



# ICM

## Tourism & Business Studies

### Course Handbook



## SETTING GLOBAL STANDARDS

For Business & Management Education

March 2017

The Institute of Commercial Management

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## **1 Introduction**

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The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF\* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

\*NQF: the UK National Qualifications Framework

## **2 The Institute of Commercial Management (ICM)**

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Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

## **3 ICM Articulation Agreements with Universities**

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The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

### **Entry to the First Year**

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

### **Entry to the Second Year**

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- obtained at least 24 Points from 8 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Diploma

### **Entry to the Final Year**

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- obtained at least a Grade C in all subjects in the Advanced Diploma

### **Entry to the Post Graduate Year**

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- obtained at least 12 Points from the final 4 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Graduate Diploma

### **Converting ICM subject grades into points**

The following rules apply in relation to converting ICM subject grades into points:

- an 'A' grade is awarded 6 points
- a 'B' grade is awarded 4 points
- a 'C' grade is awarded 2 points
- a 'D' grade is awarded 0 points

## **Progression Routes**

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

## **4 Learning, Teaching and Assessment Strategy**

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Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

### **4.1 Assessment**

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

### **4.2 Student Workload**

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

## **5 ICM Qualifications and Progression**

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Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

### **5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)**

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)**

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)**

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

### **5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)**

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.



Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

### **5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)**

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

### **5.6 Relative Positioning of ICM Qualifications**

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the 'equivalent' qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

## Relative Positioning of ICM Qualifications

<b>National Qualifications Framework (Levels and example vocational qualifications)</b>	<b>Framework for ICM Levels</b>	<b>Framework for Higher Education Qualification Levels (FHEQ)</b>
<b>Level 7</b> Professional Diploma in Translation	<b>ICM Post Graduate Diploma</b> (Level 7 Diploma)	<b>M (masters)</b> , Masters degrees, Post Graduate certificates and diplomas
<b>Level 6</b> Diploma in Management	<b>ICM Graduate Diploma</b> (Level 6 Diploma)	<b>H (honours)</b> Bachelors degrees (BSc/BA)
	<b>ICM Advanced Diploma</b> (Level 6 Diploma)	<b>I (intermediate)</b> Diplomas of higher education, foundation degrees, Higher National Diplomas
<b>Level 5</b> BTEC Higher National Diploma in 3D Design	<b>ICM Diploma</b> (Level 5 Diploma)	<b>C (certificate)</b> Certificates of higher education
<b>Level 4</b> Certificate in Early Years Practice	<b>ICM Diploma</b> (Level 5 Diploma)	
<b>Level 3</b> Certificate in Small Animal Care NVQ in Aeronautical Engineering A levels		
<b>Level 2</b> Diploma for Beauty Specialists NVQ in Agricultural Crop Production GCSEs Grades A*-C		
<b>Level 1</b> Certificate in Motor Vehicle Studies NVQ in Bakery GCSEs Grades D-G		
<b>Entry</b> – e.g. Entry Level Certificate in Adult Literacy		

## 6 Student Registration & Course/Level Entry Requirements

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### 6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

**Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.**

**The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.**

### 6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

**Group 1:** If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

**Group 2:** If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

**Group 3:** A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

### 6.3 Course/Level Entry Requirements

ICM professional programmes are structured in 'Levels'. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

### ***Entry to an ICM Diploma Level Programme (NQF Level 5)***

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

### ***Entry to an ICM Advanced Diploma Programme (NQF Level 6)***

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

### ***Entry to an ICM Graduate Diploma Programme (NQF Level 6)***

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

### ***Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)***

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications

**Mature Candidates.** Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant's employer; and
- Hold a management or senior supervisory position

## **7 Examinations and Results**

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### **7.1 Examinations**

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

### **7.2 Examination Entry Fees and Forms**

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. In general, the standard Examination fee is £26.00 Pounds Sterling per subject. There are however some specialist programmes where a higher subject fee may be payable. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

### **7.3 Examination Timetable**

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

### **7.4 Examination grades and re-marking**

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

## **7.5 Examination re-sits**

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

## **7.6 Examination Closing Dates**

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

## **7.7 Examination Results**

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

## **7.8 Examination Grades**

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

## **7.9 Transcript of Academic Results**

You may request a transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

## **7.10 Replacement Certificates**

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

### 7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £26.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £26.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

### 7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

### 7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

- Note:**
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
  2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
  3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

## 8 Subject advice, educational guidance and student support

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You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

### 8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at [www.icm.education](http://www.icm.education), in the 'Single Subject' section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

## **8.2 Payment Methods**

For our accepted methods of payment, please refer to the ICM website: [www.icm.education](http://www.icm.education)

## **8.3 Choosing your course of study**

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

## **8.4 ICM Approved Centres**

Tuition leading to the Institute's examinations can only be provided by Institutions which have been granted ICM 'Approved Centre' status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

## **9 Textbooks**

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The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM's Book Sales Manager at: [info@icm.education](mailto:info@icm.education) .

## **10 Students with specific learning difficulties**

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If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.



## 11 Copies of past examination papers and other forms of assessment

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The ICM website, [www.icm.education](http://www.icm.education), provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

## 12 Unit Information

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The international growth in tourism, together with the matching growth in the volume of business travel has made Travel & Tourism the fastest growing industry in the world.

The ICM programmes in Tourism & Business Studies have been designed to provide participants with an understanding of the global structure of the industry and its component parts, and the business skills which are necessary for sustainable tourism development.

In order to enhance employment prospects the programmes incorporate relevant business studies subjects in order to ensure that participants understand the structure of business and business systems.

The programmes meet the needs of those who wish to work for Travel Agents, Travel Shops, Tour Operators, Tourism Authorities, Tourist Information Centres, Car Hire Operators, Hotel Groups and other tourism related commercial operations.

### 12.1 Programme Objectives:

The programme is designed to provide participants with the knowledge they will require in order to:

- analyse tourism development proposals
- produce viable and sustainable tourism policies and strategies

### 12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to section 4.2 entitled 'Student Work Load'

It is expected that a student will need between 12 and 18 months of full-time study at an ICM Approved Centre (6 months for each level) to complete this programme.

### 12.3 Examination Grades

Grade A – Distinction	70% and above
Grade B – Credit	60% to 69%
Grade C – Pass	50% to 59%
Grade D – Marginal Pass	40% to 49%
Grade F – Fail	39% and under

## **Certification**

On successful completion of the relevant examination levels students are awarded the ICM Certificate in Travel & Tourism, the ICM Diploma in Tourism & Business Studies or the ICM Advanced Diploma in Tourism & Business Studies.

## **12.4 Continuing Education**

The Diploma and Advanced Diploma qualifications are accepted as entry requirements (subject to examination grades obtained) for entry on to relevant HNC/D and degree programmes.

## **13 Course Structure**

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### **The Certificate in Travel & Tourism – Part 1**

1. Characteristics of World Destinations
2. Fundamentals of the Hotel & Catering Industry
3. Numeracy & Statistics
4. Retail Travel Operations
5. Structure of Travel & Tourism

The ICM Certificate in Travel & Tourism is awarded on completion of all Part 1 subjects

### **The Diploma in Tourism & Business Studies – Part 2**

6. Accounting
7. Business Management & Administration
8. Management of Travel & Tourism Operations
9. Tour Operations
10. Tourism Marketing & Promotion

The ICM Diploma in Tourism & Business Studies is awarded on completion of all subjects in Parts 1 & 2

### **The Advanced Diploma in Tourism & Business Studies**

11. Economics for Business
12. Hospitality Management
13. Management Theory & Practice
14. Tourism & the Environment
15. Travel & Tourism Development

The ICM Advanced Diploma in Tourism & Business Studies is awarded on completion of all the above subjects

#### **13.1 Unit Syllabuses**

Syllabuses for this programme are contained in the following sections.

### 13.1.1 Characteristics of World Destinations Syllabus

Unit Title	Characteristics of World Destinations
Unit Code	CWD-0605
Level	4 Diploma
Credits	20
Unit Leader	BB
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
To provide a thorough grounding in world geography and to enable students to discuss the relative importance of different types of attraction for domestic and/or international tourism, taking into account factors such as climate, topography, native ecosystems, accessibility, event attractions and recreational resources as well as discussing the relative merits of different forms of tourism.	
<b>Main Topics of Study:</b>	
<p><b>Introduction to the Geography of Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Leisure, recreation and tourism</li> <li>▶ Geography and tourism</li> <li>▶ Forms of tourism</li> </ul> <p><b>The Geography of Demand for Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Leisure, recreation and tourism – a basic human right?</li> <li>▶ The demand for tourism – concepts and definitions</li> <li>▶ Effective demand</li> <li>▶ Suppressed demand</li> </ul> <p><b>The Geography of Resources for Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Introduction</li> <li>▶ Resources for tourism</li> <li>▶ Tourism resources at the world scale</li> <li>▶ Tourism resources at the national scale</li> <li>▶ Tourism resources at the local scale</li> </ul> <p><b>Climate and Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Introduction</li> <li>▶ The world climate scene</li> <li>▶ Climate elements and tourism</li> <li>▶ World climate</li> <li>▶ World climate zones</li> </ul> <p><b>The Geography of Transport for Travel and Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Introduction</li> <li>▶ Principles of interaction</li> <li>▶ The elements of transport</li> <li>▶ Transport costs and pricing</li> </ul>	

- ▶ Transport modes, routes and networks
- ▶ Air transport
- ▶ Surface transport

#### **Introduction to the Geography of Europe**

- ▶ Introduction
- ▶ Physical features
- ▶ Cultural features
- ▶ Tourism demand
- ▶ Supply of tourism
- ▶ The organisation of tourism in Europe

#### **Introduction to the Geography of Britain**

- ▶ Introduction
- ▶ The physical setting of tourism
- ▶ Change in post-war British society
- ▶ Demand for tourism in British form
- ▶ British resident's demand for tourism
- ▶ The supply of tourism in Britain

#### **The Tourism Geography of England and the Channel Islands**

- ▶ The south
- ▶ The south-west
- ▶ East Anglia
- ▶ The midlands
- ▶ The north
- ▶ The offshore islands

#### **The Tourism Geography of Scotland, Wales and The Isle of Man**

- ▶ Scotland
- ▶ Wales

#### **The Tourism Geography of Ireland**

- ▶ An introduction
- ▶ The Republic of Ireland
- ▶ Northern Ireland

#### **Scandinavia**

- ▶ Introduction
- ▶ Denmark
- ▶ Norway
- ▶ Sweden
- ▶ Finland
- ▶ Iceland

### **The Benelux Countries**

- ▶ Introduction
- ▶ The Netherlands
- ▶ Belgium
- ▶ Luxembourg

### **Central Europe**

- ▶ Introduction
- ▶ Austria
- ▶ Switzerland
- ▶ Germany

### **France**

- ▶ Introduction
- ▶ The demand for tourism in France
- ▶ The supply of tourism in France
- ▶ Tourism organisation in France
- ▶ Tourist regions in France

