****

**Plymouth University**

**Academic Partnerships**

***Cornwall College***

***Camborne***

**Programme Quality**

**Handbook for**

***FdA Hospitality and Tourism Management***

**2014 – 15**

Contents

[1. Welcome and Introduction to FdA Hospitality and Toursim Management 3](#_Toc386632480)

[2. Programme Specification 4](#_Toc386632481)

[3. Module Records 22](#_Toc386632482)

# Welcome and Introduction to FdA Hospitality and Tourism Management.

Welcome to the Foundation Degree in Hospitality and Tourism Management. The College is delighted that you have chosen to study with us. We are sure you are going to enjoy your studies here and gain a great deal from the experience.

The Faculty for Retail and Services Industries offers modern learning facilities and high quality teaching in both academic and vocational subjects relating to the hotel, catering and tourism industry. The Faculty boasts close links with most of the major companies and organisations that shape the industry at local, national and international levels and is proud to have launched, this year, the Academy Nathan Outlaw - an indication of the recognition of one of the South West’s leading chef has for the quality of provision we have to offer. Additionally we have won the Hospitality Gold Award, from our FE awarding body, for the quality of our teaching and learning and a rosette from the AA for the food in our fine dining restaurant. Not a bad years work really!!

A number of these players will feature in support of your studies and have evidenced their commitment to your education by sponsoring awards for the themes that you intend to follow. Organisations such as Richardson’s Hotels; Gidleigh Park, Chagford, Devon; and Michael Caines (Abode) and Heartlands give their time and resources willingly to our students

Through this programme you will be challenged to become a key part in an industry that needs competent and dynamic managers. The skills that you will develop during your two years of study are transferable and will enable you to travel worldwide and to work in an industry that has no national boundaries.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

* The approved programme specification
* Module records

**Note:** the information in this handbook should be read in conjunction with the current edition of the College Student handbook available at (college to add link) which contains student support based information on issues such as finance and studying at HE along with the University’s Student Handbook - <https://www1.plymouth.ac.uk/studenthandbook> and your Teaching, Learning and Assessment Handbook available on your programme virtual learning environment.

# Programme Specification

On the following pages you will find the specification for your programme; this provides a detailed overview of the programme as a whole. It explains what you will learn and how you will be assessed throughout the two stages of your Foundation Degree. The Programme Learning Outcomes Map specifies the knowledge and skills you will develop at each stage of your Foundation Degree.

**Awarding Institution:** Plymouth University

**Teaching Institution:** Cornwall College

**Accrediting Body:**n/a

**Final Award:**FdA in Hospitality and Tourism Management

**Intermediate Awards:**Certificate of Higher Education (CertHE)

**Programme Title:** FdA in Hospitality and Tourism Management

**UCAS Code:** *NN89*

**JACS Code:** *NN89*

**Benchmarks:** The development of this programme has been informed by the QAA Subject Benchmark and the relevant section at intermediate level of the Hospitality, Leisure, Sport and Tourism and the General Business and Management Benchmark. The Foundation Degree Benchmark statement has also been utilised.

**Date of Approval:** *April 2013*

**Admissions Criteria:**

|  |  |
| --- | --- |
| **Qualification(s) Required for Entry to the FdA** | **Comments** |
| **Candidates must have at Level 2:** | |
| At Level 2 | |
| Key Skills requirement/Higher Level Diploma | Level 2 Numeracy, Literacy |
| **and/or** | |
| GCSEs required at Grade C and above | Grade C or above in 3 relevant subject areas including Maths and English |
| **Plus at least one of the following Level 3 qualifications:** | |
| A Levels required: | Normally 120 points (combination of appropriate A levels, Key Skills and AS Levels (Maximum of 40 points from Key Skills) At Least one A2. |
| Advanced Level Diploma | A minimum of a pass mark |
| BTEC National Certificate/Diploma | National Certificate – Merit/Pass  National Diploma at Pass/Pass/Pass |
| HNC/D | Pass Level |
| VDA: AGNVQ, AVCE, AVS | Merit Level |
| Access to HE or Year 0 provision | Pass |
| International Baccalaureate | 24 Points |
| Irish/Scottish Highers/Advanced Highers | Grades sufficient to reach UCAS tariff of 120 points. |
| Work Experience | Mature students who apply and have had relevant work experience will be considered on the programme. That decision would be made at interview |
| Other non-standard awards or experiences | Mature students or those without formal qualifications are encouraged to apply. Cases are considered on an individual basis |
| APEL/APCL possibilities **Add Academic Regs link)** | If a student wishes to claim either APCL/APEL they will need to provide evidence of having experienced areas covered in a module or modules previously before the commencement of the programme. It should be noted that all Learning Outcomes for module(s) being claimed will need to be demonstrated. Application should take place before the programme commences, and corroborating evidence should be provided, for instance a testimonial from an employer. Applications will be taken to a College Screening Committee, chaired by the Head of Centre, and the student will be informed whether their application has been deemed valid. Students should contact their Programme Manager in the first instance. All claims for APCL/APEL will be carried out in accordance with the Plymouth University academic regulations |
| Interview/portfolio requirements | Interviews will be held on an individual basis when required. |
| Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required | A CRB check and ISA clearance is not required for admission to the programme. However individuals may be required to undergo checks if their learning brings them into regular contact with children or vulnerable adults. Students will be liable for the cost of the check, should it be required. |

|  |
| --- |
| **Aims of the Programme:** |
| The programme is intended to: ……..   1. Develop graduates who can critically investigate, analyse and evaluate current Hospitality and Tourism issues 2. Encourage learners to operate, design, finance, implement, administer and evaluate management strategies 3. Support students in their development of a range of academic and vocational skills in their particular subject theme to a level that will enable them to support progression to a one-year Level 6 Honours degree in appropriately specified articulations. 4. Enable the acquisition of a wide range of personal, practical, vocational and transferable skills, plus the autonomy of learning; which will enable them to be effective in seeking relevant employment, or developing their role in the industry |

|  |
| --- |
| **Programme Intended Learning Outcomes (LO):** |
| By the end of this programme the student will be able to:   1. Explain, interpret and evaluate the principal theories and concepts that have moulded the Hospitality and Tourism sectors. 2. Be aware of the diversity and scope of the Hospitality and Tourism Industry. 3. Understand the key issues that drive the Industry from a variety of operational viewpoints. 4. Deploy technical and interpersonal skills and knowledge to propose practical and theoretical solutions to problems in the core area of study. 5. Apply management techniques and to develop the understanding to successfully run a contemporary Hospitality or Tourism operation. |

**Brief Description of the Programme**

Students will be able to develop and expand their understanding of the hospitality and tourism industry with the view to joining the industry at management level, or offering an excellent grounding for those who wish to secure and operate their own establishment successfully.

Students will study a wide range of contemporary Hospitality and Tourism based modules with themed optional modules in either Hospitality or Tourism specific subjects available from the start of the programme that will allow them to tailor their studies to suit the discipline that they wish to pursue

**Progression Route(s)**

The above programme structure would allow students to progress onto stage 3 of the following BA (Hons) programmes:

* BA (Hons) Business Enterprise (located at Cornwall College)
* BSc (Hons) Tourism and Hospitality Management (located at Plymouth University)
* BA (Hons) Hospitality, Tourism & Events Management (located at Plymouth University)

**Teaching Methods and Assessments**

|  |  |
| --- | --- |
| **A: Development of Knowledge and Understanding** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to demonstrate knowledge and understanding of:   * a critical understanding of the development of knowledge in their particular subject domain * an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, * drawing, as appropriate, from service, research and professional contexts * their understanding of the subject through both academic and professional reflective practice * their research and problem-solving abilities by critically understanding methods of acquiring, * interpreting and analysing information appropriate to their context of study * an understanding and critical awareness of, the moral, ethical, environmental and legal issues which underpin best practice. * To apply modern management concepts in a contemporary Hospitality and Tourism Environment. * To be aware of the key issues that drives the Hospitality and Tourism Industry from a variety of operational viewpoints*.* | **Primary**   * Lectures and tutorials * Directed independent study * Learning from work experience   **Secondary**   * Case studies * Problem-solving exercises   **Assessment**  Key knowledge and understanding is assessed via a combination of multiple choice tests, essays, presentations and seminar performances. |
| **NB: Benchmark References**  Hospitality, Leisure, Sport and Tourism 3.2 (1-5)  General Business and Management:  (3.1- 3.6) | **Assessment**  Key knowledge and understanding is assessed via a combination of multiple choice tests, end tests, essays, presentations and seminar performances. |

|  |  |
| --- | --- |
| **B: Cognitive and Intellectual Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   * understand the political, social, technological and economic factors that affect the supply and demand for hospitality and tourism services * To provide students with transferable skills and autonomy of learning. | **Primary**   * Class exercises * Tutorial/seminar discussions * Feedback via coursework assessment process (essays etc.)  Secondary  * Computer-based practical’s on data and measurement problems |
| **NB: Benchmark References**  Hospitality, Leisure, Sport and Tourism 3.3 (1-7)  General Business and Management 4.4 (a – k) | **Assessment**   * Assessed discussions * Essays/projects/dissertations * Examinations/tests * Coursework/group work on practical application questions |

