine, using a relevant example, new and emerging special interest markets, products and providers</p>	<p><b>M3</b> Evaluate the impact of market forces and trends on the development of special interest tourism markets</p>	



Pass	Merit	Distinction
<b>LO4</b> Design and pitch a special interest tourism product, service or experience		<b>D3</b> Communicate a valid and justified rationale for a special interest product, service or experience, supported by relevant data, statistics and market intelligence
<b>P7</b> Design and pitch a special interest tourism product, service or experience to meet customer needs, motivations and demand	<b>M4</b> Design a well-conceived pitch that is well-matched to meet current market forces, trends and customer demand	

## Recommended resources

### Textbooks

BEETON, S. (2016) *Film Induced Tourism (Aspects of Tourism)*. Bristol: Channel View Publications.

EVERETT, S. (2016) *Food and Drink Tourism – Principles and Practice*. London: Sage.

NOVELLI, M. (2015) *Niche Tourism: Contemporary Issues, Trends and Cases*. Oxford: Routledge.

PAPATHANASSIS, A. (2011) *The Long Tail of Tourism: Holiday Niches and their Impact on Mainstream Tourism*. Wiesbaden: Gabler Verlag.

SHARPLEY, R. et al. (2009) *The Darker Side of Travel: The Theory and Practice of Dark Tourism (Aspects of Tourism)*. Bristol: Channel View Publications Ltd.

SMITH, M. (2010) *Key Concepts in Tourist Studies*. London: Sage.

WILLIAMS, P. (2018) *Special Interest Tourism: Concepts, Contexts and Cases*. Wallingford: CABI.

### Links

This unit links to the following related units:

*Unit 1: The Contemporary Travel and Tourism Industry*

*Unit 13: Global Tourism Destinations*

*Unit 33: Global Sustainable Tourism Development*

## Unit 41: Tourist Resort Management

<b>Unit code</b>	<b>Y/616/1824</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The purpose of this unit is to give students an opportunity to explore the world of tourist resorts. Firstly, they will learn about the different types of resorts that exist in the world and focus on some of the issues that are associated with managing them. Secondly, students will gain an understanding of the difference between an all-inclusive resort and an individually-priced resort, and the financial challenges that this brings.

Finally, students will be expected to focus on a specific location of their choosing, researching a specific resort type, the type of customers that visit the location and why. Focusing on the consumer needs, students will then produce a creative package tailored to the resort, outlining how the resort would be priced in order to ensure that the business would be profitable, and how it would win business against local competition.

Students will be able to use the knowledge gained in this unit to help in a career as a general hotel manager or business entrepreneur.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the different features of common resorts and the potential issues of managing them
2. Evaluate the different types of resorts and the packages available
3. Analyse the consumer needs in a specific location to create a resort package that focuses on these needs
4. Apply the guiding principles for achieving sustainable tourism for a chosen resort.

## Essential content

### LO1 Examine the different features of common resorts and the potential issues of managing them

#### *Ski resorts:*

Different types of resorts, self-catering and catered chalet packages  
The provision of wet rooms, provision of ski equipment and maintenance  
Management of walkways  
Ski patrol and avalanche control  
Snowmaking, grooming and terrain park operations  
Lift operations, maintenance and construction  
Ski and snowboard schools

#### *Spa resorts:*

Thermal and mineral spa destinations  
Different types of treatments available and common spa facilities  
Control of Substances Hazardous to Health (COSHH) and Health and Safety of treatments

#### *Beach resorts:*

All-inclusive, themed and mixed-use resorts  
Big brand resorts and destinations  
Types of popular activities and Health and Safety of activities  
Kids camps and legal provision of caring for children at kids clubs  
Sustainable developments in keeping with the coastal environment  
The social and cultural impacts of mass-scale tourism upon the host community

#### *Golf resorts:*

Golf course maintenance, management of staffing, provision of lessons and coaching, licenses needed, COSHH and conservation issues  
Environmental issues involving water conservation and wildlife and habitat displacement

*General resort hotel management:*

Managing multiple food and beverage outlets to promote the brand image

Management of leisure and recreational facilities e.g. swimming pools, gym

Staffing resources, recruiting and training

Different types of staff required for specialist areas and roles, skills and qualifications required

Maintenance inspections and audits

Customer relationship management and enhancing the customer experience

Balancing business objectives with sustainable management

**LO2 Evaluate the different types of resorts and the packages available**

The purpose of packaging

The packaging of internal and external elements

Packaging and customer segmentation

The composition of all-inclusive packages and how they can be budgeted for

Break even points, ensuring that profit is made in an environment where everything is free

Pricing structure of resort hotels that charge on a single use basis

Competitive creative packaging and promotion based on USP

E-solutions for dynamic packaging

**LO3 Analyse the consumer needs in a specific location to create a resort package that focuses on these needs**

*Consumer analysis:*

Research techniques and types of marketing research

Tools used for analysis of market research

Tools for competitor analysis

The stages of the resort development cycle (Bulter) and impact on consumer expectations and needs

*Package development:*

- Product design and development
- Brand and lifestyle product development
- Budgeting requirements
- Business proposals and business plans

**LO4 Apply the guiding principles for achieving sustainable tourism for a chosen resort**

*Sustainability:*

- Key principles of sustainable management
- Destination competitiveness and sustainability
- The challenges of resort management versus sustainability
- Managing and maintaining brand value, image and customer expectations
- Environmental policy, audits and initiatives
- Corporate social responsibility and ethical considerations

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Examine the different features of common resorts and the potential issues of managing them		<b>D1</b> Critically evaluate the potential issues and challenges of managing a range of specialist resorts, recommending the steps and the solutions required to minimise risks
<p><b>P1</b> Explore the different types of resorts, their key features and potential issues and challenges of managing them</p> <p><b>P2</b> Discuss the differences in operational requirements of specialist areas and the potential issues managing the different specialist areas for a range of resorts</p>	<p><b>M1</b> Evaluate different operational requirements for a range of resorts and their management strategies to minimise issues and challenges</p>	
<b>LO2</b> Evaluate the different types of resorts and the packages available		<b>D2</b> Justify a range of resort packages and the tactics applied to achieve overall sales objectives to maximise profitability
<p><b>P3</b> Assess different types of resort packages and how they fulfil overall sales objectives, providing specific examples</p>	<p><b>M2</b> Critically evaluate the overall business implications of developing and running a range of resort packages</p>	
<b>LO3</b> Analyse the consumer needs in a specific location and create a resort package that focuses on these needs		<b>D3</b> Justify decisions made in planning and proposing a resort package, analysing unique selling points of the proposed package against competitors
<p><b>P4</b> Conduct market research into a specific resort location and determine the needs of a chosen target market</p> <p><b>P5</b> Propose a business plan for a resort package based on the findings of market research and findings</p>	<p><b>M3</b> Critically analyse the needs of customers and create a resort package to maximise business and profitability</p>	



Pass	Merit	Distinction
<b>LO4</b> Apply the guiding principles for achieving sustainable tourism for a chosen hotel resort		<b>D4</b> Critically evaluate the sustainable approaches, practices and initiatives for a chosen resort in achieving overall business success
<b>P6</b> Investigate the different sustainable approaches, practices and initiatives implemented by a chosen resort hotel	<b>M4</b> Evaluate how sustainable approaches, practices and initiatives for a chosen resort enhance brand value, image and business performance	

## Recommended resources

### Textbooks

ARGAWAL, S. and SHAW, G. (2007) *Managing Coastal Tourism Resorts, A Global Perspective*. Bristol: Multilingual Matters.

CABRAL, O. (2017) *Resorts: Management and Operation*. Valley Cottage: Scitus Academics.

CHRISTIE MILL, R. (2012) *Resorts: Management and Operations*. 3rd ed. Chichester: John Wiley and Sons.

MURPHY, P. (2011) *The Business of Resort Managements*. Oxford: Routledge.

WALKER, J. (2015) *Exploring the Hospitality Industry*. 3rd ed. Hoboken, New Jersey: Pearson.

### Websites

<a href="http://www.greenhotelier.org">www.greenhotelier.org</a>	Green Hotelier Sustainable news, articles (General Reference)
<a href="http://www.gstc.org">www.gstc.org</a>	Global Sustainable Tourism Council Industry criteria (General Reference)
<a href="http://www.hotelmanagement.net">www.hotelmanagement.net</a>	Hotel Management (General Reference)
<a href="http://www.unwto.org">www.unwto.org</a>	World Tourism Organisation Sustainability (Research)

### Links

This unit links to the following related units:

*Unit 13: Global Tourism Destinations*

*Unit 32: Sustainable and Responsible Tourism Management*

*Unit 33: Global Sustainable Tourism Development*

*Unit 36: Dynamic Products and Packaging*

*Unit 40: Special Interest Tourism*

## Unit 42: Cruise Management

<b>Unit code</b>	<b>H/616/2037</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to explore the cruise industry, one of the fastest growing types of holiday in the world. The unit will develop students' awareness of cruising history, leading through to its future opportunities, and enable students to describe the cruise industry using statistics.

Developing on from this, students will investigate the management of cruise itineraries and excursions, research different sales and marketing strategies of diverse cruise lines, and finally look at the range of job opportunities offered within the hospitality sector of the cruise industry.

On successful completion of the unit, students will have detailed knowledge of the cruise industry in general, concentrating on the hospitality division in particular. This will assist students to make informed career decisions for progression into cruise management, whether on land or on board.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Analyse the historical development of the cruise industry, assessing its growth and implications of future challenges and trends
2. Examine worldwide cruise itineraries and analyse the range of excursions offered
3. Explore customer motivation and sales techniques for an effective cruise line Customer Relations Management (CRM) system
4. Assess a range of different cruise line hospitality employment roles both on board and on land and communicate the interpersonal skills and expertise required, including Safety of Life at Sea (SOLAS).