### **Spain and Portugal**

- ▶ Introduction
- ▶ Spain
- ▶ Gibraltar
- ▶ Portugal

### **Italy**

- ▶ Introduction
- ▶ The organisation and supply of tourism
- ▶ Tourism demand
- ▶ Tourism attractions and resources

### **Malta, Greece and Cyprus**

- ▶ Introduction
- ▶ Malta
- ▶ Greece
- ▶ Cyprus

### **Eastern Europe and the CIS**

- ▶ Introduction
- ▶ Tourism resources of Eastern Europe
- ▶ The Czech Republic
- ▶ Slovakia (The Slovak Republic)
- ▶ Hungary
- ▶ Poland
- ▶ The Baltic States

- ▶ The Balkan Countries
- ▶ The Republics of the Former Yugoslavia
- ▶ Albania
- ▶ The Commonwealth of Independent States (CIS)

#### **The Middle East**

- ▶ Introduction
- ▶ Egypt
- ▶ Israel
- ▶ Jordan
- ▶ Syria
- ▶ Lebanon
- ▶ Turkey
- ▶ The Arabian Peninsula
- ▶ Iran and Iraq

#### **Africa and The Islands of the Indian Ocean**

- ▶ Introduction
- ▶ North Africa
- ▶ East Africa
- ▶ Southern Africa
- ▶ The Islands of the Western Indian Ocean
- ▶ West Africa
- ▶ Central Africa
- ▶ The Atlantic Islands

#### **South Asia**

- ▶ Introduction
- ▶ India
- ▶ Pakistan
- ▶ Bangladesh
- ▶ Afghanistan
- ▶ The Maldives
- ▶ Sri Lanka
- ▶ Nepal
- ▶ Bhutan

#### **East Asia**

- ▶ Introduction
- ▶ South East Asia
- ▶ The Far East

#### **North America**

- ▶ Introduction
- ▶ The United States

- ▶ The demand for tourism
- ▶ The supply of resources
- ▶ Transport
- ▶ Accommodation
- ▶ The regional setting for tourism
- ▶ Canada
- ▶ Tourism resources
- ▶ Transport
- ▶ The regional setting for tourism
- ▶ Greenland (Kalaallit Nunaat)

**Latin America and The Caribbean**

- ▶ Introduction
- ▶ The Caribbean Islands
- ▶ Mexico
- ▶ Central America
- ▶ South America

**Australasia**

- ▶ Introduction
- ▶ Australia
- ▶ New Zealand
- ▶ The Pacific Islands
- ▶ Antarctica

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

- |    |  |
|----|--|
| 1. | Locate multiple destinations on a world map.   |
| 2. | Discuss the relative importance of different types of attraction for domestic and/or international tourism, giving examples from different countries.  |
| 3. | Analyse the strengths and weaknesses of tourist destinations, taking into account factors such as climate, topography, native ecosystems, accessibility, event attractions and recreational resources. |
| 4. | Compare and contrast the relative merits of different forms of tourism.  |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,4	2-4	-	2-4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-4		1-6	-



<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%
<b>Indicative Reading for this Unit:</b>	
<b>Main Text</b>	
Worldwide Destinations: The Geography of Travel & Tourism, B. Boniface, C. Cooper & R. Cooper, Hodder & Stoughton	
<i>(This text should be used in conjunction with a good atlas to develop awareness of the location of destinations)</i>	
<b>Alternative Texts and Further Reading</b>	
World Travel Guide, Columbus Press	
Relevant Tour Operators' Brochures	
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.2 Fundamentals of the Hotel & Catering Industry Syllabus

Unit Title	Fundamentals of the Hotel & Catering Industry
Unit Code	FHCI-0605
Level	4 Diploma
Credits	20
Unit Leader	CD
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to provide a foundation understanding of the industry including an overview of all the functional areas, stakeholder interests, basic concepts of finance, and marketing as well as discussing types and roles of hotels that make up the industry. It examines the hotel as a business providing commercial hospitality and focuses on markets, money and people. It uses examples from hotel operations throughout the world embracing a comprehensive profile of the hotel business. Data, quotes and extracts from a wide range of authoritative industry sources are used and there is a focus on markets, money and people throughout.</p>	
<b>Main Topics of Study:</b>	
<p><b>Staying Away from Home</b></p> <ul style="list-style-type: none"> <li>▶ The importance of hotels</li> <li>▶ Travel and hotels</li> <li>▶ Two centuries of hotel-keeping</li> <li>▶ Hotels in the total accommodation market</li> <li>▶ Hotel location</li> <li>▶ Types of hotels</li> </ul> <p><b>Hotel Products and Markets</b></p> <ul style="list-style-type: none"> <li>▶ The hotel as a total market concept</li> <li>▶ Hotel facilities and services as products</li> <li>▶ Hotel accommodation markets</li> <li>▶ Hotel catering markets</li> <li>▶ Hotel demand generating sources</li> <li>▶ Hotel market areas</li> <li>▶ Hotel market segmentation</li> <li>▶ Buying and paying for hotel services</li> <li>▶ Hotel marketing orientation</li> </ul> <p><b>Hotel Policies, Philosophies and Strategies</b></p> <ul style="list-style-type: none"> <li>▶ Objectives and policies</li> <li>▶ General and sectional policies</li> <li>▶ Policy formulation, communication and review</li> <li>▶ Hotel philosophies</li> <li>▶ Hotel plans and strategies</li> </ul>	

- ▶ The framework of hotel management

### **Rooms and Beds**

- ▶ Room sales
- ▶ Guest accounts
- ▶ Mail and other guest services
- ▶ Uniformed services
- ▶ Hotel housekeeping
- ▶ Organisation and staffing
- ▶ Accounting and control

### **Food and Drink**

- ▶ The food cycle
- ▶ The beverage cycle
- ▶ Hotel restaurants
- ▶ Hotel bars
- ▶ Room service
- ▶ Functions
- ▶ Food and beverage support services
- ▶ Organisation and staffing
- ▶ Accounting and control

### **Miscellaneous Guest Services**

- ▶ Guest telephones
- ▶ Guest laundry
- ▶ Rentals and concessions – other income
- ▶ Accounting and control

### **Hotel Organisation**

- ▶ Rooms
- ▶ Food and beverages
- ▶ Miscellaneous guest services
- ▶ Hotel support services
- ▶ The management structure
- ▶ Organisation structure of a large hotel
- ▶ Accounting and control

### **Hotel Staffing**

- ▶ Determinants of hotel staffing
- ▶ Numbers and payroll
- ▶ Hotel products and staffing
- ▶ Organisation of the personnel function
- ▶ Organisation of training
- ▶ Functions of the training division

### **Productivity in Hotels**

- ▶ Measures of labour productivity
- ▶ Physical measures
- ▶ Financial measures – sales and payroll
- ▶ Physical/financial measures – sales per employee
- ▶ Productivity measures – value added approach
- ▶ Some ways to higher productivity
- ▶ Productivity standards
- ▶ Computers in hotels

### **Marketing**

- ▶ From product to sales to marketing
- ▶ The marketing concept
- ▶ Special features of hotel marketing
- ▶ The marketing cycle
- ▶ Marketing resources
- ▶ Hotels in the total tourist product

### **Property Ownership and Management**

- ▶ Property ownership
- ▶ Property operation and maintenance energy

### **Finance and Accounts**

- ▶ The hotel balance sheet
- ▶ Balance sheet ratios and analysis
- ▶ The hotel profit and loss statement
- ▶ Profit and loss ratios and analysis
- ▶ Hotel operating profit
- ▶ Balance sheet and profit and loss relationships
- ▶ Liquidity ratios

### **The Small Hotel**

- ▶ Products and markets
- ▶ Ownership and finance
- ▶ Organisation and staffing
- ▶ Accounting and control
- ▶ The future of the small hotel

### **Hotel Groups**

- ▶ Advantages of groups
- ▶ Problems of groups
- ▶ Scope for centralisation
- ▶ A concentrated hotel group
- ▶ A dispersed hotel group

**International Hotel Operations**

- ▶ Products
- ▶ Markets
- ▶ Cost and profit ratios
- ▶ Ownership and finance
- ▶ Organisation and general approach

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1. Understand the importance of hotels to economies and society.
2. Evaluate principal products in the supply of hotel guest services.
3. Outline the elements of the human resource function in hotels.
4. Demonstrate an understanding of the marketing function in the hotel and catering industry.
5. Appraise the financial characteristics of the hotel and catering industry.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-5	-	-	5	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-5	2	1-5	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

**Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:**

Examination: 3 hours duration

Weighting:  
100%

**Indicative Reading for this Unit:****Main Text**

The Business of Hotels, 3rd edition, S. Medlik & H. Ingram, Butterworth-Heinemann

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.3 Numeracy & Statistics Syllabus

Unit Title	Numeracy & Statistics
Unit Code	NS-1016
Level	4 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
The aims of this unit are to equip students with the necessary skills to interpret information, carry out calculation and interpret the results of that information and later, to equip students with some of the analytical skills that are relevant to the study of Accounting & Finance as a whole.	
<b>Main Topics of Study:</b>	
<p><b>Revision of Basic Mathematical Techniques</b></p> <ul style="list-style-type: none"> <li>▶ Integers, fractions and decimals</li> <li>▶ Order of operations – brackets</li> <li>▶ Percentages and ratios – percentages, profits, proportions and ratios</li> <li>▶ Roots and powers – powers, roots, rules for powers</li> </ul> <p><b>Equations and Graphs</b></p> <ul style="list-style-type: none"> <li>▶ Formulae and equations – manipulating equalities, linear equations</li> <li>▶ Graphs – Linear equations and graphs, simultaneous equations, non-linear equations</li> </ul> <p><b>Data Presentation and Measurements of Location and Dispersion</b></p> <ul style="list-style-type: none"> <li>▶ Data – data and information, quantitative and qualitative data, primary and secondary data, discrete and continuous data</li> <li>▶ Data presentation – pictograms, tables, charts (bar charts, pie charts), frequency distributions, histograms, frequency polygons, ogives, scatter diagrams</li> <li>▶ Averages – the arithmetic mean, the mode, the median</li> <li>▶ Dispersion – the range quartiles and the semi-interquartile range</li> </ul> <p><b>Probability</b></p> <ul style="list-style-type: none"> <li>▶ The concept and rules of probability</li> <li>▶ Expected values</li> <li>▶ Expectation and decision-making</li> </ul> <p><b>Frequency Distributions, the Normal Curve and Sampling</b></p> <ul style="list-style-type: none"> <li>▶ Probability distributions</li> <li>▶ The normal distribution</li> <li>▶ The standard normal distribution</li> </ul> <p><b>Financial Mathematics</b></p> <ul style="list-style-type: none"> <li>▶ Interest – simple interest, compound interest, inflation, changes in the rate of interest</li> <li>▶ Savings and loans – regular savings, sinking funds, loans, mortgages</li> </ul>	