|  |  |
| --- | --- |
| **C: Key Transferable Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   * interact effectively within a team / learning group * manage learning using resources for the discipline * communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT) * take responsibility for own learning with minimum direction * manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies | **Primary**   * Library and other research exercises * Group work awareness and practice * Computer-based learning and assessment   **Secondary**   * Class and seminar interactions and feedback |
| **NB: Benchmark References**  Hospitality, Leisure, Sport and Tourism 3.5 (1-6)  General Business and Management 4 ( b, c, d, e, g, j) | **Assessment**   * Coursework of all types * Examination preparation and completion * Assessed discussions * Group work assessments |

|  |  |
| --- | --- |
| **D: Employment Related Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   * plan, design and execute practical activities using appropriate techniques and procedures * plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media * recognise and respond to moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct. | **Primary**   * Lectures and tutorials * Directed independent study * Learning from work experience * Practical assessments  Secondary  * Case studies * Problem-solving exercises |

|  |  |
| --- | --- |
| **E: Practical Skills** | **Learning and Teaching Strategy/Method** |
| By the end of the programme the student will be able to:   * operate and manage technical and human resources within the industry * appreciate the impact that the quality of service will have on the consumer; * Computer and information technology skills * Presentation and oral communication skills * Written communication that is vocationally specific | * Projects * Designated tasks * Lectures and tutorials * Learning from work |
| **NB: Benchmark References**  Hospitality, Leisure, Sport and Tourism 3.4 (1.4)  General Business and Management 4 ( b, c, d, e, g, j) | **Assessment**   * Project work * Competence in a range of business-related communication techniques |

|  |
| --- |
| Distinctive Features of the Foundation Degree |
| * High level of industry involvement in the development of the award * The programme offered is inspirational, innovative and memorable, and will encourage creative thinking and the development of new ideas. Learners will be working in an expanding arena with opportunities to develop new perspectives and to challenge convention. * Flexible delivery opportunities allow for students to extend their work opportunities thereby increasing their skill base * Links with leading hospitality organisations within the industry such as Gidleigh Park, Falmouth Festivals and Heartlands have offered work placements for students on the programme as well as assistance with training at a high level as and when required. * Achieve additional hospitality and tourism awards from the portfolio of professional awards offered by the Faculty |

**Learning Outcomes Maps for FdA in Hospitality and Tourism Management at HE Levels 4 and 5**

| **Learning Outcomes Map** | **Level 4** | | |
| --- | --- | --- | --- |
| **Graduate Attributes and Skills** |  |  |  |
| **Core Programme Intended Learning Outcomes** | **Programme Aim** | **Programme Learning Outcome** | **Related Core Modules** |
| 1. **Knowledge/ Understanding**   Students will be able to demonstrate a 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 (those) area(s) of study. In particular:   1. Apply modern management concepts in a contemporary Hospitality and Tourism Environment. 2. Be aware of the diversity and scope of the Hospitality and Tourism Industry 3. To be aware of the key issues that drives the Industry from a variety of operational viewpoints. 4. Use technical and interpersonal skills and knowledge to propose practical and theoretical solutions to problems in the core area of study 5. To be able to apply management techniques and to develop the understanding to successfully run a contemporary Hospitality or Tourism operation | All  1. 2  4  2  3. 4 | 1  2  3  4  5 | All  CORC1124, FBU104, HTC101CORC1022  HTC101  HTC101,  CORC1013, FBU101 |
| * **Cognitive / Intellectual Skills** (generic)   Students will be able to demonstrate an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will also be able to demonstrate the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. In particular to:   * Apply theory to the problems generated by the continually changing Hospitality and Tourism environment * Identify and discuss controversial issues associated with the industry. * Conduct research utilising quantitative and qualitative research methodologies | 2. 3  4  4  1 | 4/5  1  2/3  4 | All  CORC1124  HTC101  HTC101  All |
| * **Key / Transferable Skills** (generic)   Students will be able to demonstrate an ability to communicate accurately and reliably, and with structured and coherent arguments. Students will also be able to demonstrate an ability to take different approaches to solving problems. In particular 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 * Literary and information processing * Self-management * Communication (oral, written, CIT) * Numeracy/quantitative skills (reflection etc.) * Write coherently and concisely in a variety of formats. * The ability to adapt the skills developed in this programme to other hospitality related programmes and scenarios | All  3. 4  4  1. 4  All | 5  4  1.2  4.5  All  All  1.2.3.5 | All  All  CORC1013  All  Al  CORC1013  All  All  HTC101  All  HTC101,CORC1013 |
| * **Employment-related skills**   Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility. In particular to:  Use technical and interpersonal skills and knowledge to propose practical and theoretical solutions to problems in the core area of study   * Debate controversial issues, including pollution, acceptability and sustainability of the coastal infrastructure. * Apply theory to the problems generated by the continually changing Hospitality and Tourism environment * Identify and discuss controversial issues associated with the Industry. * Students participating in this programme will benefit from the fact that there is a direct interchange between this academic programme and others that exist in the hospitality sector | All  1, 2, 3  1  3  1, 4  4 | 4.5  3  3  1.2  4.5 | FBU104  FBU104, HTC101, CORC1124  FBU104  HTC101, CORC1022  HTC101,  CORC1124 |
| **Practical Skills** *(*subject specific)   * Computer and information technology skills * Presentation and oral communication skills * Written communication * Vocational specifics * To be able to carry out practical skills gained in this programme and adapt and use them in other hospitality sectors | All  3.4  All  1.2  2.4 | All  All  All  1.2  3.4.5 | FBU104, HTC101,  All  All  HTC101,  CORC1124 |
| **Other** |  |  |  |

| Foundation Degree Intended Learning Outcomes Map | **Level 5** | | |
| --- | --- | --- | --- |
| **Graduate Attributes and Skills** |  |  |  |
| **Core Programme Intended Learning Outcomes** | **Programme Aim** | **Programme Learning Outcome** | **Related Core Modules** |
| 1. **Knowledge/ Understanding**   Knowledge and critical understanding of the well-established principles of their area(s) of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject(s) and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. They will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. In particular:   * To apply modern management concepts in a contemporary Hospitality and Tourism Environment. * To be aware of the key issues that drives the Industry from a variety of operational viewpoints. * Identify the development and segmentation of the Hospitality and Tourism Industry * Apply the theory and practice of management, and its applications in general within the Industry * Use technical and interpersonal skills and knowledge to propose practical and theoretical solutions to problems in the core area of study | 1.4  All  1  All  1, 2, 3 | 1.3.5  2.3  2  4.5  1.4.5 | All  All  CORD2099  CORC2091 |
| 1. **Cognitive / Intellectual Skills** (generic)   Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular:   1. Apply modern management concepts in a contemporary Hospitality and Tourism Environment. 2. Be aware of the diversity and scope of the Hospitality and Tourism Industry 3. To be aware of the key issues that drives the Industry from a variety of operational viewpoints. 4. Use technical and interpersonal skills and knowledge to propose practical and theoretical solutions to problems in the core area of study 5. To be able to apply management techniques and to develop the understanding to successfully run a contemporary Hospitality or Tourism operation | All  1.4  1.4  2.3  1.2.4 | 1.5  2.5  4.5  4.3  5.4 | All  CORC280  All |
| 1. **Key / Transferable Skills** (generic)   Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and 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. In particular:   * Literary and information processing * Self-management * Communication (oral, written, CIT) * Numeracy/quantitative skills (reflection etc.) * Write coherently and concisely in a variety of formats. * The ability to adapt the skills developed in this programme to other hospitality related programmes and scenarios | 1.2.3.4 | 1.2.3.4.5 | All  All  All  CORC280, HFD229 |
| 1. **Employment-related skills**   Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular:   * Use technical and interpersonal skills and knowledge to propose practical and theoretical solutions to problems in the core area of study * Debate controversial issues, including pollution, acceptability and sustainability of the coastal infrastructure. * Apply theory to the problems generated by the continually changing Hospitality and Tourism environment * Identify and discuss controversial issues associated within the Industry. * Students participating in this programme will benefit from the fact that there is a direct interchange between this academic programme and others that exist in the hospitality sector | All  1, 2, 3  1  3, 4  1, 4  2 | 4.5  2.3  1  3.5  2  4.5 | All  All  CORC280.  CORD2099  CORC2094, CORC2091,HFD229  All |
| 1. **Practical Skills** (subject specific)  * Computer and information technology skills * Presentation and oral communication skills * Written communication * Vocational specifics * To be able to carry out practical skills gained in this programme and adapt and use them in other hospitality sectors | 1.2.3.4 | 1.2.3.4.5 | All modules |

