

**PRE-VALIDATION DOCUMENT**

**The School Of Business Tourism and Hospitality**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BA /HND/C and FDA**

**in**

**Business Management, International Tourism and Events Management & Hotel and Catering Management**

**FDA in Accounting**

**Certificate in Management**

**June 2012**

**Proposed First Student Intake: September 2012**

**Proposed Last Student Intake: September 2017**



**Neath Port Talbot College Collaborative Portfolio/ Portffolio** Cydweithredol **Coleg Castell-nedd Port Talbot**

**PROGRAMME DEFINITIVE DOCUMENT**

**dogfen derfynol ar gyfer rhaglenni**

|  |  |
| --- | --- |
| **BA (HONOURS, ORDINARY)**  **(and corresponding Certificate of Higher Education and Diploma of Higher Education):** | **BA (ANRHYDEDD, CYFFREDIN)**  **(a’r Dystysgrif Addysg Uwch a Diploma Addysg Uwch cyfatebol)** |
| Business Management  International Tourism and Events Management  Hotel and Catering Management | Rheolaeth Buses  Twristiaeth Ryngwladol a Rheoli Digwyddiadau  Rheolaeth Gwesty ac Arlwyo |
| **FOUNDATION DEGREES:** | **GRADDAU SYLFAEN:** |
| Business Management  International Tourism and Events Management  Hotel and Catering Management  Accounting | Rheolaeth Buses  Twristiaeth Ryngwladol a Rheoli Digwyddiadau  Rheolaeth Gwesty ac Arlwyo  Cyfrifeg |
| **HIGHER NATIONAL DIPLOMA:** | **DIPLOMA CENEDLAETHOL UWCH** |
| Business Management  International Tourism and Events Management  Hotel and Catering Management | Rheolaeth Buses  Twristiaeth Ryngwladol a Rheoli Digwyddiadau  Rheolaeth Gwesty ac Arlwyo |
| **HIGHER NATIONAL CERTIFICATE:** | **TYSTYSGRIF GENEDLAETHOL UWCH** |
| Business Management  International Tourism and Events Management  Hotel and Catering Management | Rheolaeth Buses  Twristiaeth Ryngwladol a Rheoli Digwyddiadau  Rheolaeth Gwesty ac Arlwyo |

**VOLUME 1: MODULE SYLLABI**

**CYFROL 1: MEYSYDD LLAFUR Y MODIWLAU**

**June 2012 /Mehfin 2012**

**Full-time, Part-time, /Amser Llawn, Rhan-Amser**

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# 1. Introduction

NPTC has offered higher education for more than 20 years in many areas including Health and Social Care, Sports, Engineering, Construction, Computing, Business Management, Travel and Tourism, Hospitality, Performing Arts and more recently Financial Services.

In 2004 NPTC was awarded Associate College status with the University of Glamorgan and in 2006 NPTC became an Accredited College which enabled NPTC to move all its provision to one accrediting body, severing links with The Welsh College of Music and University of Wales College Newport. The majority of the HE provision has remained with the University of Glamorgan, the provision has steadily increased in recent years with the introduction of Foundation Degrees.

NPTC remains committed to providing HE for students who do not wish, for a variety of reason, to move away from the area in order to participate in level 4/5 and level 6 qualifications. NPTC wishes to provide a curriculum which is appropriate, financially viable and is responsive to local, regional and national employers needs.

## NPTC Values and Mission

The College which offers “*more than just an education”* has just written its strategic plan for 2011 to 2015 with a new mission and values.

Mission; To be the best learning provider in Wales

Vision by 2015 NPTC will be

* A sector leading centre of excellence
* A lead player in strategic partnerships and networks
* A college investing in learning and learner facilities
* An enterprising and entrepreneurial college
* A leading edge college in learning technology
* A financially secure and sustainable college

Value statements show that NPTC is committed to being:

* Student and learning centred in our activities
* Caring and inclusive in our attitudes
* Responsible and respective in our behaviour
* Bound by equality and diversity as our guiding principles
* Professional and corporate in our conduct
* Enterprising and innovative in our outlook
* Tolerant and supportive in our responses

## 1.2 It is proposed to deliver the programme in both full and part-time modes.

|  |  |  |
| --- | --- | --- |
| Programme | Full time | Part time |
| BA( Hons,Ord) Business Management |  |  |
| BA ( Hons,Ord) International Tourism & Events Management |  |  |
| BA ( Hons,Ord) Hotel & Catering Management |  |  |
| HND Business Management |  |  |
| HND International Tourism & Events Management |  |  |
| HND Hotel & Catering Management |  |  |
| HNC Business Management |  |  |
| HNC International Tourism & Events Management |  |  |
| HNC Hotel & Catering Management |  |  |
| FDA Business Management |  |  |
| FDA International Tourism & Events Management |  |  |
| FDA Hotel & Catering Management |  |  |
| FDA Accounting |  |  |

* This school has built up considerable experience of running these programmes over the past 20 years for Business, and the last 12 years for Tourism and 9 years for Hospitality as a franchise from the University of Glamorgan. The school has been successfully delivering Level 4 AAT for the past 26 years and ACCA fundamentals for the past 4 years.
* Currently for Business and Tourism we deliver the University of Glamorgan’s (UoG) programmes. All modules are written by the University Module Leaders with supporting documentation which is accessed via Black board. (Bb.) All assessments and examinations are written by the module leaders. There are regular cross moderation team meetings which the NPTC staff attend. They also attend the filed board meetings before the Exam boards sit.
* For the Hospitality Management qualification the modules are written by the NPTC team and are verified by an External Examiner (EE) which is appointed by the University. All assessments and examinations are also written by the NPTC team and verified by the EE. Cross moderation is undertaken by the team and work is internally verified before the EE visit. Representatives from the University attend Filed Boards and Exam Boards with the EE present.
* All results are processed and managed by the University.
* Any complaints or mitigating circumstances for all programmes are dealt with within NPTC by a panel chaired by the Vice Principal for HE.

**Collaboration with Swansea Metropolitan University**

* It is envisaged that the partnership with SMU will be a combination of modules currently offered by SMU with bespoke modules written by the NPTC team, approved and validated by SMU.
* An External Examiner will be appointed for Business and Accounts and another for Tourism and Hospitality to oversee the quality process for assessments and examinations.
* Complaints and mitigating circumstances can be held at NPTC with reports given to SMU on individual cases.
* Results and certification will be managed by SMU.

## Neath Port Talbot College and School Structures

The College Management structure is shown in Appendix 7a to 7d

The four Directorates are supported by the Vice Principal for Finance and Information Systems and the Vice Principal for Operations and Higher Education, with a Deputy Principal responsible for Learning resources, ILT, Bilingualism and Staff development.

Each Directorate has cross college responsibilities for academic leadership, management and quality control through the Director of Quality, Director of Curriculum, Director for Skills and the Director of Learners. Each director has responsibility for academic schools which has a Head of School who is responsible for the academic excellence within that curriculum area. The Heads work with their management team to ensure quality assurance in teaching and learning is maintained.

Please refer to NPTC Quality Assurance Policy in Appendix 2

In the last Estyn Inspection NPTC was rated as a grade one for quality, learner experience, leadership and strategic management along with an individual school Grade one for the School for Business, Tourism and Hospitality.

NPTC rigorous quality control procedure applies to all areas of the college including HE, these include:

* Holding regular HE meetings to set KPIs in recruitment, retention and attainment
* Students taking part in the UK survey for HE institutions as well as NPTC own internal student satisfaction survey
* Participation in student focus groups organised by leaner services
* Conducting module evaluations
* Monitoring attendance and supporting students with difficulties.
* Annual classroom observations of lecturing staff
* Rigorous internal verification and cross marking with HEI partner
* Production of Annual Monitoring Report for HEI partner
* Annual curriculum review

## School of Business Tourism and Hospitality- Profile of Current Courses

**Current Higher Education Portfolio**

Accounting: AAT level 4

ACCA Fundamental and Principals

Foundation Degree in Financial Services

Business: HND/C in Management and Business

Foundation Degree in Management and Business

BA (Hons) in Management and Business

Hospitality: HND/C Hospitality and Food Management

Travel and Tourism: HND Leisure Management

## Current Higher Education Portfolio offered by NPTC

Accounting: AAT level 4

ACCA Fundamental and Principals

Foundation Degree in Financial Services

Business: HND/C in Management and Business

Foundation Degree in Management and Business

BA (Hons) in Management and Business

Computing: HND in End user Support

HND Computing (Information Systems)

BSc Computing (Information Systems Engineering)

Construction: HNC Construction Technology

Foundation Degree in Construction Science

Engineering: HNC Engineering

Foundation Degree Engineering

Health and Social Care:

Foundation Certificate in Health Studies

Foundation Degree in Care Studies

Foundation Degree in Childhood Studies

Certificate in HE in Working with Vulnerable Adults

Certificate in HE in Substance Misuse

Diploma in HE in Health Promotion

Foundation Degree in Counselling Studies

BSc (Hons) Care Studies

BSc (Hons) Childhood Studies

Hospitality: HND/C Hospitality and Food Management

Media: Foundation Degree Media Studies

Music: Foundation Degree Popular Music

Sports: Foundation Degree Sports Coaching and Performance

Teacher Training:

Professional Graduate Certificate in Education

Introduction to Teaching Faculty Certificate

Travel and Tourism: HND Leisure Management

# 2. Rationale

There has been rapid growth in undergraduate business and management education over the last three decades due to its important role in contributing to national competitiveness through the development of graduate employability (Wilton, 2008)[[1]](#footnote-1). In particular, undergraduate business education has been promoted as one means by which to address long-held concerns about managerial skills shortages in the UK and employers' criticism over the work-readiness of graduates.

The environment in which UK businesses operate is changing fundamentally and the shape of business during the next decade will be very different from what we see today. The direct impact of the financial crisis and the ensuing global recession have materially changed the conditions affecting business; the events of the past few years have also brought into focus other structural trends in the global economy, natural environment and society. Together, these changes are leading many businesses to reassess their purpose, structure and organisation, and what they need to do to ensure sustainable business success. For most, there will be a movement away from ‘business as usual’. Understanding how businesses – both individually and collectively – will adapt to the changing environment, and the wider impacts this will have, will be critical in ensuring the future growth and success of the UK economy.

The students who enrol on the higher education courses within Accounting, Business Management, Tourism and Hospitality appreciate being able to study locally; it allows them to balance the demands of family, work and course commitments more successfully than travelling some distance to the partner HE institution. In addition, because Neath Port Talbot borough does not contain an HEI, undergraduate provision at all levels at the college helps to meet targets of widening participation.

The modern borough comprises two parliamentary constituencies, with characteristics as follows:

|  |  |  |
| --- | --- | --- |
| % | Aberavon | Neath |
| Professional/Managerial | 16.0 | 19.7 |
| Urban intelligence | 0.2 | 0.0 |
| Social renters | 20.9 | 19.7 |
| Long term ill | 30.7 | 28.2 |
| Welsh speakers | 7.4 | 17.7 |

Adapted by the author From Almanac of British Politics

by Waller and Creddle

The urban intelligence scores refer to communities of students, academics from 2001 Census data and refers to those who are long term ill or disabled. The indicator reflects higher than average age and multiple economic and social deprivations. Aberavon is one of the five most working class seats in Wales and at the 2001 Census had the 43rd highest proportion of manufacturing workers at 24.7% out of the 646 British constituencies. Neath is nearly as poor and the borough was part of the Objective One area, which means that the GDP per head is 20% below the EU15 average.

There are 22 LEAs in Wales. NPTBC is 15th for overall student participation in HE, which composites the rank of 13th for all full time students and 16th for all part time students. Of our neighbours, Bridgend is 14th overall, with Swansea 7th, Powys 9th and Carmarthenshire first in Wales. Of the eight sub categories including part-time, full-time, male, female, under 25 and over 25, NPTBC is below average for Wales for seven. We are slightly above average for mature students and considerably below the mean for each of the other groups. The college as the main provider of state education for the 16+ cohorts must play its full part in widening participation both by ensuring that 18+ students go away to University and by attracting people to and expanding the range and depth of our own full-time and part-time courses. For students who do not wish to go away to University NPTC supports the wider participation agenda enabling students to study whilst living at home. NPTC also allows mature students with commitments to attend HE on a part time basis.

It is also evident that, although ‘general’ management skills and knowledge are still required by industry, the field of management is diverse and requires skills appropriate to a variety of contexts and industries; graduates from programmes such as the ones proposed in this document have those skills. Graduates of these programmes will be equipped with the skills and knowledge at the forefront of their discipline to meet the specialised needs of their industry, thus enhancing graduate employability. In accord with the QAA Subject Benchmark Statement (2007) that ‘*business and management degrees are strongly related to practice and therefore there should be a strong link between the development of skills and employability of graduates’*, the philosophy that underpins the Portfolio relates to its vocational nature. As the programmes are designed to enhance the graduate’s employability they focus on the practical application of theory whilst maintaining academic rigour.

## The Target Student Group

The students targeted for these programmes would be those who have already shown a commitment to higher education through either having obtained a satisfactory entry-level qualification or meeting mature student status with a desire to study at the HN/ FDA or Degree level. These students will possibly, although not necessarily, have studied the subjects previously, e.g. A Level Business or Accounting, National Diploma/ Extended Diploma in Business, Travel and Tourism or Hospitality or similar. However, this will not be a major consideration in deciding eligibility for admission.

Based on previous trends, and given the financial benefits given by the Welsh Assembly Government to Welsh students studying in Wales, more than 94% (current 2011) of applicants would be expected to originate in the local, south Wales market. Many areas of south Wales are deemed to be economically disadvantaged (and have received objective 1 funding). The programmes contribute to the ‘widening participation’ agenda in that applicants from disadvantaged or non-traditional backgrounds are welcomed. The School is committed to offering its services to the widest possible student base. Many of the Portfolio’s students are the first in their family to undertake a higher Education course, so have no family role models to help them understand expectations of university life; this can adversely impact their self-confidence. Most students have families who are unable to support them financially so are dependent on part-time employment in addition to their studies. Some students have special learning needs such as dyslexia or disabilities such as partial sightedness. NPTC has strong links with the RNIB over the “Beyond Vision” project. The team is sensitive to the differing needs of the diverse student base; the key strength of the team lies in the extensive pastoral care offered to support the students in ways appropriate to their needs. In line with its mission, developed from its history of

providing *vocational* programmes at all levels for the local community, there is a policy of open access to programmes for all those who are judged as likely to benefit and gain the award.

In providing the Portfolio, the intention is to meet the needs of those students who require a mix of hybrid skills, and also the needs of those students wishing to pursue more specialist interests, for example, hospitality enabling development in the management spectrum. The following section identifies for each programme the target applicant and the career possibilities they would seek.

**Accounting:** Applicants to this programme are typically numerate and logically-minded, and it is likely but not mandatory that they will have previously studied AAT at level 3 or 4, maths or business. This programme suits those who prefer to develop and specialise in accounting skills, rather than focusing on a broad range of business skills.  Students would undertake a range of tasks associated with a finance environment, and would enjoy developing sophisticated solutions to accounting problems and opportunities.  Given the range of skills learned, graduates would have many career opportunities in a finance or accounting environment in a wide range of sectors.   This programme is also suitable as a stepping stone for those who wish to further their accounting education, for example those who wish to become chartered accountants. The programme could also serve as a route to becoming an accounting teacher or as a route to self employment.

**Business Management**: Students who wish to study this programme may come from a wide variety of subject backgrounds, including, but not necessarily business. This programme suits those who prefer to learn a broad repertoire of business skills, rather than focusing on one specialism. This involves learning core business skills relating to, for example, marketing, human resources, information systems/e-Business, accounting and finance. Students would undertake a range of tasks associated with business organisations, and would enjoy developing sophisticated solutions to business problems and opportunities. Given the broad range of skills learned, graduates would have many career opportunities in a diverse range of business roles (e.g. marketing, HR, project management, etc) in a wide range of sectors. This programme is also suitable as a stepping stone for those who wish to develop a specialism after a general business education, for those who wish to become business teachers or as a route to self employment.

**Hotel and Catering Management:** It is envisaged that target markets for the proposed programme will build upon existing bases, namely South and West Wales. It is expected that students will come from several mixed educational backgrounds including, for example, leisure, tourism, catering and hospitality studies; Applications from students over 21 years with appropriate industrial experience will also be envisaged.

This programme will suit those who prefer to learn a broad range of hospitality, events and business skills relating to event organisation and management, hospitality business, events management, impacts and development of hospitality events, marketing and management, customer care, hospitality, on-licensed trade, gastronomy, human resource management, food and beverage management and finance. Students would be involved in developing solutions to problems through a variety of learning strategies. Students will undertake a placement within an hospitality organisation from April.

Graduates would have many career opportunities working within hospitality, industrial catering management, events and festival management, food and beverage management and conference organisations. This programme will be suitable for those who wish to develop a specialism after a broad hospitality based education; and for those who wish to become self employed within the industry.

**International Tourism and Events Management**: Students who wish to study this programme may come from a variety of subject backgrounds, including, but not necessarily tourism, leisure business and travel. This programme suits those who prefer to consider tourism and event organisations in an international context, and combines skills relating to global tourism and destination management, international travel operations, hospitality, marketing, management, human resources, customer care, finance, tourism management, sustainability, tour operations/management, travel agencies. Students would undertake a range of tasks associated with tourism organisations (including travel agencies, tour operators, attractions, theme parks, accommodation providers, transport operators, culture & heritage organisations, tourist boards and hospitality businesses) – and would be involved in developing solutions to commercial problems and opportunities. Students currently enjoy working within both the public and private sectors across a range of sectoral interests. This programme will enable students to develop a specialism after a general tourism education in either events or the travel and tourism industry.

The Undergraduate Portfolio will produce graduates who meet the needs of industry and commerce, which are currently a priority sector for the Welsh Government, and therefore the programme structures and content are presented for validation

## 2.2 Graduate Skills, Employment Roles and Employability

A graduate upon completion of their course should acquire the following skills;

**Knowledge and understanding:**

* An appreciation of the nature of the contexts in which management can be seen as operating, including knowledge of the institutional framework necessary for understanding the role, operation and function of markets and business organisations in context.
* Contemporary theories and empirical evidence concerning management theories in context.
* Knowledge of the major theoretical tools and theories of management, and their relevance and application to theoretical and practical problems.
* An understanding of the operational structures of business entities in accounts tourism, events and hospitality.
* An understanding of the factors influencing the strategic direction for businesses and the opportunities for individuals.
* An appreciation of marketing principles of various businesses
* An understanding of the impact on human resources and managing people in an organisation
* An understanding of strategic business analysis through an applied research project.
* An ability to understand financial statements, and a basic appreciation of the limitations of financial reporting practices and procedures.

**Cognitive skills:**

* Capacity for the analysis of arguments and evidence
* Ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data
* Ability to locate, extract and analyse information from multiple sources, including the acknowledgement and referencing of sources
* Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level
* Skills in the use of communication and information technology in acquiring, analysing and communicating information
* Communication skills including the ability to present quantitative and qualitative information together with analysis, argument and commentary in a form appropriate to different intended audiences
* Capacities for independent and self-managed learning
* Experience of working in groups, and other interpersonal skills, and in presenting the results of work orally as well as in written form.

**Subject Specific Skills:**

* The main aspects of business language, practices and theories of management in various business contexts.
* Skills in recording and summarising transactions and other economic events; analysis of the operations of business within context of the vocational route.
* Ability to interpret financial data including that arising in the context of the organisation from accounting statements and data generated in financial markets.
* Recognise the relationship between business theories and empirical testing, demonstrating the use of empirical evidence in at least one major theoretical area, identifying limitations and constraints
* Illustrate how theory and evidence can be combined to assess the effectiveness and efficiency of management and governance structures of business entities.
* An ability to appreciate human resource legislation, with a basic appreciation of the limitations and restrictions on practices and procedures for businesses.
* Skills required for integrated marketing communications, including evaluating on line and e-marketing.

## 2.3 Links with Other Organisations

NPTC has a close working relationship with many local, regional and national organisations in the business, accountancy, tourism and hospitality field.

These include:

* The Association of Accounting Technicians
* ACCA
* Financial Services Sector Skills Council
* EGNI (International Practice Company Organisation)
* Careers Wales
* Colegau Cymru (Colleges Wales)
* CfA (Business Skills for Work)
* Institute of Hospitality
* People 1st Sector Skills Council for Tourism and Hospitality
* Lantra: Raising Skills backing business, Farm to plate initiative
* Improve Sector Skills for Food Manufacturing
* Gallu (Tourism Training Partnership)
* Tourism Swansea Bay
* Neath Port Talbot County Borough Council
* Local Businesses and small Accountants
* Open University
* University of Glamorgan
* NPTC/ Regional 14/19 Partnership
* Local Hoteliers Association
* Neath Food Festival, Gorseinon Food Festival and True Taste

The School of Business Tourism and Hospitality is proud of its record for being involved in, and winning many prestigious awards, this year alone the Accountancy students took Silver and Bronze places in the Welsh heat of the Accountancy World Skills competition. The business students won best Practice Company in the National competition and won the “Best Booth” in New York in the international final attended by over 154 Practice Companies world wide.. The Practice Company Enterprise won a Beacon Award for the college. In Hospitality students have won a total of 18 Gold, silver and Bronze medals in the Welsh National Culinary Team Competition, 2 silver and 2 bronze medals in the World Skills Restaurant and cook and serve competition, Gold and bronze in the Welsh Final of the Wold skills in Advanced restaurant service skills and the Warburton’s Young Baker of the Year award for Wales. We were also proud that one of our HND Tourism students won Tourism Swansea Bay Student of the year award and a group of national diploma students have represented the UK at the Global Tourism Partnership challenge in Nice, France.

## Market Research

As part of the market research, a number of sources have been consulted with regard to the design of the programmes and their content, NPTC students and graduates, local employers and relevant sector skills agencies including People 1st. Their “State of the Nation Report 2011 states “*that nearly 47% of the Welsh workforce is in the customer service sector with 34% of those being in Hospitality and catering amongst 28,000 food and drink businesses” This accounts for 7.7% of the total working population and is the third largest sector for workforce size.* Out of those 53% are part time which indicates an opportunity for professional development of the workforce.The contribution of hotels and restaurants alone account for 3.1% of the country’s economic output (State of the Nation Report 2011).

The Welsh Government document “Working Futures 2007-2017” states “*The Welsh hospitality and leisure workforce is expected to increase to 117,000 by 2017 a growth of 4% and recruiting approximately 9,000 new employees”.* According to Careers Wales the trends for the future are for more highly skilled, managerial and technical jobs with fewer unskilled jobs. The Welsh Food and Drink Skills Project by Lantra indicate that there is a shortage of people management skills in the hospitality industry especially in leadership and management.

The NPTC team have analysed the existing business and management provision available in Southwest Wales, indicating that NPTC compliments the portfolio of qualifications offered by SBS in the same vocationally-based specialised subject areas with the addition of Hospitality, but with the main focus on encouraging students to continue with higher education in their locality, and for the “return to learn” part time students. NPTC is currently the only provider of Hospitality higher education west of Cardiff.

The programmes have prepared students for a range of management related employment opportunities in small and large companies and for the academic year 2010/11 there was a 95% success rate for all students entered on courses in the School of Business Tourism and Hospitality.

**Features of the School**

* NPTC has had a very successful Higher Education programme with the University of Glamorgan for many years, with viable groups on students on business tourism and hospitality, studying both part and full time. Many students in the locality wish for whatever reason to study locally, many have family commitments or work part time, or wish to live at home whilst studying.
* We currently offer the AAT with the ACCA programme for progression in accounting. Many of our students which to progress in this field but do not wish to follow the ACCA route due to career paths or indeed are not currently in full time employment so a market for an alternative route in HE has opened.
* As a result of the recent Welsh Assembly Government transformation agenda NPTC has to seek new partners to continue to offer our successful programmes. Writing these new HND/Cs, Foundation Degrees and Honour Degree Programmes has allowed the teams to develop courses that are current and fit for purpose to meet the local and national skills needs in the area.
* NPTC is situated in the middle of South Wales and has access to a wide range of students who wish to up-skill and improve their employability locally and often work in small or medium size enterprises.

# 3 Programme Details:

**Introduction**

In accord with the mission of SMU, the programmes aim to provide a full and satisfying vocational experience appropriate to Higher National awards Foundation Degrees and Ordinary/Honours Degree awards, which will develop the student’s ability to understand concepts, apply academic rigour and appraise critically the issues involved in the study of contemporary business, accounting, events, tourism, hospitality and catering organisations, and stimulate creativity in the development of workable solutions.

The Higher National Certificate will be offered to students who are in supervisory positions and who wish to improve their prospects through achieving a higher level qualification. The Certificate will enable students progress at a pace suited to their needs. Upon completion they can choose to “top up” to a Foundation Degree and progress to a BA Hons in their chosen discipline.

The Higher National Diploma will be offered to students meeting the entry requirements and who for whatever reason wish to study full time near their home.

Foundation Degrees will be aimed at Junior Managers in the industry who wish to gain a higher level qualification in order to progress in the work place. Upon completion they can progress to the BA Hons in their chosen field.

## 3.1 General Aims and Learning Outcomes for the Honours Programmes

The Portfolio has the following *general* aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Honour’s degrees and the appropriate Quality Assurance Agency Subject Benchmarks (see Appendix for the benchmarks for General Business and Management, Accounting, Leisure, Events, Tourism and Sport):

1. To develop in students a systematic understanding of key aspects of a range of concepts, principles and techniques associated with their particular pathway of study, some of which may be at the forefront of the discipline.
2. To encourage students to select and deploy accurately established methodologies, techniques, and tools relevant to the analysis of a range of organisational-related problems, opportunities and contexts.
3. To promote a systematic understanding of current and emerging themes in management.
4. To provide an opportunity for students to demonstrate academic rigour appropriate to honours level through critical thinking, analysis, and synthesis skills.
5. To prepare students for a career in management by developing in students the transferable skills required in the employment context and the lifelong learning skills that that contribute to society at large.

The general programme aims are met by students achieving the general intended learning outcomes (GILOs) given below.

**Subject knowledge and understanding:**

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge & systematic understanding of facts, concepts, principles and theories relevant to the pathway.
2. Select and deploy accurately established methodologies, techniques, and tools relevant to the analysis and evaluation of organisations, environments and management.
3. Demonstrate a systematic understanding of current and emerging pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation corporate social responsibility, knowledge and risk management.
4. Demonstrate detailed knowledge and systematic understanding of the characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.
5. Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources.

**Cognitive abilities and generic skills:**

On completion of this programme, students will be able to:

1. Synthesise and apply the methods and techniques that have been learned, to review, consolidate, evaluate critically and extend knowledge and understanding.
2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.
3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.
4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.
5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.
6. Perform effectively both individually and within a team environment, using interpersonal skills appropriately to manage group projects.
7. Research, integrate and critically evaluate information from a variety of sources, including the acknowledgement and referencing of sources.
8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.
9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.
10. Consider professional, ethical, social, and safety issues which directly pertain to the context of study including relevant legislation.

## 3.2 Programme Aims

**BA (HONOURS) BUSINESS MANAGEMENT**

The BA Business Management pathway is designed to meet the needs of those students who prefer to study business organisations without the desire to specialise in a functional area or business sector. The philosophy of the pathway is to provide students with a broad-based understanding of business organisations, their management and the environments in which they operate.

This is in accord with section 2.1 of the QAA subject benchmark statements for general business and management, which states that the purpose of a general business programme is threefold:

* *‘study of organisations, their management and the changing external environment in which they operate*
* *preparation for and development of a career in business and management*
* *enhancement of lifelong learning skills and personal development to contribute to society at large’*.

In harmony with the general nature of the subject benchmark section 2.2 for the study of business organisations, ‘*students will study a wide range of organisational types, including public, private and not-for-profit, together with a comprehensive range of sizes and structures for organisations’*. The context is multi-disciplinary; students will gain expertise in a wide range of business functional areas and sectors, and will be encouraged to develop confident and creative solutions to a variety of business related problems and opportunities. ‘*Business and management degrees are strongly related to practice and therefore there should be a strong link between the development of skills and employability of graduates’* (subject benchmark section 3.8). Consequently, students’ expertise will be based on a systematic understanding of the underpinning business concepts, principles and techniques and their *application* in a variety of contemporary real-world business scenarios and contexts. The combination of business knowledge and application skills provides the vocational, transferable skills desired by today’s employers. As described in section 2.3 of the subject benchmark, ‘*this includes the encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment*’.

A graduate from the programme would be expected to demonstrate knowledge of a range of highly integrated business functions, strategies, environments and contexts and undertake a variety of tasks associated with the effective operation and management of business organisations for competitive advantage. This will require an in-depth knowledge of financial, human resource and marketing management issues allied with contemporary impacts on competitive advantage such as globalisation, e-Business and the management of information for decision-making.

The government and academic initiatives designed to promote entrepreneurship (including self-employment and entrepreneurship within employing organisations), support the provision of business learning related to all sizes of business enterprise in diverse sectors of the economy. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.
2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.
2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.
3. Appraise the role of e-Business and information systems within an organisation and how the management and exploitation of information systems supports and impacts the functional business areas and competitive advantage.
4. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally and/or commercially, oriented business plans and reports.

**BA (HONOURS) HOTEL AND CATERING MANAGEMENT**

In 2012, London will host the Olympic Games, the world’s leading event which will require a mass of Hospitality professionals. Also Visit Wales Welsh Government’s have pledged to support a variety of Events and Festivals at all levels as part of their tourism strategy, all of which require experienced hospitality deliverers. Meanwhile, across Wales culinary festivals designed to create a niche market such as Pembrokeshire Fish week are becoming more and more successful, as are community based events such as Narbeth Food Festival.

There is therefore no doubt that hospitality is a key factor within Welsh tourism without hospitality the tourism industry cannot be sustained. For this reason there is now an industry demand for graduates specialising in hospitality management.

According to Raj (2003) “events constitute one of the most exciting and fastest growing forms of leisure, business and tourism”, none of which could exist without the essential support of hospitality operators. As a result there is a significant need to produce graduates with specialist knowledge of the hospitality sector key characteristics will be the ability to appreciate subject related management and demonstrate a high level of critical thinking.

The philosophy of this programme is to provide students with a critical understanding of the issues affecting the hospitality industry. It is appreciated that the hospitality industry is diverse and therefore students will gain a detailed and in depth knowledge and understanding of issues regarding hospitality events, hotels, industrial operations, conventions and conference events. Students who study this programme will come from a variety of business and hospitality fields. Graduates from this pathway will possess a detailed appreciative and practical understanding of management issues within the hospitality sector.

The general focus of this pathway is to provide a flexible perceptive of study which allows students to develop a detailed knowledge of Hospitality Management Issues within the hotel and industrial environment to produce graduates with the relevant skills and abilities for purposeful employment within this rapidly expanding industry. The general learning outcomes of the pathway will therefore include management skills knowledge, intellectual skills, key skills and specific skills related to hospitality as specified by a AA visit25 specific learning outcomes are thus interpreted and synthesized from recent QAA, LTSN Subject benchmarks for 2008 as follows:

The specific aims are to provide the student with:

1. A critical understanding of the concepts and characteristics of hospitality management as an area of academic and applied study together with an in-depth examination of the nature and characteristics of the hospitality sector.
2. The ability to understand and evaluate present, structural operations, environmental and sustainability issues within hospitality management.

On completion of the programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students’ achieving the learning outcomes given below

On completion of this programme, students will be able to:

1. Critically appreciate the nature, structure, composition and management of the hospitality industry and its sectors within the global environment.
2. Evaluate the management, administrative, marketing and technical operation involved in planning hospitality organisations.
3. Strategically analyse the consumers and client hospitality experience in terms of sustainability.
4. Review in detail the policies, strategies and impacts of the diverse nature of the hospitality industry.

The program will include organisational behaviour, event planning, operations, hospitality, risk management, HR, marketing, venue and facilities management, financial management, sustainability and hospitality evaluation. This will prepare students for future careers within the hospitality industry in order to.

* explain, interpret and challenge theories and concepts which are used to understand the origin, purpose, meanings and development of the hospitality industry from a range of critical perspectives
* display an insight into the structure of hospitality providers and their sectors, and analyse the political, technological, social, environmental and economic factors which affect, or impact upon, the supply of, and demand for hospitality
* analyse and reflect on the different cultural and business concepts, intercultural and international dimensions of the hospitality industry.
* demonstrate a critical awareness and understanding of how core values, for example, ethics, integration, sustainability, creativity, strategy, and continuous improvement, relate to, and are reflected in hospitality organisations.

Students will also be required to demonstrate vocationally relevant managerial skills and knowledge through exposure to professional practice through the placement program. This will also provide them with the opportunity to evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources within the hospitality management industry.

**BA (HONOURS) INTERNATIONAL TOURISM MANAGEMENT AND EVENT MANAGEMENT**

The International Tourism and Events Management pathway is designed to complement two closely linked disciplines by focusing on specialist elective modules based on international tourism issues, developing the skills of managing events and undertaking appropriate work experience.

The pathway has been designed in conjunction with current trends within the tourism industry which is dictating the need for more international vocational skills. In this context 'International' tourism degrees are often broadly differentiated from other general tourism programmes by several factors which often include the opportunity to study a foreign language or undertake work placement abroad.

Students who study this programme will come from a wide variety of backgrounds including Business and geography fields, tour operations and international business. The program may also include international students from a variety of tourism and travel backgrounds.

The specific aims are to provide the student with:

1. A systematic understanding of the concepts and characteristics of international tourism as an area of academic and applied study together with an in-depth examination of both the nature and characteristics of international tourists.
2. The ability to evaluate products and services within the international tourism industry in dealing with impacts upon communities and environments.

On completion of the programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students’ achieving the learning outcomes given below

On completion of this programme, students will be able to:

1. Review and interpret historical, economic, political and sociological dimensions of the international travel and tourism industries.
2. Evaluate the structure, composition and management of the international travel and tourism industries.
3. Analyse and critically evaluate the construction of the international tourism experience in a managerial context comprising products, services and opportunities.
4. Possess an in depth understanding of differential patterns of international travel and tourism operations and consumption, together with key trends in the future of the industry as a whole.

Students studying international travel and tourism will develop an ability to undertake

* a consideration of the concepts and characteristics of international travel and tourism as an area of academic and applied study
* an examination of the nature and characteristics of international tourists
* a study of the products, structure, operations and interactions within the international travel and tourism industry
* an analysis of tourism in a range of international communities and the environments that it affects.

Students will study the following topic areas destination planning and development, impacts of tourism, international tourism, operation of the tourism industry, transportation, tourism and the environment, tourism marketing, tourism policy, tourism management, sustainable tourism and international field study.

**BA (ORDINARY) BUSINESS**

The specific aims are to provide the student with:

1. Systematic understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.
2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and critical understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.
2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.
3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally, and/or commercially, oriented business plans and reports.

**BA (ORDINARY) INTERNATIONAL TOURISM MANAGEMENT AND EVENTS MANAGEMENT**

The specific aims are to provide the students with:

1. Systematic understanding of the concepts and characteristics of international travel and tourism as an area of academic and applied study together with a detailed examination of both the nature and characteristics of tourists.
2. The ability to appraise products and services within the international travel and tourism industry in responding to impacts upon destinations**.**

On completion of this programme, students will have greatly increased their competence through intellectual growth, personal and professional development. The programme aims are met by students achieving the specific intended learning outcomes (SILO’s) given below:

1. Review and understand historical, economic, political and sociological dimensions of the international travel andtourism industries.
2. Examine the structure, composition and management of the international travel and tourism industries.
3. Gain an understanding of differential patterns of international travel and tourism operations and consumption, together with key trends in the future of the industry as a whole.

**BA (ORDINARY) HOTEL AND CATERING MANAGEMENT**

The specific aims are to provide the students with

1. A critical understanding of the general concepts of hospitality management as an area of academic and applied study together with an appreciation of the nature and characteristics of the sector.
2. The ability to understand structures, operations, environmental and sustainability issues within hospitality management.

On completion of this programme, students will have greatly increased their competence through intellectual growth, personal and professional development.

The programme aims are met by students achieving the specific intended learning outcomes (SILO’s) given below:

1. Appreciate the nature , structure, composition and management of the hospitality industry and it’s sector within the global economy.
2. Understand the management, administration, marketing and technical operations involved in the hospitality industry.
3. Review the policies, strategies and impacts of hospitality operations.

# 4. Foundation Degree

## 4.1 General Aims and Learning Outcomes for the Foundation Degree Programmes

In addition to the Honours and Ordinary Programmes, the School will offer Foundation Degree in the following awards:

* Foundation Degree Accounting
* Foundation Degree Management
* Foundation Degree Hospitality Management
* Foundation Degree International Tourism and Events

The Foundation Degree qualifications are designed to equip students with the knowledge understanding and skills required for success in their current and future employment or for progression in their work place. The Foundation Degree allows those working in industry to enhance their skills and knowledge to ensure individuals can immediately contribute to their organisation’s success. The Foundation Degree provides a two or three year part time alternative to a three year full time degree programme, which appears to fit particular groups of students: some students lack the self-confidence to commit to a three year BA programme of study, while others are unwilling or unable to commit to the longer-term period of study. The Foundation Degree continues to provide every opportunity for qualifying students to progress to a ‘top-up’ degree at SBS or part time within the School at NPTC. In this way the programme will provide a flexible approach to fostering a student’s personal and intellectual development, enabling the achievement of a valuable qualification in its own right and potentially progression to a BA.

To receive the award of a Foundation Degree the student must achieve 240 credits, with a minimum of 120 credits from Level 5. The students study the same modules at levels 4 and 5 of the corresponding BA programmes to facilitate progression.

The Foundation Degrees have the following general aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Diploma level and the appropriate Quality Assurance Agency Subject Benchmarks (for General Business and Management, Accounting, Leisure, Events, Tourism and Sport )

1. To develop in students knowledge and critical understanding of key aspects of a range of well-established concepts, principles and techniques associated with their particular pathway of study.
2. To encourage students to deploy established methodologies, techniques, and tools relevant to the analysis of a range of organisational-related problems, opportunities and contexts.
3. To promote a critical understanding of contemporary themes in management.
4. To provide an opportunity for students to demonstrate academic rigour appropriate to diploma level through critical thinking, analysis, and synthesis skills.
5. To develop in students the transferable skills required in the employment context.

**Subject knowledge, understanding and skills:**

On completion of this programme the students will be able to:

GILO 1. Benefit from the interpretation of ideas and the experience of practice, within the wider context of employment, integrating knowledge, understanding and skills

GILO 2. Know and critically understand the well established principles in their field of study and how to develop them

GILO 3. Apply knowledge and skills acquired within the programme

GILO 4. Apply underlying concepts and principles outside of the context in which they are first studied to the work place.

GILO 5 Evaluate critically the appropriateness of different approaches to solving problems in the field of study

GILO 6 Undertake critical analysis of information, and to propose solutions to problems arising from that analysis

GILO 7 Effectively communicate information, arguments and analysis to specialist and non specialist audiences

GILO 8 Undertake further training, develop existing skills and acquire new competences to assume responsibility within organisations.

GILO 9 Utilise opportunities for life long learning requiring the exercise of personal responsibilities and decision making

## 4.2 Pathway Specific Aims and Learning Outcomes for the Foundation Degree Programmes

Foundation Degrees provide graduates with the ability to address skills required for the labour market at level 5 allowing progression to a BA Degree. Programme specifications are a concise description of the intended learning outcomes developed through national consultation and agreement within specialist academic communities.

#### FOUNDATION DEGREE ACCOUNTING

The specific aims are to provide the student with:

1. Critical understanding and knowledge of accounting techniques/methods and concepts relevant to the management of business organisations, the environments in which they operate, and issues relevant to innovation and entrepreneurship.
2. The ability to select and deploy accurately established methodologies, techniques and tools relevant to accounting, decision-making and business organisations with respect to a range of organisational-related problems, within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development to meet the needs of local and national employment market. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and an understanding of key issues involved in accounting for organisations in both the commercial and public sectors.