<b>Learning Outcomes for the Unit:</b>					
At the end of this Unit, students will be able to:					
1.	Identify appropriate types of quantitative information and their sources.				
2.	Rationalise and structure that information.				
3.	Use and analyse information that is presented in numerical form in an appropriate method to extract all relevant trends, patterns and points of importance.				
4.	Present the results and data informative in attractive manners including in diagrammatic form to clients, partners and business colleagues.				
<b>The numbers in the boxes below show which of the above unit learning outcomes are related to particular cognitive and key skills:</b>					
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills	Self-appraisal/ Reflection on Practice
1-3	3	3,4	1,2,3	-	-
Planning and Management of Learning	Problem Solving	Communication & Presentation	Practical/Psycho-motor Skills	Other skills (please specify):	
-	1-4	4	4	-	
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>					
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.					
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>					<b>Weighting:</b>
Examination: 3 hours duration					100%
<b>Indicative Reading for this Unit:</b>					
<b>Main Text</b>					
Business Essentials – Business Maths: Study Text, BPP Learning Media. ISBN: 978-0751768428					
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>					
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.				
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.				
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.				



### 13.1.4 Retail Travel Operations Syllabus

Unit Title	Retail Travel Operations
Unit Code	RTO-0605
Level	4 Diploma
Credits	20
Unit Leader	RS
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
This unit aims to introduce the role and functions of the travel agent to students intending to work, or already working, in a travel agency. This unit shows how to use travel brochures, identify appropriate cruising and motoring facilities and provides an introduction to the airline industry.	
<b>Main Topics of Study:</b>	
<p><b>Package and Group Tours</b></p> <ul style="list-style-type: none"> <li>▶ Introduction</li> <li>▶ Planning a group tour</li> </ul> <p><b>Short Breaks, Special Interest Holidays, Theme Parks, Holiday Centres, Accommodation and Theatre Reservations</b></p> <ul style="list-style-type: none"> <li>▶ Short breaks</li> <li>▶ Special interest holidays</li> <li>▶ Useful addresses</li> <li>▶ National parks</li> <li>▶ Skiing</li> <li>▶ Holiday centres/hotels</li> <li>▶ Accommodation</li> <li>▶ Theatre reservations</li> </ul> <p><b>Coaching and Incoming Tourists</b></p> <ul style="list-style-type: none"> <li>▶ Coaching</li> <li>▶ European coach holidays</li> <li>▶ Making a reservation</li> <li>▶ Incoming tourism</li> </ul> <p><b>Cruising</b></p> <ul style="list-style-type: none"> <li>▶ Introduction</li> <li>▶ Passengers and passenger density</li> <li>▶ Factors in cruise costs</li> <li>▶ Some nautical terms</li> <li>▶ International river cruise destinations</li> <li>▶ Ocean, river and canal cruising</li> <li>▶ Client information on cruising</li> <li>▶ Cruising areas</li> </ul>	

### **Car Rental**

- ▶ Benefits of car rental
- ▶ Growth of car rental
- ▶ Tariffs
- ▶ Car groups
- ▶ Fuel consumption
- ▶ Car rental insurance
- ▶ Organising car rental

### **Ferry Services and Railways**

- ▶ Ferry services
- ▶ Making the reservation
- ▶ Railways

### **Airlines**

- ▶ Introduction
- ▶ IATA traffic and conference areas
- ▶ Most logical routings
- ▶ Aircraft types
- ▶ Fear of flying
- ▶ Deep vein thrombosis
- ▶ Seat pitch
- ▶ Charter airlines
- ▶ Organising an itinerary
- ▶ Time differences and elapsed flying time
- ▶ Passports, visas and health regulations
- ▶ Special services for passengers
- ▶ Airport information
- ▶ Stopover holidays

### **Technology**

- ▶ Introduction
- ▶ Understanding systems
- ▶ Travel agency systems
- ▶ View data
- ▶ Global distribution systems
- ▶ GDSs and e-commerce

### **The Internet**

- ▶ Introduction
- ▶ A brief history
- ▶ How the internet works
- ▶ Getting online

- ▶ Tour operators and the internet
- ▶ The internet as a marketing tool
- ▶ Travel portals

### **Insurance**

- ▶ Holiday insurance
- ▶ What is included in a travel insurance policy
- ▶ Exclusions
- ▶ Specialist insurance – pre-existing illness, dangerous activities
- ▶ E111 coverage
- ▶ Association of British Travel Agents (ABTA) code of conduct
- ▶ Terminology explained
- ▶ Making a claim
- ▶ Information required before issuing a policy
- ▶ Insurance tips for travel agents

### **Finance**

- ▶ Introduction
- ▶ How travel agents earn their income
- ▶ Operational costs of an independent travel agency
- ▶ Security
- ▶ Legal and regulatory requirements
- ▶ Handling cheques and credit cards
- ▶ Cheques
- ▶ Foreign currency
- ▶ Travellers' cheques
- ▶ The Euro
- ▶ Disposable income

### **Skills**

- ▶ Skills required to work in a travel agency
- ▶ Product benefits for the client
- ▶ Using the telephone
- ▶ Sales techniques in the office
- ▶ Identifying the client's needs
- ▶ Closing the sale
- ▶ After-sales service
- ▶ Client relations
- ▶ Time management

### **Handling Complaints**

- ▶ Introduction
- ▶ ABTA and arbitration

<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Apply business communication methods within the context of the travel industry.			
2.	Employ customer handling techniques including enquiry management, selling and complaint handling.			
3.	Provide accurate information and responses to customer enquiries on a variety of holiday, accommodation and transportation options.			
4.	Explain key factors required for travel agencies to develop and operate and the functions, support materials and technology at their disposal to deliver quality service.			
5.	Describe codes of practice and legislation relating to the travel industry.			
6.	Discuss the emergence, growth and future prospects of multiple groups of travel agencies.			
7.	Discuss and assess the alternative forms of travel product and distribution.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-7	6,7	-	5-7	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-7	2,4,6,7	1-7	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b>				
Manual of Travel Agency Practice, 3rd edition, Gwenda Syratt & Jane Archer, Elsevier Butterworth Heinemann				

<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<p><b>Lectures / Seminars / Tutorials / Workshops</b></p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>
50 hours	<p><b>Directed learning</b></p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>
100 hours	<p><b>Self managed learning</b></p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

### 13.1.5 Structure of Travel & Tourism Syllabus

Unit Title	Structure of Travel & Tourism
Unit Code	STT-0605
Level	4 Diploma
Credits	20
Unit Leader	RS
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>The tourism industry comprises five main components, namely transport, accommodation, travel distribution, attractions and tourist organisations. This unit deals with all but the last component and aims at examining the development, operation, structure, organisation and trends in transport, accommodation, travel distribution and attractions. For each an explanation is provided of the ways in which the sector works and the environment within which it is developing. It also analyses the position and role of the sectors in tourism as a whole.</p>	
<b>Main Topics of Study:</b>	
<p><b>An Introduction to Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Defining tourism</li> <li>▶ The tourist product</li> <li>▶ The nature of a tour</li> <li>▶ The tourist destination</li> </ul> <p><b>The History of Tourism: From its Origins to the Age of Steam</b></p> <ul style="list-style-type: none"> <li>▶ Introduction</li> <li>▶ Travel in the Middle Ages</li> <li>▶ Developments in road transport in the seventeenth to early nineteenth centuries</li> <li>▶ The grand tour</li> <li>▶ Political hindrance to travel</li> <li>▶ The development of the spas</li> <li>▶ The rise of the seaside resort</li> <li>▶ The conditions favouring the expansion of travel in the nineteenth century</li> <li>▶ The age of steam</li> <li>▶ Other late-nineteenth-century developments</li> </ul> <p><b>Tourism in the Twentieth Century</b></p> <ul style="list-style-type: none"> <li>▶ The first fifty years</li> <li>▶ Tourism since World War II</li> <li>▶ Factors influencing changes in tourism demand</li> </ul> <p><b>The Economics of Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Introduction</li> <li>▶ The international tourist market</li> <li>▶ Britain's place in world tourism</li> <li>▶ The value of economic data</li> </ul>	

- ▶ The economic impact of tourism
- ▶ Statistical measurement of tourism

#### **Tourist Motivation and Behaviour**

- ▶ Introduction
- ▶ The tourist's needs and wants
- ▶ General and specific motivation
- ▶ Motivators and facilitators
- ▶ Psychological and sociological factors influencing motivation
- ▶ The motivation of business travellers

#### **The Structure and Organisation of the Travel and Tourism Industry**

- ▶ The tourism chain of distribution
- ▶ Common-interest organisations
- ▶ Integration in the tourism industry
- ▶ Conglomerates and international integration

#### **Passenger Transport: the Aviation Business**

- ▶ Introduction
- ▶ The airline business
- ▶ The organisation of air transport
- ▶ Air transport regulation
- ▶ Deregulation of air transport
- ▶ The economics of airline operation
- ▶ The marketing of air services

#### **Water-borne Passenger Transport**

- ▶ Introduction
- ▶ The ocean liners
- ▶ Cruising
- ▶ Ferry services
- ▶ Coastal and inland waterways tourism
- ▶ Seagoing pleasure craft

#### **Other Modes of Tourist Travel**

- ▶ The role of the railways in tourism
- ▶ Coach travel
- ▶ The private car
- ▶ Cycling and tourism
- ▶ Tourists on foot

#### **The Hospitality Sector: Accommodation and Catering Services**

- ▶ Introduction
- ▶ The structure of the accommodation sector
- ▶ The nature of demand for accommodation facilities

- ▶ The distribution of accommodation
- ▶ Environmental issues

### **Visitor Attractions and Visitor Management**

- ▶ Introduction
- ▶ Seaside resorts
- ▶ Spa tourism
- ▶ Urban tourism
- ▶ Rural tourism
- ▶ Purpose-built attractions
- ▶ Other site attractions
- ▶ Cultural tourism
- ▶ Retail shopping
- ▶ Events