## Essential content

### LO1 **Analyse the historical development of the cruise industry, assessing its growth and implications of future challenges and trends**

#### *The evolution of the cruise industry:*

The historical development of cruising from the early 20<sup>th</sup> century through to the present day

Milestones in transportation developments and their impacts on the cruise industry

The decline of ocean liners, the competition from aircraft, the effect of the Gulf War, cruise line ownership and the growth in demand for cruises

Current developments e.g. ocean and river cruise brands, changes in passenger demographics

#### *The growth of cruise tourism:*

Overview of the cruise sector: cruise company profiles and market profiles

Statistical information on destinations, growth in passenger numbers and cruise lines brands

Future challenges and trends predicted e.g. the impact on the environment, brand differentiation and diversification, shipboard innovations, technological advances in cruise ship developments and infrastructure requirements

### LO2 **Examine worldwide cruise itineraries and analyse the range of excursions offered**

#### *Cruise itineraries:*

Different itineraries of ocean and river cruises, comparing them across different cruise lines and over time, with reference to logistics and positioning of cruise ships

The balance between positive and negative impacts on primary and secondary cruise destinations with consideration of Butler's Tourist Area Life Cycle (TALC) and components of the destination amalgam (the four As)

#### *Excursions:*

The range of excursions offered at ports around the world to interest different customer types

Different types of excursions e.g. active versus sightseeing, guided versus free time, concierge or boutique

**LO3 Explore customer motivation and sales techniques for an effective cruise line Customer Relations Management (CRM) system**

*Customer motivation:*

Theories of motivation and motivational clusters for cruise tourism

Factors that influence customer motivation e.g. brand positioning and the cruise product including cabin types, food, entertainment, spa offerings, loyalty schemes and pricing

*Customer relationship management:*

Cruise marketing strategies and analytical tools e.g. Ansoff's Growth matrix and PESTLE to determine strategic competitive direction

The elements for effective cruise CRM and strategies for increasing sales

The impact of technology on innovative new CRM approaches and software development

**LO4 Assess a range of different cruise line hospitality employment roles both on board and on land and communicate the interpersonal skills and expertise required, including Safety of Life at Sea (SOLAS)**

*Cruise line Hospitality positions*

Cruise employment options both on board and on land

Positive, negative, personal, social and economic aspects

The key interpersonal and practical skills required e.g. communication, cultural awareness, team working

Health and Safety requirements of crew

The benefits and challenges of managing a multicultural crew

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Analyse the historical development of the cruise industry, assessing its growth and implications of future challenges and trends</p>		<p><b>D1</b> Critically analyse and justify the impact of cruising on worldwide travel, providing reasoned arguments for future developments</p>
<p><b>P1</b> Analyse how cruising has developed using statistical data to illustrate growth and potential opportunities for growth</p>	<p><b>M1</b> Critically analyse the impact of cruising both in the past and in relation to future developments</p>	
<p><b>LO2</b> Examine worldwide cruise itineraries and analyse the range of excursions offered</p>		<p><b>D2</b> Justify the choice of itineraries and excursions, and discuss how these improve efficiency to meet overall customer satisfaction</p>
<p><b>P2</b> Compare different cruise itineraries from different cruise regions and destinations</p>	<p><b>M2</b> Critically compare and contrast a range of cruise itineraries and excursions and relate these to specific target markets needs and expectations</p>	
<p><b>P3</b> Evaluate the positive and negative impacts cruising has upon destinations</p> <p><b>P4</b> Analyse the range of excursions offered</p>		
<p><b>LO3</b> Explore customer motivation and sales techniques for an effective cruise line Customer Relations Management (CRM) system</p>		<p><b>D3</b> Justify the identified marketing strategies and CRM elements, using relevant examples</p>
<p><b>P5</b> Evaluate the motivations of different cruise customers and suggest appropriate sales strategies to suit specific target markets</p> <p><b>P6</b> Design and notate a CRM template for a cruise line sales team, showing how it will increase sales</p>	<p><b>M3</b> Critically evaluate customers' motivations and cruise lines' sales strategies to target markets</p> <p><b>M4</b> Critique the CRM template to justify recommendations for increasing sales</p>	

Pass	Merit	Distinction
<p><b>LO4</b> Assess a range of different cruise line hospitality employment roles both on board and on land and communicate the interpersonal skills and expertise required, including Safety of Life at Sea (SOLAS)</p>		<p><b>D4</b> Produce an insightful reflection and evaluation on the challenges and benefits of working on board a cruise line</p>
<p><b>P7</b> Investigate hospitality roles associated with the cruise industry and discuss the challenges and benefits of working with a multinational crew</p>	<p><b>M5</b> Evaluate the qualities, experience and skills required to demonstrate how these will improve both customer service and crew life</p>	



## Recommended resources

### Textbooks

DOWLING, R. and WEEDON, C. (2017) *Cruise Ship Tourism*. 2nd ed. Wallingford: CABI.

GIBSON, P. (2012) *Cruise Operations Management Hospitality Perspectives*. Oxford: Routledge.

VOGEL, M., PAPATHANASSIS, A. and WOLBER, B. (2011) *The Business and Management of Ocean Cruises*. Wallingford: CABI.

WARD, D. (2017) *Berlitz – Cruising and Cruise Ships*. 25th ed. London: APA Publications (UK) Ltd.

### Websites

<a href="http://www.abports.co.uk">www.abports.co.uk</a>	Association of British Ports (General Reference)
<a href="http://www.cruiseexperts.org">www.cruiseexperts.org</a>	Association of Cruise Experts (General Reference)
<a href="http://www.cruiselinejobs.com">www.cruiselinejobs.com</a>	Cruise Lines Employment (General Reference)
<a href="http://www.cruising.org">www.cruising.org</a>	CLIA - Cruise Line International Association Inc. (General Reference)

### Links

This unit links to the following related units:

*Unit 2: Managing the Customer Experience*

*Unit 12: Passenger Transport Services*

*Unit 26: Destination Marketing*

# Unit 43: International Tourism Planning and Policy

<b>Unit code</b>	<b>K/616/2038</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

## Introduction

This unit is designed to provide students with an understanding of the concepts, objectives and methods of planning for tourism.

Students will learn about a range of impacts of planning and failure to plan, the implications for the industry and destinations, and appropriate strategies for dealing with the impacts of tourism at a local, regional, national and international level.

The unit will also cover the rationale for government involvement in tourism, different types of government involvement, tourism policy and stakeholders in tourism policy, tourism planning models and planning processes, the impact of EU policies on tourism development, and tourism policy and structures in the UK, Europe and worldwide.

In addition, the unit will involve the consideration of sustainability and ethics in policy making. Examples of collaboration in tourism planning and developments will be discussed and students will be expected to provide examples of coalitions, forums, alliances, task forces and public/private partnerships.

The role of government in tourism planning and other organisations should be considered with regard to two distinct destinations. A detailed case study should be carried out; students should evaluate past and present tourism development and planning, and make recommendations for the future.

## **Learning Outcomes**

By the end of this unit students will be able to:

1. Assess the impacts of planned and unplanned tourism
2. Analyse different approaches and stages of the tourism planning process
3. Evaluate the relationship between tourism and government policy in a range of contexts and destinations
4. Analyse and compare the tourism planning and development policies of two countries.

## Essential content

### LO1 Assess the impacts of planned and unplanned tourism

#### *The impacts of tourism:*

Economic, socio-cultural and environmental impacts, both positive and negative

The long and short-term impacts of tourism

#### *Reasons to plan tourism development:*

What is tourism planning?

Planned versus unplanned tourism development: benefits of proper planning, consequences of improper planning, the importance of measuring tourism's impact

Instruments used for measuring the impact of tourism e.g. sustainable indicators, environmental risk assessment and carrying capacity

The barriers to tourism planning e.g. costs, complexities of stakeholder engagement and seasonality

### LO2 Analyse different approaches and stages of the tourism planning process

#### *Approaches to tourism planning:*

The purpose of tourism planning and the different approaches:

Continuous and flexible approach, systems approach, comprehensive approach, integrated approach, environmental and sustainable development approach, community approach, implementable approach

#### *Stages of tourism planning:*

Assessment of tourist demand and supply, establishing objectives, territorial planning, basic infrastructure, financial planning, human resource planning, administrative structure, marketing and promotion, monitoring progress and time factor

#### *Tourism planning and the destination life cycle:*

The stages of destination development and planning at different stages: inception, growth, maturity and decline

**LO3 Evaluate the relationship between tourism and government policy in a range of contexts and destinations**

*Tourism policy:*

Tourism policy definition and the rationale for tourism policy

The advantages and disadvantages of the policy cycle

*Government tourism policy:*

The rationale of government involvement in tourism management and planning

Policy instruments – how governments achieve their goals e.g. regulatory, voluntary, expenditure, financial incentives

Different levels of policy: international, supra-national, national, regional, local-level policy making

*Global and international tourism organisations and government:*

The impact of international organisations on tourism planning and development e.g. United Nations World Tourism Organisation (UNWTO) / World Travel and Tourism Council (WTTC)

The relationship between national government and other organisations

*Contexts and destinations:*

Destinations e.g. urban, rural, coastal

Contexts e.g. sustainability factors, environmental considerations, economic factors, local infrastructure protection, ethical factors

**LO4 Analyse and compare the tourism planning and development policies of two countries**

*Comparative analysis of destinations and their planning:*

Case studies, statistics and other evidence of the impact of tourist development

Recommendations for future development and planning

SWOT analysis of a range of global destinations

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Assess the impacts of planned and unplanned tourism		<b>LO1 LO2</b> <b>D1</b> Critically evaluate approaches to tourism planning for minimising impacts of tourism, undertaken in a range of specific destinations that are at different stages of the destination life cycle
<b>P1</b> Examine both positive and negative impacts of tourism on the environment, host community and economy, providing specific examples <b>P2</b> Assess the benefits of tourism planning and the consequences of inadequate planning, providing specific examples	<b>M1</b> Evaluate the effectiveness of tourism planning in minimising the negative impact of tourism on the environment, host community and economy of a specific destination	
<b>LO2</b> Analyse different approaches and stages of the tourism planning process		
<b>P3</b> Analyse different types of approaches to tourism planning and their advantages and disadvantages, using specific destination examples <b>P4</b> Examine the various stages of the planning process and how the destination life cycle influences the different stages	<b>M2</b> Evaluate different approaches to tourism planning and the impact they may have upon the destination life cycle, using specific destination examples	

Pass	Merit	Distinction
<p><b>LO3</b> Evaluate the relationship between tourism and government policy in a range of contexts and destinations</p>		<p><b>LO3 LO4</b></p> <p><b>D2</b> Make justified recommendations for improved government intervention in tourism policy and planning in two different tourism destinations in different countries</p>
<p><b>P5</b> Examine a range of different destinations and government involvement with tourism development and planning</p> <p><b>P6</b> Evaluate the role of government, non-government and international organisations in the planning of tourism, with consideration of a range of contexts</p>	<p><b>M3</b> Critically evaluate the role of government and other organisations in the development of tourism in a range of different contexts and destinations, to justify good policy making</p>	
<p><b>LO4</b> Analyse and compare the tourism planning and development policies of two countries</p>		
<p><b>P7</b> Analyse and compare the tourism planning of two different tourist destinations in different countries</p>	<p><b>M4</b> Critically analyse the roles of the respective governments in two different tourist destinations and the success of tourism development and planning within each destination</p>	

## Recommended resources

### Textbooks

EDGELL, D.L. and SWANSON, J. (2013) *Tourism Policy and Planning: Yesterday, Today, and Tomorrow*. Oxford: Routledge.