1. Apply a variety of conceptual frameworks and tools to analyse complex problems that occur within accounting for organisations which operate in changing environments, in order to meet stakeholder’s interests.
2. Demonstrate, apply and evaluate current and emerging issues in the accounting environment, which may include sustainability, governance, risk management, social responsibility.
3. Discuss, evaluate and apply vocationally relevant concepts, techniques and models associated with managing and accounting for a range of organisations.

**FOUNDATION DEGREE BUSINESS MANAGEMENT**

The specific aims are to provide the student with:

1. Critical understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship
2. The ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development to meet the needs of the local and national employment needs. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and critical understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources supported by the provision of experiences within the workplace.
2. Apply a variety of conceptual frameworks and tools to analyse critically problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests, and appropriate to the relevant needs of employer through developing transferable skills.
3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally work based/ commercially-oriented business plans and reports to display appropriate academic rigour.

**FOUNDATION DEGREE INTERNATIOANL TOURISM & EVENT MANAGEMENT**

The specific aims are to provide the student with:

1. Critical understanding of the concepts and characteristics of tourism as area of academic and applied study together with knowledge of the nature and characteristics of tourists and event management
2. The ability to comprehend products and services within the tourism industry in dealing with impacts upon destinations.
3. The ability to understand and evaluate present, structural operations, environmental and sustainability issues within event management

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development to meet the needs of the local and national employment needs. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Review and assess historical, economic, political and sociological dimensions of the tourism industry from an employer’s perspective.
2. Evaluate the structure, composition and management of the international tourism and events industries using practical experiences.
3. Analyse and evaluate the construction of the tourism and or an event experience in a managerial context comprising products, services and opportunities to develop transferable skills.
4. Possess an understanding of differential patterns of event operations and consumption, together with key trends in the future of the industry as a whole.

**FOUNDATION DEGREE IN HOTEL AND CATERING MANAGEMENT**

The specific aims are to provide the student with:

1. Critical understanding and knowledge of hotel and catering organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.
2. The ability to comprehend products and services within the hotel and catering industry in dealing with impacts upon customers, employees and organisations.

On completion of this programme, students will be able to:

SILO 1 Review and assess economic, political and sociological dimensions of the hotel and catering industry from an employer’s perspective.

SILO 2 Evaluate the structure, composition and management of the hotel and catering industries using practical experiences.

SILO 3 Possess an understanding of differential patterns of hotel and catering operations and consumption, together with key trends in the future of the industry as a whole.

**Higher National Diploma Programmes**

## 4.3 General Aims and Learning Outcomes for Higher National Diploma Programmes

In addition to the Honours and Ordinary Programmes, the School will offer Higher National Diplomas in the following awards:

* HND Business Management
* HND Hotel and Catering Management
* HND International Tourism and Events

The HND awards respond to the continued demand for vocational programmes, designed to provide industry with competent individuals who are skilled and capable in their chosen discipline.

The HND provide a two-year full alternative to a three year degree programme, which appears to fit particular groups of students: some students lack the self-confidence to commit to a three year BA programme of study, while others are unwilling or unable to commit to the longer-term period of study. The HND continues to provide every opportunity for qualifying students to progress to a ‘top-up’ degree at SBS or part time within the School at NPTC. In this way the programme will provide a flexible approach to fostering a student’s personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the HND) and potentially a BA as well.

To receive the award of a HND the student must achieve 240 credits, with a minimum of 120 credits from Level 5. The Higher National Diploma students study the same modules at levels 4 and 5 of the corresponding BA programmes.

The HND have the following *general* aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Diploma level (see Section 5.2) and the appropriate Quality Assurance Agency Subject Benchmarks (for General Business and Management, Accounting, Leisure, Events, Tourism and Sport - see Appendix 3):

The general programme aims of the HND Portfolio are met by students achieving the general intended learning outcomes (GILOs) given below.

**Subject knowledge and understanding:**

On completion of this programme, students will be able to:

1. Demonstrate knowledge & critical understanding of facts, concepts, principles and theories relevant to the pathway.
2. Select and deploy established methodologies, techniques, and tools relevant to the analysis and evaluation of organisations, environments and management.
3. Demonstrate a critical understanding of contemporary pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation corporate social responsibility, knowledge and risk management.
4. Demonstrate knowledge and critical understanding of the characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.
5. Evaluate and apply vocationally relevant concepts associated with the management of financial, human and physical resources.

**Cognitive abilities and generic skills:**

On completion of this programme, students will be able to:

1. Apply the methods and techniques that have been learned, to review, consolidate and evaluate knowledge and understanding.
2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.
3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.
4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.
5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.
6. Perform effectively both individually and within a team environment, using interpersonal skills appropriately to manage group projects.
7. Research, integrate and critically evaluate information from a variety of sources, including the acknowledgement and referencing of sources.
8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.
9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.
10. Consider professional, ethical, social, and safety issues which directly pertain to the context of study including relevant legislation.

#### HND BUSINESS MANAGEMENT

The specific aims are to provide the student with:

1. Critical understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.
2. The ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

SILO 1 Demonstrate knowledge and critical understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

SILO 2 Apply a variety of conceptual frameworks and tools to analyse critically problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests.

SILO3 Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally and/or commercially oriented business plans and reports.

**HND INTERNATIONAL TOURISM AND EVENT MANAGEMENT**

The general focus of this pathway is to provide a flexible programme of study which permits students to develop a broad-based knowledge of tourism within the context of the business environment and to produce students with the relevant skills and abilities for purposeful employment within the tourism sector. The general learning outcomes of this pathway will therefore include management skills knowledge, intellectual skills, key skills and specific skills related to leisure, sport and tourism as specified by the QAA Unit 25 benchmark standard. Specific learning outcomes are thus interpreted and synthesised from the recent QAA LTSN subject benchmarks for 2008 and are as follows.

The specific aims are to provide the student with:

1. Critical understanding of the concepts and characteristics of tourism as area of academic and applied study together with knowledge of the nature and characteristics of tourists.
2. The ability to comprehend products and services within the tourism industry in dealing with impacts upon destinations.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

SILO 1 Review and assess historical, economic, political and sociological dimensions of the tourism industry.

SILO2 Evaluate the structure, composition and management of the tourism industries.

SILO 3 Analyse and evaluate the construction of the tourism experience in a managerial context comprising products, services and opportunities.

SILO 4 Possess an understanding of differential patterns of tourism operations and consumption, together with key trends in the future of the industry as a whole.

**HND HOTEL AND CATERING MANAGEMENT**

The general focus of this pathway is to provide a flexible programme of study which permits students to develop a broad-based knowledge of hotel catering within the context of a business environment and to produce students with the relevant skills and abilities for purposeful employment within the hotel catering sector. The general learning outcomes of this pathway will therefore include management skills knowledge, intellectual skills, key skills and specific skills related to hospitality as specified by the QAA Unit 25 benchmark standard. Specific learning outcomes are thus interpreted and synthesised from the recent QAA LTSN subject benchmarks for 2008 and are as follows.

The specific aims are to provide the student with:

1. An understanding of the nature of hospitality as area of academic and applied study together with knowledge of the hotel and catering industry.
2. Knowledge of products and services within the hotel and catering industry**.**

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

1. Review and assess the diversity of the hotel and catering industry in relation to customers, employees, organisations government and external agencies.
2. Appraise the structure, operation and management of the hotel and catering industry.

## 4.4 Higher National Certificate Programmes

4.4.1 General Aims and Learning Outcomes for the HNC Programmes

In addition to the Higher National Diplomas (HNDs), the School will offer Higher National Certificates (HNCs) in the following awards:

* HNC Business Management
* HNC Hotel and Catering Management
* HNC International Tourism Management

While the HND is a full time course over two years, in contrast the HNC is a part-time programme, normally running over two years. Typically the HNC is suitable for individuals who cannot, for various reasons, commit to a full-time course. In particular the HNC can offer a route to formalise the experience of individuals already in full time employment in jobs relevant to the pathway studied, and provides an opportunity for career development. It also offers a highly regarded award for suitable individuals who are unable for other reasons to commit to a full time course.

The HNC continues to provide every opportunity for qualifying students to progress to a ‘top-up’ HND and degree within the School. In this way the programme will provide a flexible approach to fostering a student’s personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the HNC) and potentially a HND/BA as well.

To receive the award of a Higher National Certificate, the student will study 160 credits, comprising 120 credits at Level 4 and 40 credits at level 5. The 160 credits represent 2/3 of the corresponding HND programme modules.

The HNCs have the following *general* aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Certificate level (see Section 5.2) and the appropriate Quality Assurance Agency Subject Benchmarks (for General Business and Management, Leisure, Events, Tourism and Sport ):

1. To develop in students knowledge and understanding of key aspects of a range of well-established concepts, principles and techniques associated with their particular pathway of study.
2. To encourage students to deploy established methodologies, techniques, and tools relevant to the analysis of a range of structured organisational-related problems, opportunities and contexts.
3. To promote an awareness of contemporary themes in management.
4. To provide an opportunity for students to demonstrate academic rigour appropriate to certificate level through skills of analysis and evaluation.
5. To develop in students the transferable skills required in the employment context.

The general programme aims of the HNC Portfolio are met by students achieving the general intended learning outcomes (GILOs) given below.

**Subject knowledge and understanding:**

On completion of this programme, students will be able to:

1. Demonstrate knowledge & understanding of basic facts, underlying concepts, principles and theories relevant to the pathway.
2. Deploy established methodologies, techniques, and tools relevant to the analysis of organisations, environments and management.
3. Demonstrate awareness of key contemporary pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation, corporate social responsibility, knowledge and risk management.
4. Demonstrate knowledge and understanding of the basic characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.
5. Evaluate and apply vocationally relevant concepts associated with the management of financial, human and physical resources.

**Cognitive abilities and generic skills:**

On completion of this programme, students will be able to:

1. Apply the methods and techniques that have been learned, to review, consolidate and evaluate knowledge and understanding.
2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.
3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.
4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.
5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.
6. Perform effectively both individually and within a team environment.
7. Research, integrate and analyse information from a variety of sources, including the acknowledgement and referencing of sources.
8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.
9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.
10. Consider professional, ethical, social, and safety issues which directly pertain to the context of study including relevant legislation.

**4.6.2 Pathway Specific Aims and Learning Outcomes for HNC Programmes**

#### HNC BUSINESS MANAGEMENT

The specific aims are to provide the student with:

1. Understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.
2. The ability to apply analytical frameworks appropriate to business management within structured contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.
2. Apply a variety of conceptual frameworks and tools to analyse structured problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests.
3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business plans and reports.

**HNC HOTEL AND CATERING MANAGEMENT**

The general focus of this pathway is to provide a flexible programme of study which permits students to develop a broad-based knowledge of tourism within the context of the business environment and to produce students with the relevant skills and abilities for purposeful employment within the tourism sector. The general learning outcomes of this pathway will therefore include management skills knowledge, intellectual skills, key skills and specific skills related to hospitality as specified by the QAA Unit 25 benchmark standard. Specific learning outcomes are thus interpreted and synthesised from the recent QAA LTSN subject benchmarks for 2008 and are as follows.

The specific aims are to provide the student with:

1 An understanding of the nature of hospitality as area of academic and applied study together with knowledge of the hospitality industry.

2 Knowledge of products and services within the hospitality industry**.**

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

1. Review and assess the diversity of the hospitality industry in relation to customers, employees, organisations government and external agencies.
2. Appraise the structure, operation and management of the hospitality industry.

**HNC INTERNATIONALTOURISM AND EVENT MANAGEMENT**

The general focus of this pathway is to provide a flexible programme of study which permits students to develop a broad-based knowledge of tourism within the context of the business environment and to produce students with the relevant skills and abilities for purposeful employment within the tourism sector. The general learning outcomes of this pathway will therefore include management skills knowledge, intellectual skills, key skills and specific skills related to leisure, sport and tourism as specified by the QAA Unit 25 benchmark standard. Specific learning outcomes are thus interpreted and synthesised from the recent QAA LTSN subject benchmarks for 2008 and are as follows.

The specific aims are to provide the student with:

1. An understanding of the nature of tourism as area of academic and applied study together with knowledge of the tourism industry.
2. Knowledge of products and services within the tourism industry**.**

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

SILO 1 Review and assess historical, economic, political and sociological dimensions of the tourism industry.

SILO 2 Appraise the structure, composition and management of the tourism industries.

# 4.7 PROGRAMME STRUCTURE

Figure 1: Proposed Neath Port Talbot Portfolio Structures

|  |
| --- |
| **Accounting**  **Foundation Degree Only** |
|  |
| Level 4 |
| Applied Personal & Professional Development (20) |
| Accounting Fundamentals (20) |
| Business Environment (20) |
| Marketing Essentials (20) |
| Management and Organisational Behaviour (20) |
| Business Information Systems (20) |
| Level 5 |
| Financial Reporting in Practice (20) |
| Cost Control and Performance Management (20) |
| Small, Medium Sized Enterprises in an International Environment (20) |
| Personal & Business Taxation (20) |
| Applied Industrial Placement (40) |

Exemptions for students achieving AAT level 4 will be given to Modules:

Applied Personal & Professional Development

Accounting Fundamentals

|  |  |
| --- | --- |
| **Business Management**  **(BA / Foundation Degree HND/HNC\*)** | |
|  | |
| Level 4 | |
| Applied Personal & Professional Development (20) | |
| Accounting Fundamentals (20) | |
| Business Environment (20) | |
| Marketing Essentials (20) | |
| Management and Organisational Behaviour (20) | |
| Business Information Systems (20) | |
|  |  |
| Level 5 (40 credits HNC, 120 Credits HND/FdA) | |
| Personnel Resourcing and Development (20)\* | |
| Cost Control and Performance Management(20)\* | |
| Entrepreneurship (20) | |
| Marketing in Practice (20) | |
| Award Specific Routes | |
| FdA only: Applied Industrial Placement (40) | |
| HND only: Assessing the Business Environment (20) | |
| HND only: Information for Decision Making (20) | |
|  |  |
| Level 6 | |
| Strategic Management & Sustainability (20) (ord) | |
| Marketing Communications Strategy (20) (ord) | |
| Organisational Consultancy (20) (ord) | |
| Strategic Information Systems and the e-Business (20) | |
| Options (40 credits) | |
| Dissertation (40 credits) | |
| Critical Perspectives on Management (20) | |
| Applied Leadership and Management (20) | |

|  |  |
| --- | --- |
| **International Tourism & Events Management**  **(BA / Foundation Degree HND/HNC\*)** | |
|  | |
| Level 4 | |
| Applied Personal & Professional Development (20) | |
| Hospitality & Guest Services (20) | |
| Marketing Essentials (20) | |
| Management and Organisational Behaviour (20) | |
| Introduction to Hospitality, Tourism and Events (20) | |
| Operations Management for Leisure, Events, Tourism & Sport (20) | |
|  |  |
| Level 5 | |
| Personnel Resourcing and Development (20)\* | |
| International Travel Operations (20)\* | |
| Culture Heritage and Arts Management (20) | |
| Managing Festivals, Conventions and Events(20) | |
| Award Specific Routes (40 Credits) | |
| HND only: Sustainable Tourism(20) | |
| HND only :Leading Customer Service (20) | |
| FdA only: Applied Industrial Placement (40) | |
|  |  |
| Level 6 | |
| Impacts and Developments of Festivals and Events (20) ord | |
| Global Tourism & Destination Management (20) ord | |
| Developing Niche Markets (20) ord | |
| Contemporary Themes in Hospitality Tourism & Events,(20) | |
| Option (40 Credits) | |
| Select Dissertation (40 credits) | |
| Thana Tourism (20) | |
| Organisational Consultancy (20) | |

|  |  |
| --- | --- |
| **Hotel and Catering Management**  **(BA/HND/C\*/ Foundation Degree)** | |
|  | |
| Level 4 | |
| Applied Personal & Professional Development (20) | |
| Hospitality & Guest Services (20) | |
| Marketing Essentials (20) | |
| Management and Organisational Behaviour (20) | |
| Introduction to Hospitality Leisure, Events, (20) | |
| Accounting Fundamentals (20) | |
|  |  |
| Level 5 | |
| Personnel Resourcing and Development (20) | |
| Rooms Division Management (20)\* | |
| Managing Festivals, Conventions and Events (20)\* | |
| Food and Beverage Operations in Practice (20) | |
| Award Specific Routes (40 credits) | |
| FdA Only: Applied Industrial Placement (40) | |
| HND only: World Cuisine (20) | |
| HND only: Physical Resource Management and Sustainability (20) | |
|  |  |
| Level 6 | |
| Strategic Hospitality Operations Management (20) | |
| Principles of Gastronomy (20) ord | |
| On Licensed Premises Management (20) ord | |
| Contemporary Themes in Hospitality, Events, and Tourism (20) ord | |
| Options (40 credits) | |
| Select Dissertation (40 credits) | |
| Organisational Consultancy (20) | |
| Developing Niche Markets (20) | |

**Credit weightings for each module**

The structure conforms to the University’s recommendation that modules should be worth credits in multiples of 10. The programmes typically are populated with 20- credit modules but with two 40-credit modules (Applied Industry Placement and the Dissertation). To achieve the award studied, the following credits must be attained:

* To gain an *Honours* degree, modules totalling 360 credits must be studied at three levels (at Honours level 4, 5 and 6).
* To gain an *Ordinary* degree, modules totalling 300 credits must be studied at three levels (at levels 4, 5 and 6), with at least 60 credits achieved at level 6.
* To gain a *Joint Honours* (half degree) award, modules totalling 180 credits must be studied at three levels (at Honours level 4, 5 and 6).
* To gain a *Foundation Degree* modules totalling 240 credits must be studied at levels 4 and 5
* To gain a *HND*, modules totalling 240 credits must be studied at two levels (at levels 4 and 5).
* To gain a *HNC*, modules totalling 160 credits must be studied at two levels (at levels 4 and 5), with 40 credits achieved at level 5.

Table 1 lists the core and option modules for each programme at each level of the Portfolio

**Level 4 Modules BA/FD/HND/C**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PATHWAY (BA/FOUNDATION/HND/HNC)**  **MODULE TITLE (20 credits each)** | **Accounting (FD)** | **Business Management**  **(BA /FD,HND)/C** | **International Tourism Event Mgt**  **(BA/ FD/HND/C)** | **Hotel Catering Management**  **(BA)/FD/HND\0** | **HNC Hotel Catering Management** | **HNC Business** | **HNC Tourism Management** |
| Accounting Fundamentals | 20 | 20 |  | 20 | 20 | 20 |  |
| Applied Personal & Professional Development | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Business Environment | 20 | 20 |  |  |  | 20 |  |
| Business Information Systems | 20 | 20 |  |  |  | 20 |  |
| Hospitality & Guest Services |  |  | 20 | 20 | 20 |  | 20 |
| Introduction to Hospitality, Tourism and Events |  |  | 20 | 20 | 20 |  | 20 |
| Operations Management for Leisure, Events, Tourism & Sport |  |  | 20 |  |  |  | 20 |
| Management and Organisational Behaviour | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| Marketing Essentials | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| **TOTAL CREDITS FOR LEVEL 4** | **120** | **120** | **120** | **120** | **120** | **120** | **120** |

**Level 5 Modules BA/FD/HND/C**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PATHWAY (BA/FD/HND)**  **MODULE TITLE (20 credits each)** | **Accounting (FD)** | **Business Management**  **(BA /FD/HND)** | **Hotel Catering Mgt**  **(BA/FD/HND)** | **International Tourism Mgt (BA/FD/HND)** | **HNC Hotel Catering Mgt Management** | **HNC Business** | **HNC Tourism & Events Management** |
| Applied Industrial Placement  FdA only | 40 | 40 | 40 | 40 |  |  |  |
| Assessing the Business Environment |  | 20 |  |  |  |  |  |
| Cost Control and Performance Management | 20 | 20 |  |  |  | 20 |  |
| Culture, Heritage & Arts Management |  |  |  | 20 |  |  |  |
| Entrepreneurship |  | 20 |  |  |  |  |  |
| Financial Reporting in Practice | 20 |  |  |  |  |  |  |
| Information for Decision Making |  | 20 |  |  |  |  |  |
| International Travel Operations |  |  |  | 20 |  |  |  |
| Leading Customer Service Excellence |  |  | 20 | 20 |  |  |  |
| Managing Festivals, Conventions and Events |  |  | 20 | 20 | 20 |  | 20 |
| Marketing in Practice |  | 20 |  |  |  |  |  |
| Personal & Business Taxation | 20 |  |  |  |  |  |  |
| Personnel Resourcing and Development |  | 20 | 20 | 20 |  | 20 |  |
| Physical Resource Management |  |  | 20 |  |  |  |  |
| Rooms Division Management |  |  | 20 |  | 20 |  |  |
| Small &Medium Sized Enterprises in an International Environment | 20 |  |  |  |  |  |  |
| Sustainable Tourism |  |  |  | 20 |  |  | 20 |
| World Cuisine |  |  | 20 |  |  |  |  |

**Level 6 Modules (BA only)**

|  |  |  |  |
| --- | --- | --- | --- |
| **PATHWAY (BA)**  **MODULE TITLE**  **(20 credits each except Dissertation 40 credits)** | **Business Management** | **Hotel Catering Management** | **International Tourism & Events Mgt** |
| Applied Leadership & Management | 20 |  |  |
| Contemporary Themes in Tourism, Hospitality and Events |  | 20 | 20 |
| Critical Perspectives on Management | 20 |  |  |
| Developing Niche Markets |  | 20 | 20 |
| Dissertation (40 credits) |  |  |  |
| Global Tourism & Destination Management |  |  | 20 |
| Impacts and Development of Festivals and Events |  |  | 20 |
| Marketing Communications Strategy | 20 |  |  |
| On Licensed Premises Management |  | 20 |  |
| Organisational Consultancy | 20 | 20 | 20 |
| Principles of Gastronomy |  | 20 |  |
| Strategic Food & Beverage Management |  | 20 |  |
| Strategic Management & Sustainability | 20 |  |  |
| Strategic Information Systems and the e-Business | 20 |  |  |
| Thana Tourism |  |  | 20 |

### Pre-requisite modules

In developing the structure of each individual pathway, the team was careful to ensure that the students had the underpinning knowledge necessary to allow them to study each individual module of the programme.

|  |  |  |
| --- | --- | --- |
| **Level 4 ACCOUNTING** |  | **Level 5** |
| Applied Personal and Professional Development |  | Cost Control an Performance Management |
| Business Environment |  | Financial Reporting in Practice |
| Accounting Fundamentals |  | Personal & Business Taxation |
| Business Information Systems |  | Small & Medium Sized Enterprises in an International Environment |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4 BUSINESS MGT** |  | **Level 5** |  | **Level 6** |
| Accounting Fundamentals |  | Cost Control and Performance Management |  | Strategic Management & Sustainability |
| Applied Personal and Professional Development |  | Entrepreneurship |  | Organisational Consultancy |
| Business Environment |  | Information for Decision Making |  | Strategic Information Systems and the e-Business |
| Marketing Essentials |  | Marketing in Practice |  | Marketing Communications Strategy |
| Management and Organisation Behaviour |  | Personnel Resourcing and Development |  |  |
| Business Information Systems |  |  |  |  |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4 ITEM** |  | **Level 5** |  | **Level 6** |
| Applied Personal & Professional Development |  | Applied Industry Placement |  | Impacts and Development of Festivals and Events |
| Guest Services & Hospitality |  | International Travel Operations |  | Global Tourism and Destination Management |
| Introduction to Leisure, Events, Tourism and Sport |  | Sustainable Tourism |  | Developing Niche Markets |
| Management and Organisation Behaviour |  | Personnel Resourcing and Development |  | Thana Tourism |
| Operations Management for Leisure, Events, Tourism & Sport |  | Culture Heritage and Arts Management |  |  |
| Marketing Essentials |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4 Hotel Catering Mgt** |  | **Level 5** |  | **Level 6** |
| Accounting Fundamentals |  | Rooms Division Management |  | Strategic Food & Beverage Management & Sustainability |
| Applied Personal and Professional Development |  | World Cuisine |  | Principles of Gastronomy |
| Hospitality & Guest Services |  | Information for Decision Making |  | On Licensed Premises Management |
| Marketing Essentials |  | Managing Festivals &Events |  | Contemporary themes in Hospitality Events &Tourism |
| Management and Organisation Behaviour |  | Personnel Resourcing and Development |  |  |
| Introduction to Hospitality, Leisure and Events |  |  |  |  |

# 5 QAA Subject Benchmark Standards for Business and Management

The subject benchmark statements for general business and management honours degree programmes are categorised as being broadly based and general in their scope. The subject benchmark statement articulates the knowledge and skills to be expected of successful honours graduates in the field and provides descriptors of these in two categories of achievement: threshold and typical (defined later).

The QAA describes the subject benchmark statement as being

*‘intended to be of use to those involved in the design, delivery and review of business and management programmes but is not intended to be a prescription of a national curriculum or to constrain innovation in programme design. It is the responsibility of individual institutions to decide which of their particular programme specifications are appropriate to this subject benchmark statement’*.

The factors which have been selected as the basis for differentiation between the two categories of achievement are the range and consistency of demonstration of:

* breadth, depth, integration and application of knowledge and understanding
* subject-specific and intellectual skills
* personal and interpersonal skills
* learning skills
* capability to deal with uncertainty and complexity
* the capabilities of evaluation, reflection, creativity and originality.

**Threshold standard**

This is interpreted to mean that all students (taken over all years) graduating with an honours degree in the discipline of general business and management will have achieved this. On graduating with an honours degree in general business and management, students will have:

* knowledge and understanding of the key areas of business and management,
* the relationships between these and their application
* demonstrated competence within the range of subject-specific and intellectual skills
* a view of business and management which is predominantly influenced by guided learning with a limited critical perspective.

SUMMARISED BENCHMARKS FOR BUSINESS AND MANAGEMENT (QAA, 2007)

|  |
| --- |
| **Subject knowledge and understanding**  Relates to organizations, the external environment and management. Within the framework of these three main areas, it is expected that graduates will be able to demonstrate knowledge and understanding in the following areas: |
| Markets - the development and operation of markets for resources, goods and services |
| Customers - customer expectations, service and orientation |
| Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications |
| People - the management and development of people within organisations |
| Operations - the management of resources and operations |
| Information systems - the development, management and exploitation of information systems and their impact upon organisations |
| Communication and information technology - the comprehension and use of relevant communication and information technologies for application in business and management |
| Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests |
| Pervasive issues - sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management. |
| **Skills** |
| Cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately |
| Effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations |
| Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports |
| Numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena |
| Effective use of communication and information technology for business applications |
| Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise |
| Effective performance, within a team environment, including leadership, team building, influencing and project management skills |
| Interpersonal skills of effective listening, negotiating, persuasion and presentation |
| Ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process |
| Self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues. Also, the skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning |

According to the Business and Management subject Benchmarks, the purpose of general business and management programmes is threefold:

* study of organisations, their management and the changing external environment in which they operate
* preparation for and development of a career in business and management
* enhancement of lifelong learning skills and personal development to contribute to society at large.

#### QAA Subject Benchmark Standards for Accounting

According to the QAA Subject Benchmark Standards for Accounting:

*‘Accounting as a degree subject requires students to study how the design, operation and validation of accounting systems affect, and are affected by, individuals, organisations, markets, society and the environment... accounting is often studied in combination with a significant amount of finance... [which] should also require the study of the operation and design of financial systems, risk, financial structures, and financial instruments.’*

Threshold standards:

* demonstrate a basic knowledge and understanding of some of the contexts in which accounting operates
* demonstrate a basic knowledge, understanding and an ability to use the current technical language to describe practices of accounting and an ability to apply them in simple structured situations from given data generated for the purpose
* demonstrate a basic knowledge and understanding of some alternative technical language and practices and, where relevant within the context of a particular degree programme, an ability to apply them in simple structured situations from given data generated for the purpose with reasonable accuracy, be able to record and summarise straightforward transactions and other economic events and prepare financial statements complying in outline with relevant regulatory requirements; will be able to analyse the operations of a business and perform financial analyses and projections at a basic level
* demonstrate a basic knowledge and understanding of theories and empirical evidence concerning the effects of accounting in at least one of its contexts
* where the programme has a substantial finance content, demonstrate a basic knowledge and understanding of theories and empirical evidence concerning financial management, risk and the operation of capital markets
* demonstrate possession of the required cognitive abilities and non-subject specific skills to a basic level of achievement.

SUMMARISED BENCHMARKS FOR ACCOUNTING (QAA, 2007)

|  |
| --- |
| **Subject knowledge and understanding**  The examples in parentheses are illustrative not prescriptive |
| some of the contexts in which accounting can be seen as operating (examples of contexts include the legal, ethical, social and natural environment; the accountancy profession; the business entity; the capital markets; the public sector) |
| The main current technical language and practices of accounting (for example, recognition, measurement and disclosure in financial statements; managerial accounting; auditing; taxation) in a specified socio-economic domain |
| Some of the alternative technical languages and practices of accounting (for example, alternative recognition rules and valuation bases, accounting rules followed in other socio-economic domains, alternative managerial accounting approaches to control and decision-making) |
| Skills in recording and summarising transactions and other economic events; preparation of financial statements; analysis of the operations of business (for example, decision analysis, performance measurement and management control); financial analysis and projections (for example, analysis of financial ratios, discounted cash flow analysis, budgeting, financial risks) |
| Contemporary theories and empirical evidence concerning accounting in at least one of its contexts (for example, accounting and capital markets; accounting and the firm; accounting and the public sector; accounting and society; accounting and sustainability) and the ability to critically evaluate such theories and evidence |
| Theories and empirical evidence concerning financial management, risk and the operation of capital markets (in cases of degrees with significant finance content). |
| **Cognitive abilities and generic skills** |
| The capacity for the critical evaluation of arguments and evidence |
| The ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student |
| The ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources |
| Capacities for independent and self-managed learning |
| Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level |
| Skills in the use of communications and information technology in acquiring, analysing and communicating information (currently these skills include the use of spreadsheets, word processing software, online databases) |
| Communication skills including the ability to present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience |
| Normally, an ability to work in groups, and other interpersonal skills, including oral as well as written presentation skills |

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#### QAA Subject Benchmark Standards for Hospitality, Leisure, Sport and Tourism

The subject benchmark statement for Hospitality, Leisure, Sport and Tourism (HLST) represents five subjects: events; hospitality; leisure; sport; and tourism. The benchmarks represent a sector which incorporates much of the 'leisure and entertainment' industry, in which there remains considerable scope for innovation, diversity and new programme development.

This set of benchmarks was used in the development of the following programmes:

* Hospitality Management
* International Tourism and Events Management

The subject benchmarks identify the *generic* skills and aptitudes of graduates in HLST programmes i.e. skills and aptitudes that should be achievable in all programmes in the HLST subject grouping, together with the *subject-specific* outcomes (which are discussed later). During programme development workshops, the programme team mapped the module content, aims and learning outcomes against the QAA subject benchmarks for HLST. The programmes therefore embed these cognitive and practical abilities expected from a HLST graduate within the modules, ensuring that the content also reflects the necessary body of knowledge expected for working within the HLST industry.

SUMMARISED BENCHMARKS FOR HLTS

|  |
| --- |
| **ALL HOSPITALITY, TOURISM, EVENTS MANAGEMENT** |
| **Generic knowledge, understanding and skills (summarised)** |
| Research and assess paradigms, theories, principles, concepts and factual Information, and apply such skills in explaining and solving problems |
| Critically assess and evaluate evidence in the context of research methodologies and data sources |
| Critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted |
| Describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context |
| Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data |
| Apply knowledge to the solution of familiar and unfamiliar problems |
| Develop a sustained reasoned argument, perhaps challenging previously held assumptions |
| Demonstrate effective communication and presentation skills |
| Work effectively independently and with others |
| Take and demonstrate responsibility for their own learning and continuing personal and professional development |
| Self-appraise and reflect on practice |
| Plan, design, manage and execute practical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills |
| Recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct |
| Undertake fieldwork with continuous regard for safety and risk assessment. |
| Demonstrate vocationally relevant managerial skills and knowledge by exposure to professional practice |
| Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources. |

**Threshold, Typical and Excellence levels**

The School attempts to differentiate between these levels in all marked student work. Generic Grading Criteria are used for all assignment and practical work as shown in table 9 (BA assessment criteria) and Table 10 (HN assessment criteria). This information is distributed to all students with each assignment brief (see Appendix 5 for the School Assignment template)

* BA assessment grading follows the standard University classification system of 3rd, 2nd (2:1 or 2:2) and 1st classifications, which allows differentiation into the threshold, typical and excellence categories.
* HN assessment grading follows the standard University classification system of Pass, Merit and Distinction which allows differentiation into the threshold, typical and excellence categories.

Generic Grading Criteria for BA Portfolio

|  |  |
| --- | --- |
| **Generic Grading Criteria (Degree)** | |
| **0-35** | **A mark in this range is indicative that the work is below the standard required at the current level of your Degree programme.** Work falls short of the threshold standards in relation to one or more of knowledge, intellectual, subject based or key skills. Work is based on only minimal understanding, application or effort. It will offer only very limited evidence of familiarity with knowledge or skills appropriate to the field of study or task and/or demonstrate inadequate capability in key skills essential to the task concerned. It may address the assessment task to some extent, or include evidence of successful engagement with some of the subject matter, but such satisfactory characteristics will be clearly outweighed by major deficiencies across remaining areas. Other reasons for failing the coursework may include excessive absenteeism; academic dishonesty (cheating), plagiarism or failure to participate in teamwork. |
| **35-39** | **A mark in this range is indicative that the work is below, but at the upper end is approaching the standard required at the current level of your Degree programme.** Whilst some points are correctly presented there are serious errors and/or omissions and/or irrelevant material. It indicates work of an insufficient standard. It will show very limited knowledge or understanding of the relevant subject area, and display weak writing and analytical skills and/or poor application of technique. Writing will exhibit weak grammar, very inadequate or absent references and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions. |
| **40-49** | **A mark in this range is indicative that the work is of an acceptable standard at the current the level of your Degree programme.** Work demonstrates some familiarity with and grasp of a factual/conceptual knowledge base for the field of study and/or ability to employ specialist skills, but only just meeting threshold standards. Work may be characterised by some significant errors, omissions or problems, but there will be sufficient evidence of development and competence. Writing may be poorly presented without properly laid out referencing/bibliography, or in the case of quantitative work, it may not be possible to follow the logic and reasoning leading to the results obtained and the conclusions reached. |
| **50-59** | **The work is of a satisfactory to very satisfactory standard at the current level of your Degree programme.** Work demonstrates ability to evaluate new information, concepts and evidence from a range of sources and generate ideas through the analysis of concepts at an abstract level. Arguments and issues will be discussed and referenced, but these may not be fully documented or detailed. The work will be mostly accurate and provide some evidence of the ability to analyse, synthesise, evaluate and apply required methods/techniques. There will be no serious omissions or inaccuracies. There will be good evidence of ability to take responsibility for own learning including the selection and use of relevant techniques and applying creative skills. With quantitative work it should be possible to follow the logical steps leading to the answer obtained and the conclusions reached. |
| **60-69** | **A mark in this range is indicative of that the work is of a very good standard for the current level of your Degree programme.** Work of commendable quality commanding wide ranging specialised technical, creative and/or conceptual skills. There will be consistent evidence of capability in all relevant subject-based skills, including the ability to self-evaluate and work autonomously and to use effectively specified techniques in appropriate contexts.  Writing work will make excellent use of appropriate, fully referenced, detailed examples and there will be clear evidence of analysis, synthesis and evaluation. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed. |
| **70-84** | **A mark in this range is indicative that the work is of an excellent standard for the current level of your Degree programme.** Work is based on a rigorous and broad knowledge base, demonstrating ability to analyse, synthesise, evaluate concepts and/or interpret and describe the creative expression and the associated workflow process including both the design and development/production considerations.  The work will go beyond that provided on reading lists and include independent work. There will be strong evidence of competence across a range of specialised skills and the capability to operate autonomously. The work will exhibit excellent levels of knowledge and understanding, with elements of originality and flair. |
| **85-100** | **A mark in this range is indicative of outstanding work.** Marks in this range will be awarded for work that exhibits excellent levels of knowledge and understanding throughout with substantial elements of originality and flair. The work will demonstrate a broad range of critical reading that goes well beyond that provided on reading lists. Marks at the upper end of the range will indicate that the work is of publishable, or near publishable academic standard. |

Generic Grading Criteria for HN Portfolio

|  |  |
| --- | --- |
| **Generic Grading Criteria (HNC/D)** | |
| **Referred / Fail** | **The work is far below the standard required at the current level of your Higher HNC/D programme.**  Whilst some points are correctly presented there are serious errors and/or omissions and/or irrelevant material. It indicates work of an insufficient standard. It will show very limited knowledge or understanding of the relevant subject area, and display weak writing and analytical skills and/or poor application of technique. Writing will exhibit inadequate or absent references and/or bibliography and may contain major factual errors.  It may address the assessment task to some extent, or include evidence of successful engagement with some of the subject matter, but such satisfactory characteristics will be clearly outweighed by major deficiencies across remaining areas.  Quantitative work will contain significant errors and incorrect conclusions. Other reasons for failing the coursework may include academic dishonesty (cheating), plagiarism or failure to participate in teamwork. |
| **Pass** | **The work is of an acceptable standard at the current level of your HNC/D programme.**  The work will be mostly accurate and provide some evidence of the ability to analyse, synthesise, evaluate and/or apply standard methods/techniques. There will be no serious omissions or inaccuracies.  Writing may be poorly presented without properly laid out referencing/bibliography, or in the case of quantitative work, it may be difficult to follow the logic and reasoning leading to the results obtained and the conclusions reached.  Work may be characterised by some errors, omissions or problems, but there will be sufficient evidence of development and competence. |
| **Merit** | **The work is of a good to very good standard for the current level of your HNC/D programme.**  Work of commendable quality based on a strong factual/conceptual knowledge base for the field of study and/or effective application of skills and techniques relevant to the assessment task. There will be clear evidence of analysis, synthesis, evaluation and application. Writing will make use of appropriate, fully referenced, detailed examples. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed. |
| **Distinction** | **The work is of an excellent standard for the current level of your HNC/D programme.**  Work is based on a broad knowledge base, demonstrating sustained ability to analyse, synthesise, evaluate and interpret concepts, principles and/or data within the field of study and/or creative and original application of relevant skills and techniques. The work will go beyond that provided on reading lists and include independent argument/application. |

## Benchmark of the QAA Framework for Higher Education Qualifications

#### 5.2 Descriptor for a higher education qualification at level 6

Qualification descriptors exemplify the nature and characteristics of the main qualification at each level, and comparison demonstrates the nature and characteristics of change between qualifications at different levels. They provide clear points of reference at each level and describe outcomes that cover the great majority of existing qualifications. The QAA higher education qualification descriptors for Honours level are reflected within the programmes to ensure that the programmes meet the required standards and contain the necessary transferable skills. These are defined as follows:

**Descriptor for a qualification at Honours (H) level: Bachelors degree with Honours**

**Honours degrees are awarded to students who have demonstrated:**

i a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;

ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline;

iii conceptual understanding that enables the student:

* to devise and sustain arguments, and/or to solve problems, using ideas and  
  techniques, some of which are at the forefront of a discipline; and
* to describe and comment upon particular aspects of current research, or  
  equivalent advanced scholarship, in the discipline;

iv an appreciation of the uncertainty, ambiguity and limits of knowledge;

v the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

**Typically, holders of the qualification will be able to:**

a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

1. communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

**and will have:**

d) qualities and transferable skills necessary for employment requiring:

* the exercise of initiative and personal responsibility;
* decision-making in complex and unpredictable contexts; and
* the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

The programme also takes into account the additional transferable skills that may be developed in the context of the programmes but which are of a general nature and applicable in many other contexts.