### **Tour Operating**

- ▶ The role of the tour operator
- ▶ The specialised roles of tour operators
- ▶ The British tour operating scene
- ▶ The nature of tour operating
- ▶ Control over tour operating
- ▶ Planning, marketing and operating package tours
- ▶ The process of negotiating
- ▶ The role of the resort representative
- ▶ Pricing the package tour
- ▶ The tour brochure
- ▶ The reservations system
- ▶ The distribution network
- ▶ The IT revolution and its impact on tour operating

### **Travel Retailing**

- ▶ Introduction
- ▶ The role of travel agents
- ▶ Setting up and running a travel agency
- ▶ Travel agency skills and competences
- ▶ Business travel
- ▶ Travel agency appointments
- ▶ Profitability of travel agents

### **Ancillary Tourism Services**

- ▶ Introduction
- ▶ Services to the tourist
- ▶ Services to the supplier



- ▶ Marketing services

### **The Structure and Role of Public Sector Tourism**

- ▶ Introduction
- ▶ The nature of government involvement
- ▶ Planning and facilitating tourism
- ▶ Control and supervision in tourism
- ▶ The organisation of public sector tourism
- ▶ Public sector tourism in Britain
- ▶ Functions of the tourist boards

### **Tourism Design and Management**

- ▶ Introduction
- ▶ The role of design in tourism
- ▶ The management of tourism sites

### **The Social and Environmental Impact of Tourism**

- ▶ Introduction
- ▶ The environmental effects of tourism
- ▶ Planning for control and conservation
- ▶ The socio-cultural effects of tourism
- ▶ Managing the social impact of tourism
- ▶ The future of tourism

### **Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Explain the main economic and operating characteristics of the accommodation, transport for tourism, travel distribution and attractions sectors and the interrelated role of these sectors.
2.	Identify and evaluate the major influences on the accommodation, transport for tourism, travel distribution and attractions sectors.
3.	Explain factors that influence the success or failure of accommodation, transport for tourism, travel distribution and attractions sectors.
4.	Describe and discuss impacts and major trends of tourism from historical and contemporary perspectives.
5.	Discuss buyer behaviour in tourism.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,5	4,5	-	1-5	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-5	-	1-5	-

<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%
<b>Indicative Reading for this Unit:</b>	
<b>Main Text</b>	
The Business of Tourism, 6th edition, J. Christopher Holloway, Pitman	
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.6 Accounting Syllabus

Unit Title	Accounting
Unit Code	AC1-0605
Level	5 Diploma
Credits	20
Unit Leader	JWC
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
This unit introduces the fundamentals of accounting theory and practice and develops the accounting techniques and skills necessary to provide a foundation for further study and practical experience.	
<b>Main Topics of Study:</b>	
<b>Introduction to Accounting</b>	
<ul style="list-style-type: none"><li>▶ What is accounting?</li><li>▶ Business organisations and sources of finance</li><li>▶ Introducing financial statements: the profit and loss account and the balance sheet</li><li>▶ The role of the accountant and the accounts office</li></ul>	
<b>Supply Information for Management Control</b>	
<ul style="list-style-type: none"><li>▶ The purpose of management information</li><li>▶ The use of cost centres and coding of costs</li><li>▶ Providing comparisons on costs and income</li><li>▶ A brief introduction to wages</li><li>▶ Control accounts: sales and purchase ledger control</li></ul>	
<b>The Construction of Financial Statements</b>	
<ul style="list-style-type: none"><li>▶ Financial statements: the calculation of profits</li><li>▶ Adjustments: accruals, prepayments and drawings</li><li>▶ Adjustments: bad debts and provisions for debtors</li><li>▶ Depreciation of fixed assets</li><li>▶ Partnership accounts</li><li>▶ Company accounts</li><li>▶ Accounts of clubs and societies</li><li>▶ The extended trial balance</li></ul>	
<b>Using Accounting Information</b>	
<ul style="list-style-type: none"><li>▶ Accounting ratios and preparing reports</li><li>▶ Accounting Standards: Statements of Standard Accounting Practice and Financial Reporting Statements (SSAPs and FRSs)</li><li>▶ Accounting for stocks</li><li>▶ Manufacturing accounts</li><li>▶ Marginal costing</li></ul>	

▶ Budgeting				
<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Understand key concepts and techniques useful in recording and analysing accounting information.			
2.	Produce solutions to accounting problems, which make appropriate use of accounting practice and principles and which are well organised and clearly stated.			
3.	Prepare statements reporting the financial performance and financial position of business entities.			
4.	Analyse accounting data and accounting reports using appropriate tools and techniques.			
5.	Demonstrate an awareness of the context within which accounting operates and through which it relates to the business environment.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills.</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,5	4	3	4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
5	1-5	2	3	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration <b>EXAMINER'S NOTE:</b> The only ratios that will be tested in the Accounting exam are: profitability, liquidity (short-term solvency) and efficiency ratios.				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b> Finance & Accounting, R. Giles, ICM – Chapters 1-4, 17-21, 22-27, 29-30, 31-33, 35-37 and 40				
<b>Alternative Texts</b> A Complete Course in Business Accounting, R. Giles, Nelson Thornes Frank Wood's Business Accounting 1. F. Wood & A. Sangster, Pitman				
<b>Note:</b> Students should also be prepared to read other suitable accounting textbooks				

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> These interactive sessions will be used to discuss concepts and allow students to present findings.
50 hours	<b>Directed learning</b> Advance reading and preparation / Background research / individual and group preparation for seminars.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.7 Business Management & Administration Syllabus

Unit Title	Business Management & Administration
Unit Code	BMA-0605
Level	5 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>The unit introduces the student to a range of studies which are useful in understanding people in the workplace. It examines the concept of management within the global business environment and through the appraisal of business cases, a variety of approaches are considered.</p> <p>The unit prepares students for their likely future roles as managers in organisations. It encourages them to synthesise knowledge and experience gained in other units by considering competing perspectives on the nature of management. It encourages them to reflect upon the contribution that they might make as individuals to the management process, and to explore their own skills as potential managers, within the context of their peer group. The unit touches practical, moral and ethical dimensions of the management role and examines the key problems and dilemmas that may emerge for stakeholders in contemporary organisations.</p>	
<b>Main Topics of Study:</b>	
<p><b>The Organisational Background to Business Administration</b></p> <p><b>The Management Framework to Business Administration</b></p> <ul style="list-style-type: none"> <li>▶ What are business administration and management?</li> <li>▶ The board of directors</li> <li>▶ Functions within an organisation</li> <li>▶ The 'systems' approach to organisation</li> <li>▶ Planning-control feedback cycles</li> </ul> <p><b>Characteristic Features of Organisations</b></p> <ul style="list-style-type: none"> <li>▶ The structure of organisations and the need for authority</li> <li>▶ The features of bureaucratic and non-bureaucratic organisations</li> <li>▶ Traditional principles and types of organisation</li> <li>▶ More about systems and subsystems</li> </ul> <p><b>The Structure of Business Enterprises</b></p> <ul style="list-style-type: none"> <li>▶ The pattern of organisations</li> <li>▶ Business types including; sole-trader enterprises, partnerships, limited partnerships, the limited liability company, non-profit-making units (clubs &amp; societies), public enterprises</li> <li>▶ Public sector organisations; autonomous public corporations, nationalised industries, local government institutions, central government departments</li> </ul> <p><b>Functions within Organisations</b></p> <p><b>The Production Function</b></p> <ul style="list-style-type: none"> <li>▶ The production process and types of production</li> </ul>	

- ▶ Site selection and factory planning
- ▶ Plant and equipment
- ▶ Materials and materials handling
- ▶ Production administration
- ▶ Costing aspects of production
- ▶ Work study
- ▶ Maintenance and production
- ▶ CAD, CAM and CIM

#### **The Purchasing Function**

- ▶ The nature of purchasing and the role of the purchasing officer
- ▶ Purchasing department procedures, inventory control, stores control and economic order quantity

#### **The Research and Development Function**

- ▶ The functions of the research and development department
- ▶ Basic research
- ▶ Problem-based research
- ▶ Ideas generation
- ▶ Applied research and development
- ▶ Patents, trade marks and service marks
- ▶ Research and development in the business organisation

#### **The Marketing Function**

- ▶ Introduction to marketing and the marketing philosophy
- ▶ Market analysis and research
- ▶ Promotion, publicity and public relations
- ▶ Pricing policy
- ▶ Credit control
- ▶ Sales administration
- ▶ Transport and distribution (logistics)
- ▶ Export marketing

#### **Personnel Department**

- ▶ The need for staff
- ▶ The functions of the personnel department and a personnel policy
- ▶ Employee records
- ▶ Promotion, transfer, termination and dismissal
- ▶ Industrial relations practice
- ▶ The remuneration of staff

#### **The Administrative Officer's Role**

##### **Office Administration**

- ▶ The role of the administrative officer
- ▶ Facilities management – the 'new-look' office administrator

- ▶ The office and its functions
- ▶ The clerical function, business correspondence, mail inwards, mail outwards, systems for producing business correspondence
- ▶ Meetings, conferences, functions and delegation

**Other Responsibilities of the Administrative Officer**

- ▶ The organisation and methods department
- ▶ Security aspects of business
- ▶ Risk management
- ▶ The environment of organisations
- ▶ What is a claimant?
- ▶ Assessing the impact of claimants

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Provide critical evaluation of the major functional areas of a business and describe their interrelationship.
2.	Evaluate competing perspectives on the nature of management as both a function and process within organisations.
3.	Discuss the concept of managerial power and authority, in the context of the work of individual managers, and organisations within their social and cultural contexts.
4.	Discuss models of managerial decision-making.
5.	Discuss the development of organisations in their historical, social and cultural contexts, and the choices that this creates for the management of organisations.
6.	Explain the process of organisational change and development.
7.	Discuss management as a moral and ethical process.
8.	Demonstrate an appreciation of the role of the Administrator as part of the Managerial process.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-8	1,2,4,7	1,2	1,2,7,8	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	-	1,2	1-8	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.



<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>		<b>Weighting:</b>
Examination: 3 hours duration		100%
<b>Indicative Reading for this Unit:</b>		
<b>Main Text</b> Business Management & Administration, G. Whitehead & G. Whitehall, Institute of Commercial Management		
<b>Alternative Texts and Further Reading</b> Modern Business Administration, R.C. Appleby, Pitman The Structure of Business, M. Buckley, Pitman Students should also be prepared to read other suitable accounting text books		
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>		
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.	
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.	
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.	