**Programme Structure Diagrams**

**College: Cornwall College 2707**

**Year: 2014/2015**

**PU Course Code: 4553**

**Programme: FdA Hospitality and Tourism Management**

**Mode of Attendance: Full Time**

**Total Credits: 240**

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage 1** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC1013C | Personal and Employability Skills Development | 20 | Core |
| CORC1141 | Marketing | 20 | Core |
| CORC1143 | Business Finance | 20 | Core |
| HTC101 | Food and Beverage Operations | 20 | Core |
| CORC1124 | The Tourism Industry | 20 | Core |
| **Students must choose one of the following optional modules:** | | | |
| CORC1146 | Rooms Division | 20 | Optional |
| CORC1022 | Special Interest Tourism | 20 | Optional |

|  |  |  |  |
| --- | --- | --- | --- |
| **Stage 2** | | | |
| **Module Code** | **Module Title** | **No. of Credits** | **Core / Optional** |
| CORC2094 | Introduction to HRM and Employment Law | 20 | Core |
| CORC2099 | Applied Research | 20 | Core |
| CORC2091 | Hospitality Systems Management | 20 | Core |
| HFD229 | The Modern Drinks Industry | 20 | Core |
| CORC280 | Coastal Tourism | 20 | Core |
| **Students must choose one of the following optional modules:** | | | |
| TSM262 | Festivals | 20 | Optional |
| CORC2092 | Conference and Events Management | 20 | Optional |

**College: Cornwall College 2707**

**Year: 2014/2015**

**PU Course Code: 4553**

**Programme: FdA Hospitality and Tourism Management Part Time (Indicative)**

**Mode of Attendance: Part Time**

**Total Credits: 240**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | | | |
| **Module Code** | **Module Title** | **Credit Value** | **Core / Optional** |
| CORC1013C | Personal and Employability Skills Development | 20 | Core |
| CORC1141 | Marketing | 20 | Core |
| CORC1143 | Business Finance | 20 | Core |
| HTC101 | Food and Beverage Operations | 20 | Core |
|  | | | |
| **Year 2** | | | |
| **Module Code** | **Module Title** | **Credit Value** | **Core / Optional** |
| CORC1124 | The Tourism Industry | 20 | Core |
| CORC2094 | Introduction to HRM and Employment Law | 20 | Core |
| HFD229 | The Modern Drinks Industry | 20 | Core |
| **Students must choose one of the following optional modules:** | | | |
| CORC1146 | Rooms Division | 20 | Optional |
| CORC1022 | Special Interest Tourism | 20 | Optional |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3** | | | |
| **Module Code** | **Module Title** | **Credit Value** | **Core / Optional** |
| CORC2099 | Applied Research | 20 | Core |
| CORC2091 | Hospitality Systems Management | 20 | Core |
| CORC280 | Coastal Tourism | 20 | Core |
| **Students must choose one of the following optional modules:** | | | |
| TSM262 | Festivals | 20 | Optional |
| CORC2092 | Conference and Events Management | 20 | Optional |

# Module Records

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC1141** | **MODULE TITLE: Marketing** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 4** | **JACS CODE: N500** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES: N/A** | **CO-REQUISITES: N/A** | **COMPENSATABLE: No** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:**  This core module provides an introduction to the general theory of marketing and its application in a range of organisational types. It is intended to give a broad understanding of marketing considerations in managing the marketing function in a business context. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 100% | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Business |

|  |
| --- |
| **Professional body minimum pass mark requirement: N/A** |

|  |
| --- |
| **MODULE AIMS:** This module aims to enable students to appreciate the pivotal role marketing plays within a business / organisation and provide an understanding of the theory and best practice of marketing as part of the business / organisations approach to its markets and customers in a constant world of change. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** (additional guidance below)  At the end of the module the learner will be expected to be able to:   1. Explain and justify the role of marketing in a commercial setting 2. Recognise the role of the marketing mix and promotional mix in the marketing plan 3. Explain the application and the principals of market segmentation 4. Demonstrate an understanding of customer and buying behaviour 5. Carry out Market Research to inform marketing decisions |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: July 2002 | **FACULTY/OFFICE:** Academic Partnerships |
| **DATE OF IMPLEMENTATION**: September 2002 | **SCHOOL/PARTNER:** Cornwall College |
| **DATE(S) OF APPROVED CHANGE:** Feb 2006 | **TERM: AY** |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **MODULE CODE: CORC1141** | **MODULE TITLE: Marketing** |

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-2015** | **NATIONAL COST CENTRE: 27** |

|  |  |
| --- | --- |
| **MODULE LEADER:** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**   * + Marketing basics   + Communicating with customers   + Marketing environments   + Marketing in operation   + Marketing research and data   + Marketing processes   + Marketing communications   + Marketing management in operation   + Analysis and evaluation of alternative approaches to marketing   + Strategic marketing actions |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 45 |  |
| Guided Independent study | 155 |  |
| **Total** | **200** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 | **CW1 – market analysis**  **CW2 – market research case study** | 40%  60%  Total 100% | LO 1, 2  All |
| Practice | P\_ |  |  |  |

|  |  |
| --- | --- |
| **Updated by**: Dr Michelle Lawrence Date: 3 September 2012 | **Approved by**: Date: |

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC1143** | **MODULE TITLE: Business Finance** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 4** | **JACS CODE: N300** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES: N/A** | **CO-REQUISITES: N/A** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:**  This module concentrates on the financial systems necessary for sound financial management, with the emphasis on the three main financial statements – being able to complete, understand and analyse these. It also covers breakeven analysis, VAT and financing a business. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 55% | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) | 45% | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Business |

|  |
| --- |
| **Professional body minimum pass mark requirement: N/A** |

|  |
| --- |
| **MODULE AIMS:** The aim of this module is for students to gain an understanding of the management of finance within a business organisation. They will learn how to compile financial statements, and to interpret and analyse these. They will also be able to select appropriate sources of finance for a business, and understand the impact and implications of Value Added Tax. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** (additional guidance below)  At the end of the module the learner will be expected to be able to:   1. Prepare and operate a financial recording system 2. Explain the main financial statements, their purpose and use 3. Analyse and interpret financial statements using relevant accounting ratios 4. Make decisions on appropriate sources of finance for a business 5. Explain the impact of VAT on a business and make recommendations in this area. |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: July 2002 | **FACULTY/OFFICE:** Academic Partnerships |
| **DATE OF IMPLEMENTATION**: September 2002 | **SCHOOL/PARTNER:** Cornwall College |
| **DATE(S) OF APPROVED CHANGE:** Feb 2006 | **TERM: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **MODULE CODE: CORC1143** | **MODULE TITLE: Business Finance** |

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-2015** | **NATIONAL COST CENTRE: 27** |

|  |  |
| --- | --- |
| **MODULE LEADER: Dr Roger Clough** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**   1. Functions of the three main financial statements – who uses them, when, and what for 2. Construction of the three main financial statements – cash flow, profit & loss, balance sheet 3. Interpretation of accounts – ratio analysis 4. Sources of finance – sources, choosing sources, implications of choice and source 5. VAT – implications and impact |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 45 |  |
| Guided Independent study | 155 |  |
| **Total** | **200** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T1 | Test | 100% | Functions of the three main financial statements – who uses them, when, and what for (1)  Construction of the three main financial statements - cash flow, profit & loss, balance sheet (2)  Interpretation of accounts – ratio analysis (3) |
| Coursework | C1 | Assignment case study | 100% | Construction of the three main financial statements - cash flow, profit & loss, balance sheet (2)  Sources of finance – sources, choosing sources, implications of choice and source (4)  VAT – implications and impact (5) |
| Practice | P\_ |  |  |  |

|  |  |
| --- | --- |
| **Updated by**: Dr Roger Clough Date: December 2012 | **Approved by**: Date: XX/XX/XXXX |

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC1013** | **MODULE TITLE: Personal and Employability Skills Development** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 4** | **JACS CODE: X900** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES: N/A** | **CO-REQUISITES: N/A** | **COMPENSATABLE: N** |

|  |
| --- |
| **SHORT MODULE** **DESCRIPTOR:** This module is designed to equip students with the necessary knowledge and skills to develop themselves in terms of their personal and employability skills. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | **100%** | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: PESD |

|  |
| --- |
| **Professional body minimum pass mark requirement: N/A** |

|  |
| --- |
| **MODULE AIMS:**   * Develop conceptual and practical skills in personal development planning for study at degree level and readiness for employability. * Equip learners with baseline personal resources for study and employment such as integrity, personal responsibility, reliability and self-motivation. * Develop learners’ skills in team working, decision-making, problem solving and communication. * Stimulate learners’ creativity and encourage a focus on enterprising and challenging tasks and activity. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:**  At the end of the module the learner will be expected to be able to:   * Evaluate and benchmark own study and analysis skills, capabilities and developmental needs. * Demonstrate understanding of concepts relating to personal, employability skills and work related skills. * Reflect upon how these concepts relate to personal and professional practice. * Effectively manage and self-direct personal and professional learning and development. |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: 9 February 2010 | **FACULTY/OFFICE:** Academic Partnerships |
| **DATE OF IMPLEMENTATION**: September 2010 | **SCHOOL/PARTNER:** Cornwall College |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **MODULE CODE: CORC1013** | **MODULE TITLE: Personal and Employability Skills Development** |