* Effective information-retrieval skills (including the use of browsers, search engines and catalogues).
* Numeracy in both understanding and presenting cases involving a quantitative dimension.
* Effective use of general IT facilities.
* Managing one's own learning and development including time management and organisational skills.
* Appreciating the need for continuing professional development in recognition of the need for lifelong learning

During programme development workshops, the programme team mapped the module content, aims and learning outcomes against the QAA qualification descriptors. For instance, studentsdemonstrate and develop *‘(ii) an ability to deploy accurately established techniques of analysis and enquiry…’* within many of the modules but specific examples include ‘Accounting Fundamentals’ and ‘Business Environment’ at level four, ‘Coaching and Elite Sports Performance’, ‘Cost Control and Performance Management’ and ‘Culture Heritage and Arts Management’ at level five and ‘Marketing Communications Strategy’ at level six. The ability to ‘*b)* *critically evaluate arguments…or identify a range of solutions - to a problem’* is introduced at level four in, for example, ‘Business Information Systems’ and ‘Hospitality and Guest Services’, developed in ‘Coaching and Elite Sports Performance’, ‘Entrepreneurship’ and ‘Leading Customer Service Excellence’ at level five and ‘Applied Leadership and Management’ and ‘Strategic Information Systems and the e-Business’ at level six. The ‘*d) qualities and transferable skills necessary for employment’* are embedded and developed in all of the modules, but are specifically introduced in the level four module ‘Applied Personal and Professional Development’.

#### Descriptor for a higher education qualification at level 5:

The QAA higher education qualification descriptors at level 5 relate to the Higher National Diploma and the Diploma of Higher Education. These are defined as follows:

**Level 5 qualifications are awarded to students who have demonstrated:**

* knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
* ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
* knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
* an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

**Typically, holders of the qualification will be able to:**

* use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
* effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
* undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

**And holders will have:**

* the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

During programme development workshops, the programme team mapped the module content, aims and learning outcomes against the QAA qualification descriptors. For instance, students *‘use a range of established techniques to initiate and undertake critical analysis of information,’* within many of the modules but specific examples include ‘Accounting Fundamentals’ and ‘Business Environment’ at level four, ‘Coaching and Elite Sports Performance’, ‘Cost Control and Performance Management’ and ‘Culture Heritage and Arts Management’ at level five. The ability to ‘*propose solutions to problems arising from that analysis’* is introduced at level four in, for example, ‘Business Information Systems’ and ‘Hospitality and Guest Services’, and developed in ‘Coaching and Elite Sports Performance’, ‘Entrepreneurship’ and ‘Leading Customer Service Excellence’ at level five. The ‘*qualities and transferable skills necessary for employment’* are embedded and developed in all of the modules, but are specifically introduced in the level four module ‘Applied Personal and Professional Development’.

#### Descriptor for a higher education qualification at level 4:

The Higher National Certificate and Certificate of Higher Education are represented at level 4 by the QAA higher education qualification descriptors. These are defined as follows:

**Certificates of Higher Education are awarded to students who**

**have demonstrated:**

* knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
* an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

**Typically, holders of the qualification will be able to:**

* evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
* communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
* undertake further training and develop new skills within a structured and managed environment.

**And holders will have:**

* the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility*.*

During programme development workshops, the programme team mapped the module content, aims and learning outcomes against the level 4 QAA qualification descriptors. For instance, in the ‘Business Information Systems’ module studentsdemonstrate *‘an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study’* and students are required to *‘communicate the results of their study/work accurately and reliably, and with structured and coherent arguments’.*

Students demonstrate *‘knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study,’* within many of the modules but specific examples include ‘Accounting Fundamentals’, ‘Business Environment’, Introduction to Leisure, Events, Tourism and Sport and ‘Operations Management for Leisure, Events, Tourism & Sport’ at level four, ‘The ‘*qualities and transferable skills necessary for employment’* are embedded and developed in all of the modules, but are specifically introduced in the level four module ‘Applied Personal and Professional Development’.

## Mapping to the Subject Benchmarks

The following tables report the results of the mapping exercise to ensure:

1. Programme Intended Learning Outcomes map to Subject Benchmarks
2. Programme Intended Learning Outcomes map to Programme Modules

ACCOUNTING Intended Learning Outcomes Mapped to Subject Benchmarks

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | GENERAL INTENDED LEARNING OUTCOMES | | | | | | | | | | | | | | | FDA SPECIFIC | | | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Subject Benchmarks:**  **FDA ACCOUNTING**  **QAA (2007) Subject Benchmark Standards: Accounting** | GILO1 Know :facts, concepts, principles | GILO2 Deploy techniques and tools | GILO3 Contemporary pervasive themes | GILO4 Markets, marketing, customers | GILO5 Financial, human, physical resources | GILO6 Synthesis and evaluation | GILO7 Problem-solving | GILO8 Written and oral communication | GILO9 Analysis of financial/numerical data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Professional, ethical, social issues | | SILO1 Accounting issues in sectors | SILO2 Use accounting frameworks tools | SILO3 Evaluate emerging issues | SILO4 Vocationally relevant concepts | |
| **Subject knowledge and understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |
| Accounting contexts& environment eg public sector, PEST | x | x |  |  | x |  | x | x | x | x |  |  | x |  |  | | x | x | x | x | |
| Technical language and practices of accounting | x | x |  |  |  |  | x | x | x | x |  | x | x |  | x | | x | x | x | x | |
| Alternative technical languages and practices/approaches | x | x | x |  | x | x | x | x | x |  |  | x |  |  |  | | x | x | x | x | |
| Recording, summarising, analysing transactions & events; | x | x |  | x | x | x | x | x | x | x |  |  | x |  | x | | x | x | x | x | |
| Contemporary theories and evidence in contexts | x | x | x | x | x | x | x | x | x |  |  | x |  | x | x | | x | x | x | x | |
| Financial management, risk and capital markets | x | x | x | x | x | x | x | x | x |  |  | x |  |  | x | | x | x | x | x | |
| **Cognitive abilities and generic skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |
| Critical evaluation of arguments and evidence |  |  |  |  |  | x | x |  |  |  |  |  | x | x |  | |  |  | x |  | |
| Analysis & conclusions re un- structured problems |  |  | x | x | x | x | x |  | x |  |  |  | x |  |  | |  |  | x |  | |
| Research from multiple sources & referencing of sources |  |  | x |  |  |  |  | x | x |  |  | x |  |  |  | | x |  |  |  | |
| Independent and self-managed learning |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | |  |  |  |  | |
| Numeracy skills, including financial and statistical concepts | x |  |  |  | x |  | x |  | x |  |  |  |  |  |  | | x | x | x | x | |
| Communications and information technology |  |  |  |  |  |  |  |  |  | x |  |  |  |  |  | |  |  |  |  | |
| Effective communication in a range of appropriate forms |  |  |  |  |  |  |  | x |  |  |  | x |  |  |  | |  |  |  |  | |
| Group work, interpersonal skills, oral and in writing |  |  |  |  |  |  |  | x |  |  | x |  |  |  |  | |  |  |  |  | |

BUSINESS Intended Learning Outcomes Mapped to Subject Benchmarks

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | GENERAL INTENDED LEARNING OUTCOMES  (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO) | | | | | | | | | | | | | | | FDA | | | | BA Hons | | | | | HND/C | | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Subject Benchmarks:**  **BA/HND/C FDA**  **BUSINESS MANAGEMENT**  **QAA (2007) Subject Benchmark Standards: Business And Management** | GILO.1 Knowledge :facts, concept principles | GILO.2 Deploy techniques and tools | GILO.3 Contemporary pervasive themes | GILO.4 Markets, marketing, customers | GILO.5 Financial, human, phys’l resource | GILO.6 Synthesis and evaluation | GILO.7 Problem-solving | GILO.8 Written and oral communication | GILO.9 Analysis of financial/numerical data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research, & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Professional, ethical, social issues | | SILO1 Management of business functions | SILO2 Use frameworks/tools, policies | SILO3 e-Business/IS strategy | | SILO1 Management of business functions | SILO2 Analyse complex problems & strategy | SILO 3Management &exploitation of systems | SILO4 Entrepreneurial skills (hons only) | | SILO1 Key Issues in business functions | SILO2 Identify problems in functions | SILO3 Entrepreneurial investigations | |
| **Subject knowledge and understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  |  |  |  | |  |  |  | |
| Development/operation of markets for resources, goods | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  | | x | x | x | | x | x | x | x | | x | x | x | |
| Customers - expectations, service and orientation | x | x |  | x |  |  |  |  |  |  |  |  |  | x |  | | x | x | x | | x | x | x | x | | x | x | x | |
| Finance - sources, uses & management of finance | x | x |  |  | x |  |  |  | x |  |  |  |  |  |  | | x | x | x | | x | x | x | x | | x | x | x | |
| People - management & development of people in orgs | x | x |  |  | x |  |  |  |  |  |  |  |  |  |  | | x | x | x | | x | x | x | x | | x | x | x | |
| Operations - the management of resources and operations | x | x |  |  | x |  |  |  |  |  |  |  |  |  |  | | x | x | x | | x | x | x | x | | x | x | x | |
| Information systems management and impact on orgs | x | x |  |  | x |  |  |  |  |  |  |  |  |  |  | | x | x | x | | x | x | x | x | | x | x | x | |
| Use of communication and information technology | x |  |  |  |  |  |  |  | x |  |  |  |  |  |  | |  |  | x | |  |  | x |  | |  | x |  | |
| Business environment ,strategy, stakeholder interests | x | x | x | x |  |  |  |  |  |  |  |  |  |  |  | |  | x | x | |  | x |  |  | |  | x |  | |
| Pervasive issues - sustainability, globalisation, CSR, diversity, innovation, creativity, enterprise, risk mgt. | x | x | x | x |  |  |  |  |  |  |  |  |  | x | x | |  |  | x | |  |  | x |  | |  |  | x | |
| **Cognitive abilities and generic skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  |  |  |  | |  |  |  | |
| Cognitive skills of critical thinking, analysis and synthesis. | x | x | x | x | x | x |  |  | x | x |  | x |  |  | x | | x | x | x | | x | x | x | x | | x | x | x | |
| Problem solving and decision making |  | x | x | x | x |  | x |  | x | x |  |  |  |  |  | |  | x |  | | x |  | x |  | | x | x |  | |
| Effective communication, oral and in writing | x | x | x | x | x | x | x | x |  | x |  | x |  |  |  | |  | x |  | | x |  |  |  | | x |  |  | |
| Numeracy and quantitative skills including data analysis |  | x |  |  | x |  | x |  | x | x |  |  |  |  |  | | x |  |  | | x |  |  | x | | x |  | x | |
| Use of communication and information technology |  | x |  |  |  |  |  | x | x | x |  |  |  |  |  | |  |  | x | |  |  | x |  | |  |  | x | |
| Self-management planning, initiative and enterprise |  |  | x |  |  |  |  |  |  |  | x |  | x |  |  | | x |  |  | |  |  |  | x | |  |  | x | |
| Effective performance, within a team environment |  |  |  |  |  |  |  |  |  |  | x |  |  |  |  | |  | x |  | |  |  |  |  | |  |  |  | |
| Interpersonal skills of listening, persuasion & presentation |  |  |  |  |  |  |  | x |  |  | x |  | x |  |  | |  |  | x | |  |  | x |  | |  |  |  | |
| Ability to conduct research into management issues | x | x | x | x | x |  |  |  |  | x |  | x |  |  |  | | x |  |  | | x |  |  |  | | x |  |  | |
| Self-reflective learning/criticality and sensitivity to diversity |  |  | x |  | x |  |  |  |  | x | x |  | x | x |  | | x |  |  | | x |  |  |  | | x |  |  | |

INTERNATIONAL TOURISM & EVENTS MANAGEMENT Outcomes Mapped to Benchmarks

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | GENERAL INTENDED LEARNING OUTCOMES  (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO) | | | | | | | | | | | | | | | FDA SPECIFIC | | | | | BA Hons/ Ord | | | | | HND/C | | | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Subject Benchmarks:**  **BA/HND/C/FDA**  **INTERNATIONAL TOURISM & EVENTS MANAGEMENT**  **QAA (2007) Subject Benchmark Standards: Tourism Management** | GILO1Know facts, concept, principle | GILO2 Deploy techniques and tools | GILO3 Contemporary themes | GILO4 Markets, marketing, customer | GILO5 Finan’ human phys’l resource | GILO6 Synthesis and evaluation | GILO7 Problem-solving | GILO8 Written/oral communication | GILO9 Analyse financial/numeric data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Prof’l, ethical, social issues | | SILO1 SLEPT dimensions | SILO2 Composition/mgt of tourism | SILO3 Management of tourism | SILO4 Patterns/trends in tourism | | SILO1 SELPT of international tourism | SILO2 Management of tourism | SILO3 Construction of int. tourism | SILO4 Patterns trends in tourism (hons | | SILO1 SELPT of international tourism | SILO2 Management of tourism | SILO3 Construction of int. tourism | SILO4 Patterns trends in tourism | |
| **Subject knowledge and understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Concepts ie definitions, nature, development and operations of domestic & international tourism in society | x | x | x | x |  | x | x | x |  | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Nature, patterns & characteristics of tourism demand, tourists behaviour, cultural significance of tourism | x | x | x | x |  | x | x | x |  |  | x | x | x |  |  | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Tourism organisations: structure, operations, sectors, activities, development, relations with consumers | x | x | x | x |  | x | x | x |  |  |  | x | x |  |  | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Tourism & community/environment: contribution, SLEPT impacts, policy & planning, ethics, sustainability, CSR | x | x | x |  |  | x | x | x |  |  | x |  | x |  |  | | x |  | x | x | | x |  | x | x | | x |  | x | x | |
| **Cognitive abilities and generic skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Research & assess theories, principles to solve problems | x |  |  |  |  | x | x |  |  |  |  | x | x |  |  | |  | x | x |  | |  | x | x |  | |  | x | x |  | |
| Evaluate evidence, research methods, data sources | x | x |  |  |  | x | x |  |  | x |  | x | x |  |  | |  |  |  | x | |  |  |  | x | |  |  |  | x | |
| Critically interpret strengths & weaknesses of data | x |  |  |  |  | x | x |  |  | x |  |  | x |  |  | |  | x |  |  | |  | x |  |  | |  | x |  |  | |
| Synthesise, analyse & evaluate information in context | x | x |  |  |  | x | x | x |  | x |  | x | x |  |  | | x |  | x |  | | x |  | x |  | | x |  | x |  | |
| Plan & execute independent intellectual work | x | x |  |  |  | x | x |  |  | x |  | x | x |  |  | |  | x | x |  | |  | x | x |  | |  | x | x |  | |
| Apply knowledge to the solution of un/familiar problems | x |  |  |  |  | x | x |  |  | x |  | x | x |  |  | | x |  | x | x | | x |  | x | x | | x |  | x | x | |
| Develop +/or challenge reasoned arguments | x | x |  | x |  | x | x | x |  |  | x |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Effective communication and presentation skills | x |  |  |  |  |  |  | x |  | x | x |  |  |  |  | | x | x | x |  | | x | x | x |  | | x | x | x |  | |
| Work effectively independently and with others |  |  |  |  |  |  | x |  |  |  | x |  | x |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Self-management/reflection, initiative, enterprise, CPD |  |  |  |  |  | x | x | x |  | x |  |  | x |  | x | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Plan, deploy techniques, & execute practical activities | x | x |  |  |  | x | x | x |  | x |  | x | x |  |  | | x |  |  |  | | x |  |  |  | | x |  |  |  | |
| Ethical, professional sustainability, legal and safety issues |  |  | x |  |  |  |  |  |  |  |  | x | x | x | x | | x |  |  |  | | x |  |  |  | | x |  |  |  | |
| Undertake fieldwork & safety/risk assessment. | x | x |  |  |  |  | x |  |  |  |  |  | x | x | x | |  | x |  | x | |  | x |  | x | |  | x |  | x | |
| Vocational managerial skills /professional practice | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Evaluate financial, human & physical resource concepts | x | x |  |  | x | x | x |  | x | x |  |  | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | x | |

HOTEL AND CATERING MANAGEMENT Outcomes Mapped to Benchmarks

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|  | GENERAL INTENDED LEARNING OUTCOMES  (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO) | | | | | | | | | | | | | | | FDA SPECIFIC | | | | | BA Hons / Ord | | | | | HND/C | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Subject Benchmarks:**  **BA/HND/C/FDA**  **HOTEL AND CATERING MANAGEMENT**  **QAA (2007) Subject Benchmark Standards: Hospitality Management** | GILO1Know facts, concept, principle | GILO2 Deploy techniques and tools | GILO3 Contemporary themes | GILO4 Markets, marketing, customer | GILO5 Finan’ human phys’l resource | GILO6 Synthesis and evaluation | GILO7 Problem-solving | GILO8 Written/oral communication | GILO9 Analyse financial/numeric data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Prof’l, ethical, social issues | | SILO1 Hospitality mgt dimensions | SILO2 Composition/mgt of hospitality | SILO3 Management of hospitality | SILO4 Patterns/trends in hospitality | | SILO1 Hospitality mgt dimensions | SILO2 Plan market hospitality events | SILO3 Consumers & clients in hospitality | SILO4 Strategies / diverse nature (hons) | | SILO1 Diversity of industry | SILO2 Operations & Mgt of industry | |
| **Subject knowledge and understanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  | |
| Origins, meanings, development of hospitality, different cultural concepts, critical awareness of boundaries | x | x | x | x |  | x | x | x |  | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | |
| Operate, manage human & technical resources, apply theories to complex problems in hospitality, food & beverage systems, accommodation operations | x | x | x | x |  | x | x | x |  |  | x | x | x |  |  | | x | x | x | x | | x | x | x | x | | x | x | |
| Hospitality organisations: strategic management, financial, human resource, marketing, information systems | x | x | x | x | x | x | x | x |  | x |  | x | x |  |  | | x | x | x | x | | x | x | x | x | | x | x | |
| Environmental issues affecting hospitality, contribution to global economy, PEST issues affecting supply & demand of hospitality, customer behaviour, expectations | x | x | x |  |  | x | x | x | x |  | x |  | x | x | x | | x |  | x | x | |  |  | x | x | | x |  | |
| **Cognitive abilities and generic skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  | |
| Research & assess theories, principles to solve problems | x |  |  |  |  | x | x |  |  |  |  | x | x |  |  | |  | x | x |  | | x | x |  |  | | x | x | |
| Evaluate evidence, research methods, data sources | x | x |  |  |  | x | x |  |  | x |  | x | x |  |  | |  |  |  | x | |  |  |  | x | |  |  | |
| Critically interpret strengths & weaknesses of data | x |  |  |  |  | x | x |  |  | x |  |  | x |  |  | |  | x |  |  | |  |  |  |  | |  |  | |
| Synthesise, analyse & evaluate information in context | x | x |  |  |  | x | x | x |  | x |  | x | x |  |  | | x |  | x |  | | x |  |  | x | |  |  | |
| Plan & execute independent intellectual work | x | x |  |  |  | x | x |  |  | x |  | x | x |  |  | |  | x | x |  | |  |  |  |  | |  |  | |
| Apply knowledge to the solution of un/familiar problems | x |  |  |  |  | x | x |  |  | x |  | x | x |  |  | | x |  | x | x | |  | x | x | x | |  | x | |
| Effective communication and presentation skills | x |  |  |  |  |  |  | x |  | x | x |  |  |  |  | | x | x | x |  | | x | x | x |  | | x |  | |
| Work effectively independently and with others |  |  |  |  |  |  | x |  |  |  | x |  | x |  |  | |  |  |  |  | |  |  |  |  | |  |  | |
| Plan, deploy techniques, & execute practical activities | x | x |  |  |  | x | x | x |  | x |  | x | x |  |  | | x |  |  |  | | x |  |  |  | | x |  | |
| Ethical, professional sustainability, legal and safety issues |  |  | x |  |  |  |  |  |  |  |  | x | x | x | x | | x |  |  |  | | x |  |  |  | | x |  | |
| Undertake fieldwork & safety/risk assessment. | x | x |  |  |  |  | x |  |  |  |  |  | x | x | x | |  | x |  | x | |  | x |  | x | |  |  | |
| Vocational managerial skills /professional practice | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | |
| Evaluate financial, human & physical resource concepts | x | x |  |  | x | x | x |  | x | x |  |  | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | |

ACCOUNTING Intended Learning Outcomes Mapped to Programme Modules

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|  | GENERAL INTENDED LEARNING OUTCOMES  (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO) | | | | | | | | | | | | | | | FDA SPECIFIC | | | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Programme Modules:**  **FDA ACCOUNTING**  **Programme Modules** | GILO1Knowledge of facts, concept principles | GILO.2 Deploy techniques and tools | GILO.3 Contemporary pervasive themes | GILO.4 Markets, marketing, customers | GILO.5 Financial, human, physi’ resources | GILO.6 Synthesis and evaluation | GILO.7 Problem-solving | GILO.8 Written and oral communication | GILO.9 Analysis of financial/numeric data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Professional, ethical, social issues | | SILO1 Accounting issues in sectors | SILO2 Use accounting frameworks tools | SILO3 Evaluate emerging issues | SILO4 Vocationally relevant concepts | |
| **Level 4/Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |
| Accounting Fundamentals | x | x |  |  | x |  | x | x | x | x |  |  |  |  | x | | x | x |  |  | |
| Applied Personal & Professional Development | x | x |  |  |  |  | x | x | x | x |  | x | x |  | x | |  |  |  |  | |
| Business Environment | x | x | x | x | x | x | x | x |  |  |  | x |  | x | x | |  |  |  |  | |
| Business Information Systems | x | x | x | x |  | x | x | x |  | x | x | x |  |  | x | |  |  | x |  | |
| Management and Organisation Behaviour | x | x | x | x | x |  | x | x |  | x | x | x | x | x | x | | x | x | x | x | |
| Marketing Essentials | x | x | x | x |  | x | x | x |  | x | x | x | x | x | x | | x | x | x |  | |
| **Level 5/Year Two** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |
| Cost Control and Performance Management | x | x | x |  | x | x | x | x | x | x |  |  |  |  |  | | x | x | x | x | |
| Financial Reporting in Practice | x | x | x |  | x | x | x | x | x | x | x | x | x |  | x | | x | x | x |  | |
| Personal & Business Taxation | x | x |  |  | x | x | x | x | x | x |  | x |  |  |  | | x | x | x | x | |
| Applied Industrial Placement | x | x | x | x | x | x | x | x | x | x |  | x | x | x | x | | x | x | x | x | |
| Small &Medium Sized Enterprises in an Int’l Environment | x | x | x |  | x | x | x | x | x | x |  | x |  |  |  | | x | x | x | x | |

BUSINESS Intended Learning Outcomes Mapped to Programme Modules

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|  | GENERAL INTENDED LEARNING OUTCOMES  (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO) | | | | | | | | | | | | | | | PATHWAY SPECIFIC FDA | | | | | BA Hons/Ord | | | | | HND/C | | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Programme Modules:**  **BUSINESS**  **MANAGEMENT**  **Programme Modules for**  **BA/HND/C/FDA** | GILO.1 Knowledge of facts, concepts, principles | GILO.2 Deploy techniques and tools | GILO.3 Contemporary pervasive themes | GILO.4 Markets, marketing, customers | GILO.5 Financial, human, physical resources | GILO.6 Synthesis and evaluation | GILO.7 Problem-solving | GILO.8 Written and oral communication | GILO.9 Analysis of financial/numerical data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Professional, ethical, social issues | | SILO1 Management of business functions | SILO2 Environment, strategies, stakeholders | SILO3 e-Business and information systems | SILO4 Entrepreneurial skills | | SILO1 Management of business functions | SILO2 Analyse complex problems & strategy | SILO 3Management &exploitation of systems | SILO4 Entrepreneurial skills (hons only) | | SILO1 Key Issues in business functions | SILO2 Identify problems in functions | SILO3 Entrepreneurial investigations | |
| **Level 4/Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  | |
| Accounting Fundamentals | x | x |  |  | x |  | x | x | x | x |  |  |  |  | x | | x | x |  |  | | x | x |  |  | | x | x |  | |
| Applied Personal & Professional Development | x | x |  |  |  |  | x | x | x | x |  | x | x |  | x | |  |  |  |  | |  |  |  |  | |  |  |  | |
| Business Environment | x | x | x | x | x | x | x | x |  |  |  | x |  | x | x | |  | x |  |  | |  |  |  |  | |  |  |  | |
| Business Information Systems | x | x | x | x |  | x | x | x |  | x | x | x |  |  | x | | x |  | x | x | | x |  | x | x | | x |  | x | |
| Management and Organisation Behaviour | x | x | x | x | x |  | x | x |  | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | |
| Marketing Essentials | x | x | x | x |  | x | x | x |  | x | x | x | x | x | x | | x | x | x |  | | x | x | x | x | | x |  | x | |
| **Level 5/Year Two** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  | |
| Cost Control and Performance Management | x | x | x |  | x | x | x | x | x | x |  |  |  |  |  | | x |  |  |  | | x |  |  |  | | x |  |  | |
| Entrepreneurship | x | x | x | x | x | x | x | x | x |  |  | x | x |  | x | | x | x |  | x | |  |  |  |  | |  |  |  | |
| Personnel Resourcing and Development | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x |  | x | x | | x |  | x | |
| Information for Decision Making | x | x | x | x |  | x | x | x | x | x | x | x | x | x | x | | x | x |  | x | | x | x |  | x | | x | x |  | |
| Marketing in Practice | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | |
| Assessing the business environment | x |  | x | x |  | x | x | x |  |  | x |  | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | |
| **Level 6/Year Three** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  | |
| Marketing Communications Strategy | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x |  |  | x | | x |  |  | x | | x |  |  | |
| Organisational Consultancy | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | |
| Strategic Information Systems and the e-Business | x | x | x | x |  | x | x | x |  | x | x | x |  |  | x | | x | x | x | x | |  |  | x |  | |  |  |  | |
| Strategic Management & Sustainability | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x |  |  | |  | x |  |  | |  | x |  | |

INTERNATIONAL TRAVEL & EVENTS MANAGEMENT Learning Outcomes Mapped to Modules

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|  | GENERAL INTENDED LEARNING OUTCOMES  (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO) | | | | | | | | | | | | | | | PATHWAY SPECIFIC | | | | | BA Hons/ Ord | | | | | HND/C | | | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Programme Modules:**  **BA/HND/C/FDA**  **INTERNATIONAL TOURISM & EVANTS MANAGEMENT**  **Programme Modules** | GILO.1 Knowledge of facts, concepts, principles | GILO.2 Deploy techniques and tools | GILO.3 Contemporary pervasive themes | GILO.4 Markets, marketing, customers | GILO.5 Financial, human, physical resources | GILO.6 Synthesis and evaluation | GILO.7 Problem-solving | GILO.8 Written and oral communication | GILO.9 Analysis of financial/numerical data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Professional, ethical, social issues | | SILO1 SLEPT dimensions | SILO2 Composition/mgt of tourism | SILO3 Management of tourism | SILO4 Patterns/trends in tourism | | SILO1 SELPT of international tourism | SILO2 Management of tourism | SILO3 Construction of int. tourism | SILO4 Patterns trends in tourism (hons | | SILO1 SELPT of international tourism | SILO2 Management of tourism | SILO3 Construction of int. tourism | SILO4 Patterns trends in tourism | |
| **Level 4/Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Applied Personal & Professional Development | x | x |  |  |  |  | x | x | x | x |  | x | x |  | x | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Hospitality & Guest Services | x | x | x | x |  |  | x | x |  | x |  | x | x | x | x | |  |  | x |  | | x |  |  | x | | x |  |  |  | |
| Introduction to Leisure, Events, Tourism and Sport | x |  |  |  |  | x |  | x |  |  | x | x |  |  |  | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Operations Management for HTE | x | x |  | x | x |  | x | x | x | x |  |  |  | x | x | | x | x |  |  | | x | x |  |  | | x | x |  |  | |
| Management and Organisation Behaviour | x | x | x | x | x |  | x | x |  | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Marketing Essentials | x | x | x | x |  | x | x | x |  | x | x | x | x | x | x | | x | x | x |  | | x | x | x |  | | x | x | x |  | |
| **Level 5/Year Two** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Applied Industry Placement |  | x |  |  | x | x | x | x |  |  | x |  | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Culture Heritage & Arts Management | x |  |  |  |  | x |  | x |  |  |  |  | x |  |  | |  |  |  |  | | x |  |  |  | | x |  |  |  | |
| International Travel Operations | x | x |  |  | x | x | x | x |  |  |  | x |  |  |  | |  |  |  |  | | x | x |  |  | | x | x |  |  | |
| Personnel Resourcing and Development | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | |  |  |  |  | |  |  |  |  | |
| Sustainable Tourism | x |  | x | x |  | x | x | x |  | x | x | x | x | x | x | |  |  |  | X | | x | x | x | x | | x | x | x | x | |
| Managing Festivals Conventions & Events | x | x | x | x |  | x | x | x |  | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| **Level 6/Year Three** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| Contemporary Themes in HTE | x |  | x |  |  | x |  | x |  |  |  |  |  | x | x | | x |  | x |  | | x |  | x |  | | x |  | x |  | |
| Global Tourism & Destination Management | x |  | x |  |  | x |  | x |  |  |  |  |  | x | x | | x |  |  |  | | x |  | x |  | | x |  | x |  | |
| Organisational Consultancy | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | x | x | |
| Thana Tourism | x | x | x | x |  | x | x |  | x | x |  | x | x | x | x | | x | x | x | x | | x |  | x |  | | x |  | x |  | |
| Developing Niche Markets | x | x | x | x | x | x | x | x | x |  |  | x |  |  | x | | x |  |  | x | | x |  |  | x | | x |  |  | x | |

HOTEL AND CATERING MANAGEMENT Intended Learning Outcomes Mapped to Programme Modules

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|  | GENERAL INTENDED LEARNING OUTCOMES  (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO) | | | | | | | | | | | | | | | PATHWAY SPECIFIC FDA | | | | | BA Hons/ Ord | | | | | HND/C | | |
| **General/Specific Intended Learning Outcomes for the Programme**  **Programme Intended Learning Outcomes Mapped to Programme Modules:**  **BA/HND/C/FDA**  **HOTEL AND CATERING MANAGEMENT**  **Programme Modules** | GILO.1 Knowledge of facts, concepts, | GILO.2 Deploy techniques and tools | GILO.3 Contemporary pervasive themes | GILO.4 Markets, marketing, customers | GILO.5 Financial human physical resource | GILO.6 Synthesis and evaluation | GILO.7 Problem-solving | GILO.8 Written and oral communication | GILO.9 Analysis of financial/numerical data | GILO10 Use of ICT | GILO11 Group work | GILO12 Research & referencing skills | GILO13 Reflection, self-management | GILO14 Sensitivity to diversity | GILO15 Professional, ethical, social issues | | SILO1 Composition/mgt hospitality industry | SILO2 Planning hospitality events | SILO3 Sustaining the client experience | SILO4 Policies, impacts of hospitality | | SILO1 Hospitality mgt dimensions | SILO2 Plan market hospitality events | SILO3 Consumers & clients in hospitality | SILO4 Strategies / diverse nature (hons) | | SILO1 Diversity of industry | SILO2 Operations & Mgt of industry | |
| **Level 4/Year One** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  | |
| Applied Personal & Professional Development | x | x |  |  |  |  | x | x | x | x |  | x | x |  | x | |  |  |  |  | |  |  |  |  | |  |  | |
| Hospitality & Guest Services | x | x | x | x |  |  | x | x |  | x |  | x | x | x | x | |  |  | x |  | |  |  | x |  | | x |  | |
| Introduction to Hospitality, Tourism and Events, | x |  |  |  |  | x |  | x |  |  | x | x |  |  |  | | x | x | x | x | | x | x | x | x | | x | x | |
| Operations Management for LETS | x | x |  | x | x |  | x | x | x | x |  |  |  | x | x | | x | x |  |  | | x | x |  | x | | x | x | |
| Management and Organisation Behaviour | x | x | x | x | x |  | x | x |  | x | x | x | x | x | x | | x | x | x | x | | x | x |  | x | | x | x | |
| Accounting Fundamentals | x | x | x |  | x | x | x |  | x | x |  |  | x |  | x | |  | x |  |  | |  | x |  | x | |  | x | |
| **Level 5/Year Two** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  | |
| Applied Industry Placement |  | x |  |  | x | x | x | x |  |  | x |  | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | |
| Physical Resource Management | x | x |  |  | x |  | x | x |  |  | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | |
| Managing Festivals, Conventions and Events | x | x |  | x | x | x | x | x |  |  | x |  | x |  |  | | x | x | x | x | | x | x | x | x | | x | x | |
| Personnel Resourcing and Development | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | |
| Rooms Division Management | x | x | x |  | x | x | x | x | x | x |  | x |  | x | x | |  | x | x | x | | x | x | x | x | | x | x | |
| World Cuisine | x | x | x | x | x | x | x |  |  |  | x | x | x |  |  | | x | x | x | x | | x | x | x | x | | x | x | |
| F&B Operations in Practice | x | x | x |  | x |  | x | x | x |  | x | x | x | x |  | |  | x | x |  | | x | x | x |  | |  | x | |
| **Level 6/Year Three** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  | |
| Contemporary themes in Hospitality and Events | x | x | x | x | x | x | x | x |  |  |  | x | x |  | x | | x | x | x | x | | x | x | x | x | | x | x | |
| On licensed Premises Management | x | x | x | x | x | x |  | x |  |  |  |  |  | x | x | |  |  |  | x | | x |  |  | x | |  | x | |
| Organisational Consultancy | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | x | x | x | | x | x | |
| Principles of Gastronomy | x | x | x | x | x |  | x | x | x |  | x | x | x |  |  | | x | x |  |  | | x | x | x |  | | x |  | |
| Strategic Food and Beverage Management | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | |  |  |  |  | |  |  | |

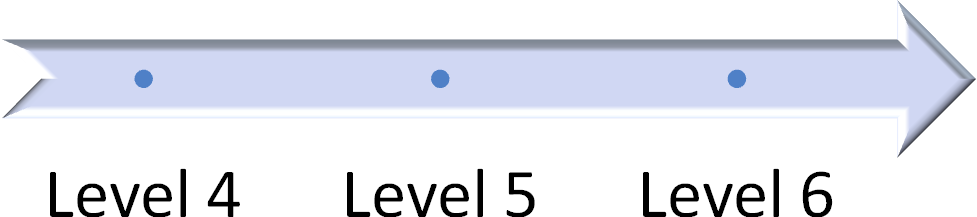
This section shows the learning pathways that a student could follow on these programmes. The Figure below is an overview of the skills and knowledge that a student would enter the course with at various levels while tables to show the knowledge and skills acquired by students on the programme and what they could attain in terms of qualifications and job prospects at the various exit points

**Entry and Exit Points for the Programme**

Entry at this level will require 240 CATS points or a HND or Foundation Degree

Entry at this level will require 120 CATS points or a HNC

Entry at this level will require 160 UCAS points or equivalent



Exit at this level will gain 120 CATS points or HNC

Exit at this level will gain 240 CATS points or a HND or Foundation Degree

## Implementation - Part-time Study Mode

It is envisaged that students studying the programme on a part-time basis would typically undertake modules totalling at least 60 credits per year.