MASON, P. (2015) *Tourism Impacts, Planning and Management*. 3rd ed. Oxford: Butterworth-Heinemann.

MORRISON, A. and BIHU, W. (2018) *Tourism Policy, Planning and Development*. 1st ed. Oxford: Routledge.

REID, D.G. (2014) *Tourism, Globalization and Development: Responsible Tourism Planning*. London: Pluto Press.

### Websites

<a href="http://www.clc.gov.sg">www.clc.gov.sg</a>	Tourism Plan Singapore Plan for Tourism (General Reference)
<a href="http://www.sltda.lk">www.sltda.lk</a>	Sri Lanka Tourism Development Policy (General Reference)
<a href="http://www.sustainabletourism.net">www.sustainabletourism.net</a>	Sustainable Tourism (General Reference)
<a href="http://www.tourism.gov.za">www.tourism.gov.za</a>	South Africa Tourism Board Tourism Strategic Plan South Africa 2016-2020 (General Reference)

### Links

This unit links to the following related units:

*Unit 13: Global Tourism Destinations*

*Unit 25: Strategic Destination Planning*

*Unit 33: Global Sustainable Tourism Development*



## Unit 44: Organisational Behaviour

<b>Unit code</b>	<b>H/508/0525</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

The aim of this unit is to develop students' understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit, students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Analyse the influence of culture, politics and power on the behaviour of others in an organisational context
2. Evaluate how to motivate individuals and teams to achieve a goal
3. Demonstrate an understanding of how to cooperate effectively with others
4. Apply concepts and philosophies of organisational behaviour to a given business situation.

## Essential Content

### LO1 **Analyse the influence of culture, politics and power on the behaviour of others in an organisational context**

#### *Influence of culture:*

Classifications of culture (power, role, task and person)

The importance of cultural-difference awareness

Hofstede's dimensions of culture theory and application

The rise of globalisation and digital technology and how they have influenced and shaped organisational culture in the 21st century

Principles of Network theory and Systems theory as frameworks to understand organisations

Organisational psychology

#### *Influence of politics:*

Organisational politics and differentiation between personal, decisional, structural and organisational change

#### *Influence of power:*

Power as a property viewpoint: individual, relationships and embedded in structures

Bases and types of power, power controls and power sources

### LO2 **Evaluate how to motivate individuals and teams to achieve a goal**

#### *Motivational theories:*

Extrinsic and intrinsic motivation

Motivational theorists and theories: content theories (Maslow, Herzberg and Alderfer) and process theories (Vroom, Adams, Latham and Locke)

The implications of motivational theory on management and leadership within organisations

#### *Behavioural psychology:*

Definition of emotional intelligence and the importance of soft skills for managers and teams

Task versus relationship leadership and psychodynamic approach to behaviour

### LO3 **Demonstrate an understanding of how to cooperate effectively with others**

*Different types of organisational teams:*

Functional, problem-solving, project teams

The impact of technology on organisational teams: the role of virtual team development and networking

*Team dynamics and teamwork:*

Definitions of the terms group and team, and the differences

Tuckman's Team Development model and the impact of development stages on individual development

Belbin's typology for managing effective teams and considering the roles and skills required for effective teams

Soft and hard communication, co-operation and competition

Benefits and risks of teams

Conflict resolution

### LO4 **Apply concepts and philosophies of organisational behaviour to a given business situation**

*Concepts and philosophy:*

Path-goal theory leadership styles that improve team performance and productivity

Contemporary barriers to effective behaviour, situational resistance, social capital theory and contingency theory

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse the influence of culture, politics and power on the behaviour of others in an organisational context		<b>LO1 LO2</b> <b>D1</b> Critically evaluate the relationship between culture, politics, power and motivation that enables teams and organisations to succeed, providing justified recommendations
<b>P1</b> Analyse how an organisation's culture, politics and power influence individual and team behaviour and performance	<b>M1</b> Critically analyse how the culture, politics and power of an organisation can influence individual and team behaviour and performance	
<b>LO2</b> Evaluate how to motivate individuals and teams to achieve a goal		
<b>P2</b> Evaluate how content and process theories of motivation and motivational techniques enable effective achievement of goals in an organisational context	<b>M2</b> Critically evaluate how to influence the behaviour of others through the effective application of behavioural motivational theories, concepts and models	
<b>LO3</b> Demonstrate an understanding of how to cooperate effectively with others		<b>LO3 LO4</b> <b>D2</b> Critically analyse and evaluate the relevance of team development theories in context of organisational behaviour concepts and philosophies that influence behaviour in the workplace
<b>P3</b> Explain what makes an effective team as opposed to an ineffective team	<b>M3</b> Analyse relevant team and group development theories to support the development of dynamic cooperation	
<b>LO4</b> Apply concepts and philosophies of organisational behaviour to a given business situation		
<b>P4</b> Apply concepts and philosophies of organisational behaviour within an organisational context and a given business situation	<b>M4</b> Explore and evaluate how concepts and philosophies of organisational behaviour inform and influence behaviour in both a positive and negative way	

## Recommended Resources

### Textbooks

ARCHER, D. and CAMERON, A. (2013) *Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control*. 2nd ed. London: Routledge.

BY, R.T. and BURNES, B. (2013) *Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability*. London: Routledge.

HUCZYNSKI, A. and BUCHANAN, D. (2013) *Organisational Behaviour*. 8th ed. Harlow: Pearson.

LEVI, D. (2014) *Group Dynamics for Teams*. 4th ed. London: Sage.

ROLLINSON, D. (2008) *Organisational Behaviour and Analysis: An Integrated Approach*. 4th ed. London: Pearson.

### Websites

<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel Development Leadership Factsheet (General Reference)
<a href="http://www.i-l-m.com">www.i-l-m.com</a>	Institute of Leadership and Management (General Reference)
<a href="http://www.lmi-world.com">www.lmi-world.com</a>	Leadership Management International (General Reference)

### Links

This unit links to the following related units:

*Unit 3: Professional Identity and Practice*

*Unit 5: Leadership and Management for Service Industries*

*Unit 14: Work Experience*

*Unit 17: Human Resource Management*

*Unit 47: Strategic Human Resource Management*

## Unit 45: Sales Management

<b>Unit code</b>	
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

Travel and tourism marketing and sales involves promoting and selling a variety of travel services, attractions and holiday packages. Sales managers in travel and tourism are self-motivated, able to set and achieve goals, and use time and efforts effectively and efficiently. They need to have strong selling skills and product/service knowledge to be able to adapt what they sell to meet specific client needs.

This unit introduces students to the discipline of sales management for the 21st century. Changing dynamics between buyers and sellers, driven by the fast-paced evolution of e-commerce and globalisation, has led travel and tourism organisations to review and adapt their sales management approach in response to a customer-driven culture.

This unit gives a comprehensive overview of sales management and equips students with the tools and knowledge they need to succeed in today's increasingly complex and fast-paced sales environment.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the principles of sales management
2. Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'
3. Analyse and apply principles of successful selling
4. Demonstrate an understanding of the finance of selling.



## Essential Content

### LO1 **Demonstrate an understanding of the principles of sales management**

*Introduction and scope of sales management:*

Definition of sales management and the key aspects e.g. planning, selling and reporting

Strategies for measuring and monitoring e.g. the sales funnel and hit rate metric

Different modes of selling Business to Business and Business to Consumer (B2B and B2C) and their impact upon buyer and seller roles and dynamics

Consumer buying behaviour process

Business buying behaviour process

Sales promotions and incentives

The impact of new technology on the sales management environment: the use of Skype, video conferencing on tablet devices for improved communication, online events and sales training to improve sales skills and productivity, and cloud computing to improve information access

### LO2 **Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'**

*Sales leadership and the sales executive:*

Ethics of behaviour, law and sales leadership

Designing and organising the sales force and choosing the right structure: geography, product and customer-based design

Appropriate recruitment and training to develop an efficient sales force

Supervising, managing and leading the sales force

Goal setting, managing performance and reward of the sales force

'Selling through others' – the advantages of using different sales channels

### LO3 **Analyse and apply principles of successful selling**

*Turning customer information into knowledge:*

Classification of sales leads: hot, warm and cold

The cold versus warm approach

Successful pitching and positioning

Negotiation techniques and tactics: closing sale, handling objections, when to say 'no', ethics of behaviour and overpromising