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-2015** | **NATIONAL COST CENTRE: 34** |

|  |  |
| --- | --- |
| **MODULE LEADER: Adele Bull** | **OTHER MODULE STAFF: Relevant site leaders.** |

|  |
| --- |
| **Summary of Module Content**   * Personal Development Planning - Personal audit, professional development, career management skills. * Intra and Interpersonal Skills - Influencing, negotiating, conflict resolution, risk taking, problem-solving, decision making, teamwork, initiative, self-esteem, leadership, innovation, creativity and enterprise. * Successful Communication - Interview skills, CVs and letters of application, self-presentation, and presentation of information. * Understanding the Business Context - Organizational culture, business strategy, sustainability, cultural diversity, corporate social responsibility, financial literacy. * Project Management - Project planning, monitoring, evaluation, reporting. |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 | **Written assignment, including essay/ oral assessment and presentation** | 100% | Assignments give students the opportunity to hand in work via a range of media e.g. essay, presentation , video diary or blog |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Cottrell, S. (2008) *The study skills handbook,* 3rd edn. Basingstoke: Palgrave MacMillan

Cottrell, S. (2010) S*kills for success: the professional development practice handbook,* 2nd edn, Basingstoke: Palgrave MacMillan

Covey, S. (2004). 7 *habits of highly successful people*. London: Simon & Schuster

Drucker, P. (2007). *Innovation and entrepreneurship*, Oxford: Newnes

Routledge, C. & Carmichael, J. (2007) P*ersonal development and management skills*. London: Chartered Institute of Personnel and Development

Websites

Basic and Key Skills Diagnosis. www.cornwall.ac.uk/bksb/bksb\_IA/

Chartered Institute of Personnel Development. www.cipd.co.uk

The Higher Education Academy. www.heacademy.ac.uk/ourwork/learning/employability

Institute for Leadership and Management. www.i-l-m.co.uk

Management Standards Council. www.managementstandards.co.uk

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: HTC101** | **MODULE TITLE: Food and Beverage Operations** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 4** | **JACS CODE: D600** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:**  **N/A** | **CO-REQUISITES: N/A** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** This module is designed to introduce the student to the practical aspects of Food & Beverage Operations. Including how food has evolved over the centuries up to the present age and the factors that affect people’s attitude to the supply and consumption of food. |

.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | **40%** | **P1** | **60%** |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality |

|  |
| --- |
| **Professional body minimum pass mark requirement: N/A** |
| **MODULE AIMS**: Understanding of the important role food and drink has played throughout history and in the modern world. To review and evaluate food & beverage systems To plan and develop menus including how culture, religion and prejudice impact on these in today’s world. Investigate the importance of control within Food & Beverage Operations and identify and analyse types of events and functions in the Hospitality Industry. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:**  At the end of the module the learner will be expected to be able to:   1. Elaborate on the evolution of food and food consumption over the centuries 2. Identify different Food & Beverage systems and methods of financial and stock control 3. Describe the need for effective menu planning with reference to attitudes that exist to food in terms of culture and religion 4. Appraise the part played by food in people’s lives and the factors affecting choice 5. Recognise the variety and types of functions and events including the diversity of food as applied to these events |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: July 2003 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: September 06 | **PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** | **TERM: AY** |
| Additional notes (for office use only): | |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: AY** | **NATIONAL COST CENTRE:13** |

|  |  |
| --- | --- |
| **MODULE LEADER:**  **Lorna Dunstan** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**  An understanding of concept development, market segmentation, layout and design, systems, staffing, role of the food and beverage manager. Examining the role the menu plays in food and beverage operations, factors of compilation and development of menus, presentation, design, costs, ethical issues, and its part in the meal experience. The importance of financial controls. Types of function and events, customer requirements, staffing, stages in event planning, communication and documentation, control, health safety and security. Sociological aspects - the effects of history, culture religion and the development of food. Physiological aspects – diet, nutrition, special requirements and factors affecting choice. Economics and political aspects. |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Practical sessions | 100 | Restaurant work as a team and in support of L3 and L5 students |
| Lecture | 50 | Core material |
| Seminars | 50 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| **Total** | **200** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 | Research | 100% | Elaborate on the evolution of food and food consumption over the centuries (1)  Appraise the part played by food in people’s lives and the factors affecting choice (4)  Describe the need for effective menu planning with reference to attitudes that exist to food in terms of culture and religion (3) |
| Practice | P1 | Practice  Restaurant work  Presentation | 50%  50% | Identify different Food & Beverage systems and methods of financial and stock control (2)  Recognise the variety and types of functions and events including the diversity of food as applied to these events (5) |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading list**

Bode, W. (2000) *European gastronomy: the story of man's food and eating customs*. London: Grub Street.

Brown, D. R. (2003) *Food service menus: pricing and managing the food service menu for maximum profit.* Florida: Atlantic Publishing Co.

Brown, D. R. (2007) *Pricing and managing your food service menu for maximum profit: 365 secrets revealed.* Florida: Atlantic Publishing Co.

Cousins, J., Foskett, D. and Pennington, A. (2011) *Food and beverage management* for the *hospitality, tourism and event industries.* 3rd edn. Oxford: Goodfellow Publishers Ltd.

Davis, B. & Stone, S. (2012) *Food and beverage management*, 5th edn*.* Oxford: Butterworth-Heinemann.

Drysdale, J. & Galipeau, J. (2009) *Profitable menu planning*. Hemel Hempstead: Pearson Education Inc.

Foskett, D., Ceserani, V. & Kinton, R. (2008) *Practical cookery,* 11th edn*.* London: Hodder & Stoughton.

Foskett, D. & Paskins, P. (2011) *The theory of hospitality and catering for levels 3 and 4*. 12th edn. London: Hodder Education.

Lewis, C. and Brown, D.R. (2007) *Controlling restaurant and food service operating costs*. Florida: Atlantic Pub Group**.**

Lillicrap, D. & Cousins, J. (2010) *Food and beverage service,* 8th edn. Abingdon: Hodder Education.

Ojugo, C. (2010) *Practical food and beverage cost control,* 2nd edn*.* New York: Delmar Cengage Learning.

Sloan, D. (2003) *Culinary taste*. Oxford: Butterworth-Heinemann.

Sloan, P., Legrand, W. & Chen, J.S. (2012) *Sustainability in the hospitality industry: principles of sustainable operations, 2nd edn.* Oxford: Butterworth Heinemann.

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC1146** | **MODULE TITLE: Rooms Division** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 4** | **JACS CODE: N860** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** This module aims to make the student aware of the importance of the Front Office and Housekeeping departments in an hospitality operation |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 80% | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) | 20% | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:** To develop an understanding of the role and functions of the Front Office and Housekeeping departments in the provision of accommodation, to ensure the maintenance of standards and customer satisfaction in the hospitality industry. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:**  At the end of the module the learner will be expected to be able to:   1. Identify accommodation provision and customer trends and the needs and expectations of customers in different hospitality operations 2. Explain the control of resources and systems to monitor standards in Reception and Housekeeping departments to ensure good customer care 3. Evaluate Front Office procedures and systems used in different types of hotel operations 4. Demonstrate correct use of cleaning methods, cleaning agents and equipment 5. Describe current legal requirements relevant to Front Office procedures and the provision of a safe and secure environment for customers and staff |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: July 03 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: Sept 06 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: AY** | **NATIONAL COST CENTRE:26** |

|  |  |
| --- | --- |
| **MODULE LEADER: Andrew Fry** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**  The different accommodation sectors of the Hospitality Industry  Customer Care – types of clientele, demands, needs, communication skills, dealing with problems and complaints from customers. Front Office procedures – tariff structure, advance reservations, arrival, guests in residence, room status systems, documentation, billing and departure. Front Office systems – manual and computerised, benefits of technology and developing trends. The importance of security procedures in accommodation establishments. Reasons for cleaning, standards of cleanliness, frequencies of cleaning, cleaning agents, use of cleaning agents and equipment, devising cleaning schedules and check-lists and methods of control of housekeeping resources. Current legislation relevant to hotels, the front office and the housekeeping department |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars/Lectures | 160 | Customer care - As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
|  | | Tariff structures Lecture- A combination of formal lecture, workshop and independent study |
| Front Office Systems -Core material |
| Cleaning and cleaning agents - Core material |
| Current legislation for both areas - A combination of formal lecture, workshop and independent study |
| Practical Sessions | 40 | Security -Practical. A combination of formal lecture, workshop and independent study |
|  | | Cleaning schedules - Practical. A combination of formal lecture, workshop and practical work |
| **Total** | **200** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T1 | In Class Test | 100% | End test covering all aspects of LO (5) |
| Coursework | C1 | Front Office  Accommodation | 50%  50% | Report to cover customer service and front office procedures (1, 2, 3)  Report looking into cleaning techniques (4) |
| Practice | P\_ |  |  |  |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Baker, S., Bradley, P. & Huyton, J. (2000) *Principles of front office operations*, 2nd edn. London: Continuum.

Bardi, J. (2011) *Hotel front office management*, 5th edn. New Jersey: John Wiley & Sons, Inc.

Casado, M. (2012) *Housekeeping management*. New Jersey: John Wiley & Sons, INc.