A student undertaking a part time programme may have a study pattern that necessitates undertaking level 5 modules alongside level 4 modules, and level 6 modules alongside level 5 modules. Students will not normally be permitted to study modules at levels 4 and 6 concurrently. For any year, requirements for pre-requisite and co-requisite modules must be observed when selecting study modules.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Award | Mode | Taught modules  (Common at level 4 and 5) | Plus, modules that will not be common… | Total per year |
| FD  year 1  FD year 2 | PT only | 80 credits  80 credits | 40 credits of WBL  40 credits of WBL | 120 credits  120 credits  Share modules for efficiency |
| HND year 1  HND year 2 | FT only | 80 credits  80 credits | 40 credits of taught modules  40 credits of taught modules | 120 credits  120 credits |
| HNC year 1  HNC year 2 | PT only | 80 credits  80 credits |  | 80 credits  80 credits |
| BA top-up year 1  BA top-up year 2 | PT only | 60 credits  60 credits |  | 30 credits  30 credits |

Table 3 Student Learning Pathway for ACCOUNTING

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4** | | | |
| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Accounting Fundamentals | The module enables you to gain a broad understanding of the concepts, techniques and methods of modern cost accounting and the role it plays in business organisations. Additionally you will gain an understanding of the significance and use of financial information in business and the basic principles of accounting. | Identify basic cost accounting concepts, deploy techniques and methods and to analyse the importance of cost information in business organisations. Describe and comment on contemporary cost accounting concepts, techniques and methods and to develop and nurture the students’ ability to assess and evaluate a range of business-related constraints, from which to make decisions which maximise an organisation’s financial and non-financial performance. Review the basic principles of accounting including use of appropriate software. Prepare financial statements from initial data, dealing with both routine and non-routine transactions and analyse financial statements with confidence | **Your Achievement**  Completion of this level will allow you to achieve 120 credits  **Career Possibilities**  Accounts Clerk  Book-keeper  Business Administration Assistant  IT Assistant  Finance Trainee |
| Applied Personal & Professional Development | The study skills needed for higher education are gained through studying at that level; they evolve and mature through practice, feedback from others and student reflection. This module will provide you with the underlying study strategies and software skills that can accelerate that learning process. You will be encouraged to develop a reflective, positive approach and to take responsibility for your own learning. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context. | Create a portfolio of work that demonstrates knowledge and applied skill of a variety of academic and career skills including business software applications  Reflect on the benefits and challenges associated with the academic career and software skills used in the production of the portfolio of work |
| Business Environment | This module will help you to understand the political, economic, social, technological, ecological and legal factors within the business environment and to appreciate their significance in business strategy, operations and performance within a competitive environment. | Describe and analyse the PESTEL environmental factors and assess the importance of each individually and how they interact with one another, in the UK, EU and globally, applying each to specific industries. Think constructively about the competitive environment, within a theoretical framework, apply learned concepts to selected industries and business organizations of varying sizes within those industries and comment on internal environmental factors by an application of Porter’s Value Chain to selected case studies. |
| Business Information Systems | This module will help you understand information systems and the opportunities, benefits and challenges they bring to an organisation. | Evaluate the use and effects of information systems/information technology on an organisation. Prepare and present to specialist and non-specialist audiences an academic seminar paper that reviews the current research literature pertinent to a contemporary information systems research topic. |
| Management and Organisation Behaviour | This module will cultivate your knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. You will gain insight into, and should be able to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of ‘management’ as an integrating activity. | Coherently analyse the relationship between structure, culture, people and organisational performance. Identify the essential nature of managerial work (in terms of both functions and processes) and the role of leadership, and be able to describe the variables that determine effective management and leadership. Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour. These latter include personality, perception, learning, communication and motivation, as well as those that influence group/team cohesiveness and performance |
| Marketing Essentials | This module will introduce you to the business discipline of marketing and the core elements from which marketing activities develop. | Assess the development of marketing in creating value for customers. Understand the process and stages of marketing plans, modelling the role of the marketing environment and the marketing mix Identify appropriate information and marketing research requirements for marketing decision making. Identify relevant stakeholders and assess their impact on the marketing activities. |

Student Learning Pathway for ACCOUNTING Level 5

|  |  |  |  |
| --- | --- | --- | --- |
| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Cost Control and Performance Management | The aim of this module is to develop your critical understanding of the principles, concepts and applications of cost and management accounting. It will encourage and develop your ability to generate information for product and service costing, budgeting and performance measurement and evaluation. | Analyse the information requirements of management, particularly in relation to decisions involving costs and other financial criteria, and select and apply appropriate cost and management accounting methods and techniques.  Demonstrate an ability to create functional and master budgets for a variety of business scenarios and to be able to monitor and evaluate performance based on the targets and standards therein. | **Your Achievement**  Completion of this level will allow you achieve 240 credits, a Foundation Degree  **Career Possibilities**  Trainee Accountant  Business manager  Audit Clerk  Taxation Assistant |
| Financial Reporting in Practice | This module aims to provide you with the technical ability to prepare financial reports for businesses in specialised financial reporting areas, such as in hire purchase, leases and in long term contracting. It will also enable you to prepare the final accounts of companies, partnerships and groups, in accordance with legal and professional requirements. | Prepare financial reports for businesses operating in specialist accounting areas and in a variety of specialised accounting situations.  Explain the function and structure of the professional accounting bodies in the regulation of the practice of their members in support of Company Law, and in pursuit of better standards of financial reporting in the UK.  Produce the financial reports of limited companies in accordance with legal and professional requirements.  Produce the set of consolidated financial statements in accordance with legal and professional requirements. |
| Personal & Business Taxation | To develop knowledge and understanding in the core areas of tax related to businesses and individuals. | Explain the operation of the UK tax system. Compute the national insurance and tax liabilities for businesses and individuals. Review tax planning strategies which minimise /defer tax liability by identifying /applying relevant exemptions, reliefs and allowances. Evaluate current Revenue Law issues using decided cases. |
| Applied Industrial Placement | This module is individually focused to meet the personal needs of the students as well as the course aims and objectives..  The module aims to provide students with a practical firsthand experience within the relevant industry. This will develop key skills, notably team work, communication, guest service and task management, focusing upon self management as well as providing students with a practical introduction to the business disciplines and management issues studied during level 4 and 5 in order to appreciate what constitutes good practice.  This will involve the student assessing their own personal development needs in order to apply for and secure an appropriate placement. The student will be required to consider in depth management issues as well as successfully undertaking practical work experience | Successfully consider a range of industry opportunities in order to apply and secure a relevant position within the leisure, events, tourism and sport industry whilst identifying opportunities for personal and professional development in terms of specific learning outcomes.  Undertake efficiently an operational position within their chosen sector and critically appreciate the importance of work based keys skills within leisure, events, tourism, sport or recreation.  Critically analyse management performance within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems. |
| Small &Medium Sized Enterprises in an International Environment | This module will develop your understanding of the importance of small businesses in an international context. It will develop your understanding and appreciation of how critical small businesses are to a nation’s economy whilst analysing the specific problems of international trade. | Think constructively and relate the importance of small businesses in an international context, as a mechanism for job creation, innovation and long term growth.  Devise and sustain arguments for the types of foreign exchange trade risks faced by small businesses in an international environment |

Student Learning Pathway for BUSINESS MANAGEMENT

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| --- | --- | --- | --- |
| **Level 4** | | | |
| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Accounting Fundamentals | The module enables you to gain a broad understanding of the concepts, techniques and methods of modern cost accounting and the role it plays in business organisations. Additionally you will gain an understanding of the significance and use of financial information in business and the basic principles of accounting. | Identify basic cost accounting concepts, deploy techniques and methods and to analyse the importance of cost information in business organisations. Describe and comment on contemporary cost accounting concepts, techniques and methods and to develop and nurture the students’ ability to assess and evaluate a range of business-related constraints, from which to make decisions which maximise an organisation’s financial and non-financial performance. Review the basic principles of accounting including use of appropriate software. Prepare financial statements from initial data, dealing with both routine and non-routine transactions and analyse financial statements with confidence | **Your Achievement**  Completion of this level will allow you to achieve 120 credits or a HNC  **Career Possibilities**  HR admin trainee  Marketing trainee  General business administration  Customer care trainee |
| Applied Personal & Professional Development | The study skills needed for higher education are gained through studying at that level; they evolve and mature through practice, feedback from others & student reflection. This module will provide you with the underlying study strategies & software skills that can accelerate that learning process. You will be encouraged to develop a reflective, positive approach and to take responsibility for your own learning. Such skills promote a deeper understanding of the topics studied throughout the programme; & are the transferable skills desired in the employment context. | Create a portfolio of work that demonstrates knowledge and applied skill of a variety of academic and career skills including business software applications  Reflect on the benefits and challenges associated with the academic career and software skills used in the production of the portfolio of work |
| Business Environment | This module will help you to understand the political, economic, social, technological, ecological and legal factors within the business environment and to appreciate their significance in business strategy, operations and performance within a competitive environment. | Describe and analyse the PESTEL environmental factors and assess the importance of each and how they interact with one another, in the UK, EU and globally, applying each to specific industries. Think constructively about the competitive environment, within a theoretical framework, apply learned concepts to selected industries and business organizations of varying sizes within those industries and comment on internal environmental factors by an application of Porter’s Value Chain to selected case studies. |
| Business Information Systems | This module will help you understand information systems and the opportunities, benefits and challenges they bring to an organisation. | Evaluate the use and effects of information systems/information technology on an organisation. Prepare and present an academic seminar paper that reviews the current research literature pertinent to a contemporary information systems research topic. |
| Management and Organisation Behaviour | This module will cultivate your knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. You will gain insight into, and should be able to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of ‘management’ as an integrating activity. | Coherently analyse the relationship between structure, culture, people and organisational performance. Identify the essential nature of managerial work (in terms of both functions and processes) and the role of leadership, and be able to describe the variables that determine effective management and leadership. Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour. These latter include personality, perception, learning, communication and motivation, as well as those that influence group/team cohesiveness and performance |
| Marketing Essentials | This module will introduce you to the business discipline of marketing and the core elements from which marketing activities develop. | Assess the development of marketing in creating value for customers. Understand the process and stages of marketing plans, modelling the role of the marketing environment and the marketing mix Identify appropriate information and marketing research requirements for marketing decision making. Identify relevant stakeholders and assess their impact on the marketing activities. |

Student Learning Pathway for BUSINESS Level 5

|  |  |  |  |
| --- | --- | --- | --- |
| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Cost Control and Performance Management | The aim of this module is to develop your critical understanding of the principles, concepts and applications of cost and management accounting. It will encourage and develop your ability to generate information for product and service costing, budgeting and performance measurement and evaluation. | Analyse the information requirements of management, particularly in relation to decisions involving costs and other financial criteria, and select and apply appropriate cost and management accounting methods and techniques.  Demonstrate an ability to create functional and master budgets for a variety of business scenarios and to be able to monitor and evaluate performance based on the targets and standards therein. | **Your Achievement**  Completion of this level will allow you achieve 240 credits, a HND or a Foundation Degree  **Career Possibilities**  Self-employment  Market researcher  Marketing officer  HR support officer |
| Entrepreneurship | This module will develop your systematic understanding of issues relevant to creativity, innovation and entrepreneurship. It will encourage and develop your entrepreneurial skills, self-motivation and analytical abilities through an investigation of a specific market, and the production of a professional business plan. | Demonstrate an ability to create, recognise and exploit a business opportunity and pitch the idea to a high level audience.  Devise and justify a realistic and professional business/venture plan to take forward an opportunity, based on a critical evaluation of a given competitive scenario |
| Information for Decision Making | This module will focus on the importance of marketing information in gaining a more in-depth understanding of both the market in which an organisation operates and the customers it seeks to serve. It will provide an understanding of how an integrated approach to the collection, recording, analysing and interpreting of information can be used to support decision making in an organisation. It should also enable you to undertake and manage a small to medium sized marketing research project. | Demonstrate a critical understanding of the role, application and benefits of customer databases in relation to customer relationship management (CRM) and their use in organisations.  Design and undertake an effective marketing research programme and report on the findings. |
| Marketing in Practice | This module will introduce you to the application of marketing in a professional context . It will encourage and support an ethical approach to the practice of marketing and promote the need for effective practice in the major areas of marketing operations. | Plan, organise and review marketing events and operations.  Devise appropriate marketing mix strategies for a variety of different situations. |
| Personnel Resourcing and Development | To further develop your knowledge and understanding of the principal internal and external environmental contexts of contemporary organisations within which HR professionals and workers interact to service customer demands and expectations. This module will also explore the connection and the implications for and applications in, professional practice. | Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and discuss how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage  Appreciate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them sustain life-long employment |
| Applied Industrial Placement | This module is individually focused to meet the personal needs of the students as well as the course aims and objectives..  The module aims to provide students with a practical firsthand experience within the relevant industry. This will develop key skills, notably team work, communication, guest service and task management, focusing upon self management as well as providing students with a practical introduction to the business disciplines and management issues studied during level 4 and 5 in order to appreciate what constitutes good practice.  This will involve the student assessing their own personal development needs in order to apply for and secure an appropriate placement. The student will be required to consider in depth management issues as well as successfully undertaking practical work experience | Successfully consider a range of industry opportunities in order to apply and secure a relevant position within the leisure, events, tourism and sport industry whilst identifying opportunities for personal and professional development in terms of specific learning outcomes.  Undertake efficiently an operational position within their chosen sector and critically appreciate the importance of work based keys skills within leisure, events, tourism, sport or recreation.  Critically analyse management performance within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems. |  |

Student Learning Pathway for BUSINESS Level 6

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| --- | --- | --- | --- |
| **Studying** | **Your Aims** | **You will be able to** | **Your Achievement &**  **Career Possibilities** |
| Marketing Communications Strategy | This module will develop your critical faculties in creating and developing campaigns and provide a framework to support an integrated approach to marketing communications. | Demonstrate a systematic understanding of the mechanisms behind a marketing communication campaign – branding agencies, budgets. Assess the technical components of the message construction, the role of the media, integration and the individual. Evaluate and select relevant media and promotion methods appropriate to any case setting. Deploy a framework to design and develop a marketing communication campaign. | **Your Achievement**   Completion of this level will allow you achieve 360 credits and a Bachelor of Arts degree i.e. BA  **Career Possibilities**  General manager  Marketer  HR officer  Self Employment  Trainee Business Teacher  Business Analyst  Consultant |
| Organisational Consultancy | The aim of this module is to combine the processes of consultancy and project management with the effective management of change. You will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings. | Define the role of consultant and identify and justify a business issue that is of strategic relevance to the organisation and critically analyse and discuss the literature and research relevant to that chosen issue; Undertake a systematic analysis of qualitative and/or quantitative information and present the results in a professional consultancy report that draws realistic and appropriate conclusions and includes the making of recommendations; based on costed options |
| Strategic Information Systems and the e-Business | This module requires you to evaluate critically the strategic role and impact of e-Business and strategic information systems, and recognise that the effective and innovative management of information can create and sustain competitive advantage. | Demonstrate a systematic understanding of current and emerging e-Business themes or applications and the impact of their use in organisations  Evaluate critically the issues associated with the management of information systems and the information systems/ e-Business strategies. |
| Strategic Management & Sustainability | To provide you with a forum in which knowledge and skills acquired elsewhere in the course can be developed and integrated into an overall strategic management methodology, to critically evaluate strategy formulation and implementation at all levels in an organisation, using theory and examples and to assess the significance of ecological factors in ensuring the long term sustainability of business. | Assess the importance of and evaluate core areas of corporate strategy, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy. Apply analytical, problem solving and forecasting methods to organizational situations and the development of corporate strategy and competitive advantage and to critically evaluate the relevance and importance of communication, co ordination and control at all stages of the strategic management planning and decision making process. Critically evaluate the implementation of selected strategies and their resultant success or failure with particular reference leadership, corporate governance and strategic change. Analyse the importance of sustainability within the business environment and evaluate its impact on recent strategy decisions and current changes in corporate strategy. |
| Applied Leadership and Management | This module aims to equip students with the knowledge and understanding of the essential nature of leadership and management in facilitating organisational, team and individual change and growth. It will also encourage students to analyse and develop their own capabilities in leadership and management. | Critically analyse the concepts and differing theoretical models of leadership and management and its application to different organisational settings  Critically evaluate the role and approaches to the formulation and implementation of leadership and management development strategies to meet current and future organisational needs |  |
| Critical Perspective on Management | This module aims to explore objectively and critically the role of managers in modern organisations | Evaluate critical approaches when studying management theory and practice.  Judge dispassionately the differences between mainstream and critical theories of management and develop critical or ethical assessments of concepts underpinning management theory.  Analyse problems arising in a select number of contemporary management/organizational topics and themes including, but not limited to, bureaucracy and post bureaucracy, scientific management, team working and ethical decision making and argue coherently for acceptable solutions.  Critically review normative and positive decision-making tools integrating ethical perspectives into other corporate objectives. Contrast US, European and Developing World perspectives of Corporate Social Responsibility (CSR). |  |

Student Learning Pathway for INTERNATIONAL TOURISM AND EVENTS MANAGEMENT

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| --- | --- | --- | --- |
| **Level 4** | | | |
| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Applied Personal & Professional Development | The study skills needed for higher education are gained through studying at that level; they evolve and mature through practice, trial and error, feedback from others and student reflection. This module will provide you with the underlying study strategies and software skills that can accelerate that learning process. You will be encouraged to develop a reflective, active, positive approach to learning, and to take responsibility for your own learning. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context. | Create a portfolio of work that demonstrates knowledge and applied skill of a variety of academic and career skills including business software applications  Reflect on the benefits and challenges associated with the academic career and software skills used in the production of the portfolio of work | **Your Achievement**  Completion of this level will allow you to achieve 120 credits or a HNC  **Career Possibilities**  Sales Assistant in all sectors  Retail Travel Assistant  Tour guide assistant  Retail operative  Food and Beverage Service  Hospitality trainee |
| Hospitality & Guest Services | This module aims to provide you with an understanding of the role and importance of hospitality, guest services practices within the Leisure and Tourism industries. You will be introduced to the proven Guest Service training standards and operational practices, through the ability to identify and satisfy guest needs. | Understand the importance of Guest Services and appreciate the use and value of empowerment performance measures. Analyse and assess a range of guest service strategies and styles and the importance of identifying and satisfying guest needs. Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands. Appreciate operational systems and resource provision required to deliver service excellence. |
| Introduction to Hospitality Tourism and Events, | The module will develop your understanding of the role of hospitality, tourism and events in society. It focuses on the sociological and philosophical aspects of the industry from a practical, applied and theoretical stance considering issues in an historical, modern and comparative context. All subject areas will provide a foundation for further, more specialised study at a later date. | Evaluate the structural, functional and organisational development of the industry within modern complex society.  Appraise the factors that shape societal hospitality, tourism and events needs and influence participation levels. |
| Operations Management for Leisure, Events, Tourism & Sport | This module will develop your knowledge and understanding of key concepts, theories, and issues, relevant to managing services, programmes and facilities within a sports and leisure environment. It will also encourage you to asses and manage risk, understand the issues of managing budgets and develop professional qualities and transferable skills necessary for employment within the sport and leisure industry. | Analyse and reflect upon the role of those organisations, structures and policies that have a responsibility for the delivery of sport and leisure facilities and programmes.  Show evidence of the knowledge and skills required to plan and assess the environments and systems needed to deliver effective sport and leisure operations. |
| Management and Organisation Behaviour | This module will cultivate your knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. You will gain insight into, and should be able to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of ‘management’ as an integrating activity. | Coherently analyse the relationship between structure, culture, people and organisational performance. Identify the essential nature of managerial work (in terms of both functions and processes) and the role of leadership, and be able to describe the variables that determine effective management and leadership. Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour. These latter include personality, perception, learning, communication and motivation, as well as those that influence group/team cohesiveness and performance |
| Marketing Essentials | This module will introduce you to the business discipline of marketing and the core elements from which marketing activities develop. | Assess the development of marketing in creating value for customers.  Understand the process and stages of marketing plans, modelling the role of the marketing environment and the marketing mix. Identify appropriate information and marketing research requirements for marketing decision making.  Identify relevant stakeholders and assess their impact on the marketing activities. |

Student Learning Pathway for INTERNATIONAL TOURISM AND EVENTS MANAGEMENT Level 5

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| --- | --- | --- | --- |
| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Applied Industry Placement | This module aims to develop your employability skills and is supported by a range of approved key employers within the hospitality, tourism and events industry in the UK and overseas. This module is individually focused to meet your personal needs as well as the course aims and objectives. The module aims to provide you with a practical firsthand experience within the hospitality, and events, tourism industry. This will develop key skills, notably team work, communication, guest service and task management, focusing upon self management as well as providing you with a practical introduction to the business disciplines and management issues studied during level 4 and 5 in order to appreciate what constitutes good practice. This will involve you assessing your own personal development needs in order to apply for and secure an appropriate placement. You will be required to consider in depth management issues as well as successfully undertaking practical work experience. | Successfully consider a range of industry opportunities in order to apply and secure a relevant position within the hospitality, tourism and events industry whilst identifying opportunities for personal and professional development.  Undertake efficiently an operational position within their chosen sector and critically appreciate the importance of work based keys skills within hospitality, events and tourism.  Critically analyse management performance within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems. | **Your Achievement**  Completion of this level will allow you achieve 240 credits, a HND or a Foundation Degree  **Career Possibilities**  Tour Guides  Travel and Tour Operations  Food and Beverage Service  Hospitality Operations  Trainee Management positions in tourist attractions, Heritage, Theme Park and Community Tourism Development  Trainee Management Travel and Transport sectors |
| Culture Heritage and Arts Management | This module is designed to provide a broad understanding of the heritage, culture and art based industries. To contextualise the sector many definitions of heritage, culture and the arts will be considered, including a review of this sector’s roles and impacts and relating this to the leisure and tourism industry. It will develop an understanding of the National, European and International organisational structure and policy / strategic framework of this sector and highlight key bodies involved in its provision. In addition it will focus on the issues that affect heritage, culture and the arts specifically making reference to appropriate management approaches to address such issues. | Define and demonstrate an awareness of the heritage, culture and art sector and contextualise this within the leisure and tourism industry.  Review contemporary policy within National, European and International frameworks and evaluate key issues confronting the heritage, culture and art industries and apply management approaches to address these. |
| International Travel Operations | The aim of this module is to provide you with a vocational understanding of the travel and tourism industry. It is a broad based module designed to provide you with a theoretical, practical and applied understanding of the travel and tourism industry. | Address the roles and concepts of travel and tourism within National, European and International markets. Review systems and procedures involved in travel and tourism. Consider key tourism agencies and organisations, evaluating the symbiotic relationship that exists between transport and tourism and evaluate the issues associated with the travel and tourism industry. Participate in and evaluate the practical experience of a travel operation. |
| Managing Festival, Conventions and Events | This module aims to provide students with sound practical understanding of event management. It aims to give the student a deeper appreciation of the phenomenon of events conventions and festivals and the management issue affecting the planning, financing marketing, organising and operations of a variety of events. | Appreciate the importance of planning and organising events and demonstrate a critical understanding of the marketing process of events, conventions and festivals.  Evaluate the funding, operational, financial and organisational issues affecting a range of events |
| Personnel Resourcing and Development | To further develop your knowledge and understanding of the principal internal and external environmental contexts of contemporary organisations within which HR professionals and workers interact to service customer demands and expectations. This module will also explore the connection and the implications for and applications in, professional practice. | Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and discuss how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage  Appreciate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them sustain life-long employment |
| Sustainable Tourism | The aims of this module are to review the progress of “sustainable development” over recent years; to gain a comparative overview of developments both nationally and internationally; to review policy and strategy and to appraise outcome performances. Students will also gain an understanding and knowledge of industry “best practice” through evaluation of appropriate case study examples. Understanding of issues will provide a sound foundation for becoming more effective – and more ‘environmentally friendly’ managers of the future. | Demonstrate a critical understanding of the term “sustainability” and apply it within the context of tourism.  Demonstrate knowledge of “sustainable good practice” within the tourism industry (rural, coastal and urban areas) and within the transport sector. |  |

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| **Studying** | **Your Aims** | **You will be able to** | **Your Achievement &**  **Career Possibilities** |
| Contemporary Themes in Hospitality, Tourism & Events | The main aim is to demonstrate practical applications of Hospitality tourism and events management activities within an applied dimension which should underpin the theoretical concepts highlighted within the programme. In this context the module will aim to consolidate your understanding of a range of professional tourism, hospitality and events operations through participation in practical field studies which will aim to give practical experience of both operational, management and policy issues within a specific geographical / regional HTE location. | Analyse and demonstrate a systematic understanding of the broader policy and management concepts of tourism, hospitality and events industry operations within a given locality or destination and demonstrate practical knowledge and experience of hospitality tourism and events operations  Evaluate management needs and policy issues for hospitality, tourism and events operations within organisations and in turn evaluate future policy and management options for such organisations. | **Your Achievement**   Completion of this level will allow you achieve 360 credits and a Bachelor of Arts degree i.e. BA  **Career Possibilities**  Tourism Attraction Manager  Theme Park Manager  Heritage Management  Tourism Marketing  Tourism Officer |
| Global Tourism & Destination Management | The module aims to evaluate global tourism issues in order to enable policy and management decisions for developing global tourism destinations. | Identify and evaluate the growth of the trends in global tourism markets and define key types of international tourism destinations. Discuss and evaluate key stakeholders and organisations associated with global tourism and discuss and evaluate contemporary issues and challenges confronting global tourism markets and destinations. Evaluate a global tourism destination within the context of current tourism trends and development strategies for the destination. |
| Organisational Consultancy | The aim of this module is to combine the processes of consultancy and project management with the effective management of change. You will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings. | Define the role of consultant and identify and justify a business issue that is of strategic relevance to the organisation and critically analyse and discuss the literature and research relevant to that chosen issue; Undertake a systematic analysis of qualitative and/or quantitative information and present the results in a professional consultancy report that draws realistic and appropriate conclusions and includes the making of recommendations; based on costed options |
| Developing Niche Markets | The module will explore and analyse the distinctive nature of tourism niche markets and the policy and management frameworks and requirements that are needed for their development, protection and sustained growth. Marketing concepts, issues and strategic approaches will be considered in detail from a theoretical and case study perspective. | Identify and evaluate the growth of trends in the development of leisure and tourism niche markets, and define key categories of niches demonstrating a systematic understanding of the key policy and management frameworks.  Analyse and evaluate the development, marketing concepts, management and policy issues for development of specific niche markets and appreciate the challenges and issues they face. |
| Impacts & developments of festivals and events | TThe aim of this module is to provide you with a detailed critical appreciation of the impacts and developments of festivals and events. You will be encouraged to challenge the assumptions and theories relating to the impacts of festivals upon the host community and their role within domestic and international tourism | Critically examine the social cultural economical and environmental impacts of events and festivals Appreciate and investigate in depth the role and importance of festivals and events within the community and nationally. Analyse and evaluate the role and importance of festivals as a strategic tool to develop tourism and create sustainability. |  |
| Thana Tourism | The module will explore the Knowledge and understanding of the underpinning theories relating to thana tourism and the contemporary issues relating to thana tourism | Critically appreciate the theories, size, significance & impacts thana tourism to the local, regional, national and international economies Management strategic planning for thana tourism. Apply theoretical knowledge to the development of a dark tourism attraction |  |

Level 6 Student Learning Pathway for INTERNATIONAL TOURISM AND EVENTS MANAGEMENT

Student Learning Pathway for HOTEL AND CATERING MANAGEMENT

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| **Level 4 Hotel and Catering Management** | | | |
| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Applied Personal & Professional Development | The study skills needed for higher education are gained through studying at that level; they evolve and mature through practice, trial and error, feedback from others and student reflection. This module will provide you with the underlying study strategies and software skills that can accelerate that learning process. You will develop a reflective, positive approach to learning, & take responsibility for your own learning. Such skills promote a deeper understanding of the topics studied; they support lifelong learning, and are the transferable skills desired in the employment context. | Create a portfolio of work that demonstrates knowledge and applied skill of a variety of academic and career skills including business software applications  Reflect on the benefits and challenges associated with the academic career and software skills used in the production of the portfolio of work | **Your Achievement**  Completion of this level will allow you to achieve 120 credits HNC  **Career Possibilities**  Food and Beverage Service  Hospitality Operations  Trainee Management positions in tourist attractions, Theme Park  Trainee Management in Hospitality outlets |
| Hospitality & Guest Services | This module aims to provide you with an understanding of the role and importance of hospitality, guest services practices within the Leisure and Tourism industries. You will be introduced to the proven Guest Service training standards and operational practices, through the ability to identify and satisfy guest needs. | Understand the importance of Guest Services and appreciate the use and value of empowerment performance measures. Analyse and assess a range of guest service strategies and styles and the importance of identifying and satisfying guest needs. Evaluate the range of hospitality services and provision in terms of the changing nature of consumer demands. Appreciate operational systems and resource provision required to deliver service excellence. |
| Introduction to Hospitality Tourism and Events, | The module will develop your understanding of the role of hospitality, tourism and events in society. It focuses on the sociological and philosophical aspects of the industry from a practical, applied and theoretical stance considering issues in an historical, modern and comparative context. All subject areas will provide a foundation for further, more specialised study at a later date. | Evaluate the structural, functional and organisational development of the industry within modern complex society.  Appraise the factors that shape societal hospitality, tourism and events needs and influence participation levels. |
| Management and Organisation Behaviour | This module will cultivate your knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. You will gain insight into, and should be able to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of ‘management’ as an integrating activity | Coherently analyse the relationship between structure, culture, people and organisational performance. Identify the essential nature of managerial work (in terms of both functions and processes) and the role of leadership, and be able to describe the variables that determine effective management and leadership. Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour. These latter include personality, perception, learning, communication and motivation, as well as those that influence group/team cohesiveness and performance |
| Marketing Essentials | This module will introduce you to the business discipline of marketing and the core elements from which marketing activities develop. | Assess the development of marketing in creating value for customers.  Understand the process and stages of marketing plans, modelling the role of the marketing environment and the marketing mix. Identify appropriate information and marketing research requirements for marketing decision making.  Identify relevant stakeholders and assess their impact on the marketing activities |
| Accounting Fundamentals | The module enables you to gain a broad understanding of the concepts, techniques and methods of modern cost accounting and the role it plays in business organisations. Additionally you will gain an understanding of the significance and use of financial information in business and the basic principles of accounting. | Identify basic cost accounting concepts, deploy techniques and methods and to analyse the importance of cost information in business organisations. Describe and comment on contemporary cost accounting concepts, techniques and methods and to develop and nurture the students’ ability to assess and evaluate a range of business-related constraints, from which to make decisions which maximise an organisation’s financial and non-financial performance. Review the basic principles of accounting including use of appropriate software. Prepare financial statements from initial data, and analyse financial statements with confidence |

Student Learning Pathway for HOTEL AND CATERING MANAGEMENT Level 5

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| **Studying** | **Your Aims** | **You will be able to:** | **Your Achievement &**  **Career Possibilities** |
| Applied Industry Placement | This module aims to develop your employability skills and is supported by a range of approved key employers within the events industry in the UK and overseas. The module aims to provide you with a practical first hand experience within the Hotel and catering industry. This will develop key skills, notably team work, communication, guest service and task management, focusing upon self management as well as providing you with a practical introduction to the business disciplines and management issues studied during level 4 and 5 in order to appreciate what constitutes good practice. This will involve you assessing your own personal development needs in order to apply for and secure an appropriate placement. You will be required to consider in depth management issues as well as successfully undertaking practical work experience. | Successfully consider a range of industry opportunities in order to apply and secure a relevant position within the hotel and catering industry whilst identifying opportunities for personal and professional development.  Undertake efficiently an operational position within their chosen sector and critically appreciate the importance of work based keys skills within hospitality, tourism and events.  Critically analyse management performance within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems. | **Your Achievement**  Completion of this level will allow you achieve 240 credits, a HND or Foundation Degree  **Career Possibilities**  Food and Beverage Service  Hospitality Operations  Trainee Management positions in tourist attractions, Theme Park and Development  Trainee Management in Hotels, Hospitality Management |
| Physical Resource Management and Sustainability | This module will enable learners to gain understanding and evaluate the principles and applications of resource management to a commercial operation and understand and assess various strategies for acquisition and procurement whilst evaluating the impact of current sustainability issues. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context. | Understand and evaluate the principles and applications of resource management to commercial operations, including the introduction to supply chain management  Critically evaluate how purchasing strategies and procurement issues contribute to the achievement of commercial objectives through purchasing power in relation to food and equipment and in line with current sustainability issues. |
| Managing Festivals, Conventions and Events | This module aims to provide you with sound understanding of event management. It aims to give you a deeper appreciation of the phenomenon of events conventions and festivals and the management issue affecting the planning, financing marketing, organising and operations of a variety of events. | Appreciate the importance of planning and organising events.  Demonstrate a critical understanding of the marketing process of events and festivals. Examine the financial issues affecting events. Evaluate the operational and organisational issues affecting a range of events. |
| Food and Beverage Operations in Practice | This module aims to improve knowledge and understanding of behaviour management principles and gain skills to review their managerial potential, show managerial roles and responsibilities and create a career development plan. It aims to focus on learners’ personal development and their career in management. Learners can then apply this knowledge to self-appraisal, examining their potential as a prospective manager. Learners will have the opportunity to actively demonstrate the roles and responsibilities of a manager in an appropriate context. This may be through part-time work, a work placement or simulation. | Critically understand principles and practices of management behaviour and critically evaluate their own potential as a prospective manager  Critically evaluate a career development plan for employment within a business and services context in the hotel and catering field |
| Personnel Resourcing and Development | This module aims to further develop your knowledge and understanding of the principal internal and external environmental contexts of contemporary organisations within which HR professionals and workers interact to service customer demands and expectations. This module will also explore the connection and the implications for and applications in, professional practice. | Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and discuss how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage  Appreciate the links between personnel development and positive organisational outcomes evidenced in research and practice by organisations committed to developing an engaged and |
| Rooms Division Management | This module will provide learners with a comprehensive understanding of contemporary room’s division operations management and the importance of revenue management to operations. | Appreciate the importance of the role of rooms division and front office as the nerve centre of the organisation in terms of communication.  Examine and evaluate the operational elements that comprise rooms division and how these are deployed by management to maximise occupancy room’s revenue.  Gain an understanding of the management of housekeeping services and evaluate apply techniques to maximise and measure occupancy and rooms revenue  Be able to apply techniques to maximise and measure occupancy and rooms revenue |  |
| World Cuisine | This module aims to improve knowledge of the origins and characteristics of world cuisine. The use of specialist equipment and produce will be evaluated and learners will have the opportunity to produce authentic dishes. Learners will develop understanding of international cookery and the wider issues of food in society, the reasons why people eat what they eat, and what influences consumption. A range of ethical principles and theories will be discussed including the ethics of sustainable food production, carbon footprint, food miles and GM foods. | Appreciate and analyse the characteristics and influences in world cuisine  Demonstrate a critical understanding of the multicultural nature of food and drink in society  Be able to use preparation and cooking knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner.  Apply critical evaluation techniques and criteria to a range of dishes produced. |  |

**Student Learning Pathway for HOTEL AND CATERING MANAGEMENT Level 6**

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| **Studying** | **Your Aims** | **You will be able to** | **Your Achievement &**  **Career Possibilities** |
| Impacts and Development of Festivals and Events | The aim of this module is to provide you with a detailed critical appreciation of the impacts and developments of festivals and events. You will be encouraged to challenge the assumptions and theories relating to the impacts of festivals upon the host community and their role within domestic and international tourism | Critically examine the social cultural economical and environmental impacts of events and festivals Appreciate and investigate in depth the role and importance of festivals and events within the community and nationally. Analyse and evaluate the role and importance of festivals as a strategic tool to develop tourism and create sustainability. | **Your Achievement**   Completion of this level will allow you achieve 360 credits and a Bachelor of Arts degree i.e. BA  **Career Possibilities**  Cruise Management  Industrial Catering Manager  Hotel Manager  Events Co-ordinator  Food and Beverage Controller  Conference /Banqueting Manager  Sales or Marketing |
| Strategic Food and Beverage Management | This module enables learners to gain understanding of the operational and economic characteristics, product development, pricing and profitability concepts and gain skills to critically analyse and improve operational performance in hospitality. | Analyse the importance of operational and economic characteristics within the hospitality industry  Evaluate different pricing and profitability concepts within hospitality operations  Assess the importance of and evaluate core areas of corporate strategy, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy |
| Organisational Consultancy | The aim of this module is to combine the processes of consultancy and project management with the effective management of change. You will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings. | Define the role of consultant and identify and justify a business issue that is of strategic relevance to the organisation and critically analyse and discuss the literature and research relevant to that chosen issue; Undertake a systematic analysis of qualitative and/or quantitative information and present the results in a professional consultancy report that draws realistic and appropriate conclusions and includes the making of recommendations; based on costed options |
| On Licensed Trade Management | This module enables learners to understand the current standing of the UK on-licensed retail trade industry so they can effectively apply management skills to developmental and operational issues | Evaluate key issues that impact on the licensed trade industry  Understand the effective development and operation of on-licensed premises  Develop a merchandising and sales promotion strategy for on-licensed premises. Be able to evaluate the development of on-licensed premises |
| Principles of Gastronomy | The aim of this module is to enable learners to gain a conceptual understanding of gastronomy and gastronomic principles, evaluate trends and cultural influences, apply new skills in the planning of a new product and effective implementation, also taking in to consideration the multi cultural influences and key determinants that contribute to international cuisine. | Research and critically appreciate all aspects of world cuisine, as well as looking at the history of food trends within their own society,  Display systematic understanding of principles and objectives of professional menu planning and meal management within the framework of a new product development approach |  |
| Developing Niche Markets | The module will explore and analyse the distinctive nature of tourism niche markets and the policy and management frameworks and requirements that are needed for their development, protection and sustained growth. Marketing concepts, issues and strategic approaches will be considered in detail from a theoretical and case study perspective. | Identify and evaluate the growth of trends in the development of leisure and tourism niche markets, and define key categories of niches demonstrating a systematic understanding of the key policy and management frameworks.  Analyse and evaluate the development, marketing concepts, management and policy issues for development of specific niche markets and appreciate the challenges and issues they face. |  |