### 13.1.8 Management of Travel & Tourism Operations Syllabus

Unit Title	Management of Travel & Tourism Operations
Unit Code	MTTO-0605
Level	5 Diploma
Credits	20
Unit Leader	RS
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
This unit aims to provide important contextual underpinning for subsequent study. It aims to develop students understanding of the tourism product from a marketing perspective whilst providing a focus on some of the global factors that have influenced the development of tourism. Historical and contemporary issues relevant to its management are discussed including stakeholder frameworks for tourism that govern its management on an international, regional and local scale.	
<b>Main Topics of Study:</b>	
<b>The Place</b>	
<ul style="list-style-type: none"><li>▶ Inhabited places</li><li>▶ What makes a place?</li><li>▶ Population growth</li><li>▶ Natural characteristics</li><li>▶ The built environment</li><li>▶ The people and the patterns of life</li><li>▶ The economic situation</li><li>▶ Political standards and systems</li><li>▶ Historic and artistic characteristics</li><li>▶ Media, entertainment and recreation</li><li>▶ International links</li><li>▶ Pace of change</li><li>▶ Urbanisation</li><li>▶ Places are unfinished</li></ul>	
<b>Tourist Destinations</b>	
<ul style="list-style-type: none"><li>▶ A destination</li><li>▶ Domestic market foundations</li><li>▶ Visitors</li><li>▶ Types of destination</li><li>▶ Purposes of travel</li><li>▶ General interest tourism</li><li>▶ Special interest tourism</li><li>▶ Special interest focus and purpose</li><li>▶ Business and professional travel</li></ul>	

- ▶ VFR, health, religious and other travel
- ▶ The destination and its three stages
- ▶ The destination as a marketing mix

#### **Visitors**

- ▶ An initial framework
- ▶ Travel motivations
- ▶ What competes?
- ▶ Ego benefits
- ▶ Popular culture and mass tourism
- ▶ The tourism product includes other tourists
- ▶ Tourism communities
- ▶ Visitors' interpretation
- ▶ Not meeting, meeting or exceeding expectations
- ▶ Visitor surveys

#### **Product**

- ▶ From destination to tourism product
- ▶ The total product
- ▶ Product components
- ▶ Diversification
- ▶ Change
- ▶ Space
- ▶ The intangibles
- ▶ Accommodation
- ▶ Predominant features
- ▶ Completeness
- ▶ The marketing mix

#### **Accommodation**

- ▶ Types of accommodation
- ▶ Size and characteristics of units
- ▶ The accommodation product
- ▶ Project feasibility
- ▶ Factors influencing a destination's accommodation
- ▶ Shaping a destination's accommodation mix
- ▶ The role of tour operators
- ▶ A commodity
- ▶ The hotel room as a commodity
- ▶ The health of the hotel and accommodation sector

#### **Transport**

- ▶ Access

- ▶ Change
- ▶ The travel marketing mix
- ▶ International links
- ▶ Road transport
- ▶ Railways
- ▶ Air transport
- ▶ Marine transport and inland waterways
- ▶ Visas and facilitating entry
- ▶ Key transportation points

### **Cycles**

- ▶ Cycles in general
- ▶ Product life cycles
- ▶ Tourist destinations can fall away
- ▶ Changeability
- ▶ Proximity to major markets
- ▶ Obsolescence
- ▶ Staying alive

### **Market Research**

- ▶ The objectives of market research
- ▶ The business climate
- ▶ Structure and complexity
- ▶ Desk research
- ▶ Intelligence
- ▶ Visitor surveys
- ▶ The performance of the tour operators
- ▶ Information systems
- ▶ Disseminating information
- ▶ Evaluating results

### **Image**

- ▶ The image of a destination
- ▶ The core image
- ▶ The brand image
- ▶ Ethos
- ▶ The contemporary viewpoint
- ▶ Setting the tone
- ▶ Romance, familiarity and intimacy
- ▶ Sign systems
- ▶ Fiction and reality
- ▶ Other ideas of reality

- ▶ The unfinished image

### **Price**

- ▶ Prices and tourism receipts
- ▶ Tourism's economic impact
- ▶ Leakage
- ▶ Reducing leakage
- ▶ Elasticity of demand
- ▶ Price related to the image
- ▶ Currency exchange rates
- ▶ The Euro
- ▶ Anti-trust and monopoly controls
- ▶ Two-tier pricing
- ▶ Yield management
- ▶ Key pricing criteria

### **Positioning**

- ▶ The importance of positioning
- ▶ The positioning of 'classics'
- ▶ Formulating the marketing mix range
- ▶ The positioning matrix

### **Promotion**

- ▶ Where does promotion fit in?
- ▶ What does promotion consist of?
- ▶ Public and private sector roles
- ▶ Public and private sector disharmony
- ▶ The different levels of promotion
- ▶ Joint public and private sector approaches
- ▶ Indirect promotion
- ▶ The promotional budget

### **Governance**

- ▶ Looking at governance
- ▶ Managing the tourism sector
- ▶ Approaching tourism sector management
- ▶ The role of the Government Tourism Administration (GTA)
- ▶ Words and concepts
- ▶ Tourism development planning
- ▶ Consensus building
- ▶ Involvement, participation and change

### **Sales**

- ▶ Forecasting

- ▶ Selling tourism
- ▶ Facilitation
- ▶ The product on the travel agent's shelf
- ▶ The tour operator's catalogue or brochure
- ▶ Consumer protection
- ▶ Reservations systems
- ▶ The retail travel agency
- ▶ Checking the retail network
- ▶ Airlines
- ▶ Selling business and convention tourism
- ▶ The speed of sales decisions

#### **Management Tools**

- ▶ The relationship between the public and private sectors
- ▶ Different ways of seeing – types of approach
- ▶ Using the tools
- ▶ Public awareness
- ▶ A sector-wide training programme
- ▶ Developing the destination

#### **Regeneration and Re-engineering**

- ▶ Cycles and positioning
- ▶ Future development
- ▶ Improvement opportunities
- ▶ Modifying markets and repositioning
- ▶ Tourism policy
- ▶ The degree of development
- ▶ Incentives
- ▶ Listing the projects

#### **Expansion**

- ▶ Planning as part of management
- ▶ Tourism planning
- ▶ Carrying capacity
- ▶ Investment promotion
- ▶ Investment workshops
- ▶ Facilitating new investment
- ▶ Repositioning through expansion
- ▶ Expansion decisions

#### **Quality and Standards**

- ▶ Quality and quality management
- ▶ The control cycle

- ▶ The International Standards Organisation
- ▶ Management style
- ▶ A question of values
- ▶ Quality circles
- ▶ Tangible and intangible items
- ▶ Empowerment
- ▶ Quality control and improvement
- ▶ Quality management workshops and other training incentives

### **Legislation**

- ▶ A legislative framework
- ▶ All sectors of society
- ▶ Registration, licensing, classification and grading
- ▶ Minimum standards
- ▶ Checklist for the development of tourism regulations
- ▶ The right of appeal
- ▶ An ombudsperson

### **Physical Planning**

- ▶ The planning system
- ▶ Different planning levels
- ▶ Environmental impact
- ▶ Planning regulations
- ▶ Listed buildings
- ▶ Outdoor advertising
- ▶ Building regulations

### **Classification and Grading**

- ▶ The purposes of classification and grading systems
- ▶ The failure of government-driven systems
- ▶ Helping the user choose
- ▶ Who can operate a classification and/or grading system?
- ▶ The difference between classification and grading
- ▶ Advisory services and training
- ▶ The Scottish tourist board
- ▶ Inspection
- ▶ Private sector guides

### **Human Resources**

- ▶ The place of human resources development
- ▶ A human resources development strategy
- ▶ Working conditions
- ▶ Future workforce and training needs

- ▶ Minimum standards
- ▶ Training institutions and programmes
- ▶ A national council for tourism education and training

**The Tourism Sector Checklist – Part I**

- ▶ Managing the sector
- ▶ The checklist approach
- ▶ The structure of the checklist
- ▶ Description of the destination
- ▶ Tourism policies
- ▶ Positioning
- ▶ The marketing mix
- ▶ Visitors – the SWOT matrix

**The Tourism Sector Checklist – Part II**

- ▶ The tourism development strategy
- ▶ Human resources
- ▶ The management tools
- ▶ Organisation and management

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

- |    |   |
|----|---|
| 1. | Appraise and evaluate the tourism product from a marketing perspective.   |
| 2. | Discuss and interpret the political, economic and social environment in which tourism is managed.   |
| 3. | Describe and analyse impacts of global developments on tourism management and the tools and techniques used for managing tourism in a range of environments |
| 4. | Analyse the complex relationships between tourists, tourism and stakeholders.   |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	-	-	1-4	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-4	-	1-4	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.



<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>		<b>Weighting:</b>
Examination: 3 hours duration		100%
<b>Indicative Reading for this Unit:</b>		
<b>Main Text</b> The Management of the Tourism Sector, Roger Doswell, ICM/Columbus Publishing		
<b>Alternative Texts and Further Reading</b> Tourism: How Effective Management Makes the Difference, Roger Doswell, Butterworth Heinemann The Journal of Tourism Management, Butterworth Heinemann The Management of Tourism, Burkart & Medlik, Heinemann International Journal of Tourism Management		
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>		
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.	
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.	
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.	