Hayes, D.K. and Miller, A.A*. (2011) Revenue management for the hospitality industry.* Hoboken, N.J.: John Wiley & Sons, Inc.

Peters, R. (1996) *Essential law for caterers.* London: Hodder & Stoughton.

Ransley, J. & Ingram, H. (Eds) (2004) *Developing hospitality properties and facilities*. Oxford: Butterworth and Heinemann.

Tewari, J.R. (2009) *Hotel front office operations and management*. Oxford: Oxford University Press.

Verginis, C. and Wood, R.C. (1999) *Accommodation management: perspectives for the international hotel industry.* London: International Thomson Business Press.

Woods, R.H., Ninemeier, J.D.., Hayes, D.K. and Austin, M.A. (2006) *Professional front office management*. Hemel Hempstead: Prentice Hall.

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC1124** | **MODULE TITLE: The Tourism Industry** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 4** | **JACS CODE:N830** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** The aim of this module is to give learners a foundation of the development of tourism and the current status of the tourism industry. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) | **50** | **C1** | 50 | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality and Tourism |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:** To provide an introduction to tourism as subject area. To develop an awareness of the role of tourism within society. To develop an understanding of the factors that influence the development of organisations operating in tourism |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:   1. Explain the historical development of the tourism industry, including the structure of the tourism industry; describe the needs of different groups 2. Identify main tourist destinations, cultural and tourist centres in the UK, Europe and selected destinations worldwide, including examination of the geographical features 3. Identify how modes of passenger transport influence customer perceptions and choice, identifying any marketing principles in the provision of these systems 4. Recognise the social, economic and environmental impacts of tourism and hospitality on the destination and future transport needs. |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: April 2013 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: Sept 2013 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-15** | **NATIONAL COST CENTRE: 108** |

|  |  |
| --- | --- |
| **MODULE LEADER: Gail Angove** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**   * Introduction to the tourism industry; Historical development of tourism; * The structure and organisation of the tourism and hospitality industry; including the needs of different groups of tourist bodies and organisationsTourist motivation, e.g. heritage, countryside, theme parks, activity holidays, short breaksand long-haul tourism; * Examine the main tourist destination regions of the world; looking at their location; distribution and any travel barriers. Identify the main tourist destinations, cultural and tourist centres in the UK, Europe and worldwide. * Development of main passenger transport systems, the interaction between passenger and tourism industry, the development of current operational practices. Customer flow systems, consumer perceptions, industry promotional tools * Understand the regulatory framework in the provision of a safe and efficient passenger; * The role of the UK Government in tourism and a comparison of other countries * Investigate the social, economic and environmental impacts of tourism; its transportation and potential impacts in natural and built environments. |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E1 | Formal exam | 100% | Covers LO (2, 3, 4) |
| T\_ |  |  |  |
| Coursework | C1 | Essay/Report | 100% | Research into the history and structure of the industry (1) |
| Practice | P\_ | Presentation | 100% |  |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Bray, R. and Raitz, V. (2001) *Flight to the sun: the story of the holiday revolution*, London, Continuum.

Connell. J. & Page, S.J. (2009) *Tourism: a modern synthesis*, 3rd edn. London: Thomson Learning.

Cooper, C. (2012) Essentials of tourism . Harlow: Pearson Education Ltd.

Cooper, C., Fletcher J., Fyall, A., Gilbert D. and Wanhill, S. (2008) *Tourism: principles and practice* 4th edn. Harlow: Pearson Education.

Egger, R. & Buhalis, D. (2008) *eTourism case studies*, Oxford: Butterworth Heinemann

Goeldner, C.R. and Brent Ritchie, J.R. (2011) *Tourism: principles, practices and philosophies* 12th edn. New Jersey: John Wiley & Sons, Inc.

Holloway, J.C. (2012) *The Business of Tourism,* 9th edn. London: F T Prentice Hall

Page, S.J. (2011) *Tourism management: an introduction*. 4th edn. Oxford: Elsevier.

Page, S. J. (2009) *Transport and tourism*: *global perspectives* 3rd edn. Harlow: Pearson Education Ltd.

Swarbrooke, J. and Horner, S. (2006) *Consumer behaviour in tourism* 2nd edn. *O*xford: Newnes

Sharpley, R. (2008) *Tourism, tourists and society* 4th edn. Huntingdon: Elm Publications.

Yeoman, I. (2012) 2050: Tomorrow’s tourism. Bristol: Channel View.

Journals

Annals of Tourism Research

Current Issues in Tourism

International Journal of Heritage Studies

Journal of Sustainable Tourism

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC1022** | **MODULE TITLE: Special Interest Tourism** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 4** | **JACS CODE: C600** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** The aim of this module is to give learners the opportunity to study a specialist sector of the tourism industry |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 60% | **P1** | 40% |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality and Tourism |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:**  To provide an in depth knowledge of a specialist sector of the tourism industry  To develop an understanding of the factors influencing the development of organisations operating in the chosen sector.  To understand the legislation and regulations applying to the chosen sector |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:**  At the end of the module the learner will be expected to be able to:   1. Explain the historical development of the chosen tourism sector, including the structure of the tourism sector 2. Examine the key stakeholders and analyse their involvement in the development of the chosen tourism sector 3. Demonstrate an awareness of the legislation and regulations applicable to the chosen tourism sector 4. Explain the social, environmental. economic and political factors affecting the chosen sector |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: April 2013 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: September 2013 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: AY** | **NATIONAL COST CENTRE: 38** |

|  |  |
| --- | --- |
| **MODULE LEADER: Gail Angove** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**  Historical development of a specific tourism sector  The structure and organisation of the specific tourism industry; including the needs of different groups of tourist bodies and organisations  Tourist motivation,  Sectors can include: heritage, rural , surf tourism, theme parks, activity holidays, short breaks, short haul and long-haul tourism, adventure tourism, eco-tourism, hospitality, travel and transport, sustainable tourism, cultural tourism,  industry promotional tools. Understand the regulatory framework;  Legislation and industry codes of conduct. Funding |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 | Report | 100% | Report – focussing on the background to the industry sector and addressing a specified issue (1, 2, 3) |
| Practice | P\_ | Presentation | 100% | Presentation – peer/tutor assessed presentation of findings of report (4) |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Connell. J. & Page, S.J. (2009) *Tourism: a modern synthesis*, 3rd edn. London:Thomson Learning.

Cooper, C., Fletcher J., Fyall, A., Gilbert D. and Wanhill, S. (2008) *Tourism: principles and practice* 4th edn. Harlow: Pearson Education.

Douglas, N., Douglas, N. and Derrett, R. (eds) (2001) *Special interest tourism: context and cases*. Chichester: John Wiley & Sons.

Hannam, K. & Knox, D. (2010) *Understanding tourism*. London: Sage.

Holloway, J.C. (2012) *The business of tourism* 9th edn., London: F T Prentice Hall

Novelli, M. (2005) *Niche tourism*. Oxford: Butterworth Heinemann.

Page, S. J. (2009) *Transport and tourism* 3rd edn. Harlow: Addison Wesley Longman.

Smith, M., MaCleod, N. and Hart-Robertson, M. (2010) *Key concepts in tourist studies*. London: Sage.

Swarbrooke, J. and Horner, S. (2006) *Consumer behaviour in tourism* 2nd edn. *O*xford: Butterworth and Heinemann.

Sharpley, R. (2008) *Tourism, tourists and society* 4th ed, Huntingdon: Elm Publications.

Weed, M. (2008) *Olympic tourism*, Oxford: Elsevier.

Journals

Annals of Tourism Research Current Issues in Tourism

International Journal of Heritage Studies Journal of Sustainable Tourism

**Module Records Level 5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Code** | **Module Title** | **No. of Credits** | **Page No** |
| CORC2094 | Introduction to HRM and Employment Law | 20 | 73 |
| CORC2099 | Applied Research | 20 | 77 |
| HFD229 | The Modern Drinks Industry | 20 | 79 |
| CORC2091 | Hospitality Systems Management | 20 | 82 |
| CORC2092 | Conference and Events Management | 20 | 86 |
| CORC280 | Coastal Tourism | 20 | 89 |
| TSM262 | Festivals | 20 | 93 |

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC2094** | **MODULE TITLE: Introduction to HRM and Employment Law** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** **20** | **FHEQ** **LEVEL: 5** | **JACS CODE: N210** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES: N/A** | **CO-REQUISITES: N/A** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** This module provides an introduction to the Human Resource Management function in an organisation and gives a practical understanding of the nature of law in terms of implications for business and individual rights and duties and collective right and the relationship of this to employee relations. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 100% | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Business |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:** The aim of this module is to develop an understanding of the role and function of HRM in an organisation and the relevance of Employment law to all parties in the customer, firm and employment relationship. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** (additional guidance below)  At the end of the module the learner will be expected to be able to:  Reflect on the implications of employment legislation   1. Demonstrate awareness of the role and functions of HR in an enterprise. 2. Analyse the different methods of reward available to an organisation 3. Demonstrate knowledge of the core responsibilities of an enterprise with regard to employment law 4. Apply employment law to basic and commonly encountered issues of employment in the workplace with particular regard to discrimination, dismissal and the employment contract. 5. Recognise situations in which specialist advice and support is required and understand the possible sources of support. |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: March 2013 | **FACULTY/OFFICE:** Academic Partnerships |
| **DATE OF IMPLEMENTATION**: September 2013 | **SCHOOL/PARTNER:** Cornwall College |
| **DATE(S) OF APPROVED CHANGE:** | **TERM: AY** |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **MODULE CODE: CORC2094** | **MODULE TITLE: Introduction to HRM and Employment Law** |