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| **Module summary table Level 4For Accounting, Business Management, International Tourism and Events Management and Hospitality Management** | | | | | | | | | | | | | | | | |
| **NB This table must be completed before module specifications are completed: for each module columns D – I must be copied from this table and pasted into the table given in the module specification template supplied as part of this handbook. The explanatory notes given here as Endnotes may be deleted.** | | | | | | | | | | | | | | | | |
| A | B | | | C | | D | | E | F | | G | H | | I | | J |
| Level | Module title | | | Credit volume | | Elements of assessment | | Weighting (%) | Learning outcome | | Assessment exercise[[2]](#endnote-1) | Assessment criterion[[3]](#endnote-2) | | Delivery[[4]](#endnote-3) | | Semester (1, 2 or Y) |
| 4 | Accounting Fundamentals | | | 20 | | 2 | | 50:50 | LO1 Identify basic cost accounting concepts, deploy techniques and methods and to analyse the importance of cost information in business organisations  LO2Describe and comment on contemporary cost accounting concepts, techniques and methods and to develop and nurture the students’ ability to assess and evaluate a range of business-related constraints, from which to make decisions which maximise an organisation’s financial and non-financial performance | | EXAM | Outcomes 1 and 2 will be assessed via a 2hour examination | | 25 Lecture hours  25 Tutorial hours  150 Private study | | Y |
| LO3 Review the basic principles of accounting including use of appropriate software  LO4 Prepare financial statements from initial data, dealing with both routine and non-routine transactions and analyse financial statements with confidence | | CWK | Outcomes 3 and 4 will be assessed via the assignment | |
| 4 | Applied Personal & Professional Development | | | 20 | | 2 | | 50:50 | LO1 Create a portfolio of work that demonstrates knowledge and applied skill of a variety of academic and career skills including business software applications  LO2 Reflect on the benefits and challenges associated with the academic career and software skills used in the production of the portfolio of work | | CWK | Outcome 1 requires that the student produces a portfolio of work of a variety of academic and career skills  Outcome 2 reflects on the benefits & challenges associated with the academic, career &software skills used in the production of the portfolio of work | | 10 Lecture hours  50 Tutorial hours  140 Private study | | Y |
| 4 | Business Environment | | | 20 | | 2 | | 50:50 | LO1 Assess markets in action, understanding their micro-economic and macro-economic foundations, different market structures and their influence on firm strategy, long run and short run changes and major features of the current international economy.  LO2Describe and analyse the PESTEL environmental factors and assess the importance of each individually and how they interact with one another, in the UK, EU and globally, applying each to specific industries | | Exam | Outcome 1 requires the students to undertake a 2 hour examination incorporating theories of micro and macro economics | | 25 Lecture hours  25 Tutorial hours  150 Private study | | Y |
| LO3Think constructively about the competitive environment, within a theoretical framework, apply learned concepts to selected industries and business organizations of varying sizes within those industries and comment on internal environmental factors by an application of Porter’s Value Chain to selected case studies | | CWK | Outcome 2 and 3 requires the student to produce a 2,500 word academic essay, applying theory of far and near external environments and the internal environment to actual industries/firms | |
| 4 | Business Information Systems | | | 20 | | 2 | | 50:50 | LO1 Evaluate the use and effects of information systems/information technology on an organisation  LO2 Prepare and present to specialist and non-specialist audiences an academic seminar paper that reviews the current research literature pertinent to a contemporary information systems research topic. | | CWK | Outcome 1 requires a report documenting the evaluation of the use & effects of information systems in a selected organisation  Outcome 2  Requires the student to work as part of a team to select a contemporary business information systems topic for group research , prepare a written seminar paper based on secondary research, present the paper & respond to questioning | | 25 Lecture hours  25 Tutorial hours  150 Private study | | Y |
| 4 | Hospitality & Guest Services | | | 20 | | 2 | | 50:50 | LO1 Understand the importance of guest service strategies & appreciate their use in identifying guest needs, and the importance of empowerment & guest service measurements within the industry  LO2 Evaluate the range of hospitality provision & services in terms of the changing nature of consumer demands & understand operational systems & resource provision required to deliver service excellence | | CWK | Outcome 1 requires students to undertake a guest service learning experience & appraisal designed to demonstrate their understanding and appreciation of cutting edge guest service strategies & their application in practice. This assignment may take the form of a group in class assessment  Outcome 2 requires research of a hospitality provision audit within a locality to evaluate market impact, performance and trends as well as an appreciation of quality management systems & service delivery. | | 25 Lecture hours  20 Tutorial hours  5 Field study hours  150 Private study | | Y |
| 4 | Introduction to Leisure, Events, Tourism and hospitality | | | 20 | | 2 | | 50:50 | LO1 Evaluate the structural, functional and organisational development of the industry and its influence upon participation levels. | | CWK  GWP WORK | Outcome 1 will require an industry audit report highlighting provision & participation issues facing each sector of the leisure, events, tourism or sports industry | | 25 Lecture hours  25 Tutorial hours  150 Private study | | Y |
| LO2 Appraise the factors that shape societal leisure, events, tourism and sport in modern complex society and the problems facing society. | | Outcome 2 will require students working as a group to undertake a practical debate to test the understanding of the societal issues affecting leisure, events, tourism & sport | |
| 4 | Operations Management for Leisure, Events, Tourism & Hospitality | | | 20 | | 2 | | 30:70 | LO1 (30%) Analyse and reflect upon the role of those organisations, structures and policies that have a responsibility for the delivery of sport & leisure facilities and programmes. | | CWK | Outcome 1 requires a report that demonstrates knowledge & a systematic understanding of the key operational considerations & policies required to run sports and leisure programmes and facilities | | 25 Lecture hours  15 Tutorial hours  10 Field study hours  150 Private study | | Y |
| LO2 (70%) Show evidence of the knowledge and skills required to plan and assess the environments and systems needed to deliver effective sport and leisure operations. | | Outcome 2, a project to devise an operational planning document for an identified event/ activity within a sports/leisure facility. To include an analysis of the customer needs, facility & activity risk assessments, event/activity requirements, procedures & action plans & an event/activity financial plan | |
| 4 | Management and Organisation Behaviour | | | 20 | | 2 | | 50:50 | LO1 Coherently analyse the relationship between structure, culture, people and organisational performance  LO2Identify the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership | | CWK | Outcomes 1 & 2 require an essay, which analyses the effects of structure, culture & leadership upon organisational performance, through the application & explication of a theoretical framework.  Outcome 3 requires a written report, which outlines their analysis of a given scenario | | 25 Lecture hours  25 Tutorial hours  150 Private study | | Y |
| LO3 Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour | |
| 4 | Marketing Essentials | | | 20 | | 2 | | 50:50 | LO1 Assess the development of marketing in creating value for customers  LO3 Identify relevant stakeholders and assess their impact on the marketing activities of the organisation | | CWK | Outcome 1 & 3: essay to cover the context, development & future direction of marketing  Outcome 2: Based on a specific case, students will undertake a marketing environmental audit, marketing research, & a segmentation exercise to produce a marketing mix for each segment presenting it, using PowerPoint | | 25 Lecture hours  25 Tutorial hours  150 Private study | | Y |
| LO2 Understand the processes and stages of marketing plans including the role of the marketing environment, marketing research and the marketing mix. | |
| **Module summary table Level 5 for Accounting, Business International Tourism and Events, and Hospitality** | | | | | | | | | | | | | | | | |
| NB This table must be completed before module specifications are completed: for each module columns D – I must be copied from this table and pasted into the table given in the module specification template supplied as part of this handbook. The explanatory notes given here as Endnotes may be deleted. | | | | | | | | | | | | | | | | |
| A | | B | C | | D | | E | | F | G | | | H | | I | J |
| Level | | Module title | Credit volume | | Elements of assessment | | Weighting (%) | | Learning outcome | Assessment exercise[[5]](#endnote-4) | | | Assessment criterion[[6]](#endnote-5) | | Delivery[[7]](#endnote-6) | Semester (1, 2 or Y) |
| 5 | | Applied Industrial Placement | 40 | | 3 | | 20%  10%  70% | | LO1Successfully consider a range of industry opportunities in order to apply & secure a relevant position within the leisure, tourism & sport industry whilst identifying opportunities for personal & professional development  LO2 Undertake efficiently an operational position within their chosen sector & critically appreciate the importance of workbased keys skills within leisure, events, tourism, sport or recreation  LO3 Critically analyse management performance within the workplace environment & discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health &safety &organisational/industry problems | Action Plan  Placement  Employer Appraisal | | | Outcome 1 Development Plan Portfolio (approx 3,000) to include a personal action plan for the placement, time management plan, career & qualifications audit, training needs analysis & an organisational portfolio of background information & research into the placement  Outcome 2 a 12 week/360 hour placement. The student will be required to complete an e-learning based development record, which may be submitted via pebblepad or a DVD of their placement experience  Outcome 2 will be specifically achieved via a tutor placement viva/visit | | 25 lecture hrs  360 hrs placement  15 private study hrs | Y |
| 5 | | Cost Control and Performance Management | 20 | | 2 | | 30%  70% | | LO1Analyse the information requirements of management, particularly in relation to decisions involving costs and other financial criteria, and select and apply appropriate cost and management accounting methods and techniques  LO2 Demonstrate an ability to create, functional and master budgets for a variety of businesses scenarios and to be able to monitor and evaluate performance based on the targets and standards therein. | CWK  Exam | | | Outcome 1 an assignment of 1,500 words  Outcome 2 a 3 hour exam | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | Y |
| 5 | | Culture, Heritage & Arts Management | 20 | | 2 | | 50%  50% | | LO1 Define and demonstrate an awareness of the heritage, culture and art sector and contextualise this within the leisure and tourism industry  LO2 Review contemporary policy within National, European and International frameworks and evaluate key issues confronting the heritage, culture and art industries and apply management approaches to address these. | Field Study  Exam | | | Outcome 1 an integrated project that is linked to practical industry issues and involves field study work in order to achieve  outcome 2 a one hour examination | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | Entrepreneurship | 20 | | 2 | | 25%  75% | | LO1 Create, recognise and exploit a business opportunity and pitch the idea to a high level audience  LO2 Devise and justify a realistic and professional business /venture plan to take forward an opportunity, based on a critical evaluation of a given competitive scenario | CWK  CWK | | | Outcome 1, a group to present/pitch a business opportunity idea  Outcome 2, an individually written contribution to the venture plan for an opportunity, product or service of the student’s choice, citing appropriate research in support of arguments made The individual’s contribution will be reflected within a team contribution audit as part of the assessment. | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | Financial Reporting in Practice | 20 | | 2 | | 30%  70% | | LO2Explain the function and structure of the professional accounting bodies in the regulation of the practice of their members in support of Company Law, and in pursuit of better standards of financial reporting in the UK  LO1 Prepare financial reports for businesses operating in specialist accounting areas and in a variety of specialised accounting situations,  LO3 Produce the financial reports of limited companies in accordance with legal and professional requirements.  LO4 Produce the set of consolidated financial statements in accordance with legal and professional requirements | CWK  Exam | | | Outcome 2, a 1500 word business report on a topical issue in financial reporting.  Outcomes 1, 3 and 4. a time constrained exam. | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | Information for Decision Making | 20 | | 2 | | 50%  50% | | LO1 Demonstrate a critical understanding of the role, application and benefits of customer databases in relation to customer relationship management (CRM) and their use in organisations  LO2 Design an effective marketing research programme | CWK  CWK | | | Outcome 1 a report documenting the role, application and benefits of customer databases in relation to customer relationship management (CRM) & their use in organisations  Outcome 2, a research proposal that documents the design of an effective marketing research programme &reports on the findings | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | International Travel Operations | 20 | | 2 | | 50%  50% | | LO1 Address the roles and concepts of travel and tourism within National, European and International markets & review systems and procedures involved in travel and tourism  LO2 Consider key tourism agencies & organisations, evaluating the symbiotic relationship that exists between transport & tourism & evaluate the issues associated with the travel & tourism industry by participating in & evaluating the practical experience of a travel operation. | CWK  CWK | | | Outcome 1 plan and organise a field trip to a destination considering issues of health & safety, transport, airline destinations, accommodation, food and beverages, excursions, booking systems & cost.  In a group present a power point presentation and portfolio on their selected destination  Outcome 2 a field study trip plus a report & presentation into the performance of the operation in terms of a specific issue | | 20 Lecture hrs  30 Field Study hrs  150 Private study | y |
| 5 | | Leading Customer Service Excellence | 20 | | 2 | | 50%  50% | | LO1 Demonstrate a critical understanding of the role of customer service within the organisation.  Lo2 Evaluate customer expectations and apply strategies to ensure customer satisfaction | CWK  CWK | | | Outcome 1: an essay on the importance of customer service within a given organisational scenario  Outcome 2: a report that evaluates the customer service in an organisation and recommends solutions to potential problems | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | Managing Festivals, Conventions and Events | 20 | | 1 | | 100% | | LO1 Appreciate the importance of planning and organising events and demonstrate a critical understanding of marketing events, conventions and festivals  LO2 Evaluate the operational, financial and organisational issues affecting a range of events. | CWK | | | All learning outcomes will be achieved via an integrated project based assignment (4,000 words) , in which students are required to plan, organise, finance and market a convention, festival or event of their choice | | 25 Lecture hrs  5 Tutorial hrs  20 Field study hrs  150 Private study | y |
| 5 | | Marketing in Practice | 20 | | 2 | | 50%  50% | | LO1 Demonstrate an understanding of how to plan, organise and review marketing events and operations.  LO2 Devise appropriate marketing mix strategies for a given situation | CWK  CWK | | | Outcome 1: a brief that documents the plan for a specific marketing event, organises the activities and elements of said event, and reviews the outcome(2,000 words)  Outcome 2: Design an appropriate marketing mix for a given scenario to be presented via PowerPoint and supported by a 1,000 word report. (2,000 words). | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | Personal & Business Taxation | 20 | | 2 | | 30%  70% | | LO4 Evaluate current revenue law issues using decide cases  LO1 Explain the operation of the UK tax system  LO2, Compute the national insurance and tax liabilities for business individuals  LO3 Review tax planning strategies which minimise /defer tax liabilities by identifying /applying relevant examples, reliefs and allowances | CWK  Exam | | | Outcome 4 a group presentation 2,000 words  Outcomes 1, 2 & 3 examination 3 Hour | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | Personnel Resourcing and Development | 20 | | 2 | | 50%  50% | | LO1 Demonstrate a critical understanding of the managerial and business environment within which personnel professionals work and analyse how resourcing an organisation is influenced by internal and external factors that determines a firms need to recruit, select, socialise, performance manage and mobilise people to meet and exceed their objectives and sustain competitive advantage;  LO2 Effectively communicate the links between personnel development and positive organisational outcomes evidenced in contemporary research and practiced by organisations committed to developing an engaged and talented workforce in possession of the appropriate skills, attitudes and experiences that enables them sustain life-long employment | CWK  Exam | | | Outcome 1 2500 word project on a case study organisation  Outcome 2 examination 2 hour | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | Physical Resource Management | 20 | | 2 | | 50%  50% | | LO1 Demonstrate a critical understanding of the principles and applications of resource management to commercial operations, including the introduction to supply chain management  LO2Critically evaluate how purchasing strategies and procurement issues contribute to the achievement of commercial objectives through purchasing power in relation to food and equipment and in line with current sustainability issues | CWK  CWK | | | LO 1 Portfolio of 2,000 words 50% of module  LO2 Essay of 2,000 words 50% of module | | 50hrs  150 study | y |
| 5 | | Rooms Division Management | 20 | | 1 | | 100% | | LO1 Critically evaluate the importance of the role of rooms division and front office as the nerve centre of the organisation in terms of communication and operations to maximise revenue  LO2 Demonstrate a critical understanding of the management of housekeeping services and evaluate apply techniques to maximise and measure occupancy and rooms revenue | CWK | | | LO1 Assignment of 2,000 words  LO2 Assignment of 2,000 words | | 50hrs  150 study | y |
| 5 | | Sustainable Tourism | 20 | | 2 | | 50%  50% | | LO1 Demonstrate a critical understanding of the term “sustainability” and apply it within the context of tourism.  LO2 Demonstrate knowledge of “sustainable good practice” within the tourism industry (rural, coastal and urban areas) and within the transport sector | CWK  Exam | | | Outcome 1, a 2,000 word essay on an issue relating to sustainability and its application within the tourism sector possibly analysing the effectiveness and sustainability of a tourism destination.  Outcome 2, a two-hour examination | | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 5 | | World Cuisine | 20 | | 2 | | 50%  50% | | LO1 Critically analyse the characteristics and influences in world cuisine whilst demonstrating a critical understanding of the multicultural nature of food and drink in society  LO2 Apply critical evaluation techniques and criteria to a range of dishes produced displaying, knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner. | CWK  CWK | | | Assignment 2,000words  Practical Assignment with a critical evaluation report of 1500words | |  | y |

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| **Module summary table Level 6 for Accounting, Business International Tourism and Events, and Hospitality** | | | | | | | | | |
| NB This table must be completed before module specifications are completed: for each module columns D – I must be copied from this table and pasted into the table given in the module specification template supplied as part of this handbook. The explanatory notes given here as Endnotes may be deleted. | | | | | | | | | |
| A | B | C | D | E | F | G | H | I | J |
| Level | Module title | Credit volume | Elements of assessment | Weighting (%) | Learning outcome | Assessment exercise | Assessment criterion | Delivery | Semester (1, 2 or Y) |
| 6 | Applied Leadership & Management | 20 | 2 | 50%  50% | LO1 Critically analyse the concepts and differing theoretical models of leadership and management and its application to different organisational settings  LO2 Critically evaluate the role and approaches to the formulation and implementation of leadership and management development strategies to meet current and future organisational needs | EXAM  CWK | Outcome 1: an open book examination  Outcome 2 participate in a group presentation plus critically evaluate their approach 2,000 words | 25 Lecture hrs  25 Tutorial hrs  150 Private study | Y |
| 6 | Contemporary Issues in Marketing & Management | 20 | 2 | 50%  50% | LO1 Critically evaluate a range of key emerging themes and make a critical assessment of their significance for a specific sector or industry  LO2 Propose strategic responses, which reflect contemporary practice and demonstrate creativity, to the key emerging themes judged to have the greatest potential impact on a specific sector. | CWK  CWK | Outcome 1 critiques an academic article that critically evaluates a range of key emerging themes and makes a critical assessment of their significance for a specific sector or industry (2,000 words).  Outcome 2 a project to develop a contemporary and creative strategic marketing and business response to a prioritised emerging theme (2,000 words). | 25 Lecture hrs  25 Tutorial hrs  150 Private study | Y |
| 6 | Contemporary Themes in Tourism, Hospitality and Events | 20 | 2 | 50%  50% | LO1 To evaluate and analyse contemporary issues in the hospitality, tourism or events industries including exploring current issues such as globalisation, crisis, risk and safety, terrorism, cultural authenticity, ethics and tourism, dark tourism and social justice  LO2 To analyse current contemporary issues within the tourism, hospitality and events industries within a given locality or destination and in turn evaluate future policy and management options for such operations within their respective destinations. | CWK  CWK | Assessment is best achieved through a seminar presentation (50%)or 2,000 words and destination report (50%) of 2,000 words designed to encourage the students to undertake their own research and analyse issues in detail using evidence and theories to reinforce their critical thinking.. | 50 hrs  150 Study | y |
| 6 | Critical Perspectives on Management | 20 | 2 | 50%  50% | LO1 Evaluate critical approaches when studying management theory and practice  LO2, Judge dispassionately the differences between mainstream and critical theories of management and develop critical or ethical assessments of concepts underpinning management theory.  LO3 Analyse problems arising in a select number of contemporary management/organizational topics and themes including, but not limited to, bureaucracy and post bureaucracy, scientific management, team working and ethical decision making and argue coherently for acceptable solutions.  LO4Critically review normative and positive decision-making tools integrating ethical perspectives into other corporate objectives. Contrast US, European and Developing World perspectives of Corporate Social Responsibility. | CWK  CWK | Outcome 1,2 &3 a 2,000 word case study assignment which will require the student to analyse a ‘management practice’ from both orthodox and critical perspectives and to provide alternative interpretations, solutions and recommendation to problems arising from such practice  Outcome 1,2 &4 a 2,000 word research based exercise to examine and analyse changes in gender relations and their impact on managerial ethics and critically evaluated these changes using the theoretical and conceptual tools available. | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 6 | Cross-cultural Management | 20 | 2 | 50%  50% | LO1 Analyse cross–cultural models, including the ′crossvergence′ framework on organizational culture.  LO2 Evaluate how cultural variation affects the implementation of strategy | CWK  CWK | Outcome 1 appropriate contemporary cross-cultural themes for investigation and analysis to produce an individually written report of approximately 2,000 words documenting the evaluation.  Outcome 2 a written report documenting the evaluation of cultural variation & its impact on the implementation of strategy from the perspective of at least two different cultural environments | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 6 | Developing Niche Markets | 20 | 2 | 50%  50% | LO1 Identify and evaluate the growth of trends in the development of leisure and tourism niche markets and define key categories of niches demonstrating a systematic understanding of the key policy and management frameworks  LO2 Analyse the development and niche marketing of destinations and leisure products and evaluate management and policy issues for the development of specific niche markets and appreciate the challenges and issues they face. | CWK  CWK | Outcome 1, a 2,000 word essay relating to trends and development of niche tourism products.  Outcome 2 a specific seminar presentation and paper focusing in detail on development and issues within a case study and offering strategic solutions | 25 Lecture hrs  25 Tutorial hrs  150 Private study | y |
| 6 | Dissertation (40 credits) | 40 | 2 | 10%  90% | LO1Appraise critically the literature pertaining to a problem domain.  LO2 Evaluate, select and apply relevant research techniques in both primary and secondary fields.  Lo3Analyse rigorously the evidence gathered.  LO4Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.  LO5 Produce an organised and structured document that adheres to academic convention. | Research  Dissertation | The assessment of the dissertation will be based upon a clear expression and articulation by the student of an analytical approach, research focus, clear methodology and stated results of an independent research investigation. | 50 hrs  350 Study | y |
| 6 | Global Business Culture | 20 |  | 50%  50% | LO1 Appraise critically selected theories of globalisation and evaluate the local/regional/global debate.  Lo2Critically assess the process of global economic concentration in selected industries/markets, the role played by TNCs in the creation of global consumerism and the search for ever lower costs and the consequences of recent/current financial turmoil.  LO3Evaluate the transition of TNCs into global allocators of resources and analyse the impact on management strategy, policy and process.  LO4Critically evaluate the consequences to global society(ies) of TNCs global ambitions and the resultant impact on inequality and sustainability | CWK  Exam | **Outcomes 1 and 2** require the student to construct a 2000 word academic, referenced essay, critically evaluating aspects of global business and its management and applying theory (from both full texts and academic journal articles) to industries/firms of the student’s own choice.  **Outcomes 3 and 4** will be assessed via a 2 hour examination | 50 hrs  150 study | y |
| 6 | Global Marketing Strategy | 20 | 2 | 50%  50% | LO1Demonstrate the ability to coordinate an organisation’s marketing mix for entry into global markets whilst appreciating the cultural forces, which may influence decisions.  L01 Devise and justify appropriate strategies for entering new markets, whilst evaluating barriers to entry and risk in the international marketing environment. | CWK  CWK | Outcome 1 requires that the student to produce a report that demonstrates the ability to coordinate an organisation’s marketing mix for entry into global markets whilst appreciating the cultural forces, which may influence decisions. The report will require synthesis of theoretical material and its practical application within the context of a given case organisation (50% weighting, approximately 2,000 words).  To achieve outcome 2, the student will have to produce a report to devise and justify appropriate strategies for entering new markets, whilst evaluating barriers to entry and risk in the international marketing environment. The report will require synthesis of theoretical material and its practical application within the context of a given case organisation (50% weighting, approximately 2,000 words). | 50 hrs  150 Study | y |
| 6 | Global Tourism & Destination Management | 20 | 2 | 50%  50% | LO1 Identify and evaluate the growth of the trends in global tourism markets and define key types of international tourism destinations evaluating specific development strategies.  LO2 Discuss and evaluate key stakeholders and organisations associated with global tourism and discuss and evaluate contemporary issues and challenges confronting global tourism markets and destinations. | CWK  CWK | Coursework: Essay 50% 50%  Coursework Strategic Report 50% | 50 hrs  150 Study | y |
| 6 | Impacts and Development of Festivals and Events | 20 | 2 | 40%  60% | LO1 Critically examine the social, cultural, economic and environmental impacts of events and festivals  LO2 Appreciate and investigate in depth the role and importance of festivals and events within the community and nationally and analyse and evaluate their role and importance as a strategic tool to develop tourism and create sustainability | CWK  CWK | Learning outcomes 1 will require students to undertake a detailed seminar presentation (1,500) whilst outcome two is best tested through a detailed management report (2,500) (60%) which is likely to be based upon the destination studied during the Contemporary issues filed trip. | 50 hrs  150 Study | y |
| 6 | International Business Communications | 20 | 2 | 50%  50% | Understand critically, corporate and intercultural communication theories  Analyse business communication situations | CWK  CWK | 2,000 words assignment  2,000 words Assignment | 50 hrs  150 Study | y |
| 6 | International Financial Management | 20 | 2 | 50%  50% | LO1 Identify, discuss and critically evaluate the theoretical framework and models relevant to the financial management of international business.  LO2 Evaluate and critically discuss various methods, techniques and risks associated with managing and financing the global firm.  LO3 Identify and evaluate international financial risks, and discuss appropriate methods of managing them | CWK  CWK | The module will be assessed by completing two assignments (50% weighting each). The aim of the two assignments is to assess the students’ ability to evaluate and discuss relevant financial models/theories relating to businesses operating in the global environment.  The first assignment will test outcomes 1 and 2. The second will test outcome 3. | 50hrs  150 study | y |
| 6 | Marketing Communications Strategy | 20 | 2 | 50%  50% | LO1 Demonstrate a systematic understanding of the mechanisms behind a marketing communication campaign – branding agencies, budgets.  LO2 Assess the technical components of the message construction, the role of the media, integration and the individual.  LO3 Evaluate and select relevant media and promotion methods appropriate to any case setting.  LO4 Deploy a framework to design and develop a marketing communication campaign. | CWK  Exam | To achieve outcome 1 and 2: To adequately assess students’ understanding of the full range of material covered during the course a two hour examination will be set (50% weighting, equivalent to 2000 words).  To achieve outcome 3 and 4: A case study will be provided where students will have to design and develop a marketing communication campaign using a framework with which they are familiar (50% weighting, equivalent to 2000 words). | 50hrs  150 study | y |
| 6 | On Licensed Premises Management | 20 | 2 | 25%  75% | LO1 Demonstrate a systematic understanding of the Key issues that impact on the licensed trade industry  LO2 Develop a merchandising and sales promotion strategy for on-licensed premises and critically evaluate the development and impact on an on-licensed premises | CWK  CWK/ Presentation | LO1: 50% Weighting  Assessed via essay of no more than 2000 words, critically evaluating the key issues currently impacting on the licensed trade industry. The learner should reflect on recent developments which have shaped the current situation and suggest how future developments will affect the industry.  LO2,: 50% Weighting  Assessed via the presentation of a live business plan to learner peers and panel who will assess its viability. An individual review critically evaluating the business plan in the form of an essay of not more than 1000 words will complete the assessment. | 60hrs  140 study | y |
| 6 | Organisational Consultancy | 20 | 1 | 100% | LO1Identify with the role of a management consultant and initiate and carry out a project that is of strategic relevance to an organisation;  Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve a solution(s). | CWK | 5,000 words Assessment will be 100% coursework, incorporating a 5,000 word equivalent project which will be made up of a Project Initiation Document (PID) and a report. This will involve students’ undertaking the role of ‘consultant’ and investigating a management related problem of their choice in a field relevant to their BA pathway. Students will base their project on an organisation with which they are familiar. Depending on whether or not they are employed (part-time) by the organisation, the student can decide whether they will adopt the role of either internal or external consultant to the firm. Students who are not employed, or who have no contact with an organisation, will self-identify a case study on which to base their project. | 25hrs  175 study | y |
| 6 | Principles of Gastronomy | 20 | 2 | 50%  50% | LO 1 Appreciate all aspects of world cuisine, as well as looking at the history of food trends within their own society  LO2 Display systematic understanding of principles and objectives of professional menu planning and meal management within the framework of a new product development approach | Presentation/ report  CWK | Outcome 1: Research and develop a new product, present your findings and critically evaluate the outcome in a 1500 word report.  To achieve outcome 2 : Complete a 2,000 word essay on principles of Gastronomy | 60hrs  140 study | y |
| 6 | Strategic Food & Beverage Management | 20 | 2 | 100% | LO 1 Critically analyse the importance of operational and economic characteristics including pricing and profitability concepts within the hospitality industry.  LO2 Assess the importance of and evaluate core areas of corporate strategy, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy. | CWK  Exam | **Outcomes 1** worth 50% requires the student to write a 2000 word academic, referenced, essay, critically evaluating aspects of corporate and business strategy, using appropriate academic theory (text and journal articles) and actual industries/firms of the student’s own choice.  **Outcome 2** will be assessed via a time constrained (2 hour) examination that may be case study based, requiring application of theory to the specifics of information provided and the student’s own research. Such a case study may be pre-released, but its questions would test problem solving skills under time constrained conditions and ensuring student provenance. | 60 hours  140 Study | y |
| 6 | Strategic Management & Sustainability | 20 | 2 | 50%  50% | LO1 Assess the importance of and evaluate core areas of corporate strategy, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy.  LO2 Apply analytical, problem solving and forecasting methods to organizational situations and the development of corporate strategy and competitive advantage and to critically evaluate the relevance and importance of communication, co ordination and control at all stages of the strategic management planning and decision making process.  LO3 Critically evaluate the implementation of selected strategies and their resultant success or failure with particular reference leadership, corporate governance and strategic change.  LO4 Analyse the importance of sustainability within the business environment and evaluate its impact on recent strategy decisions and current changes in corporate strategy | CWK  Exam | **Outcomes 1 and 2**require the student to write a 2000 word academic, referenced, essay, critically evaluating aspects of corporate and business strategy, using appropriate academic theory (text and journal articles) and actual industries/firms of the student’s own choice.  **Outcomes 3 and 4** will be assessed via a time constrained (2 hour) examination that may be case study based, requiring application of theory to the specifics of information provided and the student’s own research. Such a case study may be pre-released, but its questions would test problem solving skills under time constrained conditions and ensuring student provenance. | 50hrs  150 study | y |
| 6 | Strategic Information Systems and the e-Business | 20 | 2 | 50%  50% | LO1 Demonstrate a systematic understanding of current and emerging e-Business themes or applications and the impact of their use in organisations  LO2 Evaluate critically the issues associated with the management of information systems and the information systems/ e-Business strategies. | CWK  CWK | Outcome 1 (50% weighting) will be assessed via one coursework assignment. First, students will form groups and will be encouraged to self-select (with some negotiation) appropriate contemporary e-Business themes for investigation and analysis. The results of the group research will be presented to class peers and staff (an academic seminar). Students will also produce written coursework documenting the evaluation (tasks equivalent to approximately 2,000 words).  Outcome 2 requires that the student produces a report documenting the evaluation of the issues associated with the management of information systems, the e-Business and associated strategies. The evaluation will require synthesis of theoretical material and its practical application within the context of a given case organisation (50% weighting, approximately 2,000 words). | 50hrs  150 study | y |
| 6 | Thana Tourism | 20 | 2 | 40%  60% | LO1 Critically analyse the theories, size, significance & impacts of thana tourism to the local, regional, national and international economies  LO2 Evaluate critically the management of strategic planning for thana tourism by applying theoretical knowledge to the development of a dark tourism attraction | CWK  CWK | **Assessment 1 LO 1 (50%)** –2,000 word assignment relating to theories relating to growth and significance of thana tourism and the ethical and moral arguments concerning the presentation of an authentic tourism experience  **Assessment 2 LO2 (50%)** – 2,000 word project relating to the development of a dark tourism attraction (real & theoretical) and the requirements concerning its location, facilities to be offered, financial implications, operations & marketing, staffing, interpretation & the presentation of an authentic experience (group or individual) | 60hrs   1. study | y |

# 6 Programme Administration

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| **Swansea Metropolitan University Collaborative Management and Supporting Structures with Neath Port Talbot College**  **Neath Port Talbot College agree to abide by the statements listed below:**  **The Faculty/Programme Team**  Faculty Academic Quality and Standards Committees, supported by colleagues within their faculties, are responsible for the quality of linked programmes with which they are associated and determine appropriate action plans for each link established. The University’s programme examining board has the final responsibility for programme assessment matters, but may devolve this to a properly constituted sub-board, meeting under the University’s regulations to deal with the collaborating institution’s results. |
| **The Head of Academic Services (in relation to Quality Management)**  The University’s Head of Academic Services is responsible for the smooth operation and on-going development of quality assurance procedures leading to awards of the University or other agencies. She/he supports the work of the University’s AQSC which, in turn, is accountable to the University’s Academic Board. |
|  |
| **The Head of Academic Services (or his Nominee)**  The Head of Academic Services is responsible for ensuring that matriculation/registration and certification related issues are administered in accordance with the University’s procedures and within the regulatory framework of external agencies, as appropriate. He/she is also responsible for co-ordinating examination related matters and for ensuring that certification issues are appropriately addressed. The Head of Academic Services is supported by the Deputy Head of Academic Services in carrying out these functions. |
| **The Vice-Chancellor**  The Vice-Chancellor will keep the Governing Body apprised of such developments as necessary, and will sign any agreements entered into, on behalf of the University. |
| **Finance Director**  The Director of Finance will be consulted by CPWG and APC on the detailed financial arrangements. The fees to be charged will be influenced by the costs involved in the quality assurance and support procedures, as well as the unique features of the programme. The normal fees will usually be in terms of a block fee plus a supplement for each registered student. |
| **Publicity and Marketing**  The University is responsible for all information, publicity and promotional activity relating to programmes and awards with which it is associated, and must agree prospective publicity material relating to a collaborative initiative, prior to its release. Where the University is acting on behalf of other award-bearing agencies, the requirements of these third parties will be followed. |
| **Collaborative Provision Working Group**  The group consists of key managers and exists to advise APC on proposed collaborative arrangements as well as to ensure that any preliminary work required to enable informed decisions to be taken by committees is undertaken. It is convened by the Chair of APC between meetings of APC as required and reports to APC. |

**Programme Co-ordinator**

The Programme Director for the equivalent programme operating at SMU will normally act as the co-ordinator for the linked programme. This individual has a key role to play in:

* ensuring that the collaborative proposal and documentation required are of an appropriate quality;
* disseminating information to the parties involved at the partner institution and within SMU;
* liaising with the SMU Head of Academic Services and other senior managers about all aspects of the development;
* providing and ensuring that expertise in subject and programme management is relevant;
* serving in a ‘facilitating’ capacity at validation/review events

**Neath Port Talbot College HE Management Team**

Vice Principal HE Keith Booker

NPTC HE Co-ordinator Christopher Jones

Director of Quality Huw Davies

**School of Business Tourism and Hospitality**

Head of School: Judith Williams

Deputy Head of School Christine Davies

HE Co-ordinator Business Christopher Jones

HE Co-ordinator Tourism Janet Beale

HE Co-ordinator Hospitality Naomi Hillen

HE Co-ordinator Accounts Rebecca Cook

6.1 NPTC Administration Responsibilities**.**

The Vice Principal for Higher Education co-ordinates all HE programmes delivered within NPTC. There is also a College HE Co-ordinator to deputise for the VP

The VP for HE Chairs the Recognised Teacher Status Board

Mitigating Circumstances Panel sits and is chaired by the VP for HE on a regular basis.

Monthly HE meetings are held and Chaired by the VP for HE for the HE Co-ordinators

All HE programmes are managed by a HE Co-ordinator who is responsible for liaising with the University Programme Co-ordinator and managing the delivery of the programme.

All module assessments will be written by the Module Leader, internally verified by a member of the HE team and passed to the External Examiner for approval.

Module assignments and examinations will be cross marked / internally verified by the HE team before presenting to the External Examiner.

The HE Co-ordinator and team (if required) will attend Subject Boards and Award Board and write the Annual Monitoring Report.

The HE team will conduct annual Module Reviews and apply to SMU for any significant changes to be adopted in line with SMU policies.

**Admission Strategy**

The admission of students to the programmes will be conducted in accordance with Neath Port Talbot College and Swansea Metropolitan University regulations and the guidelines of the appropriate awarding body:

* BA programmes: University of Wales Regulations and Standing Orders
* HN programmes: Edexcel guidelines.

The general criterion to be applied in deciding whether to admit a student is that there should be an expectation that the applicant is capable of fulfilling the learning outcomes of the programme and achieving the standard required for the award chosen in accordance with awarding body and UCAS requirements.

**Entry to Level Four**

Entry to Level 4 of the portfolio will be at the discretion of the Admissions Tutor, delegated by the Portfolio Management Committee. Decisions relating to the admission of students with advanced standing will be taken by the Admissions Tutor following consultation with the appropriate Portfolio Director.

The normal entry requirements for the programmes are:

1. UCAS Tariff points with at least 5 GCSE's at grade "C" or above, or equivalent including Mathematics and English
   1. BA programmes: 160 UCAS Tariff points (e.g. 2 ‘A’ levels),
   2. HN programmes: 80 UCAS Tariff points (e.g. 1 ‘A’ level).
2. Extended National Diploma or Certificate.
3. Modern apprenticeship level 3 vocational qualifications.
4. Other equivalent qualifications (e.g. International, European and Welsh Baccalaureates, City and Guilds, SCOTVEC awards).

Applications from students over 21years old, who do not meet normal entry requirements, will also be welcomed. Decisions relating to the admission of such candidates will normally be taken following an interview with the Admissions Tutor, and/or member of the Portfolio teaching team.

Students whose first language is not English are required to demonstrate competence in the English language, e.g. IELTS 6.0.

**Admission with Advanced Standing**

This term covers all cases where an applicant's prior qualifications, learning and/or experience are accepted as fulfilling some of the requirements of the programme. The appropriate level of entry will be determined following consideration by the Admissions Tutor in consultation with the appropriate Programme Director of the applicant's level of attainment and capabilities.

However, all direct entry students must possess the necessary underpinning theoretical and practical skills to pursue level 5 modules. If not, the student will be required to undertake those level 4 modules that provide the missing skills prior to commencing Level 5.

It should be noted that NPTC College fully supports implementation of recent legislation on disability and equal opportunities; recent staff development activities and the nomination of an officer to monitor adherence to legal requirements and the establishment of an Equal Opportunities Working Group endorse this emphasis. The School of Business Tourism and Hospitality adheres to the College Policy on equal opportunities. If the Admissions Tutor is uncertain of implications of accepting students with specific needs, reference is made to the Learner Services unit and the Director to attempt to resolve these uncertainties.

## 6.2 Learning and Teaching Strategy

The learning and teaching strategies employed within the Portfolio are in accord with the College’s mission to provide *vocational* programmes. Feedback from local employers indicates that they value applied skills more than theoretical knowledge and use this criterion as a basis for the recruitment and selection of staff. The learning and teaching strategies selected within the UG Portfolio of programmes therefore emphasise the *application* of business management concepts, supported and underpinned by theoretical material. (Table 46 overleaf gives details of the learning and teaching strategy, as well as the assessment profile, for all modules.)

A range of learning and teaching strategies will be applied, including:

* lectures;
* tutorials;
* seminars;
* practical sessions (laboratories, workshops, gym sessions);
* enquiry based learning/individual project work;
* group project work (e.g. in modules such as *Business Information Systems and Introduction to Leisure, Events, Tourism and World Cuisine and Principles of Gastronomy*)

**Lectures** are an efficient and effective method for delivering and synthesising blocks of information to a full class. They provide frameworks for further study and a platform for the dissemination of current information from a range sources.

**Tutorials** are conducted with individuals or in groups of students under the direction of a lecturer. The primary aim of the tutorial is to develop greater understanding of the taught material by encouraging student research, discussion and critical analysis. Students may be required to prepare material in advance and engage in debate and analysis during the course of the tutorial.

**Seminars** provide a means whereby groups of typically ten to twenty students can engage in interaction and dialogue under the direction/facilitation of the lecturer. Seminars provide the unique opportunity for students to question and respond to the material.

**Practical Sessions** provide a mechanism by which students can apply the theory studied and develop the skills required to create solutions to complex problems, for example, computer-laboratory sessions and practical catering and food service activities.

Technology enhanced learning is valued by the lecturing team as a benefit to learning and teaching. Course documentation such as module specifications, assessment schedules, timetables, etc. are placed on the Moodle virtual learning environment (VLE) for easy, remote access by students. All lecturers are upload to the VLE with a variety of resources such as lecture notes, further links/reading, assessment specifications, past exam papers, etc. The VLE is also an invaluable aid to two-way communication between lecturers and students via the announcements and e-mail facilities.

Following the NPTC/SMU modular framework, each taught 20-credit module is equivalent to 200 student learning hours including assessment. However, within a module, the learning and teaching strategies employed, and the balance of hours assigned to each activity (e.g. lectures, laboratory), is determined by the nature of the module. Most modules require a proportion of lecturer-driven formal tuition to deliver the conceptual, theoretical issues (for example, *Marketing Essentials*). Given the applied philosophy of the programmes, all modules, however, require *at least* an equal proportion of student-centred tutorials/laboratory/workshop-based or self-study activity (for example, *Applied Personal and Professional Development*, *Entrepreneurship*). Modules that are activity based, such as *World cuisine and gastronomy* require more contact time, given the practical nature of gym-based study; consequently some of the sports-related modules have more contact hours than class-room based modules. Similarly, the computer laboratory based modules such as *Applied Personal and Professional Development* have a higher contact time due to the emphasis on practical application of concepts and the nature of work with technology.

Generally, tutorial or laboratory work (rather than lectures) facilitates the application of the concepts and is better suited due to smaller size groups. This facilitates the exploration of the topics and their application to real-world scenarios and problems, again emphasising the vocational nature of the programmes, in accord with the mission of the University. Tutorials and seminars are used to encourage students to pool and discuss ideas generated so that they may learn not only from the lecturer, but also from the views and experience of their peers. Tutorials and seminars also facilitate student-directed small group activities, as students work within groups to achieve the assessment outcomes and enhance their group-working transferable skill.

Transferable (or study) skills form an integral component with the delivery of the programme. Such skills promote a deeper understanding of the topics studied throughout the programmes; they support lifelong learning, and are the transferable skills desired in the employment context. Feedback from local employers indicates that they value highly skills such as report-writing and the ability to work as part of a team. These skills evolve and mature through practice, trial and error, feedback from others and student reflection. Whilst the *Applied Personal and Professional Development* module aims to provide students with the underlying study strategies that can accelerate that learning process, the learning and teaching strategies used within all modules will encourage students to develop a reflective, active, positive approach to learning, and to take responsibility for their own learning.

Specific examples of learning support which exceed normal support during module delivery are:

* Study skills support is offered through tutorial sessions, e.g. for report writing, self-study techniques;
* Dissertation tutorial support from overall supervision team, e.g. for support, project planning;

In order to promote a team approach to learning and teaching, and to give more support to individual lecturers, the College has procedures for internal verification, peer observation and staff mentoring.

## 6.3 Assessment Strategy

The key purpose of the assessment scheme is to enable students to demonstrate individually that they have met the aims of the programmes and achieved the learning outcomes at the appropriate standard. Assessment is also used to provide feedback to students so as to assist in subsequent learning.

Thus the assessment requirements will be to support the fulfilment of the programme aims and learning outcomes specified above. In particular, the assessment should enable theory to inform practice, with students demonstrating intellectual rigour and reflecting critically on their own experiences. The overall assessment package will develop an independent learning culture and ensure that all the level descriptors are addressed (the outcomes being assessed are indicated in the assignments for each module). The strategy aims to reflect the varied backgrounds of the participants and the characteristics of each module.

The assessment strategy follows the ethos of the programme aims, learning outcomes and learning/teaching strategy. All assessment seeks to test knowledge and application of generic and specialist concepts. The form of assessment chosen for each module not only reflects the achievement of the learning outcomes for that module, but normally reflects the vocational, applied nature of the programmes. The applied nature of a significant proportion of the programmes’ learning outcomes are in many respects more suited to assignment-based assessments covering a range of research, management skills and theory applied to practical cases, including work-based experiences; the applied nature of the programmes requires extensive use of real-world case material for teaching delivery and assessment (e.g. *Strategic Management and Sustainability, Organisational Consultancy*). Furthermore, the time for reflection and in-depth analysis, and the activity/simulation of work-based management research (which is not examination based) in preparation for careers in management, is more naturally presented in a report (e.g. *Marketing Communications Strategy*), seminar paper (e.g. *Business Information Systems*) or oral presentation of research findings (e.g. *Strategic Information Systems and the e-Business*).

Individual modules use approaches to assessment that meet the specific needs of the module. As well as the coursework methods above, these include, for example, personal portfolio based evidence of skill application (e.g. *Applied Industry Placement*, *Applied Personal and Professional Development*), posters to encourage and demonstrate creative thinking (e.g. *Marketing Essentials* and *Personnel Resourcing and Development*) and debate. Consequently, students experience a wide variety of assessment formats appropriate to the different skill sets being developed. In delivery the module tutors will rehearse student skills in tutorial/seminar exercises, which will later be formally tested in the summative assessment; so far as possible, the formative tasks will reflect the summative tasks in style and level of difficulty. The School’s standard header sheet for all coursework is presented in appendix 5.

Where appropriate, time-constrained examinations are used, normally of two-hour duration each. The testing of accounting problem-solving and concepts, for example, lends itself to an examination. In addition, in order to gain exemption from the corresponding paper of the professional accounting exams, students are required to have been assessed by means of a time constrained exam.

With regard to assessment, two issues of concern were debated by the team:

1. the burden of work on students.
2. the need of establish provenance.

With regard to the first issue, the team considered carefully what it felt to be an appropriate amount of work for students to complete and aimed for consistency of assessment value/workload across modules. Consequently, the assessment for a 20-credit module would normally require assessment that is equivalent to 4,000 words (so two 2,000 word assignments say, or one 2,000 word assignment and one two-hour examination). The assessment strategies for individual modules are detailed within the individual module syllabus (see Module Syllabi Document). .