Building and managing relationships

Exit and terminating relationships

### LO4 **Demonstrate an understanding of the finance of selling**

*Portfolio management:*

Calculating margins

Payment mechanisms and terms

The sales cycle

Industry-specific sales cycle management

Overall, performance management

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Demonstrate an understanding of the principles of sales management		<b>L01 L02 L03</b>  <b>D1</b> Produce a coherent, fully justified critical evaluation based upon a comprehensive understanding of sales management, structure and selling techniques within an organisational context
<b>P1</b> Explain the key principles of sales management in relation to the importance of sales planning, methods of selling and sale reporting	<b>M1</b> Evaluate how principles of sales management will be different in response to consumer and business buying behaviour	
<b>L02</b> Evaluate the relative merits of how sales structures are organised, and recognise the importance of 'selling through others'		
<b>P2</b> Evaluate the benefits of sales structures and how they are organised, using specific organisational examples	<b>M2</b> Critically evaluate the implementation of different types of sales structures, using specific organisational examples	
<b>P3</b> Explain the importance and advantages of the concept of 'selling through others'		
<b>L03</b> Analyse and apply principles of successful selling		
<b>P4</b> Analyse the key principles and techniques for successful selling and how they contribute to building and managing customer relationships, in application to specific organisational examples	<b>M3</b> Critically analyse the application of successful selling principles and techniques, in application to specific organisational examples	
<b>L04</b> Demonstrate an understanding of the finance of selling		<b>D2</b> Critically evaluate and make recommendations on how sales structures and approaches can improve financial viability
<b>P5</b> Explain the importance of developing sales strategies that yield highest profitability and incorporating account management within sales structures	<b>M4</b> Evaluate how core finance principles and successful portfolio management can lead to increased profitability and a competitive edge	

## Recommended Resources

### Textbooks

HAIR, J., ANDERSON, R., MEHTA, R. and BABIN, B. (2008) *Sales Management: Building Customer Relationships and Partnerships*. 1st ed. London: Cengage Learning.

JOBBER, D. and LANCASTER, G. (2015) *Selling and Sales Management*. Harlow: Pearson.

TANNER, J., HONEYCUTT, E. and ERFFMEYER, R. (2013) *Sales Management*. Harlow: Pearson.

WEINBERG, M. (2015) *Sales Management. Simplified: The Straight Truth About Getting Exceptional Results from Your Sales*. New York: Amacom.

### Links

This unit links to the following related units:

*Unit 15: Management Accounting*

*Unit 20: Tourism Consumer Behaviour and Insight*

*Unit 46: Pitching and Negotiation Skills*

## Unit 46: Pitching and Negotiation Skills

<b>Unit code</b>	<b>L/508/0602</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit gives students a comprehensive overview of the essential pitching and negotiation skills required to win new contracts on agreeable terms. These skills are essential for the managing and running of a small business or being part of a dynamic and innovative workforce. Good pitching skills for a new product or service will generate sales and networking opportunities, while negotiating with different people and in different business transactions will secure more favourable deals. This unit aims to provide students with the knowledge base and tools that will help them to develop these skills.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Evaluate the context of a negotiation and identify the information required to prepare for a negotiation
2. Manage documentation relevant to tenders and contracts
3. Develop a pitch to achieve a sustainable competitive edge
4. Assess the outcome of a pitch and negotiation.

## Essential Content

### LO1 Evaluate the context of a negotiation and identify the information required to prepare for a negotiation

#### *Context for negotiating:*

Understanding the rationale for negotiation and the importance of negotiating skills in the workplace

Generating new business and winning new deals

Key negotiation tactics and strategies

Preparing to negotiate: the Request For Proposal (RFP) process

Preparing to negotiate: determining goals, tactics and strategies

Closing a deal: creating and finalising a contract

The value of understanding the context and key individuals in a negotiation, including cultural awareness and differences in international business negotiations

Collapse and recovery when negotiating

### LO2 Manage documentation relevant to tenders and contracts

#### *Context for tendering:*

What are the key elements of an RFP document?

What is procurement?

What are the different types of procurement processes?

The contractual process for both personal and classified information

The key elements of Master agreements and statements of work

Contract Law

Amending contracts and breaches of terms and conditions

### **LO3 Develop a pitch to achieve a sustainable competitive edge**

*Developing a competitive strategy for pitching:*

The structure of pitching with emphasis on the value of brand loyalty, innovation and networking and partnerships

Building the bridge of trust during a pitch and the importance of providing realistic solutions to problems, opportunity focus and partnership approaches

Determining key outcomes and the pursuit of value

Dealing with rejection and asking for referrals

Summarising and follow-up

### **LO4 Assess the outcome of a pitch and negotiation**

*Outcomes of a pitch and negotiation:*

Determining key outcomes and contingency planning for dealing with rejection

Contractual implementation and fulfilling obligations, on-going monitoring/review of contracts

Managing relationships and generating incremental revenue

Terminating contracts



## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<b>LO1</b> Evaluate the context of a negotiation and identify the information required to prepare for a negotiation		<b>M1</b> Present a concise rationale for the negotiation process, including detailed steps that organisations go through during a negotiation process, and the information required in preparation	<b>D1</b> Critically evaluate the steps of the negotiation process and present valid solutions for dealing with issues that can arise
<b>P1</b> Determine what a negotiation is, why it occurs and who the key stakeholders are during a negotiation process	<b>P2</b> Evaluate the key steps and information required for negotiating and generating deals		
<b>LO2</b> Manage documentation relevant to tenders and contracts		<b>M2</b> Apply the RFP process within an organisational context, outlining the key documentation required and consequences of breaching the terms of an agreement	<b>D2</b> Critically evaluate the competitive tendering and contract process and make recommendations for completing a successful tender with minimal risk
<b>P3</b> Explain the RFP process and the relevant types of documentation required	<b>P4</b> Explain the contractual process and how relevant documentation is managed and monitored		
<b>LO3</b> Develop a pitch to achieve a sustainable competitive edge		<b>M3</b> Examine the pitch process in an organisational context, evaluating ways to maximise the chances of a successful pitch	<b>D3</b> Develop a dynamic and creative pitch that is both concise and persuasive to achieve a sustainable competitive edge
<b>P5</b> Develop an appropriate pitch, applying key principles that achieve a sustainable competitive edge			
<b>LO4</b> Assess the outcome of a pitch and negotiation		<b>M4</b> Recommend ways in which an organisation can fulfil their post-pitch obligations, highlighting any potential issues	<b>D4</b> Critically evaluate the pitch and post-pitch outcomes to determine potential issues and risk management
<b>P6</b> Assess the potential outcomes of a pitch	<b>P7</b> Determine how organisations fulfil their obligation from a pitch, identifying potential issues that can occur		

## Recommended Resources

### Textbooks

DeMARR, B. and De JANASZ, S. (2014) *Negotiation and Dispute Resolution*. New International Ed. Harlow: Pearson.

FALCAO, H. (2010) *Value Negotiation: How to finally get the win-win right*. Harlow: Pearson.

FISHER, R. (2012) *Getting to Yes: Negotiating an agreement without giving in*. London: Random House Publishing.

KLAFF, O. (2011) *Pitch Anything: An Innovative Method for Presenting, Persuading, and Winning the Deal*. New York: McGraw-Hill.

### Links

This unit links to the following related units:

*Unit 48: Launching a New Venture*

*Unit 49: Managing and Running a Small Business*

# Unit 47: Strategic Human Resource Management

<b>Unit code</b>	<b>F/508/0533</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

## Introduction

The aim of this unit is to explore the contribution strategic Human Resource Management (HRM) makes towards the development and support of sustainable organisational strategies. Students will develop an understanding and appreciation of seminal and contemporary models, theories and concepts which enable HR managers to make positive contributions to sustainable organisational change and growth from an HR perspective.

On successful completion of this unit, students will have the confidence to contribute to strategic decision-making in an HR context. This will be based on strong theoretical and applied foundations which will add value to an organisation's HR function and role.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Analyse key external and contextual developments which influence HR strategy
2. Apply contemporary theoretical and practical knowledge of HR development
3. Evaluate how appropriate change management models support HR strategy
4. Evaluate the contribution of HR management and development to sustainable business performance and growth.

## Essential Content

### LO1 Analyse key external and contextual developments which influence HR strategy

*Strategic HRM and external influences:*

What is strategic HRM and what are the benefits?

What are the main external influences on HR strategy?

What are the generic HR strategies that these external factors influence?

*External and contextual developments:*

Contemporary trends and developments in HR e.g. the impact of globalisation, workforce diversity, changing skills requirements, continuous improvement and processes for improving productivity

Changes in HR policy and practice related to current trends and developments

The use of cloud technology for aligning people and processes

The impact of technology on the recruitment and selection process, monitoring employees and supporting performance management

HR issues in the private, public and third sectors

### LO2 Apply contemporary theoretical and practical knowledge of HR development

*The theory of HR:*

The history of HR development from personnel to HRM, and the growth of strategic HRM

Links between organisational strategy and HR strategy: the universalist and contingency approaches to HRM

*The impact of theory on HR practices:*

The relevance of theory to developing organisational HR practice

Contemporary HR theories and practices e.g. flexible work arrangements, performance management, e-recruitment and the 540 performance appraisal

The concept of applied HR strategy

### **LO3 Evaluate how appropriate change management models support HR strategy**

*Change management strategies, models and concepts:*

The concept of organisational behaviour and the impact of change on organisational behaviour

The use of different approaches towards change management: Kotter's 8-Step Change model, Lewin's Three Step Change model

The relevance of the psychological contract in relation to managing change

The use of Nudge theory to support organisational change and behaviour

*HR strategy:*

How does change management support and influence HR strategy?

HR workforce planning, recruitment processes, managing employee motivation and performance management

### **LO4 Evaluate the contribution of HR management and development to sustainable business performance and growth**

*Sustainable performance and business growth:*

What is sustainable growth?

How does HRM support sustainable business performance and growth?