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014/2015** | **NATIONAL COST CENTRE: N210** |

|  |  |
| --- | --- |
| **MODULE LEADER: David Ager** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**   * Introduction to HRM * Recruitment and selection * Grievance and discipline * Reward systems * Staff development and appraisal * Contracts of employment and determination of employment status * Termination of contract * Discrimination and equality in the workplace, individual rights, maternity/paternity * Health & Safety law |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 45 |  |
| Guided Independent study | 155 |  |
| **Total** | **200** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 | Case Study  Case Study | 50%  50%  100% | LO 1-5,  LO 6-9 |
| Practice | P\_ |  |  |  |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Armstrong M (2009) A handbook of human resource practice Kogan Page 658.3ARM

Beardwell, J. (2010) Human Resource Management: A Contemporary Approach. 6th edn. London: Pitman Publishing. 658.31BEA

more of an academic text

Bratton, J. and Gold, J. (2003) Human resource management: theory and practice. 3rd edn. London: Macmillan Education. 658.3BRA

Currie D (2006) Introduction to Human Resource Management in Practice CIPD 658.3CUR

A good basic introduction

Farnham, D. (Author.) (2010) Human resource management in context: strategies, insights and solutions. 3rd edn. CIPD.

Farnham, D. (Author.) (2000) Employee relations in context. 2nd edn. London: Chartered Institute of Personnel and Development. 658.315FAR

Gennard, J. (Author.) and Judge, G. (Author.) (2005) Employee relations. 4th edn. London: Chartered Institute of Personnel and Development. 658.3GEN

Hollinshead, G. (Editor.) and Nicholls, P. (Editor.) (2002) Employee relations. 2nd edn. London: Pitman Publishing 658.315HOL

Kelly, D, Holmes & Hayward R. (2005) Business Law. 5th edition

Kew, J. (Author.) and Stredwick, J. (Author.) (2010) Human resource management in a business context. 3rd edn. Chartered Institute of Personnel and Development. 658.3KEW

Leat, M. (Author.) (2006) Exploring employee relation: an international approach. 2Rev edn. Oxford: Butterworth-Heinemann Ltd. 658.315LEA

Lewis & Sargeant (2009) Essentials of Employment Law 10th edition, CIPD

Marchington, M. (Author.) (2008) Human resource management at work. 4th edn. Chartered Institute of Personnel and Development. 658.3MAR

Muller-Camen, M. (Editor.), Croucher, R. (Editor.) and Leigh, S. (Editor.) (2008) Human resource management: a case study approach. Chartered Institute of Personnel and Development. 658.3MUL

Pilbeam, S. (Author.) and Corbridge, M. (Author.) (2010) People resourcing and talent planning: HRM in practice [eBook]. 4th edn.

This is also available as an electronic text for you to download or read on line at https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://idp.cornwall.ac.uk/shibboleth-idp&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9781405899833

Redman, T. (Editor.) and Wilkinson, A. (Editor.) (2001) Contemporary human resource management: text and cases. Harlow: Financial Times Prentice Hall. 658.3 RED

Selwyn N M (2010) Law of Employment, 16th Ed., LexisNexis

Torrington, D. et al. (2011) Human resource management. 8th edn. Harlow: Financial Times/Prentice Hall. 658.3TOR

Internet Sites

Daniel Barnett bulletins@emplawservices.co.uk

Employment Law Weekly News bulletins@emplawservices.co.uk

CIPD http://www.cipd.co.uk/

ACAS http://www.acas.org.uk/

CMI http://www.managers.org.uk/

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC2099** | **MODULE TITLE: Applied Research** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 5** | **JACS CODE: N100** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES: N/A** | **CO-REQUISITES: N/A** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** This module will review alternative modes of enquiry that might be encountered in academic and business environments |

.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 90% | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) | 10% | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Business |

|  |
| --- |
| **Professional body minimum pass mark requirement: n/a** |

|  |
| --- |
| **MODULE AIMS:**The aim of this module is to introduce students to research methods techniques and the notion of best practice development within organisations. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:**  At the end of the module the learner will be expected to be able to:   1. Understand the principles and practice of designing investigations and enquiries; 2. Analyse information including appropriate statistical methods and observation as research methods; 3. Use primary and secondary data as a source of management information. 4. Explore notions of best practice in a business setting 5. Relate issues to their own work related experience |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: April 2013 | **FACULTY/OFFICE:** Academic Partnership |
| **DATE OF IMPLEMENTATION**: September 2013 | **SCHOOL/PARTNER:** Cornwall College |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY** |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **MODULE CODE: CORC2099** | **MODULE TITLE: Applied Research** |

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-2015** | **NATIONAL COST CENTRE:27** |

|  |  |
| --- | --- |
| **MODULE LEADER: Dr Bryan Mills** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**   * Data collection& basic statistical methods * The concepts of: types of information; measures of location and dispersion, reliability, validity, precision and accuracy of the methods of inquiry * The resource implications of conducting an inquiry; manpower planning; finance; time; and data storage and analysis requirements * The concepts of population and sample * The choice of data acquisition – method in relation to type and aims of investigation and resource material, including observation techniques * Best practice and continuous improvement |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 45 |  |
| Guided Independent study | 155 |  |
| **Total** | **200** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T1 | **Statistics test** | 100% | *LO 2* |
| Coursework | C1 | Research Proposal  Critical Analysis | 45%  55%  100% | All  All |
| Practice | P\_ |  |  |  |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Bryman, A. (2012) Social Research Methods. 4th ed. Oxford: Oxford University Press.

Bryman, A. and Bell, E. (2007), Business Research Method. 2nded. Oxford: Oxford University Press.

Cassell, C. and Symon, G. (2004) Essential Guide to Qualitative Methods in Organisational Research. Thousand Oaks, C.A: Sage Publications Ltd.

Collis, J. and Hussey, R. (2009) Business Research: A Practical Guide for Undergraduate and Postgraduate Students. 3rd ed. Basingstoke, UK: Macmillan Publishers Limited.

deVaus, D. (2002) Analyzing Social Science Data: 50 Key Problems in Data Analysis, London: Sage Publications.

Easterby-Smith, M., Thorpe, R. and Jackson, P. (2012) Management Research (4th ed). Thousand Oaks, C.A: Sage Publications Ltd.

Easterby-Smith, M., Thorpe, R., Jackson, P. and Lowe, A. (2008) Management Research: An Introduction. 3rd ed. Thousand Oaks, C.A: Sage Publications Ltd.

Fisher, C. (2004) *Researching and Writing a Dissertation for Business Students*. Upper Saddle River, NJ: FT Prentice Hall

Gill, J. and Johnson, P. (2002), *Research Methods for Managers.* 3rd ed. Thousand Oaks, C.A: Sage Publications.

Hair Jnr., J.F., Money, A. H., Samuel, P. and Page, M. (2007) *Research Methods for Business*. Chichester, England: John Wiley and Sons Ltd.

Matthews, B. and Ross, L. (2010) *Research Methods: A Practical Guide for the Social Sciences*. Harlow, England: Pearson Education Limited.

Pallant, J. (2010) *SPSS Survival Manual: A step by step guide to data analysis using SPSS.* 4th ed*.* Open University Press

Saunders, M., Lewis, P. and Thornhill, A. (2012) *Research Methods for Business Students.* 6th ed. England, Pearson.

**SECTION A: DEFINITIVE MODULE RECORD**

|  |  |
| --- | --- |
| **MODULE CODE:** HFD229 | **MODULE TITLE:** The Modern Drinks Industry |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL: 5** | **JACS CODE: N861** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** An opportunity for a detailed examination of alcoholic and non-alcoholic beverages and their manufacture, buying and selling and relating this to the specialist on-licensed sector. |

.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 100% | **P1** |  |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:** This module aims to provide detailed knowledge of the drinks industry from production through to the point of service. It is anticipated that a short work placement will take place on licensed premises. A practical module that will enhance the Food and Beverage and Beverage Management module. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** (additional guidance below)  At the end of the module the learner will be expected to be able to:   1. Demonstrate an understanding of the manufacture of light and sparkling wine, spirits, liqueurs, fortified wines and beers. 2. To apply the skills required to buy alcoholic and non-alcoholic beverages to include selection by tasting/nosing techniques. 3. To analyse the current trends in the drinks industry together with labelling and packaging legislation. 4. To create drinks packages with due regard to food, client acceptability, budget restrictions and type of establishment |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: July 2003 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: Sept 2003 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **Term: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-15** | **NATIONAL COST CENTRE:26** |

|  |  |
| --- | --- |
| **MODULE LEADER: Stuart Mathieson** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**  Viticulture, viniculture, ageing, tasting techniques and selection of wine  Production of spirits, liqueurs, fortified wines and beers, through to point of sale  Selection and marketing  Relevant legislation. – labelling and packaging legislation  Wine and drinks list compilation  Stock control techniques.  Structure of the on-licensed sector; economics; social and legislative history; freehold and tenancy |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 | Research  Wine List  Presentation | 50%  30 %  20%  100% | Research into a New World wine producing region (3)  Construction of a wine list for a specific establishment (2, 4)  Presentation for wine service staff about a specific wine producing region (1) |
| Practice | P\_ |  |  |  |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Atkins, S. (2004) Wine wisdom. London: Quadrille.