With regard to the provenance of students work, examinations are a traditional method of verifying that the work produced is the students’ own work. To help authenticate student coursework, some modules require that the student and lecturer negotiate the topic for assessment on an individual basis, allowing the lecturer to monitor progress. Some modules (e.g. where the assessment is research-based) require students to verbally/visually present the results of their research to the lecturer and peers, followed by a question and answer session. Such assessment strategies are in accord with the learning and teaching strategies employed by the team, that is, where the aim is to generate work that is mainly student-driven, individual, reflective and vocationally-orientated. In addition the Turnitin plagiarism detection software is used to help establish provenance.

While group work is an essential element of business and management study and employment roles, occasionally group work results in an imbalance of student team member effort and/or conflict between team members. To resolve these problems, lecturers employ a range of strategies. For example, normally the teams are encouraged to resolve any problems themselves through peer negotiation. If the problem cannot be resolved by the team, the team is asked to identify the contributions of each team member and a weighting is applied to the marks. (Sometimes it is possible for the lecturer to identify individual’s contributions, e.g. where blogs and wikis are used). Where this is not appropriate, the lecturer may split the team and reassign the team members.

A verifier is used to check each assessment element before it is presented to the students and prior to verification by the external examiner. Additionally, an internal verifier samples the marked student work.

Examining Boards meet at the end of each academic year to consider student results. The regulations and procedures that apply are attached:

* Undergraduate Assessment Regulations
* Verification and Appeals Procedure

# 

# APPENDICES

Appendix 1 **:** New Modules for Validation:

|  |  |
| --- | --- |
| **Module Title:** | Applied Industrial Placement |
| **Date Of Validation:** |  |
| **Module Number:** |  |
| **Module Value:** | 40 |
| **Level:** | 5 |
| **Faculty Responsible for Delivery:** | Swansea Business School,  Faculty of Humanities / Neath Port Talbot College |
| **Prerequisites:** |  |

**AIMS:**

In line with the Government and QAA’s focus on employability and work based skills this module aims to develop students’ employability skills and is supported by a range of approved key employers within the leisure, tourism and sports industry in the UK and overseas.

This module is individually focused to meet the personal needs of the students as well as the course aims and objectives. The module is also closely linked to the QAA and NCWE placement guidelines.

The module aims to provide students with a practical firsthand experience within the leisure, events, tourism, sport and recreation industry. This will develop key skills, notably team work, communication, guest service and task management, focusing upon self management as well as providing students with a practical introduction to the business disciplines and management issues studied during level 4 and 5 in order to appreciate what constitutes good practice.

This will involve the student assessing their own personal development needs in order to apply for and secure an appropriate placement. The student will be required to consider in depth management issues as well as successfully undertaking practical work experience.

**LEARNING OUTCOMES**

Upon the successful completion of this module the student will be able to:

1. Successfully consider a range of industry opportunities in order to apply and secure a relevant position within the leisure, events, tourism and sport industry whilst identifying opportunities for personal and professional development in terms of specific learning outcomes.
2. Undertake efficiently an operational position within their chosen sector and critically appreciate the importance of work based keys skills within leisure, events, tourism, sport or recreation.
3. Critically analyse management performance within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems.

**INDICATIVE CONTENT**:

* Placement Preparation:To include CV writing, interview skills, qualification audits, training needs analysis, development planning and key skills in order to help the student secure an appropriate placement to meet their personal and professional needs and the course guidelines.
* Personal and Vocational Development:The experience will be linear and individually designed to focus on either specialist or generic areas of study according to the student’s level of experience, needs, interests and chosen career pathway.Students are required to undertake a minimum 12 week placement (360 hours) which will include a tutor assessment visit which will focus the students attention on reflecting and discussing in depth their experience.
* Key skills – communication, team work, task management, personal skills – guest services, operational issues.
* Operational tasks – task management, performance.
* Review – reflection, self appraisal, reaction to feedback.
* Organisational Issues:Policies and procedures, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.

**LEARNING AND TEACHING STRATEGY:**

Pre placement preparation will take the form of lectures designed to inform the students about potential placement opportunities and prepare them for the experience via cv writing and interview skills. These will then be developed in more depth via group and individual tutorials.

A placement week will be organised for students where a wide range if placement employers from the UK and overseas will come to SMU present to the students. Presentations will be designed so that even if students are not interested in applying they will gain valuable industry knowledge. The students will then be given the opportunity where appropriate to attend interviews and selection sessions. This is all part of the overall learning experience.

The practical placement component of the module is an individual student centred experience which will be based upon self managed learning supported by a tutor assessment visit where practicable. The student will therefore be responsible for managing their own learning and development according to the placement aims and objectives in order to successfully complete the placement and the tutor visit.

Students will normally receive a detailed and planned placement assessment visit from a tutor from the program. The tutor will act as a facilitator to develop and apply the student’s learning via the student discussing working practices and industry issues. The students will also reflect upon their performance, and their personal learning and development.

During the visit the tutor will also undertake an appraisal meeting with the employer to discuss the students performance within the workplace. The tutor will provide the student with detailed feedback from this meeting in order to set goals and targets for the completion of the placement. This will include the completion of a placement feedback form with copies going to the student and employer, as well as placed in the student placement file.

As needed throughout the placement the student will receive on-going learning support from the placement tutor via e-mail or telephone links with the University. This will be available as required by the student or organisation. However, it is the student’s responsibility to seek support as required. It must be noted that in certain situations students may not have internet or computer access on placement and may instead have to rely on their mobile phones or letter to contact SMU if required.

It must be noted that, whilst students will receive on-going support and guidance in organising a placement, it is the student’s responsibility to secure an appropriate placement NOT the placement tutors.

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 25

Student Experiential Learning 360

Student private study 15

**TOTAL** 400

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| 1. Successfully consider a range of industry opportunities in order to apply and secure a relevant position within the leisure, tourism and sport industry whilst identifying opportunities for personal and professional development. | * Secure an appropriate placement relevant to the placement guidelines and individual needs * Undertake a career and qualification audit and personal training needs analysis in order to identify areas of need and development * Prepare a placement development plan and portfolio designed to gain information about the organisation and highlight measurable personal learning outcomes in preparation for the placement | |
| 1. Undertake efficiently an operational position within their chosen sector and critically appreciate the importance of work based keys skills within leisure, events, tourism, sport or recreation | * Successfully complete a 12 + week (360 hour) placement program * Students will be required to complete a e learning and development record of the placement and a DVD record of the overall experience * Demonstrate successful key skills development in terms of communication, teamwork, task management, guest services, initiative and basic problem solving. * Receive a sound employer appraisal | |
| 1. Critically analyse management performance within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and organisational/industry problems. | * Discuss in detail management structures policies and procedures during the placement visit viva * Consider issues effecting the organisation and put forward basic strategic recommendations * Relate theory to practice by applying academic learning to work based issues * Undertake successfully a detailed placement viva with a University tutor to discuss industry,management and operational issues. | |

Evidence of Learning Outcomes will be in the form of a structured mix of pre placement assignments, practical placement and tutor assessment visit/viva.

Outcome 1 is best achieved by students preparing a Development Plan Portfolio (approx 3,000) which will include a personal action plan for the placement, time management plan, career and qualifications audit, training needs analysis and an organisational portfolio of background information and research into the placement company. (20%)

To achieve outcome 2 the students must successfully complete a 12 week/360 hour placement which will include a detailed tutor placement visit/viva. It should be noted that the students will be assessed on either the 12 week, 360 hour or placement contract which ever of these is the longer. Where practicable, the viva assessment will be via a visit by a tutor from the course to the placement location. The student will also be required to complete an e-learning based development record, which may be submitted via pebblepad or a DVD of their placement experience. (10%)

Outcome 2 and 3 will be specifically achieved via a tutor placement viva/visit.

This will include an employer appraisal meeting which will normally, where practicable, take place during a tutor placement visit. The tutor will contact the student’s manager, supervisor or employer in order to discuss and evaluate in detail the student’s performance and development. If changes have occurred by the end of the placement an end of season report will be utilised to demonstrate the overall level of the student’s performance. Employer Appraisal (30%)

As well as a student led tour of the facility, a detailed viva interview will be arranged in order to achieve outcome 3. This will involve detailed discussions regarding the organisation’s management structures, policies and performance, industry issues and the application of academic theories within a practical framework. The viva will also be used to reflect upon the student’s work-based development and provide the student with feedback, support and guidance. Placement viva (40%)

**READING LIST:**

**Essential Texts:**

NCWE, 2005 Workbased Learning : Code of Practice, NCWE, London

QAA, 2008 Placement Learning code of Practice, QAA, London

**Background Reading:**

ASET, 2005, Placement Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Placement Pack, NCWE, London

**Recommended Journals**

LTSN – Link

Prospects – Workbased Learning

**PHYSICAL RESOURCES:**

Not applicable

**STAFF RESOURCES:**

Accounts: Rebecca Cook

Business: Christopher Jones

ITEM: Janet Beale

Hotel & Catering Management: Naomi Hillen

|  |  |
| --- | --- |
| **Module Title:** | Introduction to Hospitality, Tourism and Events |
| **Date of Validation:** |  |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 4 |
| **Faculty Responsible for Delivery:** | Swansea Business School,  Faculty of Humanities / Neath Port Talbot College |
| **Pre-requisites:** | None |

**AIMS:**

The module aims to develop the students’ understanding of the generic role of Hospitality, tourism and events, in society, and the organisation of the industry. Specifically this module focuses on the sociological and political aspects of the industry from a practical, applied and theoretical stance considering issues in an historical, modern and comparative context. This will then be further developed to provide students with a sound appreciation of the organisation of the industry in terms of public /private /voluntary sector roles and responsibilities.

All subject areas will provide a foundation for further, more specialised study at level 5 and 6.

**LEARNING OUTCOMES:**

Upon the successful completion of this module the student will be able to:

1. Evaluate the structural, functional and organisational development of the industry and its role within modern complex society.
2. Appraise the factors that shape societal Hospitality, tourism and events needs and influence participation levels.

**INDICATIVE CONTENT:**

* Definitions, typologies and concepts: Hospitality, tourism and events definitions, concepts and theory, historical and modern developments of hospitality, tourism and events, work and leisure complex theory, philanthropy.
* Structure of the hospitality, tourism and events industry:- Historical/contemporary political development/growth of tourism. Role of the public, private and voluntary sector, national European and international policy, strategy and initiative, key authorities and organisations, funding strands, festivals and events.
* Leisure needs and participation:- Maslow’s needs hierarchy, provision and access, motivators and barriers- perceptions, social factors, political factors, global factors demographic factors, personal factors, leisure and lifecycle, marketing, media power trends and created needs.
* Industry issues:- Operational challenges, commercialisation, massification, individualisation, gender issues, deviance, discrimination- gender issues, disability, ethics, elitism, race, environmentalism, globalisation, culture

**LEARNING AND TEACHING STRATEGY:**

This module will be taught through lecture, seminar and tutorials. The assessment will be both assignment and examination based. This module programme will be supplemented by study visits where appropriate.

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 25

Tutorials/Workshops 25

Student private study 150

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| 1. Evaluate the structural, functional and organisational development of the industry and its influence upon participation levels. | * Successfully complete an industry audit assignment appreciating the roles and responsibilities of the sectors within each specialist area. * Understand the hospitality, tourism and events sector’s historical and contemporary development. * Differentiate the varying types of hospitality, , tourism and events (definitions and typologies) * Appreciate the contextual and functional background of the hospitality, tourism and events sector. * Evaluate basic strategy and policy approaches |
| 2. Appraise the factors that shape societal hospitality, tourism and events in modern complex society and the problems facing society. | * Through undertaking an analytical sociological debate students will * Compare and contrast varying hospitality, tourism and events provision. * Identify factors that influence societal participation levels in hospitality, tourism and events. * Understand need theory. * Appreciate the issues and challenges, associated with the hospitality, tourism and events sector. |

In order to fully test the students understanding and appreciation of the industry issues and responsibilities the assessment will take the form of an individual Industry Audit Assignment (50%) and a group Sociological Debate (50%)

Learning outcome 1 will require students to undertake an industry audit report highlighting provision and participation issues facing each sector of the hospitality, tourism or events industry (50%).

Learning outcome 2 will require students working as a group to undertake a practical debate (40-60minutes) and will test the students understanding of the societal issues affecting hospitality, tourism and events. (50%)

**READING LIST:**

**Essential Texts:**

Cooper,C & Fletcher, J. (2002) Tourism and Development: Concept and Issues, Gilbert, D and Wahill, Clevedon: S Channel View.

Torkildsen,G. (2005) Leisure and Recreation Management, London: Routledge

**Background Reading:**

Charles, R & Goeldner, (2002) Tourism, Principles, Practices and Philosophies, New York: Wiley

Coakley, J & Dunning, E. ( 2002. Handbook for Sport Studies, London: Sage

Sharpley, R. (2003) Tourism and Leisure in the Countryside, Huntingdon: Elm

Sharpley, R. (2003) Tourism, Tourists and Society, Huntingdon: Elm

**Journals**:

Caterer and Hotelkeeper

Leisure Management

Tourism Society

**Useful Websites**

|  |
| --- |
| www.culture.gov.uk |
| [www.world-tourism.org](http://www.world-tourism.org) |
|  |

**PHYSICAL RESOURCES:**

Video/DVD player, OHP, PowerPoint, Whiteboard.

**ROOM REQUIREMENTS:**

A mix of lecture and seminar rooms.

**STAFF RESOURCES:**

Staff Co-ordinator: Naomi Hillen

|  |  |
| --- | --- |
| **Module Title:** | Physical Resource Management and Sustainability |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 5 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality with Faculty of Business and Management SMU |
| **Pre-requisites:** | None |

**AIMS:**

This unit will enable learners to gain understanding and evaluate the principles and applications of resource management to a commercial operation and understand and assess various strategies for acquisition and procurement whilst evaluating the impact of current sustainability issues. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context.

**LEARNING OUTCOMES:**

1. Demonstrate a critical understanding of the principles and applications of resource management to commercial operations, including the introduction to supply chain management
2. Critically evaluate how purchasing strategies and procurement issues contribute to the achievement of commercial objectives through purchasing power in relation to food and equipment and in line with current sustainability issues.

**INDICATIVE CONTENT:**

This module aims to develop the student’s capacity to:

* The need for correct procedures relevant to aspects of consumable and non-consumable resources.
* The procurement strategies available and financial accounting techniques.
* Explores and evaluates the concepts of supply chain management
* Various methods of procurement available, and critically evaluate the significance to businesses in various economic environments
* Sustainability development – key international, UK and national (Wales) policy documents identified and reviewed.
* Developments in Hospitality related sustainability issues
* Environmental regulations, market mechanisms and self-regulatory codes influencing the Hospitality industry.
* “Greening Your Business” – practical steps for hospitality businesses to adopt and introduce sustainable approaches for operational procedures and practice.

**LEARNING AND TEACHING STRATEGY:**

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 30

Tutorials/workshops 30

Student private study 140

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| 1. Demonstrate a critical understanding of the methods of procurement and the effect on the supply chain considering the financial constraints facing the hospitality industry | * Produce a portfolio of 2,000 words displaying knowledge and understanding of the procedures, documentation, legal requirements that impact on the procurement and supply chain in the hospitality industry |
| 1. Demonstrate a critical understanding of the term “sustainability” and apply it within the context of the Hospitality Industry | * + Write a 2000 word essay on the principles of sustainability and its application within the hospitality industry. |

Coursework 100%

LO 1 Portfolio of 2,000 words 50% of module

LO2 Essay of 2,000 words 50% of module

**READING LIST:**

**Essential Texts:**

Baker,C. and Mycock,S. (2008) *Environmental Management for Hotels: The Industry Guide to Sustainable Operation.* International Tourism Partnership

Chen,J., Sloan, P & Legrand, W. (2009) *Sustainability in the Hospitality Industry, Principles of Sustainable Operations.*

Crowther, F.A. (2011) *From School Improvement to Sustained Capacity: The Parallel Leadership Pathway.* Sage

Hawkins, R. (2011). *Responsible Hospitality, Theory and Practice***.** Hodder and Stoughton**.**

**Background Reading:**

Baker,C. and Mycock,S. (2008) *Sustainable hotel Siting Design and Construction: The Industry guide to Good Practice.* International Tourism Partnership

Bartelmus, P. (2010) *Quantitive Eco-nomics: How sustainable are our economics*? Springer

Hassanien, A. (2010). *Hospitality business development*

Hayes, D.K. & Miller, A. (2010) *Revnenue Management for the Hospitality Industry*

Morgan,K. & Sonnino, R. (2008) *The School Food Revolution: Public Food and the Challenge of Sustainable Development.* Earthscan, T.J. International,

Smith, P.J. (2006).*Controlling Physical Resources.* NEBS Management

**Journals**:

Caterer and Hotelkeeper

Journal of Public Sector Management

Journal of Operations and Production

The Grocer

Food Management

**Useful Websites..www.caterersearch.com,**

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

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

[www.nef.org.uk](http://www.nef.org.uk)

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

[www.silver-spoon.co.uk](http://www.silver-spoon.co.uk)

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

**PHYSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access, Microsoft Office,

**STAFF RESOURCES:**

Staff Co-ordinator: Frances Edwards

Staff delivering this module: Frances Edwards

|  |  |
| --- | --- |
| **Module Title:** | Contemporary Themes in Hospitality Tourism and Events |
| **Date of Validation:** |  |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 6 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality with Faculty of Business and Management SMU |
| **Pre-requisites:** | Introduction to Hospitality, Tourism and Events |

The aim of this module is to investigate in depth the issues affecting industries in practice. The module will through practical investigation study in detail practical applications of hospitality, events, and tourism, management activities within a dimension which should underpin the theoretical concepts highlighted within the programmes.

In this context the module will consolidate the students’ understanding of a range of professional tourism, hospitality, events or business operations through participation in field studies. This will give practical experience of both operational, management and policy issues within a specific area.

To allow the module to be accessible to all student needs students will be given the opportunity to take part in either a UK or overseas field trip (or both). This may be organised specifically for their pathway alone if numbers allow, or as a combined trip where during the trip students will study their field of interest as well as relevant allied fields of study.

**LEARNING OUTCOMES:**

Upon the successful completion of this module the student will be able to:

1. Evaluate and analyse contemporary issues within a specific area of the hospitality tourism and events industries which may include exploring current issues such as participation, commercialisation, events, globalisation, adventure activities, trends, crisis, risk and safety, health issues, impacts, guest service corporate cultures, business cultures, and social justice.
2. Analyse current contemporary issues within either the tourism, hospitality, or events industries within a given locality or destination and in turn evaluate future policy and management options for such operations within their respective destinations.

**INDICATIVE CONTENT:**

The module will be taught through a series of lectures, workshop and seminar sessions culminating in a practical and applied field study programme with visits to a specific leisure, tourism, sports, events or business based destination. It will build upon the themes explored within the other core level 6 modules and aim to integrate issues explored across the different disciplinary areas. As such the content of the module will be integrative and apply theoretical concepts gained from the other level 6 modules and apply them practically to a specific hospitality, tourism, or events focussed destination. In this context it will concentrate on an applied investigation of operational, management and policy frameworks within hospitality, tourism, or events operations.

This will be based upon the contemporary issues that have been explored in the lecture and seminar programme. It will aim to include local site visits, local visiting speakers, local workshop discussions and student centred group and individual survey activities.

**LEARNING AND TEACHING STRATEGY:**

The students will be taught through a structured field study visit to a specific hospitality, tourism, or events, based destination. The learning strategy will be focussed upon local keynote lectures, site visits and presentations by guest speakers from industry - all underpinned by the students’ self-managed learning and the module will be used to apply the theories and management issues studied at all levels of the program but particularly level 6 modules.

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The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures, seminars and tutorials 20

Field Study 30

Student private study 150

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| 1. To evaluate and analyse contemporary issues in the hospitality, tourism or events industries including exploring current issues such as globalisation, crisis, risk and safety, terrorism, cultural authenticity, ethics and tourism, dark tourism and social justice | * Prepare a 1,500 word equivalent seminar paper and power point presentation on a given contemporary tourism, sport, leisure, event or business theme. * Discuss key issue effecting the industry * Be able to analyse issues specific to the location and key issues |
| 1. To analyse current contemporary issues within the tourism, hospitality and events industries within a given locality or destination and in turn evaluate future policy and management options for such operations within their respective destinations. | * Undertake field work within a hospitality/ events/tourism destination incorporating secondary and primary data collection and field research group work. * Write a 2,500 word equivalent case study and presentation evaluating the critical operational and strategic themes & challenges for hospitality, tourism, events, based operations. * Analytical Presentation of research findings through a group presentation using Power Point or Video. * Demonstrate an ability to appreciate cultural issues and management concepts in different activities or destinations |

Assessment is best achieved through a seminar presentation (50%) and destination report (50%) designed to encourage the students to undertake their own research and analyse issues in detail using evidence and theories to reinforce their critical thinking..

The aim of the assessment will be to examine the student’s ability to analyse the policy and management issues and requirements of a specific leisure, tourism and events operation.

Seminar and presentation: 50%

Destination Report: 50%

In order to be innovative it is aimed that where relevant one assessment at least in all other Level 6 modules will be applied to the studies undertaken in this module in order to create an integrated program of assessment across the program. This will allow all subjects to be intrinsically linked to further develop and apply students learning and development.

**READING LIST:**

**Essential Reading:**

Conrady, R., Buck, M. (2010) Trends and Issues in Global Tourism, Springer

Cooper, C; Fletcher, J,Gilbert, D, Shepherd, R & Wanhill, S, 2008, Tourism. Principles & Practice, 2nd Ed, Longman, Harlow

Tribe J (2009) Philosophical issues in Tourism (Aspects of Tourism), Channel View

**Background Reading:**

Faulkner, B, Moscardo, G, Laws, E, 2001, Tourism in 21st Century. Lessons from Experience. Continuum, London

Holloway, C, 2009, The Business of Tourism, Pearson, Harlow

Krippendorf, J, 1998, The Holiday Makers: Understanding the Impact of Leisure & Travel;

Wahab S. & Cooper C, 2005, Tourism in the Age of Globalisation, Routledge, Abingdon

**Journals**

Annuals of Tourism Research

Caterer and Hotelkeeper

Current Issues in Tourism

International Journal of Hospitality Management

International Journal of Tourism Research

Tourism Management

Travel and Tourism Analyst

Journal of Sustainable Tourism

Tourism Management

**Websites**

[**www.culture.gov.uk**](http://www.culture.gov.uk)

[**www.isrm.co.uk**](http://www.isrm.co.uk)

[**www.wto.co**](http://www.wto.co)**.**

[**www.tourismconcern.org.uk**](http://www.tourismconcern.org.uk)

[**www.wttc.co.uk**](http://www.wttc.co.uk)

**PHYSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

**STAFF RESOURCES:**

**Module co-ordinator:** Janet Beale

**Staff delivering this module (Module tutors):** Janet Beale

Naomi Hillen

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| --- | --- |
| **Module Title:** | Food and Beverage Operations in Practice |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 5 |
| **Faculty Responsible for Delivery:** | Swansea Business School,  Faculty of Humanities / Neath Port Talbot College |
| **Pre-requisites:** | None |

**AIMS:**

This module aims to improve knowledge and understanding of behaviour management principles and gain skills to review their managerial potential, show managerial roles and responsibilities and create a career development plan. It aims to focus on learners’ personal development and their career in management. Learners can then apply this knowledge to self-appraisal, examining their potential as a prospective manager. Learners will have the opportunity to actively demonstrate the roles and responsibilities of a manager in an appropriate context. This may be through part-time work, a work placement or simulation.

**LEARNING OUTCOMES:**

Upon the successful completion of this module the student will be able to:

LO1 Critically understand principles and practices of management behaviour and critically evaluate their own potential as a prospective manager

LO2 Critically evaluate a career development plan for employment within a business and services context in the hotel and catering field

**INDICATIVE CONTENT:**

* Management theory and styles to include assumptions and drawbacks, classical theories, main contributors, the influence of informal groups, hierarchy of needs, systems approach to management, contingency approach, leading authorities
* Leadership characteristics and styles e.g. autocratic, democratic, *laissez-faire*, action-orientated; motivation theories, factors affecting motivation and performance, motivation techniques, effectiveness; conflict resolution; the role of partnerships and stakeholders in the business
* Communication: communications processes, verbal, written, non-verbal; lines of communication, linear, lateral, formal/informal; barriers to effective communication
* Organisational culture and change covering the various types of organisational structure and culture; factors influencing changes in culture; types of change e.g. demographic, economic, legislative; planned change theory; managing and measuring the effectiveness of change; sources and types of power; change drivers
* Self-knowledge and appraisal to include skills audit e.g. management skills, leadership skills, practical/technical skills, personal skills(e.g. (e.g. interpersonal, motivational/communication organising and planning skills cognitive and creative skills; qualifications (current/planned), strengths and weaknesses analysis; personal learning logs; personal development plans
* Own potential reviewing the learners’ aims, objectives, targets, learning programme/activities, action plan, time management, work scheduling, Specific, Measurable, Achievable, Realistic, Time-bound (SMART) objectives, action planning, delegation, decision making, problem solving, management/leadership styles, value awareness, conflict management, giving and receiving feedback, influencing skills, self-confidence, positive thinking, communication, presentation, team building and membership, mentoring, counselling, coaching, facilitation, learning cycle, learning styles, action learning sets, management learning contracts, learning log, review dates, achievement dates.
* Develop managerial skills within a business and services context covering a range of

Roles: leading and motivating staff, communicating, team building, processes and stages in team development, group dynamics, effective/ineffective teams,

goals/ objectives

* Responsibilities covering customer service, product and service knowledge and development; decision making e.g. strategic, planning; managerial/operational control, problem solving, authority, delegation and empowerment; effective working relationships with subordinates, peers, managers and other stakeholders

Context: e.g. hospitality, travel, tourism, recreational industries.

**LEARNING AND TEACHING STRATEGY:**

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 10

Tutorials/workshops/practical 130

Student private study 100

**TOTAL** 240

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| LO1 Critically understand principles and practices of management behaviour and critically evaluate their own potential as a prospective manager | * 1. Compare different management styles   2. Discuss leadership characteristics   3. Evaluate communication processes in selected businesses   4. analyse organisational culture and change in selected Businesses   1.5 assess own management skills performance, critically analyse personal strengths, weaknesses, opportunities and threats  1.6 set and prioritise objectives and targets to develop own potential |
| LO2 Critically evaluate a career development plan for employment within a business and services context in the hotel and catering field | 2.1 lead and motivate a team to achieve an agreed goal or objective  2.2 justify managerial decisions made to support  achievement of agreed goal or objective and recommendations for improvements  2.3 review career and personal development needs, current performance and future needs to produce development plan |

100% Coursework

To achieve outcome 1: Produce an essay on the importance of principles and practices of management behaviour within a given organisational scenario. (50% weighting, equivalent to 2000 words).

To achieve outcome 2: Write a report that evaluates the development of career opportunities in an organisation and recommends solutions to potential problems.(50% weighting, equivalent to 2000 words).

**READING LIST:**

**Essential Texts:**

[Cousins](http://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22John+Cousins%22), J  [Foskett](http://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22David+Foskett%22), D &  [Gillespie](http://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22Cailein+Gillespie%22), C (2008) Food and Beverage Management 2nd Edn Financial Time Prentice HAll

Hassanien Ahmed (2010) Hospitality business development

Dopson Lea R., Hayes David K.(2010). Food and Beverage cost control (Wiley – Blackwell)

Davis Bernard et al. (2008) Food and Beverage Management (Butterworth Heinemann)

Tesone,Dana, (2010) Principles of management for the hospitality industry

**Background Reading:**

Adjey,Zoe and Hunter,Gary (2009) Food and Beverage service (Cengage Learning)

Foulkes C (editor) — *Larousse Encyclopaedia of Wine* (Larousse Kingfisher Chambers, 2001

Kinton R, Ceserani V and Foskett D — *The Theory of Catering* (Hodder Arnold H&S, 2008)

Ninemeier,Jack D . Management of food and beverage operations ( American Hotel & Lodging Education Institute)

O’Fallon, Micheal J (2010). Hotel Management and Operations (Wiley- Blackwell) 2010

**Journals**:

The Restaurant

Journal of Hospitality and Tourism Technology

Worldwide Hospitality and Tourism Themes

**Useful Websites**

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

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

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

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

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

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

**PHYSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

Realistic Work Environment e.g. Restaurant

**STAFF RESOURCES:**

Staff Co-ordinator: Naomi Hillen

Staff delivering this module: Naomi Hillen

Paul Pearce

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| --- | --- |
| **Module Title:** | Rooms Division Management |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | Level 5 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality with Faculty of Business and Management SMU |
| **Pre-requisites:** | None |

**AIMS:**

This module will provide learners with a comprehensive understanding of contemporary room’s division operations management and the importance of revenue management to operations.

**LEARNING OUTCOMES:**

Upon the successful completion of this module the student will be able to:

1. Critically evaluate the importance of the role of rooms division and front office as the nerve centre of the organisation in terms of communication and operations to maximise revenue.
2. Demonstrate a critical understanding of the management of housekeeping services and evaluate application techniques to maximise and measure occupancy and rooms revenue

**INDICATIVE CONTENT:**

* The services provided by rooms division against the impact on customer satisfaction and its importance to the financial stability of the organisation.
* Contemporary management issues on the performance of the front of house area.
* The factors that contribute to effective management and business performance in the accommodation function.
* Techniques to maximise and measure occupancy and rooms revenue.

**LEARNING AND TEACHING STRATEGY:**

This modules lends itself to a structured mix of a weekly keynote lectures, supported by seminars, tutorials, workshops, presentations by guest speakers from industry and regular practical sessions and field study.

**Hours**

Lectures 30

Tutorials/Seminars 30

Student private study 140

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| LO1. Critically evaluate the importance of the role of rooms division and front office as the nerve centre of the organisation in terms of communication and operations to maximise revenue | 2,000 word assignment to cover   * 1. discuss accommodation and front office services for different organisations   2. analyse the roles and responsibilities of a range of accommodation and reception services staff   3. discuss legal and statutory requirements that apply to rooms division operations   4. evaluate services provided by the rooms division in a range of hospitality businesses   5. assess the importance of the front of house area to effective management   6. discuss the purpose and use of forecasting and statistical data within the rooms division |
| LO2 Demonstrate a critical understanding of the management of housekeeping services and evaluate apply techniques to maximise and measure occupancy and rooms revenue | 2,000 word assignment covering   * 1. discuss the key aspects of planning and management of the front of house area for a given hospitality operation   2. critically discuss the key operational issues affecting the effective management and business performance of the front office area for a given operation   3. discuss the critical aspects of planning and management of the accommodation service function for a given hospitality operation   4. analyse the key operational issues affecting the effective management and business performance of the accommodation service function for a given operation |

100% Course work

Assignment of 2,000 words covering LO1

Assignment of 2,000 words covering LO2

**READING LIST:**

**Essential Texts:**

Abbot, P. Lewry, S. (2005) *Front Office Procedures, Social Skills and Management* Butterworth Heinmann

Background Reading: Baker,S. (2000) *Principles of Hotel Office Operations* 2nd ed.Cassell

Essential Texts: Tesone,D. (2010) *The Principles of management for the hospitality industry.* Cassell.

Rutherford,Denney G.,(2006) *Hotel management and operations* (Wiley-Blackwell)

**Background Reading:**

Fagel, [Michael J](http://www.amazon.co.uk/Michael-J-Fagel/e/B003XSYH3C/ref=ntt_athr_dp_pel_1) (2010) *Principles of Emergency Management and Emergency Operations Centers (EOC)* CRC Press Taylor and Francis Group

Hassanien, A. (2010). *Hospitality business development*

Hayes, D.K. & Miller, A. (2010) *Revnenue Management for the Hospitality Industry*

Huyton, J. and Baker, S. (Nov 2001) *case Studies in Rooms Operations and Management*

O’Fallon, Micheal J (2010). *Hotel Management and Operations* (Wiley- Blackwell)

**Journals**:

Caterer and Hotelkeeper

Journal of Public Sector Management

Journal of Operations and Production

The Grocer

Food Management

**Useful Websites**

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

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

www.ecagb.co.uk European Catering Association (Great Britain)

www.foodservice411.com/rimag *Restaurants and Institutions* magazine

[www.institute](http://www.institute) of hospitality

**ROOM REQUIREMENTS:**

Television and Multimedia

A lecture room.

**STAFF RESOURCES:**

Staff Co-ordinator: Frances Edwards

Staff delivering this module: Frances Edwards

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| --- | --- |
| **Module Title:** | World Cuisine |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 5 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality for Faculty of Business and Management SMU |
| **Pre-requisites:** | None |

**AIMS:**

This module aims to improve knowledge of the origins and characteristics of world cuisine. The use of specialist equipment and produce will be evaluated and learners will produce authentic dishes. Learners will develop understanding of international cookery and the wider issues of food in society, the reasons why people eat what they eat, and what influences consumption. A range of ethical principles and theories will be discussed including the ethics of sustainable food production, carbon footprint, food miles and GM foods.

**LEARNING OUTCOMES:**

Upon the successful completion of this module the student will be able to:

1. Critically analyse the characteristics and influences in world cuisine whilst demonstrating a critical understanding of the multicultural nature of food and drink in society
2. Apply critical evaluation techniques and criteria to a range of dishes produced displaying, knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner.

**INDICATIVE CONTENT:**

* Understand World culinary regions to include, European; the Americas; Caribbean; Pacific Rim; Far East; Middle East; Indian sub-continent; Africa; Australia
* Characteristics of world cuisine covering conventional menu structures e.g. starters, main courses, sweets, regional and cultural variations; sequencing of courses/dishes; why do people eat what they eat
* Evaluate the Trends in world cuisine including recipe development; dietary/special requirements; health issues e.g. lifestyle, balanced diet, anaphylactic shock; fusion with different cuisines; changes in customer demand; changes in menu structure; religion.
* Multicultural nature of food and drink in society and its historical and geographical influences e.g. European, Asian, Pacific Rim, the Americas
* Current food trends; association and relationship with drink; branded foods and food

businesses

* Current drink trends; alcoholic e.g. beers, lagers, ciders, wines, spirits, liqueurs; non-alcoholic e.g. soft drinks, bottled water; tea/speciality tea; coffee e.g. cappuccino, espresso, mocha, latte; service procedures and techniques; trends e.g. designer waters, branded alcohol drinks, energy drinks.
* food preparation and cooking knowledge and skills in order to prepare dishes from different world regions in a professional, safe and hygienic manner.
* Preparation issues to include time planning; food orders; selecting and using appropriate equipment; commodities and methods; food safety
* Cooking: methods involving the processing; timing; quality; selecting and using appropriate equipment
* Professional: attitude; high standard of personal appearance including proper uniform; good hygienic practices; attentiveness; body language; attention to detail; treating colleagues with respect; effective communication e.g. listening, speaking, relaying messages and orders accurately and promptly
* Safety and hygiene: key legislation e.g. food safety; cross contamination; monitoring and control points: maintaining quality; use of resources; appearance and acceptability; code of practice
* Application of evaluation techniques and criteria to a range of dishes
* Techniques including collecting information; sources of information e.g. customers, colleagues; qualitative/quantitative feedback; dish analysis sheets; timing schedules; working methods; making reasoned judgements based on available information; recommendations for improvement.
* Criteria: including a review of timing; quality; appearance; taste; colour; texture; cost; aesthetic appeal; specialised equipment; reasons for change

**LEARNING AND TEACHING STRATEGY:**

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 10

Tutorials/workshops 50

Student private study 140

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| LO1 Critically analyse the characteristics and influences in world cuisine whilst demonstrating a critical understanding of the multicultural nature of food and drink in society | Undertake an assignment of 2,000 words covering  1.1 compare and contrast the characteristics of different  world region cuisines  1.2 discuss influences in regional or world cuisine  1.3 discuss how historical and geographic influences have  defined the multicultural nature of food and drink  1.4 evaluate developing trends in food and drink |
| LO2 Apply critical evaluation techniques and criteria to a range of dishes produced displaying, knowledge and skills to prepare dishes from different world regions in a professional, safe and hygienic manner. | Undertake a practical assignment with a critically evaluated report of 1500 words  2.1 discuss how historical and geographic influences have  defined the multicultural nature of food and drink  2.2 demonstrate skills in the preparation and cooking of a  range of dishes from different world cuisines  2.3 demonstrate a professional attitude at all times following  safe and hygienic working practices when preparing and  cooking dishes  2.4 evaluate clearly and coherently a range of dishes from  different world cuisines |

Coursework 100%

LO1 Assignment 2,000words

LO 2 Practical Assignment with a critical evaluation report of 1500words

**READING LIST:**

**Essential Text:**

Ceserani V, Foskett D and Kinton R — *Practical Cookery* (Hodder & Stoughton, 2009)

Cousins J, Foskett D and Gillespie C — *Food and Beverage Management* (Longman, 2002)

Gillespie C and Cousins J (2001)— *European Gastronomy into the 21st Century*

(Butterworth-Heinemann,)

Miller J E, Hayes D K and Dopson L R (2004) — *Food and Beverage Cost Control* (John Wiley & Sons)

Montagne P — *The Concise Larousse Gastronomique: The World’s Greatest Cookery*

*Encyclopedia* (Hamlyn, 2003)

**Background Reading:**

Foulkes C (editor) — *Larousse Encyclopaedia of Wine* (Larousse Kingfisher Chambers, 2001

Kinton R, Ceserani V and Foskett D — *The Theory of Catering* (Hodder Arnold H&S, 2008)

Manask A and Schechter M E — *The Complete Guide to Foodservice in Cultural Institutions:Keys to Success in Restaurants, Catering and Special Events* (John Wiley & Sons, 2001)

Robinson J — *The Oxford Companion to Wine* (Oxford University Press, 2011)

Simon J — *Wine with Food: The Ultimate Guide to Matching Wine with Food for Every*

*Occasion* (Mitchell

**Journals:**

*Caterer and Hotelkeeper* (Reed Business Information)

*Hospitality* (Reed Business Information)

*Hospitality Matters* (British Hospitality Association)

*Hospitality Year Book* (Institute of Hospitality)

*Hotels* (official journal of the International Hotel and Restaurant Association

*Restaurant Magazine* (The Restaurant Game)

*Voice of the BHA* (British Hospitality Association

**Useful Websites**

www.acfws.org Academy of Food and Wine Service

www.bii.org British Institute of Innkeeping

www.caterer.com *Caterer and Hotelkeeper* website

www.dine-online.co.uk Dine Online

www.ecagb.co.uk European Catering Association (Great Britain)

www.foodservice411.com/rimag *Restaurants and Institutions* magazine

[www.institute](http://www.institute) of hospitality

www.ih-ra.com International Hotel and Restaurant Association

www.intowine.com Into Wine website

**PHYSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Fully Equipped Practical Kitchen

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

**STAFF RESOURCES:**

Staff Co-ordinator: Helen Lavercombe

Staff delivering this module: Helen Lavercombe

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| --- | --- |
| **Module Title:** | Principles of Gastronomy |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 6 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality with Faculty of Business and Management SMU |
| **Pre-requisites:** | World Cuisine |

**AIMS:**

The aim of this module is to enable learners to gain a conceptual understanding of gastronomy and gastronomic principles, evaluate trends and cultural influences, apply new skills in the planning of a new product and effective implementation, also taking in to consideration the multi cultural influences and key determinants that contribute to international cuisine.

**LEARNING OUTCOMES:**

1 Research and critically appreciate all aspects of world cuisine, as well as looking at the history of food trends within their own society,

2 Display systematic understanding of principles and objectives of professional menu planning and meal management within the framework of a new product development approach

**INDICATIVE CONTENT:**

* Contemporary gastronomic developments and trends
* Contemporary developments and trends: Contemporary influences:
* Relationship between food and drink: construction of menus and dishes; changes in balance between food and wine.
* Sensory evaluation techniques to assess food and beverage acceptability and quality for a new product
* Human senses: the role of the five senses; primary taste and taste sensitivity; importance of smell, detection and perception of flavour and texture
* Rating scales: hedonic, numeric; criteria and values. Sensory techniques:
* Techniques: collecting information; sources of information eg personal, family, friends, members of the public; qualitative/quantitative feedback; making reasoned judgements
* Situations: eating for pleasure or necessity eg business lunch, special occasion, conference/function, shopping trip, when travelling

**LEARNING AND TEACHING STRATEGY:**

The learner will also be introduced to the principles and objectives of professional menu planning and meal management within the framework of a new product development approach. Learners will explore the broad consumer perspective which will include cultural, physiological, psychological, socio – economic and other dimensions.