### 13.1.9 Tour Operations Syllabus

Unit Title	Tour Operations
Unit Code	TO-0605
Level	5 Diploma
Credits	20
Unit Leader	JR
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to introduce the student to the commercial side of tour operations. The unit explores different types of information and reservation systems available, the legal framework (forms of regulation, bonding etc.) and the environment within which tour operations exists. Issues affecting the commercial travel sector are also introduced.</p>	
<b>Main Topics of Study:</b>	
<p><b>The Fundamental Working Structure of Tour Operating</b></p> <ul style="list-style-type: none"> <li>▶ Learning objectives</li> <li>▶ Introduction</li> <li>▶ Features of the tour operator's product</li> <li>▶ The main categories of tour operator</li> <li>▶ Domestic tour operators</li> <li>▶ Specialist tour operators</li> <li>▶ Incoming tour operators</li> <li>▶ Independent contractors and producer-owned companies</li> <li>▶ Setting up a tour operating company</li> <li>▶ The market-place for tour operators</li> <li>▶ The tour operating company</li> </ul> <p><b>The Planning, Pricing and Production of the Package Programme</b></p> <ul style="list-style-type: none"> <li>▶ Learning objectives</li> <li>▶ Introduction</li> <li>▶ Planning a programme of package holidays</li> <li>▶ The outline stages involved in the planning of a tour programme</li> </ul> <p><b>The Tour Operators' Products and Destinations</b></p> <ul style="list-style-type: none"> <li>▶ Learning objectives</li> <li>▶ Introduction</li> <li>▶ The short-haul product – Europe</li> <li>▶ The long-haul product</li> <li>▶ Holiday product types</li> </ul> <p><b>Tour Operating Marketing</b></p> <ul style="list-style-type: none"> <li>▶ Learning objectives</li> <li>▶ Introduction</li> </ul>	

- ▶ Advertising
- ▶ Direct marketing through the media
- ▶ The internet revolution for tour operators

### **The Brochure**

- ▶ Learning objectives
- ▶ Introduction
- ▶ The booking form
- ▶ Brochures: the legal position

### **Administration Procedures**

- ▶ Learning objectives
- ▶ Introduction
- ▶ Administration departments
- ▶ Manual reservation systems
- ▶ Computerised reservations systems
- ▶ Holiday documentation
- ▶ Other administrative functions
- ▶ The role of the sales representative
- ▶ Recruitment and training

### **Operations Overseas**

- ▶ Learning objectives
- ▶ Introduction
- ▶ The overseas department
- ▶ The overseas staff
- ▶ Resort representatives
- ▶ Couriers
- ▶ Ski resort staff
- ▶ Campsite organisers
- ▶ adventure tour Leaders
- ▶ Drivers
- ▶ Cruise company employees
- ▶ What happens in emergencies?
- ▶ Questions and discussion points

### **Tour Operating and the Law**

- ▶ Learning objectives
- ▶ Introduction to the history of legislation and control
- ▶ The Package Travel, Package Holidays and Package Tours Regulations 1992
- ▶ Consumer law
- ▶ Bonding of holidays
- ▶ The CAA and bonding of holidays with an air travel component

- ▶ Air Travel Trust Fund (ATTF)
- ▶ Insurance law
- ▶ Tour operators' trade associations
- ▶ Discussion point

#### **Travel Patterns and Trends**

- ▶ Learning objectives
- ▶ An overview of destination trends
- ▶ The future picture
- ▶ Fighting back

#### **The Impact of Tour Operations on Destinations**

- ▶ Learning objectives
- ▶ Introduction
- ▶ Factors which can affect a tour operator's programme
- ▶ Access and transport
- ▶ Tour operators' reactions

#### **Case Studies and Press Articles on the Travel Industry**

- ▶ Tapestry holidays
- ▶ Palmar
- ▶ Warsaw Convention airline case
- ▶ Surcharges
- ▶ Operators face fuel rap too
- ▶ Bonding
- ▶ Destination marking
- ▶ Cruise venture
- ▶ The grey market
- ▶ Sustainable travel
- ▶ Virtual brochures

#### **Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Explain historical and contemporary factors effecting the environment within which tour operators exist.
2.	Explain processes and procedures in designing and delivering packages.
3.	Explain the functions and interplay of the different segments of the environment within which tour operators exist.
4.	Employ appropriate terminology.

<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-4	2	-	1-3	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-4	1-3	1-4	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b>				
The Holiday Organisers, Christopher Mace, ICM				
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>				
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

### 13.1.10 Tourism Marketing & Promotion Syllabus

Unit Title	Tourism Marketing & Promotion
Unit Code	TMP-0317
Level	5 Diploma
Credits	20
Unit Leader	NK
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit develops students' understanding of how concepts and theories of marketing management are applied in a tourism context. It will enable students to understand the role of marketing both in an organisational and environmental context and to explain core marketing processes. As the tourism industry is a competitive sector and effective marketing and product innovation are important means by which tourism enterprises and destinations gain a sustainable competitive advantage, the course focuses on the key aspects of strategic planning and management of the marketing mix within the tourism sector.</p>	
<b>Main Topics of Study:</b>	
<p><b>Introduction to Travel and Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Travel and tourism demand</li> <li>▶ Component sectors of travel and tourism supply</li> <li>▶ Changing prospects for twenty-first century tourism</li> </ul> <p><b>What Does Marketing Mean?</b></p> <ul style="list-style-type: none"> <li>▶ What is marketing?</li> <li>▶ Management attitudes, customer focus and the external business environment</li> <li>▶ The marketing propositions</li> <li>▶ Marketing feasibility</li> </ul> <p><b>Characteristics of Travel and Tourism Marketing</b></p> <ul style="list-style-type: none"> <li>▶ Marketing goods and services</li> <li>▶ Services and their characteristics</li> <li>▶ Particular characteristics of travel and tourism services</li> <li>▶ How marketing in travel and tourism differs from other forms of marketing</li> </ul> <p><b>Factors Influencing Demand for Tourism: Tourism Motivations and Buyer Behaviour</b></p> <ul style="list-style-type: none"> <li>▶ Main determinants of demand</li> <li>▶ Marketing response to the determinants of tourism</li> <li>▶ Buyer behaviour model for travel and tourism</li> <li>▶ Buyer characteristics</li> <li>▶ Consumer decision-making process</li> <li>▶ Using consumer behaviour data for marketing</li> </ul> <p><b>Market Segmentation</b></p> <ul style="list-style-type: none"> <li>▶ Multiple segments in travel and tourism</li> <li>▶ Reasons for segmenting markets</li> </ul>	

- ▶ Conditions to effective segmentation
- ▶ Segmentation methods
- ▶ Benefits of effective market segmentation

#### **Product Formulation in Travel and Tourism**

- ▶ Components of travel and tourism products
- ▶ Components of the overall tourism product
- ▶ Marketing implications of the overall tourism product concept
- ▶ Customer as a participant in the production process
- ▶ Co-branding and co-marketing

#### **The Evolving Marketing Mix for Tourism Services**

- ▶ Original marketing mix
- ▶ Four Ps and four Cs
- ▶ Marketing mix in the context of the marketing system
- ▶ Internal marketing
- ▶ The service delivery process
- ▶ Consumer centric marketing

#### **Marketing Research in Travel and Tourism**

- ▶ Categories of marketing research and their uses
- ▶ Marketing research methods
- ▶ Commissioning a market research agency
- ▶ Researching customer satisfaction

#### **Planning Marketing Strategy**

- ▶ Need for strategic planning
- ▶ Model of strategic planning process
- ▶ Business portfolio analysis
- ▶ Corporate strategy and objectives
- ▶ Marketing planning process
- ▶ Branding and image
- ▶ Corporate communication role of marketing plans

#### **Marketing Planning Process: Budgeting and Evaluating Marketing Performance**

- ▶ Significance of marketing plans
- ▶ Steps in the marketing planning process
- ▶ Marketing campaigns in travel and tourism
- ▶ Marketing campaign budgets
- ▶ Budgeting methods
- ▶ Performance measurement: evaluation, monitoring and control
- ▶ Campaign plan monitoring

#### **Growth and Role of Information and Communications Technology**

- ▶ Evolution of Information Communications Technology (ICT)

- ▶ Future of ICT
- ▶ How is ICT influencing tourism marketing?
- ▶ Barriers to the growth of E-tourism
- ▶ Impact of ICT on the marketing mix
- ▶ Uses of websites in marketing
- ▶ Database marketing and the internet

#### **Distribution Channels in Travel and Tourism**

- ▶ Strategic choices in distribution
- ▶ Principles of distribution
- ▶ Distribution channels or access systems
- ▶ Benefits and costs of using intermediaries
- ▶ Evolution of distribution systems
- ▶ Managing the marketing channel

#### **Integrated Marketing Communications**

- ▶ Principles of integrated marketing communications
- ▶ Stages in the marketing communication process
- ▶ Promotional mix
- ▶ Role of advertising agencies
- ▶ Public relations
- ▶ Sponsorship
- ▶ Sales promotions
- ▶ Advertising
- ▶ Types of print materials used in marketing travel and tourism
- ▶ Stages in producing effective information materials
- ▶ Distributing information to target audiences
- ▶ Electronic alternatives to print

#### **Marketing Tourism Destinations**

- ▶ Dimensions of destination marketing
- ▶ Marketing role of NTOs
- ▶ Destination promotions
- ▶ Destination positioning, themes, images and concepts
- ▶ Marketing facilitation strategies for an NTO
- ▶ Consumer assistance and protection

#### **Marketing Accommodation**

- ▶ Serviced and non-serviced accommodation
- ▶ Role of accommodation in the overall tourism product
- ▶ Nature of the accommodation business
- ▶ Strategic marketing tasks for accommodation businesses
- ▶ Accommodation marketing budgets



### Managing Marketing Passenger Transport

- ▶ The nature of transport systems
- ▶ The nature of the transport product
- ▶ Vehicle technology
- ▶ Information and communications technology
- ▶ Operational constraints on public transport marketing
- ▶ Strategic linkages and alliances
- ▶ Tactical marketing

### Marketing Visitor Attractions

- ▶ Traditional and modern concepts of attractions management
- ▶ Characteristics of managed visitor attractions
- ▶ The attractions product: marketing the experience
- ▶ Market segments for visitor attractions
- ▶ Marketing strategy for attractions
- ▶ Operating constraints on marketing

### Marketing Inclusive Tours and Product Packages

- ▶ Nature of inclusive tours and product packages
- ▶ Process of constructing an inclusive tour programme
- ▶ Strategic issues for contracting tour operators
- ▶ Positioning, branding, image
- ▶ Choice of distribution options
- ▶ Tactical marketing

### Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Explain the meaning, role and functions of marketing in the context of a dynamic tourism environment.
2.	Employ a range of analytical approaches and techniques to audit complex Leisure, Tourism & Hospitality scenarios and environments.
3.	Formulate and justify strategic marketing objectives.
4.	Discuss the relative merits of marketing communication channels in tourism.
5.	Conduct effective SWOT analysis and market segmentation.
6.	Prepare a marketing plan of an existing tourism sector operation.

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	2-6	6	2-6	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
6	1-6	2-6	1-6	-

<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
Examination: 3 hours duration	100%
<b>Indicative Reading for this Unit:</b>	
<b>Main Text</b>	
Marketing in Travel and Tourism, 4th edition, V.T.C. Middleton, A. Fyall. M. Morgan & A. Ranchhod, Routledge. ISBN: 978-0750686938	
<b>Alternative Texts and Further Reading</b>	
Marketing for Hospitality and Tourism, Kotler, Bowen and Makens, 6th edition, Pearson. ISBN: 978-1292020037	
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.11 Economics for Business Syllabus

Unit Title	Economics for Business
Unit Code	EB-0317
Level	4 Diploma
Credits	20
Unit Leader	BF
Pre-requisites	

#### Main Aim(s) of the Unit:

This unit examines the main concepts of economic theory and their importance within a business framework. Throughout the unit the emphasis will be on the applicability of business and the external circumstances under which business operates. The aim is to provide the necessary knowledge, tools and understanding of economics as a basis for the study of business.