Bird, D. (2010) Understanding wine technology: a book for the non-scientist that explains the science of winemaking, 3rd edn. Newark: DBQA.

Brook, S. (2009) Hugh Johnson's wine companion. London: Mitchell Beazley.

Brook, S. (2011) The finest wines of California: a regional guide to the best producers and their wines. California: University of California Press.

Cooper, M. & Mcdermott, J.B. (2008) Wine atlas of New Zealand. 2nd edn. Auckland: Hodder Moa.

|  |  |
| --- | --- |
| Dornenburg, A. & Page, K. (2008) *What to drink with what you eat: the definitive guide to pairing food with wine, beer, spirits, coffee, tea – even water – based on expert advice from America’s best sommeliers*. New York: Bullfinch Press.  Elliott, M.S. (2006) *How to run a successful pub: a comprehensive guide to acquiring and running your own licensed premises*. Oxford: How To Books. |  |

Fielden, C. (2003) The wines of Argentina, Chile and Latin America. London: Mitchell Beazley.

Garvey, M., Dismore, H., Dismore, A.G. & Godsmark, C. (2007) Starting and running a restaurant for dummies. Chichester: John Wiley and Sons.

Harrington, R. J. (2007**)** Food and wine pairing: a sensory experience. Chichester: John Wiley & Sons Ltd.

Henderson, J.P. & Rex, D. (2011) About wine, 2nd edn. New York: Delmar.

Johnson, H. (2007) The world atlas of wine, 6th edn. London: Mitchell Beazley.

Julyan, B. (2008) Sales & service for the wine professional, 3rd edn. Andover: Cengage Learning.

Kitowski, R. & Klemm, J. (2009) The basic basics wine handbook: all you need to know about grape varieties, regional styles, tasting and buying wines. London: Grub Street.

Macneil, K. (2001) The wine bible. New York: Workman Publishing.

Parr, R.& Mackay, J. (2010) Secrets of the sommeliers. Berkeley, CA: Ten Speed Press.

Williamson, P. & Moore, D. (2005) Wine and spirits: looking behind the label. London: Wine and Spirit Education Trust.

WSET (2002) Exploring wines and spirits. London: Wine and Spirit Education Trust.

Journals

Decanter magazine

Harpers Wine and Spirits Trade Review

International Journal of Wine Business Research

[www.](http://www.wsa.org.uk)[wsa.org.uk](http://www.wsa.org.uk) Wine & Spirit Association

[www.wset.co.uk](http://www.wset.co.uk) Wine and Spirit Education Trust

[www.foodstandards.gov.uk](http://www.foodstandards.gov.uk) Food Standards Agency

**SECTION A: DEFINITIVE MODULE RECORD**

|  |  |
| --- | --- |
| **MODULE CODE: CORC2091** | **MODULE TITLE: Hospitality Systems Management** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL:5** | **JACS CODE: N862** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:**  The module is designed to equip the aspiring Hospitality and Tourism Manager with the necessary skills to contribute to the development of the required level of operational performance management of premises, accommodation services and front office provision related to the key criteria of quality and finance |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 30% | **P1** | **50%** |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) | 20% | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality and Tourism |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:**  This module aims to provides  an introduction to the management of food service operations, building on the content of Food and Beverage Operations. It will give the student knowledge and understanding of the history and development of quality as a management concept together with an understanding of the operation of internal and external quality issues to include price sensitivity, pricing tactics, yield management, tariff structures and monitoring performance through occupancy and revenue reporting, forecasting and other statistical data including Total Quality Management |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** (additional guidance below)  At the end of the module the learner will be expected to be able to:   1. Examine the essential operational and economic tools employed by Operational Management with particular emphasis on the control of quality and profits 2. Recognise the different definitions of the term quality and their application to the hospitality industry 3. Practice the factors affecting the enhancement of Hospitality and Tourism provision through attitudes, skills and customer care, market and consumer responsiveness 4. Formulate techniques to maximise and measure occupancy and rooms revenue, analyse relevant theories and statistics 5. Elaborate on the application of the principles of Building and Interior Design with consideration to an aesthetically satisfying and safe environment, with reference to operational and legal constraints |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: April 2013 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: September 2013 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-15** | **NATIONAL COST CENTRE: 134** |

|  |  |
| --- | --- |
| **MODULE LEADER: Stuart Mathieson** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**  An understanding of the internal and external influences on the nature of effective food and beverage provision and of the role of the menu as a management tool. Recognition of the implication of strategic and tactical planning for customer profiling and for staff training and customer care. The significant factors affecting pricing policy, including sales mix profitability. Quality theory and its application to the hospitality industry. Internal and external quality systems and their application. The financial implications of operating a quality policy, including Total Quality Management. The planning, operation and control of activities to cover the principles of tariff structures, costs and market-based pricing, yield management, sales techniques, group business, establishing targets and monitoring performance through occupancy and revenue reporting, forecasting and other statistical data.  Design teams – selection, payment and control of building contractors, sub-contractors and suppliers, tendering, environmental legislation. Design teams – selection, payment and control of building contractors, sub-contractors and suppliers, tendering, environmental legislation Design aspects, exterior and interior, for building comfort, safety and security of customers taking into account customer expectations and current trends. |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T1 |  | 100% | End test looking at tariff structures and yield management (4) |
| Coursework | C1 |  | 100% | Design assessment (5) |
| Practice | P1 |  | 100% | Creation of a themed restaurant evening (1, 2, 3) |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Brown, D. R. (2003) *Food service menus: pricing and managing the food service menu for maximum profit.* Florida: Atlantic Publishing Co.

Brown, D. R. (2007) *Pricing and managing your food service menu for maximum profit: 365 secrets revealed.* Florida: Atlantic Publishing Co.

Casado, M. (2012) *Hospitality management*, 2nd edn. Hemel Hempstead: Prentice Hall International.

Clarke, A. & Chen, W. (2007) *International hospitality management - concepts and cases*. Oxford: Butterworth Heinemann.

Cousins, J., Foskett, D. and Pennington, A. (2011) *Food and beverage management for hospitality, tourism and event industries*, 3rd edn. Oxford: Goodfellow Publishers Ltd.

Davis,B., Lockwood,A.J., Pantalidis, I & Allcott, P. (2012) *Food and beverage management*, 5th edn. Oxford: Butterworth Heinemann

Eastham, J.F. Sharples, L. & Ball, S.D. (eds.) (2001) *Food supply chain management: issues for the hospitality and retail sectors.* Oxford: Butterworth-Heinemann

Foskett, D. & Cesarini, V. (2007) *Cesarini and Kinton’s the theory of catering*, 11th edn. Abingdon: Hodder Education.

Foskett, D. and Paskins, P. (2011) *The theory of hospitality and catering for levels 3 and 4.* 12th edn. London: Hodder Education.

Graci, S. (2009) *Can hotels accommodate green? Examining what influences environmental commitment in the hotel industry*. Germany: VDMVerlag

Hayes, D.K. and Miller, A.A. (2011) *Revenue management for the hospitality industry*. New Jersey.: John WIley & Sons, Inc.

Lillicrap, D. & Cousins, J. (2010) *Food and beverage service*, 78h edn. Abingdon: Hodder Education.

Lockyer, T.L.G. (2010) *The international hotel industry: sustainable management*. New York: Haworth Press

Heizer, J. and Render, B. (2011) *Operations management*. 10th edn. Harlow: Pearson Education Limited.

Sloan, P., Legrand, W. & Chen, J.S. (2012) *Sustainability in the hospitality industry: principles of sustainable operations, 2nd edn.* Oxford: Butterworth Heinemann.