Learners will conduct research to evaluate current trends and innovatory products and services

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 60

Tutorials/workshops 60

Student private study 80

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| LO 1 Research and critically appreciate all aspects of world cuisine, as well as looking at the history of food trends within their own society | Research and develop a new product, present and critically evaluate the outcome in a 1500 word report  1.1 Systematically understand contemporary gastronomic developments and trends  1.2 Be able to apply sensory evaluation techniques to assess food and beverage acceptability and quality.  1.3 Understand the application of gastronomic principals and practices within contemporary food and beverage settings. |
| LO2 Display systematic understanding of principles and objectives of professional menu planning and meal management within the framework of a new product development approach | Prepare an assignment of 2000 words  2.1 Understand characteristics of gastronomy and influences in world cuisine  2.2 Analyse the multicultural nature of the food and drink society.  2.3 Be able to look at the factors that influence menu planning and new product development  2.4 Recognise menu product development planning processes and apply them. |

Coursework 100%

Outcome 1: Research and develop a new product, present your findings and critically evaluate the outcome in a 1500 word report.

To achieve outcome 2 : Complete a 2,000 word essay on principles of Gastronomy

**READING LIST:**

**Essential Reading:**

Gillespie C and Cousins J (editor) — *European Gastronomy into the 21st Century*

(Butterworth-Heinemann, 2001)

Herve T, (2011) *Building a meal: from Molecular Gastronomy to Culinary Construction.*  Columbia University Press

Herve T. (2006) *Molecular Gastronomy Exploring the science of Flavours.* Columbia University Press

McGee (2004) *An Encyclopaedia on Kitchen Science, History and Culture*  Hodder and Stoughton

Montagne P — (2003) *The Concise Larousse Gastronomique: The World’s Greatest Cookery Encyclopedia* (Hamlyn,)

Simon J — *Wine with Food: The Ultimate Guide to Matching Wine with Food for Every*

*Occasion* (Mitchell Beazley, 2008)

**Background Reading:**

Ceserani V, Foskett D and Kinton R — *Practical Cookery* (Hodder & Stoughton, 2008)

Cousins J, Foskett D and Gillespie C (2002)— *Food and Beverage Management* (Longman),

Foulkes C (editor) — *Larousse Encyclopaedia of Wine* (Larousse Kingfisher Chambers, 2001)

Kinton R, Ceserani V and Foskett D (2003)— *The Theory of Catering* (Hodder Arnold H&S)

Miller J E, Hayes D K and Dopson L R (2004) *Food and Beverage Cost Control* (John Wiley &Sons,)

Robinson J — *The Oxford Companion to Wine* (Oxford University Press, 2011)

**Journals**:

*Caterer and Hotelkeeper* (Reed Business Information)

*Hospitality* (Reed Business Information)

*Hospitality Matters* (British Hospitality Association)

*Hospitality Year Book* (Institute of Hospitality)

*Hotels* (official journal of the International Hotel and Restaurant Association

*Restaurant Magazine* (The Restaurant Game)

*Voice of the BHA* (British Hospitality Association

**Useful Websites**

www.acfws.org Academy of Food and Wine Service

www.bii.org British Institute of Innkeeping

www.caterer.com *Caterer and Hotelkeeper* website

www.dine-online.co.uk Dine Online

www.ecagb.co.uk European Catering Association (Great Britain)

www.foodservice411.com/rimag *Restaurants and Institutions* magazine

[www.institute](http://www.institute) of hospitality

www.ih-ra.com International Hotel and Restaurant Association

www.intowine.com Into Wine website

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**PHSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Lecture Theatre

Kitchen

Tutorial room.

Computer laboratory with Internet access,

**STAFF RESOURCES:**

Staff Co-ordinator: Helen Lavercombe

Staff delivering this module: Helen Lavercombe

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| --- | --- |
| **Module Title:** | On-Licensed Trade Management |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 6 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality with Faculty of Business and Management SMU |
| **Pre-requisites:** | None |

**AIMS:**

This module enables learners to understand the current standing of the UK on-licensed retail trade industry so they can effectively apply management skills to developmental and operational issues.

**LEARNING OUTCOMES:**

**On successful completion of this unit a learner will:**

1. Demonstrate a systematic understanding of the Key issues that impact on the licensed trade industry and evaluate the development and operation of on-licensed premises
2. Develop a merchandising and sales promotion strategy for on-licensed premises and critically evaluate the development and impact on an on-licensed premises

**INDICATIVE CONTENT:**

* Evaluate key issues that impact on the licensed trade industry
* Brewing and the licensed trade: economic, social and legislative history
* Agreements: freehold; leasehold; tenancy
* Types of licensed premises: family; themed; community; country; town houses; branded pubs including franchises
* Future developments: national; EU influences
* Industry challenges/issues: the health agenda; responsible retailing; anti-alcohol lobby;
* Understand the effective development and operation of on-licensed premises
* Design: interior and exterior design, ergonomics, customer and workflow, economic use of space, provision for family areas (indoor/outdoor)
* Regulatory constraints: licensing law; health authorities; the police; planning authorities;
* Staffing: structures; recruitment; training; retention; outstanding performance; best practice
* Develop a merchandising and sales promotion strategy for on-licensed premises
* Critically evaluate the development of on-licensed premises

**LEARNING AND TEACHING STRATEGY:**

Issues relating to the concepts and principles associated with study skills are suited to delivery during weekly lectures (first semester only). However, for the exploration of these topics, their application within the students’ studies and practical experience of the business software, computer room workshops/tutorials are the most appropriate strategy (all year). This gives students the opportunity to integrate the theory and *practice* of study skills such as referencing and report writing within the business software context.

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 10

Tutorials/workshops 50

Student private study 140

**TOTAL** 200

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| LO1 Demonstrate a systematic understanding of the Key issues that impact on the licensed trade industry | 2,000 word assignment critically evaluating the key issues impacting the on licensed trade  1.1 assess the economic, social and legislative pressures  that have created the present structure of the licensed  trade and that might determine its future  1.2 evaluate the impact of key issues on the licensed trade  industry, suggesting potential strategies for  management  1.3 evaluate production and commercial areas, identifying  appropriate control systems  1.4 discuss the constraints on development and operational  activities and justify appropriate food, liquor and entertainment products and services for a specific type of on-licensed premises |
| LO2 Develop a merchandising and sales promotion strategy for on-licensed premises and critically evaluate the development and impact on an on-licensed premises | Presentation of a live Business plan of 1000 words  2.1 justify a merchandising strategy for a specific type of on-licensed premises  2.2 produce and critically evaluate a sales development and promotional plan for a specific type of on-licensed premises.  2.3 design the product development area, design, systems and financial investment  2.4 critically evaluate the project against original objectives, targets, |

**ASSESSMENT:**

LO1: 50% Weighting

Assessed via essay of no more than 2000 words, critically evaluating the key issues currently impacting on the licensed trade industry. The learner should reflect on recent developments which have shaped the current situation and suggest how future developments will affect the industry.

LO2,: 50% Weighting

Assessed via the presentation of a live business plan to learner peers and panel who will assess its viability. An individual review critically evaluating the business plan in the form of an essay of not more than 1000 words will complete the assessment.

**READING LIST:**

**Essential Texts:**

Bruning T and Blyth D (2002) — *The Publican’s Handbook* (Kogan Page,)

Cousins J, Foskett D and Gillespie C. (2002)— *Food and Beverage Management* (Longman,)

Flynn M, Ritchie C and Roberts A — (2000) *Public House and Beverage Management: Key Principles* (Butterworth-Heinemann),

Malison S — (2000)*The Fundamentals of Hospitality Marketing* (Thomson Learning,)

Mill R C, Kaushill S and Kamra K (2000) — *Hospitality: Operations and Management*

(AH Wheeler,)

Waller K — (1996) *Customer-centred Performance Improvement for Food and Beverage Operations* (Butterworth-Heinemann,)

**Background Reading:**

Flynn,M. Ritchie, C. Roberts,A. (2000) *Public House and Beverage Management Key Principles and issues* Butterworth-Heinemann

# Elliott, Mark S.(2010) *How to Run a Successful Pub: The Comprehensive Guide to Finding a Pub and Making it Profitable.* Howtobooks Ltd, Oxford.

Miles J.G (1985) [*INNKEEPING: A MANUAL FOR LICENSED VICTUALLERS.*](http://www.amazon.co.uk/INNKEEPING-MANUAL-FOR-LICENSED-VICTUALLERS/dp/B000SASWSE/ref=sr_1_5?s=books&ie=UTF8&qid=1339164168&sr=1-5)Brewing Publications.



### Snowdin. J ( 2011) *Glass Half Empty? Tips & techniques to double your profits in the licensed trade.* easypubguide

Mark S. Elliott (Author)

› [Visit Amazon's Mark S. Elliott Page](http://www.amazon.co.uk/Mark-S.-Elliott/e/B0034PAR3S/ref=ntt_athr_dp_pel_pop_1)

Find all the books, read about the author, and more.

See [search results](http://www.amazon.co.uk/s/ref=ntt_athr_dp_sr_pop_1?_encoding=UTF8&search-alias=books-uk&field-author=Mark%20S.%20Elliott) for this author name

Are you an Author? [Learn about Author Central](http://authorcentral.amazon.co.uk/ref=ntt_atc_dp_pel_1)

**Journals**

Caterer and Hotelkeeper (Reed Business Information)

Croner’s Catering Magazine (Croner Publications)

Hospitality (Reed Business Information)

Voice of the BHA (British Hospitality Association)

**Useful Websites**

www.bha-online.org.uk British Hospitality Association

www.camra.org.uk Campaign for Real Ale

www.caterer.com *Caterer and Hotelkeeper* website

www.hospitalitynet.org Hospitality Net

[www.punch**pub**s.co.uk/](http://rd-eu.a9.com/srv/redirect/?info=APyWZM87wq0.W.8sTVOxwiLN1GKFSOHyKWwMjMCM7QQ7J83MvSEJOQ1K3nOq.7jM2nw2I4OKo1NYBrzHi0UDV686tPSxME6MPm40ao4qIe8SxDCfgnlIIU15fUcCc1OApbMWAbF0f3aBGRPNNpmEQw-cZnfEM-P3.ZZ8GzMexezkXPo.Zdm1sBCV7BjcpXVUaJDLByKTyr3JTVky8nrlxxJwDrSJJinTBj5LFaEaO21eNdSC-18VYTvA3XwbeEb9VD1Up.NJBKpdFCcPrdku.CnSKVct7S97bz78it1tpwx-rerFyhkApj39gdLxcKt7tsZYhT9lok.qfMwGlJhls3KokXsuDy-a-W6A8oavssacDCeg3Yv-imWfkcKAYpifptgl.26qRAyG-8ZdDz6bxq2b8MEH0cgpFFcfRiVbcQUz9K3KVlbLuoHjEfIucPPrPFHTD8khsoFdXi6b1JsztN0Rx5xmrQNN4loWRtZRsiFS4t2rwJYG5D779R.mW4DLzyxhlyURoaVr&awt=1&s=)

**PHYSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access,

**STAFF RESOURCES:**

Staff Co-ordinator: Naomi Hillen

Staff delivering this module: Warren Huxford

|  |  |
| --- | --- |
| **Module Title:** | Strategic Hospitality Operations Management |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 6 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality with Faculty of Business and Management SMU |
| **Pre-requisites:** | Food and Beverage Operations in Practice |

**AIMS:**

This module enables learners to gain understanding of the operational and economic characteristics, product development, pricing and profitability concepts and gain skills to critically analyse and improve operational performance in hospitality.

**LEARNING OUTCOMES:**

Upon the successful completion of this module the student will be able to:

1. Critically analyse the importance of operational and economic characteristics including pricing and profitability concepts within the hospitality industry.
2. Assess the importance of and critically evaluate core areas of corporate strategy, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy.

**INDICATIVE CONTENT:**

* Nature of hospitality products and services: product and service areas eg food and beverages, rooms division, conference and banqueting; tangible and intangible elements; perishability; marketing and sales; plant; equipment; supplies and commodities
* Patterns of demand: patterns eg opening hours, seasonality, time of day/week, sociological influences, healthy eating and drinking patterns, food and fashion trends, accommodation trends, cultural, regional and ethnic influences, pricing and economic factors, elasticity of demand
* Customer profile: characteristics eg spending power, types of hospitality business, menu/accommodation range, pricing considerations, expectations and requirements, the meal experience
* Management issues: issues eg integrated planning and resourcing, business and operational plans, staffing, finance, decision-making (gathering information and data, analysing and evaluating data, reaching decisions, forecasting), operating procedures and systems, control systems, technical and procedural standards, service standards, quality systems, team working and team leading, scheduling, training
* Stages in product development: stages to include market research, market segmentation, idea evaluation, concept development, product development, advertising objectives eg persuade, create desire, create awareness, sell, increase market share, develop brand loyalty, customer awareness
* Opportunities and constraints: types eg brand image, nutrition and dietary requirements, disabled access and provision – accommodation facilities, restaurant access; availability of resources (human, financial, physical), standardisation, style of service, space utilisation
* Merchandising objectives: objectives eg promote consumer/brand awareness, encourage consumer/brand loyalty, develop product image; support materials eg brochures, websites, posters, floor stands, tent cards, wall displays, table displays, menus, flyers, vouchers, promotions, clothing (tee-shirts, sweatshirts, baseball caps), free samples
* Factors affecting profitability: factors eg labour intensity, shelf-life, elasticity of demand, standardisation, portion-control
* Factors affecting revenue generation: factors eg sales mix, customer turnover, average Spending power, methods of pricing
* Approaches to appraisal: techniques eg fundamentals of appraisal, basis for effective operational appraisal, use of budgets, industry norms, information analysis, developing qualitative and quantitative data, analysing and evaluating data
* Appraising revenue, costs and profits: measures eg financial measurement techniques, price and volume data, interpreting calculations, price changes and inflation, comparing like-with ­like and over time, identifying and measuring costs, apportioning costs, sales mix analysis, menu engineering, profitability measures, gross profit and gross profit percentages, net profit and operating profit, stakeholder interests
* Appraising the operation: measures eg appraising the product, appraising operational performance measurement techniques, levels of consideration, when and how, quantitative, qualitative evaluation, external comparisons, quality management
* Proposal for action: proposals eg forecasting future business requirements, levels of strategy, assessing organisational capability, strategic analysis and planning, implementation and managing change
* The strategic position. The environment, macro and PESTEL, industry and Five Forces, competitors and markets. Strategic capability, sustaining competitive advantage, diagnosing and managing strategic capability. Corporate governance, business ethics and social responsibility, organisational purposes and stakeholder expectation.
* Strategic Options. SBUs and theories of competitive advantage, sustaining competitive advantage in a range of market circumstances.

**LEARNING AND TEACHING STRATEGY:**

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 10

Tutorials/workshops 50

Student private study 140

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| LO 1 Critically analyse the importance of operational and economic characteristics including pricing and profitability concepts within the hospitality industry. | Assignment of 2000 words  1.1Critically analyse the nature of different hospitality product and service areas  1.2 Evaluate the different influences affecting patterns of demand within hospitality operations  1.3 Compare customer profiles and their differing expectations and requirements in respect of hospitality provision  1.4 Analyse factors affecting average spending power in hospitality businesses  1.5 Analyse critically the features which contribute towards the customers’ perception of products and services  1.6 Evaluate different pricing and profitability opportunities for hospitality products and services |
| LO2 Assess the importance of and evaluate core areas of corporate strategy, the integration of function, structure and environment and analyse the distinction between process, content and context of corporate strategy. | Time constrained examination  2.1Critically evaluate a range of corporate and business strategies  2.2 Analyse the success or failure of such strategies  2.3 Incorporate knowledge of leadership corporate governance and strategic change in theory and in practice  2.4 Apply the above to a hypothetical case study |

Coursework 50%

Examination 50%

**Outcomes 1** worth 50% requires the student to write a 2000 word academic, referenced, essay, critically evaluating aspects of corporate and business strategy, using appropriate academic theory (text and journal articles) and actual industries/firms of the student’s own choice.

**Outcome 2** will be assessed via a time constrained (2 hour) examination that may be case study based, requiring application of theory to the specifics of information provided and the student’s own research. Such a case study may be pre-released, but its questions would test problem solving skills under time constrained conditions and ensuring student provenance.

**READING LIST:**

**Essential Texts:**

Hassanien Ahmed (2010) Hospitality business development

Dopson Lea R., Hayes David K.(2010). Food and Beverage cost control (Wiley – Blackwell)

Davis Bernard et al. (2008) Food and Beverage Management (Butterworth Heinemann)

Okumus,Fevzi (2010) Strategic management for hospitality and tourism

Tesone,Dana, (2010) Principles of management for the hospitality industry

Smith,John Grieve (2010)Business Strategy (Basil Blackwell Ltd.)

**Background Reading:**

Adjey,Zoe and Hunter,Gary (2009) Food and Beverage service (Cengage Learning)

Bowdin, Glenn (2010) Events Management 3rd.ed

Hawkins,R. (2011) Responsible hospitality: theory and practice

Hunter,Gary,et al (2009) Hospitality Supervision (Delmar Cengage Learning) 2009

Kotler,Phillip, (2006) Marketing for Hospitality and Tourism 4th ed.

Lawler, Edmund (2001) Lessons in service from Charlie Trotter (Ten Speed Press)

Ninemeier,Jack D . Management of food and beverage operations ( American Hotel & Lodging Education Institute)

O’Fallon, Micheal J (2010). Hotel Management and Operations (Wiley- Blackwell) 2010

Ojugo, Clement (2010) Practical food and beverage cost control (Delmar Cengage Learning)

**Journals:**

*Caterer and Hotelkeeper* (Reed Business Information)

*Croner’s Catering Magazine* (Croner Publications)

*Hospitality* (Reed Business Information)

*Voice of the BHA* (British Hospitality Association)

Journal of Business Strategy

[McKinsey Quarterly](http://www.mckinseyquarterly.com/)

**Useful Websites**

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

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

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

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

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

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

[www.strategy-business.com/](http://www.strategy-business.com/)

[www.mckinseyquarterly.com/home](http://www.mckinseyquarterly.com/home)

**PHYSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access

**STAFF RESOURCES:**

Staff Co-ordinator: Noami Hillen

Staff delivering this module: Noami Hillen

Warren Huxford

|  |  |
| --- | --- |
| **Module Title:** | Thana Tourism |
| **Date of Validation:** | July 2012 |
| **Module Number:** |  |
| **Module Value:** | 20 credits |
| **Level:** | 6 |
| **Faculty Responsible for Delivery:** | NPTC School of Business Tourism and Hospitality with Faculty of Business and Management SMU |
| **Pre-requisites:** | None |

**AIMS:**

This module allows the learner to acquire knowledge and a critical understanding of the underpinning theories relating to thana tourism and critically investigate the contemporary issues relating to thana tourism.

**LEARNING OUTCOMES:**

**LO1** Critically analyse the theories, size, significance & impacts of thana tourism to the local, regional, national and international economies

**LO2** Evaluate critically the management of strategic planning for thana tourism by applying theoretical knowledge to the development of a dark tourism attraction

**INDICATIVE CONTEN**

This module aims to develop the student’s capacity to:

* Define the term and types of thana tourism and gain knowledge of the size & significance of this category of tourism in local, regional, national and global contexts
* Have knowledge of the historical development of thana tourism
* Understand current trends and issues relating to thana tourism
* Understand the Impacts of thana tourism, maximise the positive and minimise the negative impacts
* Develop an appreciation of management strategies relating to thana tourism
* Media and morality in relation to thana tourism
* Interpretation and authenticity in thana tourism
* Psychology and thana tourism

**LEARNING AND TEACHING STRATEGY:**

* Seminars
* Educational visits
* Guest speakers
* Interviews
* Exhibitions, displays

The suggested strategies and allocation of teaching hours to deliver the module are:

**Hours**

Lectures 30

Tutorials/workshops 30

Student private study 140

**TOTAL** 200

**ASSESSMENT:**

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment Criteria** **To achieve each outcome a student must:** |
| **LO1** Critically analyse the theories, size, significance & impacts of thana tourism to the local, regional, national and international economies | 2000 word assignment relating to theories relating to growth and significance of thana tourism and the ethical and moral arguments concerning the presentation of an authentic tourism experience |
| **LO2** Evaluate critically the management of strategic planning for thana tourism by applying theoretical knowledge to the development of a dark tourism attraction | 2,000 word project relating to the development of a dark tourism attraction (real & theoretical) and the requirements concerning its location, facilities to be offered, financial implications, operations & marketing, staffing, interpretation & the presentation of an authentic experience (group or individual) |

Coursework 100%

Two assessments will be required for successful completion of this module:

**Assessment 1 LO 1 (50%)** –2,000 word assignment relating to theories relating to growth and significance of thana tourism and the ethical and moral arguments concerning the presentation of an authentic tourism experience

**Assessment 2 LO2 (50%)** – 2,000 word project relating to the development of a dark tourism attraction (real & theoretical) and the requirements concerning its location, facilities to be offered, financial implications, operations & marketing, staffing, interpretation & the presentation of an authentic experience (group or individual)

**READING LIST:**

**Essential Reading:**

Sharpley, R & Stone P R (eds) 2009 ‘The Darker Side of Travel: Theory and Practice of Dark Tourism” Channel View Publications Bristol

duBois P 2009 *Slavery: Antiquity & Its Legacy (Ancients & Modern)* London I B Tauris & Co Ltd

Sharpley R & Stone P R 2011 *Tourism Experience: Contemporary Perspectives (Advances in Tourism)* Oxford Routledge

Fyall A, Garrod B, Leask A & Wanhill S 2008 *Managing Visitor Attractions: New Directions* Oxford Butterworth Heinemann

Logan W & Reeves K 2009 *Places of Pain & Shame* Oxford Routledge

Timm Knudsen B & Waade A M 2010 *Re-investigating Authenticity: Tourism, Place & Emotions* Bristol Channel view Publications

**Background Reading:**

Bigley J. Lee C. Chon J. and Yoon Y. (2010) Motivations for War Related Tourism: A Case for DMZ Visitors in Korea, **Tourism Geographies (12)** 371-394

Biran A. Poria Y. and Oren G. (2011) Sought Experiences at Dark Heritage Sites, **Annals of Tourism Research (38);** 820-841

Braithwaite R. and Lieper N. (2010) Contests on the River Kwai: How a Wartime Tragedy became a Recreational, Commercial and Nationalistic Plaything, **Current Issues in Tourism (13);** 311-332

Dunkley R. Morgan N. and Westwood S. (2011) Visiting the trenches: Exploring Meanings and Motivations in Battlefield Tourism, **Tourism Management (32);** 860-868

Foley M. and Lennon J. (1996) JFK and Dark Tourism: Heart of Darkness. **Journal of International Heritage Studies**, 2 (4), 198-211

Gibson D. (2006) The Relationship between Serial Murder and the American Tourism Industry, **Journal of Travel and Tourism Marketing (20)**

Korstanje Maximiliano E, (2012) "The Darker Side of Travel: The Theory and Practice of Dark Tourism", **International Journal of Contemporary Hospitality Management, Vol. 24** Iss: 1, pp.160 - 162

Mowatt R. and Chancellor C. (2011) Visiting Death and Life: Dark Tourism and Slave Castles, **Annals of Tourism Research (38);** 1410-1434

[Seaton](http://www.tandfonline.com/action/doSearch?action=runSearch&type=advanced&result=true&prevSearch=%2Bauthorsfield%3A(Seaton%2C+A.V.)) A V (1996) Guided by the dark: From thanatopsis to thanatourism **International Journal of** **Heritage Studies** [**Volume 2**](http://www.tandfonline.com/loi/rjhs20?open=2#vol_2)[**Issue 4**](http://www.tandfonline.com/toc/rjhs20/2/4); 234-244

Stone P. (2006) A Dark Tourism Spectrum: Towards a typology of death and macabre related tourist sites, attractions and exhibitions, **Tourism: An Interdisciplinary International Journal (52);** 145-160

Stone P. (2011) Dark tourism and the cadaveric carnival: Mediating Life and Death Narratives at Gunther von Hagens’ Body Worlds, **Current Issues in Tourism (14**); 685-701

**Journals**:

Annals of Tourism Research

Current Issues in Tourism

International Journal of Contemporary Hospitality Management

International Journal of Heritage Studies

Journal of Heritage Studies

Journal of Travel and Tourism Marketing

Tourism: An Interdisciplinary International Journal

Tourism Geographies

Tourism Management

Tourist Studies: an International Journal (on-line @ <http://tou.sagepub.com/>

**Useful Websites..**

<http://www.dark-tourism.org.uk/faqs>

<http://www.dark-tourism.org.uk/forum>

<http://www.grief-tourism.com/category/types-of-grief-tourism/thanatourism/>

<http://www.tourism-master.nl/2011/11/25/thanatourism-and-dark-tourists-why-they-walk-in-the-shadows/>

<http://www.guardian.co.uk/travel/dark-tourism>

<http://works.bepress.com/philip_stone/>

**PHYSICAL RESOURCES:**

Computer/projector.

**ROOM REQUIREMENTS:**

Lecture Theatre

Tutorial room.

Computer laboratory with Internet access, Microsoft Office,

**STAFF RESOURCES:**

Staff Co-ordinator: Janet Beale

Staff delivering this module: Janet Beale

## Appendix 2: NPTC’s Disability Statement

Neath Port Talbot College’s policy on disability

In the College’s statement of its values and aims, we commit ourselves to: “***ensuring equity and equality for all”***.

This aim is also reflected in our Diversity (Equal Opportunities) and Dignity for All (Harassment and Bullying) Policies, which are available on our College Webpage.

Further details are to be found in the College Strategic Plan and the Learner’s Handbook, all of which are available at our College Libraries on all sites.

Neath Port Talbot College takes seriously the need to make the college accessible and welcoming to learners with disabilities of all kinds. We cannot guarantee that all our programmes and facilities are fully accessible to all people at this stage, but we are constantly working to improve our services in this way.

What we can guarantee, is that we will discuss the needs of every potential learner and help if we can. If we cannot, we will say so and try to offer advice on alternative solutions.

**Appendix 3: Standard Assignment Header Sheet**



**Faculty of Applied Design and Engineering**

Cyfadran Dylunio Cymhwysol a Pheirianneg

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| --- |
| Assignment Specification Form(Students must attach this form to the front of the assignment when handing in) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student name:** |  | | **Student P number:** |  |
| **Programme:** |  | | | |
| **Module:** |  | | **Module Level (4, 5, 6, 7):** |  |
| **Module code:** |  | | **Contribution to Overall Module Assessment (%):** |  |
| **Lecturer:** |  | | **Internal Verifier:** |  |
| **Assignment Title:** |  | | **Assignment No:** |  |
| **Hand Out Date:** |  | | **Submission deadline:** |  |
| **Turnitin Submission (tick required box)** | **YES** |  | **NO** |  |
| **Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, Refer.** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Referencing:** | In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (initials of author and surname, *title of book/article*, edition, publisher: place of publication, date of publication, chapter/page numbers). | | |
| **Disclosure:** | I declare that this assignment is all my own work and that I will acknowledge all materials used from the published or unpublished works of other people. | | |
| **Student’s Signature:** | Assignments will not be accepted without a signature here | **Date:** |  |

|  |  |
| --- | --- |
| **Learning Outcomes tested**  **(from module/unit syllabus)** | **Assessment Criteria** **To achieve each outcome a student must demonstrate the ability to:** |
|  |  |
|  |  |

* **Please submit the assignment parts in a suitable report folder– NOT IN POLYPOCKETS.**
* **This form (ALL PAGES) MUST be at the front of the submission. Assignments will not be accepted without this form as it is a requirement that you sign the disclosure regarding referencing convention. DO NOT put this form into Turnitin or it will pick up many similarities.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Feedback Form** | | | | | | |
| **Student name:** | |  | | **Student P number:** | |  |
| **Programme:** | |  | | **Year of Study** | |  |
| **Assignment Title:** | |  | | | | |
| **AREAS WHERE THE STUDENT HAS PERFORMED WELL** | | | | | | |
|  | | | | | | |
| **AREAS WHERE THE STUDENT NEEDS TO DEVELOP** | | | | | | |
|  | | | | | | |
| **SUMMARY OF FEEDBACK** | | | | | | |
|  | | | | | | |
| **Grade Awarded** |  | | **Date** | |  | |
| **Lecturer’s Name** |  | | **Lecturer’s Signature** | |  | |
| **NOTE: A copy of this form is only to be returned (retain original for the external examiners use) to students when the student hands in their ‘Self Evaluation Form’. This should be accompanied by a feedback discussion between the lecturer and student where the forms are exchanged and used as the basis of the feedback. The external examiner MUST see this form** | | | | | | |

|  |
| --- |
| **TASK DESCRIPTION** |

|  |  |  |
| --- | --- | --- |
| **Task**  **No** | **Marking scheme for task(s)** | **Marks available** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
|  | **TOTAL** | 100 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Generic Assessment Criteria (Degree)** | | | | | | |
| **0-35** | **A mark in this range is indicative that the work is below the standard required at the current level of your Degree programme.** Work falls short of the threshold standards in relation to one or more of knowledge, intellectual, subject based or key skills. Work is based on only minimal understanding, application or effort. It will offer only very limited evidence of familiarity with knowledge or skills appropriate to the field of study or task and/or demonstrate inadequate capability in key skills essential to the task concerned. It may address the assessment task to some extent, or include evidence of successful engagement with some of the subject matter, but such satisfactory characteristics will be clearly outweighed by major deficiencies across remaining areas. Other reasons for failing the coursework may include excessive absenteeism; academic dishonesty (cheating), plagiarism or failure to participate in teamwork. | | | | | |
| **35-39** | **A mark in this range is indicative that the work is below, but at the upper end is approaching the standard required at the current level of your Degree programme.** Whilst some points are correctly presented there are serious errors and/or omissions and/or irrelevant material. It indicates work of an insufficient standard. It will show very limited knowledge or understanding of the relevant subject area, and display weak writing and analytical skills and/or poor application of technique. Writing will exhibit weak grammar, very inadequate or absent references and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions. | | | | | |
| **40-49** | **A mark in this range is indicative that the work is of an acceptable standard at the current the level of your Degree programme.** Work demonstrates some familiarity with and grasp of a factual/conceptual knowledge base for the field of study and/or ability to employ specialist skills, but only just meeting threshold standards. Work may be characterised by some significant errors, omissions or problems, but there will be sufficient evidence of development and competence. Writing may be poorly presented without properly laid out referencing/bibliography, or in the case of quantitative work, it may not be possible to follow the logic and reasoning leading to the results obtained and the conclusions reached. | | | | | |
| **50-59** | **The work is of a satisfactory to very satisfactory standard at the current level of your Degree programme.** Work demonstrates ability to evaluate new information, concepts and evidence from a range of sources and generate ideas through the analysis of concepts at an abstract level. Arguments and issues will be discussed and referenced, but these may not be fully documented or detailed. The work will be mostly accurate and provide some evidence of the ability to analyse, synthesise, evaluate and apply required methods/techniques. There will be no serious omissions or inaccuracies. There will be good evidence of ability to take responsibility for own learning including the selection and use of relevant techniques and applying creative skills. With Quantitative work it should be possible to follow the logical steps leading to the answer obtained and the conclusions reached. | | | | | |
| **60-69** | **A mark in this range is indicative of that the work is of a very good standard for the current level of your Degree programme.** Work of commendable quality commanding wide ranging specialised technical, creative and/or conceptual skills. There will be consistent evidence of capability in all relevant subject-based skills, including the ability to self-evaluate and work autonomously and to use effectively specified techniques in appropriate contexts.  Writing work will make excellent use of appropriate, fully referenced, detailed examples and there will be clear evidence of analysis, synthesis and evaluation. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed. | | | | | |
| **70-84** | **A mark in this range is indicative that the work is of an excellent standard for the current level of your Degree programme.** Work is based on a rigorous and broad knowledge base, demonstrating ability to analyse, synthesise, evaluate concepts and/or interpret and describe the creative expression and the associated workflow process including both the design and development/production considerations.  The work will go beyond that provided on reading lists and include independent work. There will be strong evidence of competence across a range of specialised skills and the capability to operate autonomously. The work will exhibit excellent levels of knowledge and understanding, with elements of originality and flair. | | | | | |
| **85-100** | **A mark in this range is indicative of outstanding work.** Marks in this range will be awarded for work that exhibits excellent levels of knowledge and understanding throughout with substantial elements of originality and flair. The work will demonstrate a broad range of critical reading that goes well beyond that provided on reading lists. Marks at the upper end of the range will indicate that the work is of publishable, or near publishable academic standard. | | | | | |
|  |  | | | | | |
|  | | | | | | |
| **RECEIPT (FACULTY to retain this section)** | | | | | | |
| **NAME:** | |  | | | | |
| **COURSE:** | |  | | **YEAR:** | |  |
| **ASSIGNMENT**  **TITLE:** | |  | | | | |
| **LECTURER:** | |  | **DATE:** | |  | |
| **DATE STAMP:** | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RECEIPT (Student to retain this section)** | | | | | |
| **NAME:** |  | | | | |
| **COURSE:** |  | | **YEAR:** | |  |
| **ASSIGNMENT**  **TITLE:** |  | | | | |
| **LECTURER:** |  | **DATE:** | |  | |
| **DATE STAMP:** | | | | | |

## Appendix 4: Standard Student Self Evaluation Form

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Self Evaluation Form** | | | | | | |
| **Student name:** | |  | | **Student P number:** | |  |
| **Programme:** | |  | | **Year of Study** | |  |
| **Assignment Title:** | |  | | | | |
| **AREAS WHERE YOU FEEL THAT YOU HAVE PERFORMED WELL** | | | | | | |
|  | | | | | | |
| **AREAS WHERE you feel that you need TO DEVELOP** | | | | | | |
|  | | | | | | |
| **SUMMARY OF HOW YOU FEEL THE ASSIGNMENT WENT** | | | | | | |
|  | | | | | | |
| **Grade that you think will be Awarded** |  | | **Date** | |  | |
| **Student’s Name** |  | | **Student’s Signature** | |  | |
| **NOTE: This form needs to be completed and shown to your lecturer. You will then be given the feedback form which should be accompanied by a feedback discussion between you and the lecturer. The forms are exchanged and used as the basis of the feedback. This form will not be retained by the lecturer. You will NOT be given the feedback form if this form is not completed.** | | | | | | |

## Appendix 5: Standard Assignment Marking Form

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assignment Marking Form** | | | | | | | | | |
| **Task**  **No** | **Marking scheme for task(s)** | | | **Marks available** | **1st marker** | | **2nd marker**  **(Sample 2nd marking)** | **3rd marker**  **(if required)** | **🡨 AGREED MARK AWARDED** |
| **1** |  | | |  |  | |  |  |
| **2** |  | | |  |  | |  |  |
| **3** |  | | |  |  | |  |  |
| **4** |  | | |  |  | |  |  |
| **5** |  | | |  |  | |  |  |
|  | **TOTAL** | | | **100** |  | |  |  |  |
|  | | | | | | | | | |
| **1st Marker Name** | |  | **1st Marker Signature** | | |  | | | |
| **2nd Marker Name** | |  | **2nd Marker Signature** | | |  | | | |
| **3rd Marker Name** | |  | **3rd Marker Signature** | | |  | | | |
| **Reasons for awarding the final grade where there is more than one marker** | | | | | | | | | |
|  | | | | | | | | | |

**Notes:**

**This form is for internal use only and is NOT to be returned to the student.**

**The Feedback Form MUST be returned to the student.**

**The external examiner MUST be shown this form.**

**The 3rd marker may be used where there is more than a 10 percentage point difference ( in the TOTAL mark) between markers 1 and 2 OR when it is not possible to get agreement between markers 1 and 2. Reasons must be given where an agreed mark is given**

## Appendix 6: Diversity Impact Assessment

**Diversity Impact Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty / School /Department** | **Name of Assessor** | **Position** | **Date of Assessment** |

Description of Policy, Procedure or Function:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Describe the Aims and Objectives of the Policy, Procedure or Function | | | | | | |
| 1. What, if any, are the likely impacts of the policy, procedure or function on all or any of the six strands of diversity? (Race, Disability, Gender, Sexuality, Age, Religion)? | | | | | | |
| 1. Is it possible to address these impacts? | | | | | | |
| 1. Are there any groups that can be consulted to review the policy, procedure or function?   If yes, please list below: | | | | | | |
| **Who?** | | **How will his/her/their views be obtained?** | | | **Date of contact or when to be contacted.** | |
|  | |  | | |  | |
| 1. Please summarise the views and information obtained. | | | | | | |
| 1. As a result of the information what recommendations, if any, can you make to address the impacts? | | | | | | |
| 7. What action plan is needed to implement the recommendations? | | | | | | |
| Issue | Required Action | | Member of staff responsible | Timescale | | Resource Implications. |
|  |  | |  |  | |  |
| 1. Who will approve / authorise the required actions | | | | | | |
| 1. How will they be monitored? | | | | | | |

## Appendix 7 NPTC Resources

**1 PROGRAMME RESOURCES**

The academic staff team of the School of Business Tourism and Hospitality are appropriately qualified and experienced for the delivery of the programmes seeking validation. This broad programme team base comprises a range of skills suitable for the delivery and management of students’ studies. Named tutors and their CVs are indicative of the qualities/experience considered appropriate for the delivery of a named module.

Administrative and clerical support for the programme is provided in the HE office, supported by staff in the Faculty office and MIS data input staff. There are 5 technicians in the School, one computing technician is available to support students and staff in the School, including provision of technical support in the evenings.

**2 ROOM RESOURCES**

The School of Business Tourism and Hospitality is divided into two blocks, one of which is specifically for Hospitality

In “G” block the business and tourism students have access to 9 class rooms with seating capacity of 24. All rooms have a computer and projector with many having interactive white boards. They also in addition have access to 4 computer suites with a capacity of 20.

In the hospitality block there are 4 classrooms holding 20 students one with a full demonstration kitchen screened off. There are 3 production kitchen and 2 bakeries which are fully equipped to service the hospitality and bakery students. The main production kitchen was completely refurbished in 2008 with the latest technology and equipment available. There is a fully equipped 50 cover training restaurant with bar, a 30 cover coffee shop and bakery shop. All the facilities are operated wholly by the students and are open to the general public. The restaurant and coffee shop was refurbished in 2010 to reflect the contemporary style currently experienced within the industry. The HE students use these facilities to enhance their learning and mange the outlets at various stages in their learning.

**3 COMPUTING RESOURCES**

The Computing Laboratory provision of the School of Business Tourism and Hospitality includes many specialist computing features details of which are provided below.

Computer Laboratory Resources

**Hardware**

NG204 – Pentium Dual Core 1.6, 1gb Ram, 160gb HD, 17” Monitor, DVD Drive, qty 16

NG205 – Pentium 4 3.0, 1gb Ram, 80gb HD, 17” Monitor, DVD Drive qty 20

ND054 (LRC) -  Pentium Dual core 2.0, 2gb Ram, 160gb HD, 19” Monitor, DVD RW Drive, qty 60

**Software**

**ND054 (LRC)**

Windows XP Pro

Office 2007

Symantec Anti Virus

Sage Accounts

Sage Payroll

Adobe Photoshop CS3

Autograph 3 – Maths tool

Blender

Dia

Gimp

Hot Potatoes

Microsoft Visual Studio 2010 Express

Netbeans

Quantum GIS

Select SSADM

Paint .NET

Dale Software – Construction tests

CITB Multiuser – CITB Health and Safety practice test

**NG204/5**

As ND054 the following extra programs are installed:

SPSS

HMRC Employer CD-ROM 2010

       Additional resources

All teaching rooms have fixed data projectors which are ceiling mounted and connected to a pc with internet access and load speakers.  These rooms also have video playback through the projectors. Most rooms have a permanent combined tv/video.