#### Main Topics of Study:

##### The Foundations of Economics

- ▶ The economic problem: scarcity choice and opportunity cost
- ▶ Production possibility and utility
- ▶ Microeconomics and macroeconomics
- ▶ Alternative economic systems
- ▶ Growth and sustainable development

##### Microeconomics: The Theory of Price Determination

- ▶ Demand
- ▶ Supply
- ▶ Market equilibrium, the price mechanism and market efficiency
- ▶ Concept of elasticity
- ▶ Indirect taxes, subsidies and price controls

##### Microeconomics: Costs and Revenues

- ▶ Short and long run costs
- ▶ The scale of production and economies of scale
- ▶ Average, marginal and total revenues
- ▶ Profit theory
- ▶ Perfect competition: the short and long run
- ▶ Productive and allocative efficiency

##### Microeconomics: Imperfect Markets

- ▶ Monopoly, sources and profit maximisation
- ▶ Comparison of perfect competition and monopoly
- ▶ Advantages and disadvantages of monopoly
- ▶ Monopolistic competition
- ▶ Oligopoly, sources, collusive activity and non-price competition

- ▶ Price discrimination

#### **Microeconomics: Market Failure**

- ▶ Public goods and merit goods
- ▶ Externalities
- ▶ Sustainability and government response
- ▶ Imperfect information and imperfect competition

#### **Macroeconomics: The Level of Economic Activity**

- ▶ The circular flow of income, leakages and injections
- ▶ The measurement of national income
- ▶ Limitations of national income data
- ▶ The business cycle
- ▶ Aggregate demand and its components
- ▶ Government policies affecting aggregate demand (fiscal and monetary)
- ▶ Aggregate supply in the short and long run
- ▶ Supply side policies

#### **Macroeconomics: Equilibrium, Employment and Inflation**

- ▶ Short and long run equilibrium
- ▶ The multiplier effect
- ▶ The measurement and costs of unemployment
- ▶ Causes of unemployment
- ▶ Solutions to unemployment
- ▶ Measurement and costs of inflation and deflation
- ▶ Demand pull and cost push inflation
- ▶ Reducing inflation
- ▶ The inflation-unemployment trade off

#### **Macroeconomics: Growth and Equity**

- ▶ Definition of economic growth
- ▶ Consequences of growth
- ▶ The distribution of national income
- ▶ Taxation and income distribution

#### **International Economics: Trade**

- ▶ Why countries trade
- ▶ The principle of free trade. Absolute and comparative advantage
- ▶ The world trade organisation
- ▶ The arguments for and against protection
- ▶ Types of protection
- ▶ Economic integration and trade blocs
- ▶ The terms of trade

**International Economics International Monetary Issues**

- ▶ Exchange rate determination
- ▶ Fixed, floating and managed exchange rate systems
- ▶ The balance of payments, current, capital and financial account
- ▶ Balance of payments and the exchange rate
- ▶ Correcting a current account deficit

**Development Economics**

- ▶ Sources of growth and economic development
- ▶ Characteristics and diversity of developing countries
- ▶ Measuring development
- ▶ Domestic factors affecting development
- ▶ International trade and development
- ▶ The role of foreign direct investment
- ▶ Aid, debt and development
- ▶ Market aid and interventionist strategies

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

- |    |   |
|----|---|
| 1. | Understand the theoretical economic models, approaches and concepts underpinning the study of business in relation to its economic environment. |
| 2. | Evaluate the usefulness of economic theories in relation to the operation of business.  |
| 3. | Assess the significance and impact of micro and macroeconomics on the performance of business organisations.                                    |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1,3	2, 3	3	2	3
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
3	1-3	2,3	2,3	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

**Indicative Reading for this Unit:****Main Text**

Economics – Course Companion, 2nd edition, 2012, Jocelyn Blink & Ian Dorton, Oxford University Press. ISBN: 978-0198390008

**Alternative Texts and Further Reading**

Economics: A background text, B. Forster & G. Whitehead, ICM

Student Handbook for Economics: A background text, B. Forster & G. Whitehead, ICM

Business Essentials, Economics, BPP Learning Media. ISBN: 978-1445368283

Essentials of Economics, 7th edition, John Sloman & Dean Garratt, Pearson. ISBN: 978-1292082240

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.12 Hospitality Management Syllabus

Unit Title	Hospitality Management
Unit Code	HM-1306
Level	6 Diploma
Credits	20
Unit Leader	CD
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to provide a comprehensive introduction to hospitality for programmes related to tourism and business studies. It provides students with a solid grounding in the industry, drawing together the main elements of hotel and catering in one unit and also featuring neglected areas such as brewing, contract catering, time share, caravanning and camping. It introduces real life case studies and uses a student-friendly text which encourages active learning.</p>	
<b>Main Topics of Study:</b>	
<p><b>The Hospitality Industry – Tourism and Travel</b></p> <ul style="list-style-type: none"> <li>▶ The travel industry</li> <li>▶ The tourism industry</li> </ul> <p><b>Profile of the Accommodation and Leisure Industry</b></p> <ul style="list-style-type: none"> <li>▶ Accommodation – hotels in UK, Europe and USA</li> <li>▶ Industrial supply in UK and Europe</li> <li>▶ Historical perspective – UK</li> <li>▶ Economic issues</li> <li>▶ Organisations</li> <li>▶ Accommodation – timeshare</li> <li>▶ Accommodation – caravan and camping</li> <li>▶ Other activities within the hospitality and leisure industry</li> </ul> <p><b>Hotel Management – Dimensions and Structure</b></p> <ul style="list-style-type: none"> <li>▶ Strategic management</li> <li>▶ Feasibility studies</li> </ul> <p><b>Aspects of Management</b></p> <ul style="list-style-type: none"> <li>▶ Commissioning the property</li> <li>▶ Procurement</li> <li>▶ Sources of revenue and operating costs</li> <li>▶ Market segments</li> </ul> <p><b>Accommodation Operations</b></p> <ul style="list-style-type: none"> <li>▶ Marketing</li> <li>▶ Rooms division</li> <li>▶ Rooms</li> </ul>	

- ▶ Housekeeping
- ▶ Planning and organising the housekeeping department
- ▶ Human resource management
- ▶ Financial control
- ▶ Leisure facilities

#### **Legislation**

- ▶ Food safety legislation
- ▶ Liquor licensing legislation
- ▶ Health and safety at work
- ▶ Planning legislation

#### **Restaurant and Fast-Food Industry**

- ▶ Catering market
- ▶ The catering market by sector
- ▶ Market sectors
- ▶ Major operators
- ▶ Food and beverage management

#### **Contract Catering Industry**

- ▶ Background and history
- ▶ The primary markets
- ▶ Industry supply
- ▶ The three major companies

#### **Brewing Industry**

- ▶ Background to the industry
- ▶ Major operators

#### **Trends**

- ▶ The environment
- ▶ Environment initiatives
- ▶ Environment issues – the hospitality industry
- ▶ Computer reservations systems
- ▶ Quality assurance
- ▶ Total quality management

#### **Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

1.	Demonstrate an understanding of the historical role of hospitality as well as the future of the industry.
2.	Exhibit knowledge concerning the various types of hospitality facilities, as well as the managerial segments of each type of facility.
3.	Understand how different types of hospitality facilities appeal to specific market segments.
4.	Evaluate current trends in the hospitality industry.



5.	Demonstrate knowledge of the role of human resources and cultural diversity in hospitality.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	-	-	3,5	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-5	-	1-5	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b> Hospitality Management: An Introduction, T. Knowles, Pitman Publishing				
<b>Alternative Texts and Further Reading</b> International Hospitality Industry, Peter Jones, Pitman Publishing Hospitality Management and Organisational Behaviour, Laurie Mullins, Pitman Publishing				
<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>				
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.			
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.			
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.			

### 13.1.13 Management Theory & Practice Syllabus

Unit Title	Management Theory & Practice
Unit Code	MTP-0317
Level	6 Diploma
Credits	20
Unit Leader	GW
Pre-requisites	

#### Main Aim(s) of the Unit:

This unit is designed to develop the knowledge and understanding students have of business and management by exploring how management theory and practice has responded to the development of economic and social activity. Issues to do with globalisation, international competition, international marketing, translational corporate strategy, and international regulatory institutions are examined with respect to their implications for the management of organisations.

#### Main Topics of Study:

##### Part One – Management Theory

###### Introduction

- ▶ Management: an introduction

###### Classical Theories of Management

- ▶ The search for principles of management
- ▶ Bureaucracy

###### Human Relations and Social Psychological Theories

- ▶ Motivation – what motivates people?
- ▶ Motivation – how motivation occurs

###### Theories of Leadership and Group Behaviour

- ▶ Leadership – theory and practice
- ▶ Groups and teams

###### Systems and Contingency Approaches to Management Theory

- ▶ Organisations and systems
- ▶ Contingency approaches to management

###### Contemporary Approaches to Management Theory

- ▶ Value-driven responsive organisations
- ▶ Managing the supply chain

##### Part Two – Management in Practice

###### The Context of Management

- ▶ The business environment
- ▶ Organisations
- ▶ Organisational culture
- ▶ Diversity

## **Strategy**

- ▶ Decision making in organisations
- ▶ Strategic aspects of management
- ▶ Strategy in practice
- ▶ Managing strategy

## **Organising for Management**

- ▶ Organising the workforce – organisation structures and designs
- ▶ Organising work
- ▶ Organising for innovation
- ▶ Organising for engagement
- ▶ Reorganising – managing change
- ▶ Organising communications
- ▶ Organising yourself – the manager's role

## **Control in Management**

- ▶ Organisational control
- ▶ Managing quality
- ▶ Managing risk

## **Part Three – Functional Management: Marketing, Operations Management, HRM, Financial and IT**

### **Marketing Management**

- ▶ Marketing fundamentals
- ▶ The marketing mix: product and price
- ▶ The marketing mix: distribution
- ▶ The marketing mix: promotion
- ▶ Customer-oriented marketing approaches

### **Operations Management**

- ▶ Managing the procurement function
- ▶ Managing the logistics function
- ▶ Managing the operations function
- ▶ Operations technology

### **HRM**

- ▶ Human resource management
- ▶ Resourcing: recruitment, selection and appointment
- ▶ Performance management and human resource development
- ▶ The employment relationship
- ▶ International human resource management