The 'best fit' perspective and resource-based view emphasis on achieving competitive advantage

Evaluating the contribution of HR management through benchmarking and Key Performance Indicators (KPIs), 10-C checklist of HRM, the model of capability for skills evaluation and the use of performance management systems

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>LO1</b> Analyse key external and contextual developments which influence HR strategy		<b>D1</b> Critically evaluate the influences of key external and contextual developments, applying relevant theories, models and concepts
<p><b>P1</b> Determine key current trends and developments that influence an organisation's HR strategy</p> <p><b>P2</b> Analyse how both external and internal factors influence HR strategy and practice</p>	<p><b>M1</b> Critically analyse the influences of the external and contextual developments and discuss how this impacts on the HR strategy of an organisation</p>	
<b>LO2</b> Apply contemporary theoretical and practical knowledge of HR development		<b>D2</b> Evaluate how human resource theory relates to practice in a specific organisational example, comparing and contrasting this with other possible organisational contexts
<p><b>P3</b> Apply relevant theories and concepts relating to the growth and development of strategic HRM to specific organisational examples</p>	<p><b>M2</b> Explain how human resources theory relates to practice in a specific organisational example, identifying areas where this will differ in other organisational situations</p>	
<b>LO3</b> Evaluate how appropriate change management models support HR strategy		<b>D3</b> Critique how change management strategies, models and concepts could be implemented together, with reference to consequential benefits and potential drawbacks for an organisation
<p><b>P4</b> Evaluate how appropriate change management models support HR strategy in application to relevant organisational examples</p>	<p><b>M3</b> Provide valid justifications for the application of chosen change management strategies, models and concepts, and demonstrate how they effectively support HR strategy</p>	

Pass	Merit	Distinction
<p><b>LO4</b> Evaluate the contribution of HR management and development to sustainable business performance and growth</p>		<p><b>D4</b> Critically reflect on how HR monitoring and evaluating techniques contribute to sustainable performance and growth, addressing potential consequences of their implementation</p>
<p><b>P5</b> Explain how HR outcomes can be monitored and measured, and apply this to a specific organisational situation</p> <p><b>P6</b> Discuss and evaluate how effective HR management and development can support sustainable performance and growth to meet organisational objectives</p>	<p><b>M4</b> Make suggestions for HR development techniques applicable in a given organisational situation and provide an account of how they could be applied and how they contribute to sustainable performance and growth</p>	



## Recommended Resources

### Textbooks

ARMSTRONG, A. (2011) *Armstrong's Handbook of Strategic Human Resource Management*. 5th ed. London: Kogan Page.

CAMPBELL, D., EDGAR, D. and STONEHOUSE, G. (2011) *Business Strategy: An Introduction*. 3rd ed. Basingstoke: Palgrave Macmillan.

KEW, J. and STREDWICK, J. (2013) *Human Resource Management in a Business Context*. 2nd ed. London: CIPD.

LEWIS, L.K. (2011) *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

### Websites

<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute for Personnel and Development (General Reference)
<a href="http://www.hr-guide.com">www.hr-guide.com</a>	HR Guides (General Reference)
<a href="http://www.shrm.org">www.shrm.org</a>	Society for Human Resource Management (General Reference)

### Links

This unit links to the following related units:

*Unit 4: The Travel and Tourism Business Toolkit*

*Unit 17: Human Resource Management*

*Unit 44: Organisational Behaviour*

*Unit 49: Managing and Running a Small Business*

## Unit 48: Launching a New Venture

<b>Unit code</b>	<b>F/508/0564</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit provides students with a practical understanding of what is required to successfully launch a new venture. It gives students an opportunity to work within a small team to fully plan the launch of a specific new venture idea.

Students will learn about work through the stages of planning to launch the venture, culminating in a group presentation of a launch plan. This will include an explanation of the idea, how it will attract customers and have competitive advantage. Students will develop a promotional plan to get it started, preparing a budget for launch and a cash flow forecast for the first 12–18 months of operation for the chosen venture. They will learn about the need for resourcefulness when starting a new venture, and will be able to identify and tap into personal networks which can offer a valuable source of knowledge, resources, advice and opportunities.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Investigate the range of resources required to launch a new venture
2. Assess the skills and capabilities required and how these might be acquired or developed
3. Explain and justify appropriate promotional activities to support the launch
4. Suggest an appropriate legal form and compile a budget for launch.

## Essential Content

### LO1 Investigate the range of resources required to launch a new venture

#### *Defining the idea and the target customer:*

The venture idea and how it represents a business/social enterprise opportunity

Analysis of the small business environment to support the venture idea

The characteristics of the target or 'typical' customer, applying geographic, demographic and behavioural segmentation

Use of competitor and industry analysis techniques such as Porter's Five Forces analysis

Identification of tangible and intangible features and benefits

Achieving competitive advantage

#### *Understanding and planning resources:*

The different types of resources that are needed to start a new venture: tangible, intangible and human

The three categories of 'capital': human, social and financial

Identifying and planning resources for a new venture e.g. tangible (premises, equipment, IT facilities) and intangible (skills and capabilities)

### LO2 Assess the skills and capabilities required and how these might be acquired or developed

#### *Understanding and acquiring skills and capabilities:*

Identifying the necessary skills and capabilities

The importance of building credibility in a start-up venture, addressing risk factors and responding to change

The concept of 'Bootstrapping': making use of free or low-cost sources of resources and skills, leasing and renting

Low-cost/free marketing and promotion

The principles of the 'Lean Start-up' method

*The importance of networks:*

The importance of networks to new ventures as a source of 'social capital' that can bring access to knowledge, resources, advice and opportunities

Consideration of both formal and informal networks

Assessing and developing personal networks and 'the strength of weak ties'

**LO3 Explain and justify appropriate promotional activities to support the launch**

*The marketing mix:*

The marketing mix in the context of a new venture/small business

The importance of pricing strategy for a new venture and the likely response of competitors

*Business identity and promotion:*

Developing an identity and the key promotional messages for the business

Choosing a name and registering a domain

Visual identity and website creation with e-commerce capabilities (e.g. virtual shopping cart and secure online payments)

Cost-effective promotional techniques e.g. use of social media and online promotion: blogs, Twitter, podcasts, video clips, virtual tours and image captions

The pros and cons of trademark registration

**LO4 Suggest an appropriate legal form and compile a budget for launch**

*Budgeting:*

Compilation of an initial budget for venture launch, including identification of pre-launch costs and then a forecast of income and costs over the first 12–18 months of trading

'What-if'/scenario analysis on the budget

Calculation of break-even point

*Legal forms of business:*

The different legal forms for a business e.g. sole-trader, limited company and partnership

Legal form options for a social enterprise e.g. Community Interest Companies (CiC)

Franchising as a start-up opportunity

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<b>L01</b> Investigate the range of resources required to launch a new venture		<b>D1</b> Develop a detailed proposal that demonstrates critical analysis and reflection of the competitive environment with supporting contingency planning to minimise risk
<b>P1</b> Investigate and explain a new venture, identifying specific target markets and undertaking competitive analysis	<b>M1</b> Apply a range of methods and techniques for competitive analysis to justify how to achieve competitive advantage	
<b>P2</b> Determine specific tangible and intangible resources that would be required for the launch of a new venture	<b>M2</b> Discuss the strengths and weaknesses of the new venture and determine areas of risk	
<b>P3</b> Produce a credible proposal to launch a new venture		
<b>L02</b> Assess the skills and capabilities required and how these might be acquired or developed		<b>D2</b> Critically discuss supporting costs and timescales required for acquiring and/or developing the skills and capabilities of a launch team
<b>P4</b> Assess the skills and capabilities required to launch a new venture and how they are acquired or developed	<b>M3</b> Explore the range of skills and capabilities required for the launch and critically assess how they might be acquired or developed, applying appropriate methods	
<b>L03</b> Explain and justify appropriate promotional activities to support the launch		<b>D3</b> Critically evaluate the different promotional activities to support justifications
<b>P5</b> Explain different promotional activities and channels that will support the launch and justify their choice	<b>M4</b> Evaluate an appropriate promotional activities plan for both launch and pre-launch	
<b>P6</b> Develop an appropriate promotional activities plan for both launch and pre-launch		

Pass	Merit	Distinction
<p><b>LO4</b> Suggest an appropriate legal form and compile a budget for launch</p>		<p><b>D4</b> Create a pre- and post-launch monthly itemised cash budget based on financial resources, including key budget categories and sub-categories, with contingency measures for anticipated outcomes</p>
<p><b>P7</b> Produce an itemised monthly cash budget for the pre-launch phase of the venture and the first 12–18 months preceding launch</p>	<p><b>M5</b> Justify an itemised monthly cash budget, showing one-off costs, ongoing costs and anticipated income post- and pre-launch</p>	
<p><b>P8</b> Suggest an appropriate legal form for the venture, stating why it has been chosen</p>		

## Recommended Resources

### Textbooks

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd ed. Basingstoke: Palgrave MacMillan.

RIES, E. (2011) *The Lean Start-up*. London: Penguin Books.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson.

WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson.

### Websites

<a href="http://www.een.ec.europa.eu">www.een.ec.europa.eu</a>	European Commission Enterprise Europe Network (General Reference)
<a href="http://www.enterprisenation.com">www.enterprisenation.com</a>	Enterprise Nation (General Reference)
<a href="http://www.icsb.org">www.icsb.org</a>	International Council for Small Business Research (General Reference)
<a href="http://www.iesingapore.gov.sg">www.iesingapore.gov.sg</a>	International Enterprise Singapore (General Reference)
<a href="http://www.isbe.org.uk">www.isbe.org.uk</a>	The Institute for Small Business and Entrepreneurship (General Reference)

### Links

This unit links to the following related units:

*Unit 4: The Travel and Tourism Business Toolkit*

*Unit 18: Entrepreneurship and Small Business Management*

*Unit 49: Managing and Running a Small Business*

*Unit 46: Pitching and Negotiation Skills*



## Unit 49: Managing and Running a Small Business

<b>Unit code</b>	<b>L/508/0566</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit will provide students with a practical understanding of the key aspects of running a small business or social enterprise. Students will learn about the activities involved in running a small business, including developing good relationships with customers, planning and allocating operational resources, forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, leadership and building a team, dealing with legislation and regulation, and how to put together a business plan.