**4. LIBRARY AND LEARNING RESOURCES**

Neath Port Talbot College provides a high quality library service to support the learning, teaching and research activities of all its students and staff. A range of services are provided both on campus and online, ensuring that all library users can access information, advice and support at a time and location that is most appropriate to their needs.

Libraries are located on the main campuses in Neath and Port Talbot. Each of the libraries provides core services including: enquiry services / helpdesk, lending and reference resource collections, inter-library loans, drop-in and bookable IT facilities, online catalogue, free Wi-Fi, laptop loans (for on site use) and a variety of group and quiet study spaces. Additional services include binding and laminating and a stationery shop. All college libraries are open Monday to Friday; opening times vary between the campuses with the latest opening time being 7.30pm.

**4.1 Resources for HE**

The library houses collections of over 30,000 print titles. All library collections are developed in collaboration with teaching staff to ensure that resources are current and appropriate to the content of the curriculum. Collections are actively managed and usage is monitored to ensure that a broad range of core and supplementary titles are available in sufficient quantities to meet the demands of HE students. An inter-library loan service is provided for those students conducting research on a topic that falls outside the scope of existing collections.

In addition to the print collections provided in the campus libraries, students and staff are able to access a range of services online via the college website, intranet and VLE (Moodle). The electronic library provides access to over 3,000 e-books and several full text datasets. It is library policy to purchase both print and electronic copies of all recommended reading, if e-copies are available. Athens authentication is used for off campus access to electronic resources.

To promote college library collections and to assist students with research and resource discovery, library advisers collaborate with academic staff to create online reading lists and to embed links to appropriate online resources within Moodle courses.

All resources are listed in the library’s online catalogue. Students can use the catalogue to locate library resources, to place reservations and request inter-campus loans. They can also login and manage their own library account. Up to eight books and five multimedia items may be borrowed at a time. Books are issued for up to two weeks, multimedia items for 1 week.

**4.2 Support**

Advice and assistance is provided in each library by a team of experienced advisers and support officers. Helpdesks are staffed during all opening hours and members of staff are able to assist students by carrying out reference enquiries, providing guidance on research issues and information sources and delivering IT support. An e-mail enquiry service is offered for online support. Specialist advice is provided by the Library Adviser for Business, Travel and Hospitality; a member of staff who has particular responsibility for the provision of support to students from the school and who has extensive knowledge of the resources and information available for the subject.

**4.3 Information literacy**

Library advisers deliver workshops covering a range of information literacy topics. Workshops are designed to help students to improve their information searching techniques and to develop the skills needed to select and critically evaluate resources. Workshops are also provided to provide guidance on correct referencing standards and

avoiding plagiarism. Workshops are voluntary but are arranged in conjunction with academic staff and are normally well attended.

**4.4 Access to other libraries**

Neath Port Talbot College library service is a member of the South West and Mid Wales regional library partnership (SWAMP) and participates in the ‘Libraries Together’ reciprocal access scheme. This provides students and staff of the college with access to public and academic libraries across the region. The scheme extends the range of resources and study facilities that are accessible by college students as they are able to apply to become members of libraries that are close to their home or workplace.

**5 STAFF DEVELOPMENT & CURRICULA VITAE**

The Staff Development Plan is in line with the key principles for staff development in the University and Faculty, which are to:

This policy is in line with the Welsh Assembly Government’s vision:

“We want to drive up standards of teaching and attainment in all learning settings, valuing and supporting practitioners to achieve this” – *The Learning Country – Vision into Action* The Department for Education, Lifelong Learning and Skills

The reality of lifelong learning means that Continuing Professional Development is an integral part of the work of all employees and it is expected that employees in Neath Port Talbot College will engage in development on a regular basis in response to identified needs at the organizational, team and individual level. The College will encourage and assist employees to realize their potential and develop knowledge, skills and values to meet the changing needs of the institution

The primary aim of Staff Development is to enable employees to perform to the highest standards in their work by providing learning and development opportunities and access to appropriate experience and qualifications relevant to the job.

The Executive Management Team and Senior Management Team recognize that the employees are the College’s most important investment and asset and are committed to supporting staff development in a planned and sustained way in order to improve performance and achieve the overall aims and objectives of the institution’s strategic plan.

All employees are entitled to appropriate staff development and are actively encouraged to manage their professional development profile. The College gives all employees equal access to learning and development opportunities.

Planning fosters a better understanding of the purpose of learning and development and ensures that staff development supports the College strategic objectives, whilst recognizing the importance of balancing these with individual goals. The strategic plan, operational plan and staff development plan are reviewed annually along with team plans and individual reviews

All employees are expected to be proactive in seeking relevant learning and development opportunities. The College promotes the need for line managers to be actively supporting employees to undertake relevant learning and development and identifying development needs via the appraisal review and also aims to generate a learning climate which encourages employees to take responsibility for their own development. Learning and development is embedded in the daily working life of the College and all employees

The College has a structured approach to the analysis of development needs, the delivery and the evaluation of any development against college strategic objectives. The aim is to measure the effects of learning and development on the College’s performance and ensure that any money spent on learning and development is being invested wisely.

The curriculum vitae (FE10) for each member of the lecturing team follows:

## Appendix 8: FE10 Staff CVs

**School of Business Tourism and Hospitality Lecturers:**

**STAFF DETAILS FE10**

|  |
| --- |
| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name (Dr. Mr. Mrs. Ms. Miss)** Ms Janet Grace Beale |
| **Current Post (FT/PT) Full Time FULL TIME** |
| **Date of Appointment to:**  **(a) Current Post 1987 Full Time Lecturer**  **(b) College 1985** |
| **Subjects Taught - Other Responsibilities:**  Currently Co-ordinator for HND Leisure Management, previously co-ordinators for HNC/D Travel and Tourism Management; AVCE Travel & Tourism; BTEC National Travel & Tourism; GNVQ Intermediate in Tourism; BTEC National Award in Airlines & Airport Operations and college wide co-ordinator for Enterprise.  **Current Teaching**:  BA Honours in Business(Global Business; global Marketing; Contemporary Issues in Marketing); HND Leisure & Business Management (Employability and Professional Development; Managing Customers & Suppliers; Understanding Tourism; Leisure in Society; Leisure Environment; Marketing Communications; Live Project)  AS/A2 Level in Leisure Studies (Investigating the Leisure Industry; Employment within Leisure; Current Issues; The Leisure Customer).  BTEC National Diploma (Working with Children in Play Situations; Special Interest Tourism |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  B Sc Econ Hons Politics & American Studies 1979  RSA Personal Assistant’s Diploma (Post Graduate) 1984  Railways of Britain (ATOC Travel Agency Certificate) 1995  D34 1996  D32/33 1999 |
| **Teaching posts held Number of years in Post**  Part-time Lecturer – Neath College 02  Full-time Lecturer – Neath Port Talbot College 25 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  Assistant Buyer (Courtaulds) 1  Graduate Retail Programme Mothercare London & SE 4 mths  Nursing Auxiliary in Royal Northern Hospital London 1  Trainee Contract Specialist for US Army in Frankfurt 1  Reference Library Assistant Swansea 2  Work Experience at Travel House Travel Agency Swansea 2 weeks  Work Experience at Swansea Airport 2 days |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  Mintel training annually; Blended Learning training with University of Glamorgan;  Enterprise for Women Conference Cardiff June 2010;  MA currently suspended; work placement for summer 2011 to be arranged;  Subject Development meetings for HND/BA held at University of Glamorgan; tutorial programme workshop June 2010  **Curriculum based:**  Subject board meetings at University of Glamorgan annually; cross-moderation boards attended twice each academic year at University of Glamorgan; attend annual Award Board meetings; annual co-ordinators training at Neath Port Talbot College  **IT based**  Turnitin training at University of Glamorgan June 2010; internal course for imputing key skills results; Moodle Training June 2010; Applying for UCAS on-line  **Other**  Internal course on Handling Vulnerable Students June 2009; Diversity training July 2010 |
|  |

**STAFF DETAILS FE10**

|  |
| --- |
| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| Name (Dr. Mr. Mrs. Ms. Miss) **Miss Rebecca Cook** |
| Current Post (FT/PT) **Full time Lecturer** |
| Date of Appointment to:  (a) Current Post **6th October 2009**  (b) College **September 2011** |
| Subjects Taught - Other Responsibilities: **ACCA F7 Financial Reporting, ACCA F9 Financial Management, ACCA F6 Taxation, ACCA F8 Audit and Assurance, AAT Level 3 Cash Management, AAT Level 3 Professional Ethics, AAT Level 4 Budgeting, AAT Level 4 Project, Sage Accounting Level 3** |
| Qualifications (Academic, Teacher Training, Professional) Year Obtained  **CIMA (Chartered Institute of Management Accountants) – Passed Finalist 2010**  **AAT – (Association of Accounting Technicians) – Successful 1997**  **BTEC HND in Business and Finance, Overall Grade – Merit 1993**  **BTEC National Diploma in Business and Finance, Overall Grade – Distinction 1991**  **GCSE’s –**  **English Literature, English Language, Mathematics, Computer Studies, French (C’s) 1989**  **Sage Accounting & Sage Payroll 2008/9**  **Sage MMS/Sage 200 2008/9**  **Equality Awareness Training 2007**  **Institute of Leadership and Management (EEF) 2010** |
| Teaching posts held Number of years in Post  **October 2009 to Present – Neath College 1.5 years**  **September 2010 to Present – Gower College Swansea 9 months**  **January 2011 to Present – Coleg Sir Gar 4 months** |
| Commercial / Industrial Experience (Posts Held) Number of years in Post  **Senior Accountant/Internal Auditor, August 2006 – January 2011 4.5 years**  **Celtic Community Leisure Trust (Neath Port Talbot Council), Port Talbot**  **Management/Project Accountant August 2004 – August 2006 2 years**  **South Wales Police, Corporate Finance Headquarters, Bridgend**  **Practice Accountant,** **June 2002 - August 2004 2 years 3 months**  **Bevan & Buckland, Chartered Accountants, Swansea**  **Management Accountant/Project Accountant,** **March 1994 - June 2002 7 years 3 months**  **Sweetmans Retail Ltd, Morriston, Swansea** |
| Professional development undertaken in the last three years both in your college or elsewhere  *Subject specific:*  **Induction Session in Neath College**  **Induction Session in Gower College Swansea**  **Induction Session in Coleg Sir Gar**  **Open University Induction Sessions**  **CIMA Annual Meeting**  **CIMA Money Laundering Event**  **Induction of AAT Students**  **Induction of ACCA Students**  **Induction of**  **Update of syllabus for all ACCA subjects**  **Continual reading of CIMA and ACCA Financial Magazines**  *Curriculum based:*  **Level 5 in Management Workshop run by EEF for Celtic Community Leisure - Part 1**  **Level 5 in Management Workshop run by EEF for Celtic Community Leisure - Part 2**  **Level 5 in Management Workshop run by EEF for Celtic Community Leisure - Part 3**  **Level 5 in Management Workshop run by EEF for Celtic Community Leisure - Part 4**  **Level 5 in Management Workshop run by EEF for Celtic Community Leisure - Part 5**  **Report Writing Training in Celtic Community Leisure**  **CIMA How to write your Practical Experience File Workshops**  **Career Profile Workshop**  *IT based*  **Gladstone project implementation lead Accountant**  **Sage Level 3 Induction of Students**  **Continual update of knowledge on Sage**  *Other*  **Training Day for Celtic Community Leisure - all Senior Management and Admin Staff**  **Equality Awareness Training**  **Duty Managers Training sessions (3) in Celtic Community Leisure**  **In-house Motivation for Staff training run by Celtic Community Leisure**  **Appraisals for 3 staff in Celtic Community Leisure** |
|  |

**STAFF DETAILS FE10**

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| --- |
| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name ( Ms) Christine Davies** |
| **Current Post (FT/PT) Full Time** Full Time Lecturer |
| **Date of Appointment to:**  **(a) Current Post 1996**  **(b) College 1988** |
| **Subjects Taught - Other Responsibilities:**  AVCE Advanced Business Co-ordinator BTEC National Business Co-ordinator  AVCE Finance Business Finance  Insurance AAT Co-ordinator  All units at Level 3 AAT Budgeting & Financial Statements Level 4  Business Planning AAT all units at Level 2  Computerised Accounts – Level 3 Business Enterprise  Application of Number – Level 2 & 3  ACCA Co-ordinator  ACCA Units F5 & F7  Deputy Head of BTH |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  ACIB 1985  FETC 1995  PGCE 1996  TDLB D32/33/34 1996-7  NEBS 1999  MA Leadership and Management Current |
| **Teaching posts held Number of years in Post**  Neath Port Talbot College 23 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  Midland Bank Plc – Assistant Manager/Security Clerk 11  Kevyn Davies Architect – Partner and Financial Advisor 17  Red Kite Homes Ltd – Managing Director 7 |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  AAT Master-classes in all Level 2/ 3 & 4 units  **Curriculum based:**  **IT based**  Moodle June |

**STAFF DETAILS FE10**

|  |
| --- |
| **INSTITUTION**  NEATH PORT TALBOT COLLEGE |
| **PROGRAMME** CATERING, BAKERY AND HOTEL MANAGEMENT |
| **DATE**  April 2012 |
|  |
| **Name (~~Dr. Mr.~~ Mrs. ~~Ms. Miss~~)** FRANCES EDWARDS |
| **Current Post (FT/PT)** FULL-TIME LECTURER |
| **Date of Appointment to:**  **(a) Current Post** JANUARY 1981  **(b) College**  JANUARY 1981 |
| **Subjects Taught - Other Responsibilities:**  HOTEL ADMINISTRATION, FRONT OFFICE, HRM AND ACCOMMODATION OPERATIONS  SATURDAY SCHOOL PROJECT MANAGER - CATERING  PROGRAMME CO-ORDINATOR BTEC YEAR 1 |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  HND HOTEL MANAGEMENT 1978  CERTIFICATE OF EDUCATION 1983  BACHELOR OF EDUCATION 1986  IPM 1988  D32,33,36 1996 |
| **Teaching posts held Number of years in Post**  LECTURER, HOTEL MANAGEMENT - NEATH COLLEGE 31 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  ASSISTANT HOTEL MANAGER 2  BACK TO INDUSTRY UPDATE |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  TDLB - D32,33,36  **Curriculum based:**  VARIOUS BTEC COURSES  KEY/CORE SKILLS UPDATE  **IT based:**  INTERNET/E. MAIL COURSE  **Other**  DISABILITY AWARENESS TRAINING  PREPARATION FOR INTERNAL ASSESSMENT  ACTION PLANNING - INTERNAL ASSESSMENT  ASSOCIATE ASSESSOR TRAINING |

FURTHER EDUCATION ASSESSMENT

**STAFF DETAILS FE10**

|  |
| --- |
| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Catering, Bakery and Hospitality |
| DATE April 2012 |
|  |
| **Name Miss Naomi Nicola Hillen** |
| **Current Post (FT/PT)**  Full-time |
| **Date of Appointment to:**  **(a) Current Post May 2000**  **(b) College**  November 1995 |
| **Subjects Taught - Other Responsibilities:**  HND/HNC – course co-ordinator  HND/HNC – course lecturer  BTEC – food service  NVQ – food service / theory / assessing  BTEC – theoretical units  RSPH – foundation certificate in Nutrition  Learning Coach  Restaurant Manager |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  B.A. Hons. International hospitality management 1991  TDLB D32/33  Post Graduate Certificate in Education 2001  V- Awards / internal verifier 2005 |
| **Teaching posts held Number of years in Post**  Trainer / assessor 2  Assistant lecturer 4  Restaurant Manager  Full-time lecturer 8 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  Hotel Concierge – Marriott International  Hotel General Manager 5  Deputy Catering Manager – Compass Catering 6 |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  Training the trainer course  TDLB/ D32/33  C&G New awards inset  Learn Direct  Mentoring and coaching  Various learning coach in-service training sessions  Assessment techniques at University of Glamorgan  Skills for Chefs conference Sheffield  Moving Forward  Child Protection Training  Suicide & Self Harm Injury Training  Neuro-linguistics and Education  Induction Module Training  Equal Opportunities & Diversity Essentials  Emergency First Aid at Work  Level 2 Award in Literacy, Numeracy and Communication  **Curriculum based:**  PGCE  V Award - internal verification  Preparing to Deliver New BTEC Nationals  Curriculum development – Nutrition programme for school meal service  **IT based:**  Internet / e-mail course  Blended learning at University of Glamorgan  Qwizdom  Moodle Training  Interactive Whiteboard Training  **Other;**  Quinquennial Review co-ordinator for HND  Disability Awareness Training  Welsh College Catering Conference  Preparation for internal assessment  Action planning for internal assessment  Relevant industrial visits  Spanish Exchange visit to Gerona  Educational visits to Paris, Barcelona, Brussels, Germany.  World Skills Competitions |

STAFF DETAILS FE10

|  |
| --- |
| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name**  **Mr. Warren Huxford** |
| **Current Post F/T – Catering Manager P/T Lecturer** |
| **Date of Appointment to:**  **(a) Current Post September 2007**  **(b) College September 2007** |
| **Subjects Taught - Other Responsibilities:**  **Financial/Management accounting – HND**  **AON 1 & 2**  **On-licensed Trade Management - HND**  **VRQ 1 & 2 Nutrition**  **AAT 2 – Basic Costing**  **AAT 2 – Working Effectively in Finance** |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  **MBA 2007**  **PGCE 2010**  **HND Hospitality Management 2000**  **BIIAB Level 2 National Certificate - Personal Licence Holders 2006** |
| **Teaching posts held Number of years in Post**  **P/T Lecturer 4 Years** |
| **Commercial / Industrial Experience (Posts Held) Number of years**  **Food & Beverage Manager (Jurys Doyle Hotel group) 3 Years**  **Deputy Manager (Sketty Hall – Swansea College) 5 Years** |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  **AAT - Working Effectively in Finance Masterclass**  **AAT – Basic Costing – Scheduled**  **Project Management**  **Curriculum based:**  **Mentor Training**  **Other**  **PMMS – Introduction to procurement**  **Procurement in the Public Sector**  **Diversity in the Workplace**  **HACCP** |

STAFF DETAILS FE10

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| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
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| **Name (Dr. Mr. Mrs. Ms. Miss)** Mrs. Carol Jarvis |
| **Current Post (FT/PT) Full Time FULL TIME** |
| **Date of Appointment to:**  **(a) Current Post 2003 Full Time Lecturer**  **(b) College 2001 Part Time Lecturer** |
| **Subjects Taught - Other Responsibilities:**  **HND Business Management** (Management of Organisational Behaviour, Human Resource Management/Contemporary Human Resource Management, Heritage in Tourism, Customer Service); **BTEC National Diploma** (Special Interest Tourism, Visitor Attractions, Investigating Travel and Tourism, Work Experience) **Welsh Baccalaureate**  (Level 3); **AS/A2 Travel and Tourism** (Special Interest Holidays, Working in Travel and Tourism, Resort Operations, Investigating Travel and Tourism)  **Currently Co-ordinator** for AS/A2 Travel and Tourism and Leisure Studies. **Previously co-ordinators** for National Diploma in Sports Therapy; BTEC National Diploma in Travel and Tourism; GCSE Leisure & Tourism, Foundation Leisure & Tourism  **Current Teaching**: **HND Leisure & Business Management** (Information Management, Enterprise Management, Suitable Tourism, Strategic Business Analysis); **AS/A2 Travel and Tourism** (Responsible Tourism, Event Management, The Travel and Tourism Industry, The Travel and Tourism Customer); **BTEC National Diploma** (The Business of Travel and Tourism, Tour Operations, Information Communication Technology Level 3); **AS/A2 Leisure Studies** (Working Practice in Leisure, Event Management). |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  BA in Business Studies July 2000  PGCE 2001  QTS 2001  NVQ Assessor July 2002 |
| **Teaching posts held Number of years in Post**  Part-time Lecturer – Neath College 02  Full-time Lecturer – Neath Port Talbot College 09 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  S. J. Jarvis Carpets – Business Partner 11 year  Wimpey construction Ltd. – Personal Secretary to the Site Manager 3 years  Personal Secretary – Dukes Steels Ltd. 2 years |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  Mintel training annually; Blended Learning training with University of Glamorgan; Enterprise for Women Conference Cardiff June 2010; MA currently suspended; work placement for summer 2012 to be arranged; Subject Development meetings for HND/BA held at University of Glamorgan; tutorial programme workshop June 2010  **Curriculum based:**  Sustainability in the Event Industry; Cross-moderation boards attended twice each academic year at University of Glamorgan; attend annual Award Board meetings; annual co-ordinators training at Neath Port Talbot College; SPSS;  **IT based**  Blackboard st University of Glamorgan June 2009; Turnitin training at University of Glamorgan June 2010; internal course for imputing key skills results; Moodle Training June 2010; Applying for UCAS on-line  **Other**  Equal Opportunities Diversity training July 2010; MiDAS Minibus Driver Awareness |

**STAFF DETAILS FE10**

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| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name ( Mr.) Mr Christopher Jones** |
| **Current Post (FT/PT) Full Time** |
| **Date of Appointment to:**  **(a) Current Post 1987**  **(b) College 1987** |
| **Subjects Taught - Other Responsibilities: Economics, Business Strategy and Statistics.**  **HE Coordinator Management and Business 1994 to date.**  **Teacher Governor 2007 to date.** |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  BA Social Science Class Two One 1971  MA Analysis 1973  Teaching Certificate with Distinction 1986  BA Mathematics and Statistics Class Two One 1992 |
| **Teaching posts held Number of Years**  London Borough of Newham Three  London Borough of Barking Two  London Borough of Hackney Eight  London Borough of Islington One |
| **Commercial / Industrial Experience (Posts Held) Number of years** |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific**:  University of Glamorgan course development and cross moderation for all of the modules taught, developing and updating, setting assignments and writing examinations.  Curriculum based: Diversity Training, Higher Order Key Skills, Assessing Recognised Teacher Status, Evaluating Mitigating Circumstances  IT based Moodle, Blackboard, Turnitin and Mintel  Other HE management courses sponsored by Universities UK  Governors’ training.  UCU training in Negotiation, Mediation, Handling Redundancy |

**STAFF DETAILS FE10**

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| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name : Mrs Helen Lavercombe** |
| **Current Post (FT/PT) Full Time** |
| **Date of Appointment to:**  **(a) Current Post February 2008**  **(b) College September 2001** |
| **Subjects Taught - Other Responsibilities:**  NVQ level Entry, 1,2.3 – professional cookery  Course Coordinator - Part – time level 3 and full time certificate in hospitality  Btec National Units – Nutrition, contemporary cuisine  HND/C Food Hygiene Management, Gastronomy  VRQ 1 Bakery Skills |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  Certificate in post compulsory education 2003 |
| **Teaching posts held Number of years in Post**  Bridgend College Part time 2  Neath Port Talbot College Part/time and Full Time post 11 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  Assistant Manager –Whitbread Brewers Fayre 2yrs  Granada –Manager 6yrs |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  Level 2 award in food safety  First Aid  Skills for chefs conference  Y Polyn restaurant – training inset  Educational visits to Brussels, Barcelona and Paris  **Curriculum based:**  New standards inset – city and guilds  New apprentice frame work – city and guilds /people 1st  Technical certificate inset – city and guilds  **IT based**  Mintel  Athens  Moodle  **Level2 Award in literacy, numeracy and ICT awareness** |



**STAFF DETAILS FE10**

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| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name : Mark Lloyd** |
| **Current Post F/T – Full Time Lecturer** |
| **Date of Appointment to:**  **(a) Current Post 20.8.11**  **(b) College 20.8.11** |
| **Subjects Taught - Other Responsibilities: Marketing, HRM, Business Strategy** |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  **MBA 1990, PGCE 2004** |
| **Teaching posts held Number of years in Post**  Lecturer Richmond College 1994-97 & 2009-11,  Head of Professional Courses Dept Richmond College 1997-09.  Lecturer NPTC 2011-current.  Open University Tutor (2006-11) and Monitor (2009-11) |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  Various sales and sales management positions Imperial Group and Allied Lyons 1980-85  Southern Division Manger Allied Lyons 1985-91  National Accounts Manager Allied Lyons 1991-92  Marketing Manager Courage Brewery 1992-3.  CIM Examiner (pt) 2001-2012. |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  **Every Child Matters 2009**  **Curriculum based:**  **IT based IBT2**  **Other: sabbatical taken Sept 08 to Sept 09. To travel and update internet skills.** |

FURTHER EDUCATION ASSESSMENT

**STAFF DETAILS FE10**

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| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME SCHOOL OF BUSINESS TOURISM & HOSPITALITY |
| DATE April 12 |
|  |
| **Name ( Mr.) Mr Paul David Pearce** |
| **Current Post (FT/PT)**  Full Time Senior Lecturer Essential Skills |
| **Date of Appointment to:**  **(a) Current Post** April2006  **(b) College**  October 2002 |
| **Subjects Taught - Other Responsibilities:**  NVQ Levels 1 – 3 Food service/food production  Customer Service  National Diploma - Health & Safety  Key Skills Level 2 - 3  RSH Health & Safety Certificate  Department ILT adviser  Department Health & Safety Rep |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  PGCE June 2006  MA Management and Professional Development in Education Current |
| **Teaching posts held Number of years in Post**  Trainer assessor NPTC 9  Part time lecturer NPTC 2  Trainer Assessor HCTC 1 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  Swansea Marriott Senior Supervisor/ Duty Manager 5  Castle Hotel Restaurant Manager 1  Self employed contract catering 2  Various restaurant/hotels Food Service/bar/kitchen assistant/ Supervisor 3 |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  Various Industry visits  NEBOSH General cert in health & safety  Croseo Cynnes training  **Curriculum based:**  City & Guilds inset/training  Achieved V award  PGCE  ILT Training NPTC |

**STAFF DETAILS FE10**

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| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name (Mrs.) Sarah Saunders** |
| **Current Post (FT/PT)** Fractional |
| **Date of Appointment to:**  **(a) Current Post**  January 2004  **(b) College**  January 2004 |
| **Subjects Taught - Other Responsibilities:**  Further education – Sales, marketing, accounting, enterprise, IT, business.  Higher Education – Information Technology, Financial accounting, Management Accounting, Enterprise Management, Work Based Learning. Equal Opportunities, Company Financial Analysis, Auditing. |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  BSC Hons Computing and Accounting - 1997  PGCE Business Secondary - 2003  Part Qualified CIMA student - ongoing |
| **Teaching posts held Number of years in Post**  Teacher training placement 10 weeks – Pen-y-Dre Comprehensive school 2002  Teacher training placement 14 weeks – Neath Port Talbot College 2003  Lecturer at Neath Port Talbot College – January 2004 to present |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  EuroCaps Ltd – Assistant Accountant – 18 months  Triplex Williams Ltd – Trainee Accountant – 6 months  TIB Plc – Management Accountant – 2 years 6 months  Birse Rail (part of Balfour Beatty) – Office Manager – 8 months |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  Continuing to study for a MA part time distance learning.  Keeping professionally up to date by being a student member of CIMA |

FURTHER EDUCATION ASSESSMENT

**STAFF DETAILS FE10**

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| INSTITUTION NEATH PORT TALBOT COLLEGE |
| PROGRAMME Business Tourism and Hospitality |
| DATE April 2012 |
|  |
| **Name ( Mrs.) Mrs Alison Judith Williams** |
| **Current Post FT Deputy Director of Quality & Head of School of Business Tourism and Hospitality** |
| **Date of Appointment to:**  **(a) Current Post : Deputy Director Sept 2009**  **(b) College April 1982 \_** |
| **Subjects Taught - Other Responsibilities:**  **Hospitality Manager**  **Head of School**  Financial and Management Accounts for HND Hospitality and Nat Diploma  Selecting and controlling resources, procurement  AS /A2 Accounts for business studies  Financial planning First Diploma  WSET |
| **Qualifications (Academic, Teacher Training, Professional) Year Obtained**  HND in Hospitality 1979  MHCIMA 1984  PGCE 1985  WSET Teaching cert 1985  D32/ 33/34 1995/6  A and V award update 2003  CMI 2009  MBA 2011 |
| **Teaching posts held Number of years in Post**  Lecturer 19  Divisional Manager 3  Head of School / Deputy Director 8 |
| **Commercial / Industrial Experience (Posts Held) Number of years in Post**  Dragon Hotel Swansea 6 months  Osbourne Hotel Swansea 6 months  Sutcliffe catering 3 years  Hospitality Manager for NPTC 7.5 years |
| **Professional development undertaken in the last three years both in your college or elsewhere**  **Subject specific:**  Estyn Inspector Training (Quality)  Various management training (HR based)  Fire Marshall  IOSH health and safety  Budget planning and funding in FE  Diversity for Managers  Educators Programme for Hospitality Managers  PACE Member and conference  Project Management  Mentoring  BIIAB Personal LicenceHolder  **Curriculum based:**  A/V award update  Edexcel updates on new Nat dips  Pan Wales People 1st Sector Skill council member  City and Guilds Updates  VARK  Teaching and Learning Conference  **IT based:**  Microsoft Power point, excel and publisher  ILT training  Web cam  Moodle  Blackboard  Turn-it-in  **Other**  As a Deputy Director I sit on all the Directorates and have responsibility for the Hospitality services within the college. I am a member of the Data committee.  I also line manage the A level Social Science and Language School and Creative and Performing Arts.  Member of the Colegau Cymru Quality Managers Pan Wales Network |

## Appendix 9: Neath Port Talbot College Academic Structures

**NPTC STRUCTURE**

**Principal**

**Mark Dacey**

**Principal**

**Area of Responsibility/Accountability**

Learning Resources

ILT

Afan Campus Management

Staff Development

Freedom of Information Act

**Area of Responsibility/Accountability**

Estates

Marketing and Admissions

HE

Overseas Students

Health and Safety

Transport

Clerk to Corporation

**Raine Larcher**

**Area of Responsibility/Accountability**

Finance

Procurement

Management Information Systems

Technical Support

Data Protection

**Area of Responsibility/Accountability**

All corporation matters

Vice Principal Operations

**Keith Booker**

Deputy Principal

**Rob Fowler**

Vice Principal Finance & Information Systems

**Kathryn Holley**



**SENIOR MANAGEMENT TEAM AND EXECUTIVE MEMBERS**

Principal

**Mark Dacey**

**Chief Executive**

Deputy Principal

**Rob Fowler**

**Deputy Chief Executive**

Vice Principal Operations

**Keith Booker**

**Executive**

Vice Principal Finance & Information Systems

**Kathryn Holley**

**Executive**

Clerk to Corporation

**Raine Larcher**

**Executive**

**Director for Learners**

**Adele Ottilie-Jones**

Director for Curriculum

Geraint Jones

**Director for Skills**

**Nicola Thornton-Scott**

**Director for Quality**

**Huw Davies**

**DIRECTORATES**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Deputy Director  **Mike Rees** |  |  | Deputy Director  Fran Green |  |  | Deputy Director  **Judith Williams** |  | | Deputy Director  **Ian Lumsdaine** | |
|  |  |  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  |  |  | |
| Head of School  Engineering  **Michael Rees**  **Deputy: Steve Prosser** |  |  | Head of School  Horticulture, Hairdressing & Applied Therapies  **Fran Green**  **Deputy: Juliana Thomas** |  |  | Head of School  Business, Travel & Hospitality  **Judith Williams**  **Deputy: Christine Davies** |  | | Head of School  Construction, Built Environment  **Ian Lumsdaine**  **Deputy: Carl James** | | |
|  |  |  |  |  |  |  |  | |  | | |
| Head of School  Computing & Information Technology  **Eira Williams**  **Deputy: John Williams** |  |  | Head of School  Sport & Public Services  **Doreen Fletcher**  **Deputy: Barry Roberts** |  |  | Head of School  Creative, Visual & Performing Arts  **Vicky Burroughs**  **Deputy: Carolyn Gammon** |  | | Head of School  Inclusive & Essential Skills  **Dawn Truman**  **Deputy: Julie Mercer** | | |
|  |  |  |  |  |  |  |  | |  | | |
| Head of School  Maths & Science  **Kelly Fountain**  **Deputy: Lisa Jenkins** |  |  | Head of School  Health, Social & Childcare  **Tania Davies**  **Deputy: Carol Evans** |  |  | Head of School  Social Studies & Languages  **Noel Williams**  **Deputy: Tessa Jennings** |  | | Head of School  Pathways Training  **Ian Jones**  **Senior Officer: Sian Thomas** | | |
|  |  |  |  |  |  |  |  | |  | | |
| Head of School  Building Engineering Services  **Peter Snowball**  **Deputy: Phil Jeremy** |  |  | Head of School  Pre-Vocational Studies  **Judith Thatcher**  **Deputy: Shirley Davies** |  |  |  |  | | Training Wales  Commercial Manager  **Ross Evans**  **Commercial Supervisor:**  **Des Davies** | | |
|  |  |  |  |  |  |  |  | |  | | |
| **CROSS COLLEGE MANAGERS**  Commercial Activities  Ross Evans  International Business Development Manager  Fiona Jones  Information Systems Manager  Stuart Lawton  Staff Development Manager  Sue Daniels  Facilities & Estates Manager  Colin Heffey  Health & Safety Officer  Jacky Williams  Nursery Manager  Andrea Tregonning  Partnership Officer 14-19  Jean Williams  Bilingual Development Manager  Alison Jones  ILT Manager  Colin Bevan  Learning Resources Manager  Lynne Evans  Marketing Manager  Fay Harris  Finance Manager  Marianne David  Afan Campus Manager  Jane Morgan  Human Resources Manager  Eleanor Glew  Vice Principal: Operations  **Keith Booker**  Vice Principal: Finance & Information Systems  **Kathryn Holley**  Deputy Principal  Planning & Performance  Welsh Language Scheme  **Rob Fowler**  Principal  **Mark Dacey** |  |  |  |  |  |  |  | |  | | |

**HEADS OF SCHOOL & SUPPORTING TEAM**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Business, Travel & Hospitality**  **Head: Judith Williams**  Deputy: Christine Davies  PL: Pastoral Support: Tina Williams  SL: Teaching & Learning: Ann James  SL: Essential Skills: Paul Pearce  Learning Coaches: Julie Flynn/  Naomi Hillen/Gill Frances  Bilingual Champion: Andrea Davies |  | **Maths & Science**  **Head: Kelly Fountain**  Deputy: Lisa Jenkins  PL: Pastoral Support: Jane Friese  SL: Teaching & Learning: Phil Jones  SL: Essential Skills:Sarah Foster  Learning Coach: Emma Goode  Bilingual Champion: Phil Jones |  | **Construction & Built Environment**  **Head: Ian Lumsdaine**  Deputy: Carl James  PL: Pastoral Support: Bryan Shenton  SL: Teaching & Learning: Matthew Griffiths  SL: Essential Skills: Danny Meredith  Learning Coach: Erfyl Hughes/John Thomas  Bilingual Champion: Erfyl Hughes |  | **Inclusive & Essential Skills**  **Head: Dawn Truman**  Deputy: Julie Mercer  Senior Officer:Suzanne Hanbury  PL: Pastoral Support: Gwen Davies  SL: Essential Basic Skills:Julie Mercer  Learning Coaches: Julie Mercer/  Andrea Houlihan  Bilingual Champion: Helen John | |
| **Computing & IT**  **Head: Eira Williams**  Deputy: John Williams  PL: Pastoral Support: Tina Williams  SL: Teaching & Learning: Nicola Brandon  SL: Essential Skills: Jeanette Adams  Learning Coach: Vacancy  Bilingual Champion: Rhys Powell |  | **Social Studies & Languages**  **Head: Noel Williams**  Deputy: Tessa Jennings  PL: Pastoral Support: Jane Friese  SL: Teaching & Learning: Chris Smith  SL: Essential Skills: Claire Gorman  Learning Coach: Eurfyl Davies  Bilingual Champion: Sue Alter |  | **Engineering**  **Head: Mike Rees**  Deputy: Steve Prosser  PL: Pastoral Support: Bryan Shenton  SL: Teaching & Learning: Trevor Powrie  SL: Essential Skills: David Richards  Learning Coach: Keith Waite  Bilingual Champion: James Llewellyn |  | **Learner Services**  **Manager: Debra Bennett**  Assistant Manager: Carol Williams  Senior Officer: Heather Turner  Bilingual Representative: Jayne Norris | |
| **Creative, Visual & Performing Arts**  **Head: Vicky Burroughs**  Deputy: Carolyn Gammon  PL: Pastoral Support: Tina Williams  SL: Teaching & Learning: Judith Huntley  SL: Essential Skills: Sarah Holmes  Learning Coach: Lisa James  Bilingual Champion: Sarah Holmes |  | **Sport & Public Services**  **Head: Doreen Fletcher**  Deputy: Barry Roberts  PL: Pastoral Support: Jane Friese  SL: Teaching & Learning: Matthew Jones  SL: Essential Skills: Sali-Ann Millward  Learning Coach: Sali-Ann Millward  Bilingual Champion: Barry Roberts |  | **Building Engineering Services**  **Head: Peter Snowball**  Deputy: Phil Jeremy  PL: Pastoral Support: Bryan Shenton  SL: Teaching & Learning: Robin Daly  SL: Essential Skills: Geraint Lloyd  Learning Coaches: John Thomas/Alan Thomas  Bilingual Champion: Geraint Lloyd |  | **Pre-Vocational Studies**  **Head: Judith Thatcher**  Deputy: Shirley Davies  PL: Pastoral Support: Gwen Davies  SL: Teaching & Learning: Julie Price  SL: Essential Skills: Kath Watson  Learning Coach: Vacancy  Bilingual Champion: Gemma Phillips-Richards | |
| **Horticulture, Hairdressing & Applied Therapies**  **Head: Fran Green**  Deputy: Juliana Thomas  PL: Pastoral Support: Jane Grimes  SL: Teaching & Learning: Becca Crew  SL: Essential Skills: Susan Phillips  Learning Coaches: Bob Priddle/  Catherine Jones  Bilingual Champion: Richard Williams |  | **Health, Social & Childcare**  **Head: Tania Davies**  Deputy: Carol Evans  PL: Pastoral Support: Gwen Davies  SL: Teaching & Learning: Marion Pleece  SL: Essential Skills: Kelly Sherwood  Learning Coaches: Allison Jones/  Judith Evans/Sharon Davies  Bilingual Champion: Beverly Owen Jones |  | **Pathways Training**  **Head: Ian Jones**  Senior Officer: Sian Thomas  Finance/Quality Officer: Anne Rustage  PL: Pastoral Support: Bryan Shenton  Learning Coach: Peter Evans  Bilingual Champion: Peter Evans |  | | **Afan Campus**  **Manager: Jane Morgan**  Deputy: Jonathan Miller  PL: Pastoral Support: Jane Grimes  Bilingual Champion: Jane Grimes | |
|  |  |  |  | | | | |

## Appendix 10:

1. [↑](#footnote-ref-1)
2. See list of types of assessment exercise supplied as part of this handbook. Please contact the Quality office if you have any questions). NB include limits (e.g. Word length; time; etc) [↑](#endnote-ref-1)
3. An assessment criterion is a statement of what a student must present in response to an exercise in order to demonstrate that s/he has achieved the learning outcome [↑](#endnote-ref-2)
4. Session type, duration and frequency (if more than one session per week), number of weeks and total delivery hours [↑](#endnote-ref-3)
5. See list of types of assessment exercise supplied as part of this handbook. Please contact the Quality office if you have any questions). NB include limits (e.g. Word length; time; etc) [↑](#endnote-ref-4)
6. An assessment criterion is a statement of what a student must present in response to an exercise in order to demonstrate that s/he has achieved the learning outcome [↑](#endnote-ref-5)
7. Session type, duration and frequency (if more than one session per week), number of weeks and total delivery hours [↑](#endnote-ref-6)