### **Financial Aspects of Management**

- ▶ Financial and management accounting – an introduction
- ▶ Budgeting process, pricing and capital investment decisions



**Indicative Reading for this Unit:****Main Text**

Management Theory and Practice, 8th edition, G.A. Cole and Phil Kelly, Cengage Learning EMEA. ISBN: 978-1408095270

**Alternative Texts and Further Reading**

Understanding Organisations, 4th edition, C. Handy, Penguin. ISBN: 978-0140156034

Management: An Introduction, 6th edition, 2014, David Boddy, Pearson. ISBN: 978-1292004242

Management & Organisational Behaviour, 10th edition, 2013, Laurie J. Mullins with Gill Christy, Pearson. ISBN: 978-0273792642

**Guideline for Teaching and Learning Time (10 hrs per credit):**

50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

### 13.1.14 Tourism & the Environment Syllabus

Unit Title	Tourism & the Environment
Unit Code	TE-0605
Level	6 Diploma
Credits	20
Unit Leader	RS
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to cover the environment of the travel and tourism industry. Examples from a variety of sources are used supported by exercises, assignments and case studies which encourage an investigative approach to the subject.</p> <p>The unit is organised around eleven topics covering all aspects of travel and tourism including: definitions of tourism; a brief history of tourism; travel and transport, accommodation and catering; leisure, recreation and business facilities; tourism promotion at home and abroad; the geography of tourism; the impact of tourism on the environment, economy, culture and community; and working in the industry.</p>	
<b>Main Topics of Study:</b>	
<b>Tourism and Tourists</b> <ul style="list-style-type: none"><li>▶ What is tourism?</li><li>▶ The rise of tourism</li><li>▶ Tourism today</li><li>▶ International tourism</li><li>▶ Domestic tourism in Britain</li><li>▶ The tourism industry</li><li>▶ Case study</li></ul>	
<b>The Geography of Tourism</b> <ul style="list-style-type: none"><li>▶ What is the geography of tourism?</li><li>▶ Britain's inbound and outbound tourism geography</li><li>▶ Tourist destinations in Britain</li><li>▶ Route planning in Britain</li><li>▶ Weather and tourism</li><li>▶ Case study</li></ul>	
<b>Transport</b> <ul style="list-style-type: none"><li>▶ Forms of transport</li><li>▶ Carriers</li><li>▶ Transport networks</li><li>▶ Case study</li></ul>	
<b>The Retail Travel Trade</b> <ul style="list-style-type: none"><li>▶ Travel agents and tour operators</li><li>▶ Case study</li></ul>	

### **Accommodation and Catering**

- ▶ Basic tourist requirements
- ▶ Serviced accommodation
- ▶ Self-catering accommodation
- ▶ Catering for tourists
- ▶ Case study

### **Tourist Attractions and Business Facilities**

- ▶ Trends in attractions
- ▶ Theme parks
- ▶ Business facilities
- ▶ Case study

### **Tourism Promotion and Tourist Information**

- ▶ National tourist organisations
- ▶ Regional tourist organisations
- ▶ Local tourist offices
- ▶ Tourism information
- ▶ Case study

### **The Impact of Tourism on the Environment**

- ▶ Tourism and the environment in harmony
- ▶ Tourism and the environment in conflict
- ▶ Planning and managing tourism
- ▶ Case study

### **The Impact of Tourism on the Economy**

- ▶ Tourism investments – the cost of tourism
- ▶ Tourism returns – the benefits of tourism
- ▶ Tourism and the balance of payments
- ▶ Tourism and employment
- ▶ Who benefits from tourism investment?
- ▶ Case study

### **The Impact of Tourism on Culture and Communities**

- ▶ Changing attitudes of host populations
- ▶ Cultural differences
- ▶ Reactions of the host population to tourists
- ▶ The impact of tourism on culture
- ▶ Tourism and communication between cultures
- ▶ Case study

### **Tourism Employment and Skills**

- ▶ Tourism employment
- ▶ Characteristics of tourism employment

<ul style="list-style-type: none"> <li>▶ Tourism skills and attitudes</li> <li>▶ Case study</li> </ul>				
<b>Learning Outcomes for the Unit:</b>				
At the end of this Unit, students will be able to:				
1.	Describe the structure and nature of the travel and tourism industry and explain key historical and contemporary developments.			
2.	Explain the function of government, government sponsored bodies and international agencies in travel and tourism.			
3.	Explain how local and national economic policy influences the success of the travel and tourism industry.			
4.	Describe the main factors affecting tourism demand and explain how supply has changed to meet the effects of demand at all levels.			
5.	Identify the main economic, environmental and social impacts of tourism and the interrelationship between these impacts.			
6.	Explain strategies that can be used to minimise the negative impacts whilst maximising the positive economic, environmental and social impacts.			
<b>The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:</b>				
Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-6	-	-	2-6	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-6	-	1-6	-
<b>Learning and teaching methods/strategies used to enable the achievement of learning outcomes:</b>				
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.				
<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>				<b>Weighting:</b>
Examination: 3 hours duration				100%
<b>Indicative Reading for this Unit:</b>				
<b>Main Text</b>				
Tourism, R. Davidson, Pitman Publishing				



<b>Guideline for Teaching and Learning Time (10 hrs per credit):</b>	
50 hours	<p><b>Lectures / Seminars / Tutorials / Workshops</b></p> <p>Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.</p>
50 hours	<p><b>Directed learning</b></p> <p>Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.</p>
100 hours	<p><b>Self managed learning</b></p> <p>Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.</p>

### 13.1.15 Travel & Tourism Development Syllabus

Unit Title	Travel & Tourism Development
Unit Code	TTD-0605
Level	6 Diploma
Credits	20
Unit Leader	RS
Pre-requisites	
<b>Main Aim(s) of the Unit:</b>	
<p>This unit aims to examine and explore four aspects of sustainable tourism: firstly, the scale and scope of tourism activity on a spectrum between alternative tourism and mass tourism; secondly, the cost-benefit dimensions of tourism involving the positive and negative impacts of tourism; thirdly, the dominant role that financial viability plays in the sustainable development of tourism; fourthly, public/private co-operation and partnership in the development of sustainable tourism.</p>	
<b>Main Topics of Study:</b>	
<p><b>Emergence of Sustainable Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Status of global tourism 2004</li> <li>▶ Jafari's "Platform" model</li> <li>▶ Institutionalisation of sustainable tourism</li> </ul> <p><b>Issues in Sustainable Tourism</b></p> <ul style="list-style-type: none"> <li>▶ Flexibility</li> <li>▶ Status quo or enhancement?</li> <li>▶ Complexity of tourism systems</li> <li>▶ Minimalist and comprehensive composite models</li> <li>▶ Sustainable tourism indicators</li> <li>▶ Bellagio Principles</li> <li>▶ Pursuing sustainable tourism</li> </ul> <p><b>Alternative Tourism</b></p> <ul style="list-style-type: none"> <li>▶ History of alternative tourism</li> <li>▶ Typology of alternative tourism products</li> <li>▶ Mass conventional tourism and alternative tourism ideal types</li> <li>▶ Deliberate and circumstantial alternative tourism</li> <li>▶ Farm-based tourism</li> <li>▶ Volunteer tourism</li> <li>▶ Guesthouse tourism</li> <li>▶ Backpacking</li> <li>▶ Urban alternative tourism</li> <li>▶ Education tourism</li> <li>▶ Potential problems</li> </ul>	

### **Conventional Mass Tourism**

- ▶ Structure of the formal tourism industry
- ▶ Ethics
- ▶ In situ nature of tourism consumption
- ▶ Emergence of the “green consumer”
- ▶ Advantages of large economies of scale

### **The Facilitating Sectors**

- ▶ Travel agencies
- ▶ Specialised merchandise: guidebooks
- ▶ Outbound tour operators
- ▶ Transportation providers
- ▶ Hospitality providers

### **Attractions**

- ▶ Role of attractions
- ▶ Theme parks
- ▶ Casinos
- ▶ Ski resorts
- ▶ Golf courses

### **Quality Control**

- ▶ Quality control
- ▶ Codes of conduct
- ▶ Eco-labels
- ▶ Awards

### **Tourist Destinations**

- ▶ Destination and place
- ▶ Destination and community
- ▶ Broad context model of destination development scenarios
- ▶ Destination types
- ▶ Special events
- ▶ Quality control and destinations

### **Spatial Strategies for Destinations**

- ▶ Front stage and backstage
- ▶ Development standards
- ▶ Zoning and districting
- ▶ Purchase of Development Rights (PDR) agreements
- ▶ Trade-offs
- ▶ Government incentives

### **Visitor Management Strategies for Destinations**

- ▶ Visitation caps

- ▶ Redistribution
- ▶ Education
- ▶ Target marketing

**Ecotourism: The Conscience of Sustainable Tourism**

- ▶ Definitions and criteria
- ▶ Hard and soft manifestations
- ▶ Ecotourism industry
- ▶ Spatial distribution
- ▶ Potential costs and benefits
- ▶ Quality control
- ▶ Hard and soft ecotourism within a comprehensive framework

**Learning Outcomes for the Unit:**

At the end of this Unit, students will be able to:

- |    |  |
|----|--|
| 1. | Identify and evaluate tourism consumption patterns.  |
| 2. | Analyse sustainable tourism development initiatives and mechanisms.                        |
| 3. | Assess the effects of mass tourism development on destination environments.                |
| 4. | Evaluate the importance of tourism development policies.                                   |
| 5. | Critically evaluate the development and application of ecotourism in developing countries. |

**The numbers in the boxes below show which of the above module learning outcomes are related to particular cognitive and key skills:**

Knowledge & Understanding	Analysis	Synthesis /Creativity	Evaluation	Interactive & Group Skills
1-5	3	-	1-5	-
Self-appraisal/ Reflection on Practice	Planning and Management of Learning	Problem Solving	Communication & Presentation	Other skills (please specify):
-	1-5	3-5	1-5	-

**Learning and teaching methods/strategies used to enable the achievement of learning outcomes:**

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

<b>Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:</b>	<b>Weighting:</b>
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Examination: 3 hours duration	100%
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<b>Indicative Reading for this Unit:</b>	
<b>Main Text</b> Sustainable Tourism, David Weaver, Elsevier Butterworth Heinemann	
<b>Guideline for Teaching and Learning Time (10 hrs per credit)</b>	
50 hours	<b>Lectures / Seminars / Tutorials / Workshops</b> Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	<b>Directed learning</b> Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	<b>Self managed learning</b> Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.