Students will be able to apply their learning to a simulated business of their choice that they will work on as part of a group. They will develop an understanding of how all of the different aspects of running a business interrelate to achieve success, and develop an appreciation of the benefits and importance of organisation and planning.

## Learning Outcomes

By the end of this unit a student will be able to:

1. Discuss how a small business or social enterprise plans and allocates resources to achieve objectives
2. Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation
3. Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements
4. Discuss the implications of regulation and legislation on a small business or social enterprise.

## Essential Content

### LO1 **Discuss how a small business or social enterprise plans and allocates resources to achieve objectives**

*Planning resources – premises and equipment, people and skills:*

Planning of activities in a business e.g. capacity utilisation and management, identifying resources and skills needed to develop appropriate job specifications

*Being an employer:*

Organisation structures applicable to the business purpose and organisation stage

Establishing an appropriate organisational culture

Consideration of human resource management: recruitment and retention, performance management and team building

Use of outsourcing, networks and external advisers

Understanding key aspects of employment legislation relevant to a small business e.g. equality and diversity

*The business plan:*

Effective articulation of the vision, goals and objectives

Key components of a business plan

Consideration of when a business plan might be needed e.g. when securing an overdraft or bank loan

Project management techniques e.g. use of Gantt charts and critical path analysis

### LO2 **Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation**

*Building customer relationships:*

Assessment of customer value, acquiring and retaining customers

Developing effective channels for customer communications and customer care programmes

Digital platforms for effective customer relationships e.g. email marketing for mobile devices, online chat and forums for real-time responses and solutions, online testimonials and ratings, and use of social media

*Transnational sales:*

Defining transnational sales and considering why start-up and small firms internationalise

Preparing to sell and source transnationally and application of the stage model of internationalisation

The process of exporting and key considerations

**LO3 Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements**

*Sources of finance for start-up and small businesses:*

The main sources of finance for start-up and small businesses e.g. own savings, equity finance or loans from family and friends, bank loans and overdrafts, leasing and hire purchase, invoice factoring

*Forecasting and budgeting:*

Techniques for forecasting and budgeting: using time series data, calculating a moving average, finding a trend, dealing with seasonality

Developing budgets, including 'What-if' sensitivity analysis

Using budgets for performance monitoring and control

Variance analysis

Break-even analysis

*Financial statements for a small business:*

The key financial statements that are required for a small business and how to interpret them

The difference between profit and cash and the vital importance of cash flow for a small business/social enterprise

The elements of working capital and how to manage cash flow effectively

**LO4 Discuss the implications of regulation and legislation on a small business or social enterprise**

*Legal and regulatory issues:*

The legal and regulatory issues applicable to a small business in the country it is registered: record keeping, tax and employment, Health and Safety, insurance, data protection and cybersecurity measures

Examples of regulatory issues that may apply to different business types, different products or services and different localities e.g. environmental and waste regulations, professional practice guidelines, and local planning restrictions

The potential sources of information to determine applicable regulation

## Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
<p><b>LO1</b> Discuss how a small business or social enterprise plans and allocates resources to achieve objectives</p>			<p><b>D1</b> Critically analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of business objectives</p>
<p><b>P1</b> Discuss the main considerations a small business or social enterprise needs to address when planning and allocating resources to achieve business objectives</p>	<p><b>M1</b> Apply relevant tools and techniques in a structured and analytical way to plan and allocate resources in an organisational context</p> <p><b>M2</b> Assess the importance of planning and allocating resources to achieve the business objectives</p>		
<p><b>LO2</b> Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation</p>			<p><b>D2</b> Critically evaluate the customer relationship management process at all stages and provide recommendations for overcoming challenges of developing transnational operations</p>
<p><b>P2</b> Explain and evaluate different processes of customer relationship management for a small business or social enterprise</p> <p><b>P3</b> Explain how a small business can develop transnationally and determine the benefits and drawbacks</p>	<p><b>M3</b> Apply and evaluate the elements of the customer relationship management process in relation to achieving business objectives</p> <p><b>M4</b> Evaluate the potential to develop transnational operations using the stage model of internationalisation, assessing both benefits and challenges</p>		

Pass		Merit	Distinction
<b>LO3</b> Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements			<b>D3</b> Produce an accurate cash flow forecast and break-even analysis with a critical evaluation of how key financial statements contribute to the successful management of the business
<p><b>P4</b> Produce an annual itemised monthly cash flow forecast, showing fixed and variable costs set against income for a specific organisation</p> <p><b>P5</b> Explain how break-even analysis could be applied to an organisational situation</p> <p><b>P6</b> Interpret key financial statements for an organisation in relation to how they contribute to the successful management of the organisation</p>	<b>M5</b> Apply appropriate quantitative and analytical techniques to provide an appropriately detailed cash flow forecast and break-even analysis		
<b>LO4</b> Discuss the implications of regulation and legislation on a small business or social enterprise			<b>D4</b> Critically evaluate key legislation and regulations that affect small businesses or social enterprise organisations, taking future developments and changes into account
<b>P7</b> Discuss key legislation and regulations that have implications on small businesses or social enterprises	<b>M6</b> Evaluate the implications of key legislation and regulations in an organisational context		

## Recommended Resources

### Textbooks

BLANCHARD, K., ONCKEN, W. and BURROWS, H. (2011) *The One Minute Manager Meets the Monkey*. London: Harper Collins.

BURNS, P. (2014) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. Basingstoke: Palgrave MacMillan.

BURNS, P. (2011) *Entrepreneurship and Small Business*. 3rd ed. Basingstoke: Palgrave MacMillan.

RIES, E. (2011) *The Lean Start-up*. London: Penguin Books.

WALL, S., CODAY, C. and MITCHELL, C. (2014) *Quantitative Methods for Business and Management: An Entrepreneurial Perspective*. Harlow: Pearson Education.

WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson Education.

### Websites

[www.een.ec.europa.eu](http://www.een.ec.europa.eu)

European Commission Enterprise  
Europe Network

(General Reference)

[www.enterprisenation.com](http://www.enterprisenation.com)

Enterprise Nation

(General Reference)

[www.icsb.org](http://www.icsb.org)

International Council for Small  
Business

Research

(General Reference)

[www.iesingapore.gov.sg](http://www.iesingapore.gov.sg)

International Enterprise Singapore

(General Reference)

[www.isbe.org.uk](http://www.isbe.org.uk)

The Institute for Small Business and  
Entrepreneurship

(General Reference)



## **Links**

This unit links to the following related units:

*Unit 4: The Travel and Tourism Business Toolkit*

*Unit 18: Entrepreneurship and Small Business Management*

*Unit 48: Launching a New Venture*

## Unit 50: Customer Value Management

<b>Unit code</b>	<b>L/508/0597</b>
<b>Unit level</b>	<b>5</b>
<b>Credit value</b>	<b>15</b>

### Introduction

This unit is designed to enhance students' knowledge and understanding of why it is important for marketers to enhance and manage the value of customer interactions. Students will learn the underpinning theories and frameworks, and will also be expected to relate these to real-world examples, including their own personal experiences.

Organisations ideally seek a mutually beneficial relationship between themselves and their customers. This is particularly important when considering the costs associated with acquiring a new customer. It has been suggested that it can cost five times as much to gain a new customer as it is to retain an existing one. Moreover, there is no guarantee that a new customer will be as loyal as a current one. Any organisation, whether for-profit, NGO or a charity, seeks ways of retaining customers through enhanced customer experiences.

In order to retain loyal (and profitable) customers, organisations seek to understand them better. By understanding customers through the capture of relevant data, organisations can enhance a customer's lifetime value. They then aim to build a relationship with the customers, where they remain loyal and continue to purchase a range of products/services.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by an organisation.

## **Learning Outcomes**

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it
2. Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation
3. Analyse appropriate techniques and methods in order to increase customer lifetime value.

## Essential Content

### LO1 **Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it**

*Traditional concepts of marketing compared with those of value and retention:*

Customer value, satisfaction and retention

Customer Lifetime Values (CLVs)

Merits of CLVs

Value of customer data

Measurement and analysis of CLVs

*How to calculate and increase your customer lifetime value:*

Determining your customer acquisition costs, repeat transactions and customer retention rate

Calculations applied to calculate customer lifetime value

Creating balance in the business model

*Factors influencing CLVs:*

CLVs within both Business to Consumer (B2C) and Business to Business (B2B) contexts

Customer experience and how it can affect CLVs

### LO2 **Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation**

*Marketing segmentation:*

The role of segmentation, targeting and positioning (STP) to identify lifetime value opportunities

*Identification and diagnosis of value creation opportunities:*

Customer perceptions: section, nature of stimulus, expectations, motives and selective perception

Consumer imagery: product and service positioning, price/quality relationships, company's image

How consumers store, retain and retrieve information

Involvement theory and consumer relevance

Measures of consumer learning: recognition and recall, responses to media, brand loyalty

Perceived risk: How customers handle risk

Acquisition costs in relation to CLVs

Basic B2C and B2B decision-making models

**LO3 Analyse appropriate techniques and methods in order to increase customer lifetime value**

*Strategies for enhancing customer lifetimes values within both B2C and B2B contexts:*

Strategies for building long-term customer relationships

Digital strategies, including increased connectivity with customers through mobile device, apps, social media and online chats/forums

Use of advanced technology such as 'Internet of Things' and Cognitive systems to gather real-time data and predict and forecast market trends

Creating brand loyalty

Cross-selling and upselling

Choosing the right rewards and incentives

Developing multiple points and channels of contact

## Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
<p><b>LO1</b> Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it</p>		<p><b>LO1 LO2 LO3</b></p> <p><b>D1</b> Provide evidence of critical evaluation and synthesis of the key concepts of customer lifetime value management in an organisational context</p>
<p><b>P1</b> Explain and analyse the various components that enable an organisation to determine and calculate a customer's lifetime value</p> <p><b>P2</b> Explain and justify the benefits of customer lifetime value to an organisation</p> <p><b>P3</b> Evaluate the factors that influence the customer lifetime value</p>	<p><b>M1</b> Apply the concept of customer lifetime value and the use of collating customer data within a specific organisational B2C or B2B context</p>	
<p><b>LO2</b> Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation</p>		
<p><b>P4</b> Determine and explain the types of market segmentation strategies that can be applied to a customer base</p> <p><b>P5</b> Evaluate B2C and B2B decision-making models, and demonstrate how opportunities for customer value creation can be applied</p>	<p><b>M2</b> Critically evaluate various segmentation models in a B2C or B2B context to generate key insights and marketing intelligence for customer value creation</p>	
<p><b>LO3</b> Analyse appropriate techniques and methods in order to increase customer lifetime value</p>		
<p><b>P6</b> Analyse the different techniques and methods organisations can apply to increase customer relationships and customer loyalty</p>	<p><b>M3</b> Evaluate the appropriateness of techniques and methods applied at different stages of the consumer decision-making process and CLV</p>	

## Recommended Resources

### Textbooks

BRASSINGTON, F. and PETTITT, S. (2012) *Essentials of Marketing*. 3rd ed. Harlow: Pearson.

BUTTLE, F. and MAKLANS, S. (2015) *Customer Relationships Management: Concepts and Technologies*. 3rd ed. Oxford: Routledge.

KUMAR, V. (2008) *Customer Lifetime Value: The Path to Profitability*. Hanover (MA): Now Publishers Inc.

SZMIGIN, I. and PLACENTINI, M. (2014) *Consumer Behaviour*. Oxford: Oxford University Press.

### Links

This unit links to the following related units:

*Unit 2: Managing the Customer Experience*

*Unit 20: Tourism Consumer Behaviour and Insight*

*Unit 45: Sales Management*

# 11 Appendices



# Appendix 1: Mapping of HND in International Travel and Tourism Management against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		International Travel and Tourism Management HND Programme Outcome
Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary travel and tourism business environment and the contribution that it makes to the global economy
	KU2	Knowledge and understanding of the impacts of the external environment; political, technological, social, and economic factors which affect the supply of and demand for travel and tourism
	KU3	Understanding and insight into different travel and tourism public, private and not-for-profit sectors, their dynamic nature, purposes, structures, operations and their activities
	KU4	A critical understanding of the ethical, legal, professional, and operational framework within which travel and tourism businesses operate
	KU5	Understanding of digital technologies and media and their impact and influence on changing tourism products, operations, processes and consumer behaviours

FHEQ Level 5 descriptor		International Travel and Tourism Management HND Programme Outcome
	KU6	An ability to apply the theories and concepts underpinning consumer behaviour within the travel and tourism context to analyse relations between consumers of tourism and the providers of the tourism services
	KU7	A critical knowledge and understanding of ethical and sustainable issues and challenges, and the measures taken to meet overall sustainable business objectives
	KU8	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	CS1	Apply knowledge and understanding of essential concepts, principles and models within the contemporary global travel and tourism environment
	AS1	Evidence the ability to develop appropriate policies and strategies to meet stakeholder expectations and provide quality service encounters and experiences
	AS2	Apply innovative travel and tourism ideas to develop and create new products or services that respond to the changing nature of consumer demand
	AS3	Integrate theory and practice through the investigation and examination of practices in the workplace
	AS4	Develop strategic outcomes for travel and tourism businesses using appropriate business practices to make justified recommendations
	CS2	Critically evaluate stakeholder relationships to devise appropriate strategies to meet stakeholder requirements in destination management, development, policy and governance

FHEQ Level 5 descriptor		International Travel and Tourism Management HND Programme Outcome
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study	CS3	Critically reflect on the significance of the intercultural and international dimensions of the travel and tourism industry for both tourists and societies
	CS4	Recognise and respond to ethical, sustainable issues and challenges presented by the production and consumption of tourism
	KU9	Knowledge and understanding of safety, security, risk and crisis management for responding to challenges facing the travel and tourism industry
	CS5	Critique approaches to managing and developing tourism destinations through concepts of policy and planning to meet strategic travel and tourism business objectives
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge	TS1	Develop a skills set to creatively take appropriate actions in explaining and solving familiar and unfamiliar problems in a travel and tourism specific operational context
	TS2	Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor		International Travel and Tourism Management HND Programme Outcomes
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	TS3	Competently use digital literacy to access a broad range of research sources, data and information
	CS6	Interpret, analyse and evaluate a range of policies, business data, sources and information to inform evidence-based decision-making
	CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world travel and tourism scenarios
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	TS4	Communicate confidently and effectively, orally and in writing, both internally and externally within a professional capacity with stakeholders
	TS5	Communicate ideas and arguments in an innovative manner using a range of digital media
	AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts
	TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practise within a chosen sector of travel and tourism
	TS8	Take advantage of available pathways for continuing professional development through Higher Education and Professional Body Qualifications

Holders will also have:

FHEQ Level 5 descriptor		International Travel and Tourism Management HND Programme Outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	TS9	Develop a range of management skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies required by future travel and tourism managers
	TS10	Reflect adaptability and flexibility in approach to travel and tourism operations and business, showing resilience under pressure and meeting challenging targets within given deadlines
	TS11	Demonstrate proactive responsibility for own learning and continuing personal and professional development through self-appraisal and reflecting on practice in academic and professional contexts
	CS8	Emotional intelligence and sensitivity to cultural diversity and equal opportunities in the work environment
	TS12	Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills

# Appendix 2: HNC/HND International Travel and Tourism Management Programme Outcomes for Students

Unit	Knowledge and Understanding										Cognitive skills								Applied skills					Transferable skills												
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	13
1	X	X	X	X	x	x	X				X		x			X					X			X		x						X		X		
2		X				X			X	X	X			X	X			X	X	X	X		X		X									X	X	
3			X	X				X	X				X						X		X		X		X			X	X		X	X	X			
4				X			X	X	X		X			X	X				X		X	X	X		X	X					X	X		X	X	
5	X		X				X	X	X	X		X							X			X	X		X	X	X	x	X	X	X		X	X		
6	x	x					x		x	x	x	x		x		x				x		x	x		x		x			x						
7	X	X	X	X	X	X	X			X	X	X	X	X		X	X		X	X	X	X			X		X			X	X			X	X	
8	x	x	x	x		x	x			x	x	x		x	x	x			x		x	x		x	x						x					
9	x	x	x	x	x	x				x					x				x		x		x	x						x	x					
10	x		x	x	x	x				x	x								x		x			x		x						x				
11	x	x	x	x	x	x					x							x	x		x	x	x		x		x				x					
12	x	x	x	x	x		x	x	x	x				x						x	x	x		x	x						x			x		
13	x	x	x		x	x	x				x		x		x	x									x											
14			X	X		X		X	X	X	X	X		X		X							X			X		X	X		X	X	X	X		
15	X				X		X			X		X		X	X	X			X		X	X		X		X	X			X	X		X			
16	X					X	X				X		X		X				X	X	X	X	X			X	X			X		X				
17	X	X		X	X	X	X	X	X	X		X				X	X	X			X				X	X					X	X		X		
18	X	X	X	X						X									X			X									X		X			
19	X					X		X			X					X	X	X		X		X		X	X	X		X					X	X		
20	X	X		X		X	X				X		X			X	X			X	X	X	X	X					X	X	X	X	X	X		



Unit	Knowledge and Understanding										Cognitive skills								Applied skills					Transferable skills														
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	13		
47	X	X		X	X	X		X	X	X	X	X			X	X	X				X	X		X		X						X			X			
48	X	X	X	X	X	X	X			X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X					X	X	X	X	X		
49	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X		X	X		X	X		X	X		X		X	X	X	X	X		
50	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X		X	X		X	X	X		X	X				X	X	X	X	X	X	



## Appendix 3: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
Analyse	<p>Present the outcome of methodical and detailed examination either:</p> <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> <p>Analysis can be through activity, practice, written or verbal presentation.</p>
Apply	<p>Put into operation or use.</p> <p>Use relevant skills/knowledge/understanding appropriate to context.</p>
Arrange	Organise or make plans.
Assess	Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.
Calculate	Generate a numerical answer with workings shown.
Compare	<p>Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection of characteristics.</p>
Compose	Create or make up or form.
Communicate	<p>Convey ideas or information to others.</p> <p>Create/construct skills to make or do something, for example a display or set of accounts.</p>
Create/ Construct	Skills to make or do something, for example, a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.

Term	Definition
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	<p>Work draws on varied information, themes or concepts to consider aspects, such as:</p> <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> <p>Students' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</p>
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or provide diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an inquiry or study into something to discover and examine facts and information.
Justify	<p>Students give reasons or evidence to:</p> <ul style="list-style-type: none"> <li>• support an opinion</li> <li>• prove something is right or reasonable.</li> </ul>
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.

Term	Definition
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	<p>Make a formal assessment of work produced.</p> <p>The assessment allows students to:</p> <ul style="list-style-type: none"> <li>• appraise existing information or prior events</li> <li>• reconsider information with the intention of making changes, if necessary.</li> </ul>
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example, running an event or a Sport pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example, an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for BTEC Higher Nationals:

<b>Type of evidence</b>	<b>Definition</b>
Case study	A specific example to which all students must select and apply knowledge.
Project	A large scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example, a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/business plan	Students produce a plan as an outcome related to a given or limited task.
Reflective journal	Completion of a journal from work experience, detailing skills acquired for employability.
Poster/leaflet	Documents providing well-presented information for a given purpose.

## Appendix 4: Assessment methods and techniques for Higher Nationals

Assessment technique	Description	Transferable skills development	Formative or Summative
Academic graphic display	This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy.	Creativity  Written communication  Information and communications  Technology  Literacy	Formative  Summative
Case study	This technique present students with a specific example to which they must select and apply knowledge.	Reasoning  Critical thinking  Analysis	Formative  Summative
Discussion forum	This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example, online groups, blogs.	Oral/written communication  Appreciation of diversity  Critical thinking and reasoning  Argumentation	Formative

<b>Assessment technique</b>	<b>Description</b>	<b>Transferable skills development</b>	<b>Formative or Summative</b>
Independent research	This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources.	Information and communications technology  Literacy  Analysis	Formative
Oral/Viva	This technique asks students to display their knowledge of the subject via questioning.	Oral communication  Critical thinking  Reasoning	Summative
Peer review	This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.	Teamwork  Collaboration  Negotiation	Formative  Summative
Presentation	This technique asks students to deliver a project orally or through demonstration.	Oral communication  Critical thinking  Reasoning  Creativity	Formative  Summative

Assessment technique	Description	Transferable skills development	Formative or Summative
Production of an artefact/ performance or portfolio	This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are [Sector] plans, using a piece of equipment or a technique, building models, developing, interpreting, and using maps.	Creativity Interpretation Written and oral communication Interpretation Decision-making Initiative Information and Communications Technology Literacy, etc.	Summative
Project	This technique is a large scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy, Creativity, Initiative.	Summative

<b>Assessment technique</b>	<b>Description</b>	<b>Transferable skills development</b>	<b>Formative or Summative</b>
Role playing	This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.	Written and oral communication  Leadership  Information literacy  Creativity  Initiative.	Formative
Self-reflection	This technique asks students to reflect on their performance, for example, to write statements of their personal goals for the course at the beginning of the course, what they have learned at the end of the course and their assessment of their performance and contribution; completion of a reflective journal from work experience, detailing skills acquired for employability.	Self-reflection  Written communication  Initiative  Decision-making  Critical thinking	Summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection  Written communication  Initiative  Decision-making  Critical thinking	Formative  Summative



<b>Assessment technique</b>	<b>Description</b>	<b>Transferable skills development</b>	<b>Formative or Summative</b>
Team assessment	<p>This technique asks students to work together to show skills in defining and structuring an activity as a team.</p> <p>All team assessment should be distributed equally, each of the group members performing their role, and then the team collates the outcomes, and submits it as a single piece of work.</p>	<p>Collaboration</p> <p>Teamwork</p> <p>Leadership</p> <p>Negotiation</p> <p>Written and oral communication</p>	<p>Formative</p> <p>Summative</p>
Tiered knowledge	<p>This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.</p>	<p>Critical thinking</p> <p>Analysis</p> <p>Interpretation</p> <p>Decision-making</p> <p>Oral and written communication</p>	<p>Formative</p>
Time constrained assessment	<p>This technique covers all assessment that needs to be done within a centre-specified time constrained period on-site.</p>	<p>Reasoning</p> <p>Analysis</p> <p>Written communication</p> <p>Critical thinking</p> <p>Interpretation</p>	<p>Summative</p>

<b>Assessment technique</b>	<b>Description</b>	<b>Transferable skills development</b>	<b>Formative or Summative</b>
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork  Creativity  Analysis  Collaboration	Formative
Written task or report	This technique asks students to complete an assignment in a structured written format, for example, a [Sector] plan, a report, marketing communication, set of instructions, giving information.	Reasoning  Analysis  Written communication  Critical thinking, interpretation.	Summative

## Appendix 5: Transferable skills mapping

### Level 4 Higher National Certificate in International Travel and Tourism Management: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills							Intra-personal Skills				Interpersonal Skills		
	Unit	Problem-solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Teamwork	Leadership
1		x		x				x	x	x				x
2			x	x	x		x	x	x	x				
3				x				x	x	x	x	x	x	x
4			x	x		x		x	x	x		x	x	x
5		x	x	x				x	x	x	x	x	x	x
6		x		x				x	x	x				x
7	x	x	x	x				x	x	x				
8		x	x	x			x	x	x	x				x
9		x		x	x			x	x	x		x	x	x
10	x	x	x	x	x	x	x	x	x	x				
11	x	x	x	x	x		x	x	x	x				
12	x	x	x	x	x		x	x	x	x				
13	x	x	x	x	x	x		x	x	x				x
14	x		x	x			x	x	x	x	x	x	x	x
15	x	x	x	x		x		x	x	x				
16	x	x	x	x	x			x	x	x				
17	x		x	x			x	x	x	x	x	x	x	x
18	x		x	x		x	x	x	x		x			x

## Level 5 Higher National Diploma in International Travel and Tourism Management: mapping of transferable employability and academic study skills

Skill Sets	Cognitive skills							Intra-personal Skills				Interpersonal Skills		
	Unit	Problem-solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Teamwork	Leadership
18	X	X		X	X	X	X	X	X	X	X			
19	X	X	X	X	X			X	X	X				
21	X	X	X	X				X	X	X		X	X	X
22	X	X	X	X			X	X	X	X				X
23	X	X	X	X	X	X	X	X	X	X				
24	X	X	X	X	X		X	X	X	X				
25	X	X	X	X	X	X	X	X	X	X	X			X
26	X	X	X	X	X		X	X	X	X	X		X	
27		X	X	X	X	X	X	X	X	X	X	X	X	X
28		X	X	X	X	X	X	X	X	X	X			
29		X	X	X			X	X	X	X	X			
30	X	X	X	X	X	X	X	X	X	X	X		X	X
31		X	X	X	X			X	X	X				X
32	X	X	X	X				X	X	X				X
33	X	X	X	X				X	X	X				
34		X	X	X	X		X	X	X	X	X	X		X

Skill Sets	Cognitive skills							Intra-personal Skills				Interpersonal Skills			
	Unit	Problem-solving	Critical Thinking/ Analysis	Decision-making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self Management	Independent learning	Self Reflection	Teamwork	Leadership	Cultural Awareness
35	x	x	x	x	x			x	x	x					
36			x	x	x	x		x	x	x	x				
37			x	x											
38	x	x	x	x	x	x		x	x	x	x	x			x
39	x	x	x	x	x	x		x	x	x	x				x
40			x	x	x	x	x	x	x	x	x				x
41			X		X	X		X		x					X
42			x	x	x	x		x	x	x	x	x	x	x	x
43	x	x	x	x					x	x	x				
44	x	x	x	x					x	x	x	x	x	x	x
45	x	x	x	x	x	x			x	x	x		x	x	x
46	x	x	x	x	x	x	x	x	x	x	x				
47	x	x	x	x					x	x	x		x	x	x
48	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
49	x	x			x		x	x	x	x	x			x	x
50	x	x	x	x	x	x	x	x	x	x	x			x	x

## Appendix 6: Recognition of Prior Learning

### QCF Pearson BTEC Level 4 Higher National Certificate in Travel and Tourism Management mapped to the RQF Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management

#### Unit Mapping Overview

This mapping document is designed to support centres who wish to recognise student achievement in older QCF Higher Nationals within the new RQF suites. The document demonstrates where content is covered in the new suite, and where there is new content to cover to ensure full coverage of learning outcomes.

P – Partial mapping (some topics from the old unit appear in the new unit)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

Unit no.	Unit title New RQF HN programme	Maps to unit number on existing QCF HN programme	Level of similarity between units
1	The Contemporary Travel and Tourism Industry	1	P
		6	P
2	Managing the Customer Experience	N	-
3	Professional Practice and Identity	3	P
		23	P
4	The Travel and Tourism Business ToolKit	2	P
		8	P
		14	P
		18	P
5	Leadership and Management	3	P
6	Managing Aviation Services	N	-
7	Managing Conference and Events	N	-
8	Visitor Attraction Management	20	X
9	Online Travel Management	N	-
10	Tour Operations Management	14	X
11	Corporate Travel Management	N	-

<b>Unit no.</b>	<b>Unit title New RQF HN programme</b>	<b>Maps to unit number on existing QCF HN programme</b>	<b>Level of similarity between units</b>
12	Passenger Transport Services	16	P
13	Global Tourism Destinations	1	P
		9	P
14	Work Experience	17	p
15	Management Accounting	2	P
16	Marketing Essentials for Travel and Tourism	5	X
17	Human Resource Management	18	X
18	Entrepreneurship and Small Business Management	11	P

## Unit Mapping Depth

The RQF Pearson BTEC Level 4 HNC Certificate in Hospitality Management mapped against the current QCF Pearson BTEC Level 4 HNC Certificate in Hospitality Management units (specification end date 31/12/18).

RQF HNC Units		QCF HNC units		Mapping comments		
No	RQF unit title	No	QCF unit title		QCF LOs	RQF LOs
1	The Contemporary Hospitality Industry	1	The Travel and Tourism Sector	1 3	1 1	
		6	Contemporary Issues in Travel and Tourism	1 2 3	3 & 4 3 4	
3	Professional Identity and Practice	3	The Developing Manager	4	3	
		23	Personal and Professional Development	1 2 4	2 3 4	
4	The Travel and Tourism Business Toolkit	2	Finance and Funding in the Travel and Tourism Sector	2 & 3	4	
		8	Legislation and Ethics in the Travel and Tourism Sector	2-4	3	
		14	Tour Operations Management	2 & 4	1	
		18	Human Resource Management for Service Industries	1, 3 & 4	2	
5	Leadership and Management	3	The Developing Manager	1 3	1 3 & 4	
8	Visitor Attraction Management	20	Visitor Attraction Management	1-4	1-4	
10	Tour Operations Management	14	Tour Operations Management	1-4	1-4	
12	Passenger Transport Services	16	Passenger Transport Operations	2- 4	1, 3 & 4	
13	Global Tourism Destinations	1	The Travel and Tourism Sector	2 3	3 2	



RQF HNC Units		QCF HNC units		Mapping comments		
No	RQF unit title	No	QCF unit title		QCF LOs	RQF LOs
		9	Tourism Destinations	1-4	1, 2 & 4	
14	Work Experience	17	Work-Based Experience	1-4	2-4	
15	Management Accounting	2	Finance and Funding in the Travel and Tourism Sector	1-3	1-3	
16	Hospitality Marketing Essentials	5	Marketing in Travel and Tourism	1-4	1-3	
17	Human Resource Management	18	Human Resource Management for Service Industries	1-4	1-4	
18	Entrepreneurship and Small Business Management	11	Travel and Tourism Entrepreneurs	1 2 3	3 1 1	

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