Journals: Caterer and Hotel Keeper

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC2092** | **MODULE TITLE: Conference and Events Management** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL:5** | **JACS CODE: N862** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:**  This unit allows students to develop an appreciation of client needs within the conference and events environment. It will allow the development of planning and operational skills specific to the sector |

.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 50% | **P1** | 50% |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality and Tourism |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:**  This module allows the development of the skills gained in other modules to be used in the vibrant field of the conference and events industry including operational and management procedures and market trends, operational, ergonomics and administrative issues will be addressed |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** (additional guidance below)  At the end of the module the learner will be expected to be able to:   1. Appraise the characteristics of the conference and events industry and key market trends and evaluate their impact. 2. Outline the importance of quality management for conference and/or event operations 3. Analyse the strategic and operational issues - looking at diversity of venues and a review of planning techniques. 4. Elaborate on the importance of administrative procedures - operational key points, function etiquette and marketing. |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: April 2013 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: September 2013 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-15** | **NATIONAL COST CENTRE:134** |

|  |  |
| --- | --- |
| **MODULE LEADER: Andrew Fry** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**  A global view of the diversification of this sector looking at planning procedures with due consideration to the law and ensuring performance and quality is maintained. Types and sizes of events, market size and structure, current trends. Attracting business with specific marketing techniques, ensuring suitable documentation is maintained.  Running an event with regard to cultural guidelines and due protocol. An examination of the implementation of planning techniques and design considerations intended to ensure comfortable accommodation of guests. The need to maintain the quality of the environment to ensure guest comfort. An overview of food production systems and relating them to appropriate service styles  An understanding of the physical, legislative and human resource requirements for both operations and events organisations |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 |  | 100% | Individual evaluation of roles and contribution to the event (2, 3, 4)  Research into the impact of conference and events in the UK (1) |
| Practice | P1 |  | 100% | Group planning and delivery of an exhibition (2, 3, 4) |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading list**

Bowdin, G., Allen, J., O’Toole, W., Harris, R. and McDonnell, I. (2010) Events management 3rd edn. Oxford: Butterworth-Heinemann

Brown, D. R. (2003) *Food service menus: pricing and managing the food service menu for maximum profit.* Florida: Atlantic Publishing Co.

Brown, D. R. (2007) *Pricing and managing your food service menu for maximum profit: 365 secrets revealed.* Florida: Atlantic Publishing Co.

Davis, B. & Stone, S. (2012) *Food and beverage management*, 5th edn*.* Oxford: Butterworth-Heinemann.

Drysdale, J. & Galipeau, J. (2009) *Profitable menu planning*. Hemel Hempstead: Pearson Education Inc.

Foskett, D.& Paskins, P. (2011) The theory of hospitality & catering for levels 3 and 4. 12th edn. London: Hodder Education.

Heizer, J. and Render, B. (2011) Operations management, 10th edn. Harlow: Pearson Education Limited.

Lillicrap, D. & Cousins, J. (2010) Food and beverage service, 8th edn. Abingdon: Hodder Education.

Lindsey, K. (2009) *Happiness is a ticked off list! The comprehensive guide on how to organise and manage a perfect corporate event.* Leicester: Troubador.

Rogers, T. (2013) Conferences and exhibitions - a global industry, 3rd edn. Oxford: Butterworth Heinemann.

Shone, A. and Parry, B. (2010) *Successful event management: a practical handbook,* 3rd edn. Andover: Cengage Learning

Strianese, A.J. & Strianese, P.P. (2008) *Dining room and banquet management*, 4th edn. New York: Delmar Cengage Learning.

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: CORC280** | **MODULE TITLE: Coastal Tourism** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL:5** | **JACS CODE: N830** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:** Asthe world’s tourism resources come under increasing pressure from the influx of tourists and the resultant infrastructure developments, increasingly organisations are looking to the issue of sustainability and management of resources and visitors alike. Coastal resources are an example of fragile environments exploited for their value as a tourism resource. |

.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 70% | **P1** | 30% |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality and Tourism |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:** This module aims to develop an appreciation of the different types of coastal resource and an understanding of the impacts which tourism and recreation have on these fragile environments. Candidates will study examples taken from the local industry and use these as a base line to compare with other examples drawn from world-wide destinations. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:   1. Analyse by case study the growth of seaside resorts in the UK, Mediterranean and world-wide arenas; 2. Identify the roles of coastal areas as localities for recreation and tourism, including adventure tourism and extreme sports whilst evaluating their potential and limitation for further development Determine the need for coastal management plans and propose strategies for resolving possible conflict between the needs of the tourism industry and the environment 3. Produce an overarching management plan for a coastal resort that considers sustainable practice at all levels |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: May 2010 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: September 2010 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY (AY)** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2014-15** | **NATIONAL COST CENTRE:27** |

|  |  |
| --- | --- |
| **MODULE LEADER: Gail Angove** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**  Coastlines as a resource for tourism development including the growth of coastal resort, uses and potential for leisure and recreation in the UK, surf tourism and eco-tourism Mediterranean and Worldwide  The topology of coastal areas and what makes them fragile but essential environments  The management of coastal resorts by both private and public sector agencies and the potential for conflict  Sustainable development, balancing fragile environments with the requirements of the tourism industry from all three perspectives, social, environmental and economical  Practical management strategies including traffic flow, planning, safety, interpretation methods, accommodation and legal requirements  Evaluation of management plans for designated areas  Development and presentation of a management plan for designated area |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 |  | 100% | Management plan that considers sustainable practice (1, 2, 3) |
| Practice | P1 |  | 100 % | Presentation of report (1, 2, 3) |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Agarwal, S. & Shaw, G. (eds) (2007) *Managing coastal tourism resorts: a global perspective*. Bristol: Channel View Publications

Boissevain, J. (2004) *Contesting the foreshore: tourism, society and politics on the coast*. Amsterdam University: Amsterdam.

Bramwell, B. (2004) *Coastal mass tourism - diversification and sustainable development in Southern Europe*. Bristol: Channel View Publications

Dickinson, B. and Vladimir, A. (2007); *Selling the sea: an inside look at the cruise industry* , 2nd edn). Chichester; John Wiley & Sons Ltd.

European Communities (2008) *An Ocean of Opportunity: an integrated maritime policy for the European union*, Luxembourg: European Commission.

Hall, C.M. (2005) *Tourism: rethinking the social science of mobility*. Harlow: Pearson Prentice Hall

Hall, C. M. & Page, S.J. (2002) *The geography of tourism and recreation: environment, place and space.* London: Routledge

Higham, J. (2008) *Marine Wildlife and tourism management: insight from the natural and social science*. Wallingford: CABI

Nordstrom, K. (2004) *Beaches and dunes of developed coasts*. Cambridge: Cambridge University Press.

Page, S. & Connell, J. (2009) *Tourism: A modern synthesis*. Hampshire: Cengage Learning

Prideaux, B. (2009) *Resort destinations: evolution, management and development*. Oxford: Butterworth-Heinemann.

Scott, D., Hall, C.M. and Gossling, S. (2012) *Tourism and climate change: impacts, adaptation and mitigation.* Abingdon: Routledge.

Shaw, G. & Williams, A.M. (2004) *Tourism and tourism spaces*. London: Sage

World Tourism Organisation (2003) *Climate change and tourism*. Madrid: World Tourism Organisation

Journals

Annals of Tourism Research

Coastal Zone Management

Ocean and Coastal Management

Tourism Management

**SECTION A:DEFINITIVE MODULE RECORD*.***

|  |  |
| --- | --- |
| **MODULE CODE: TSM262** | **MODULE TITLE: Festivals** |

|  |  |  |
| --- | --- | --- |
| **CREDITS:** 20 | **FHEQ** **LEVEL:5** | **JACS CODE: N820** |

|  |  |  |
| --- | --- | --- |
| **PRE-REQUISITES:** | **CO-REQUISITES:** | **COMPENSATABLE: Y** |

|  |
| --- |
| **SHORT MODULE DESCRIPTOR:**  This module introduces critical aspects of festivals in a tourism context. A series of lectures with case studies and field trips will contextualise the fundamentals of this module. |

.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*** | | | | | |
| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
| **E1** (Formally scheduled) |  | **C1** | 70% | **P1** | 30% |
| **E2** (OSCE) |  | **C2** |  | **P3** |  |
| **T1** (in-class test) |  | **A1** |  |  |  |

|  |
| --- |
| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: Hospitality and Tourism |

|  |
| --- |
| **Professional body minimum pass mark requirement:** |

|  |
| --- |
| **MODULE AIMS:**  To examine the multifaceted dimensions of festivals in relation to tourism destinations. This will incorporate investigating the fundamental features of events in both a UK and international context in an array of sectors such as culture, marketing, information technology, corporate hospitality and others. |

|  |
| --- |
| **ASSESSED LEARNING OUTCOMES:** (additional guidance below)  At the end of the module the learner will be expected to be able to:   1. Evaluate the economic importance of the festival industry and analyse trends in the industry 2. Critically evaluate the business structure of festivals 3. Appraise the inclusion of festivals in tourism development strategies 4. Examine issues of management and sustainability arising from the growth and development of festivals |

|  |  |
| --- | --- |
| **DATE OF APPROVAL**: February 2007 | **FACULTY/OFFICE: Academic Partnerships** |
| **DATE OF IMPLEMENTATION**: September 2007 | **SCHOOL/PARTNER: Cornwall College** |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM: AY (AY)** |

|  |
| --- |
| Additional notes (for office use only): |

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |
| --- | --- |
| **ACADEMIC YEAR: 2013** | **NATIONAL COST CENTRE: 27** |

|  |  |
| --- | --- |
| **MODULE LEADER: Gail Angove** | **OTHER MODULE STAFF:** |

|  |
| --- |
| **Summary of Module Content**   * Types of exhibitions. * Characteristics of a successful festival and exhibition. * The International perspective of festivals and exhibitions. * Festivals and exhibition stakeholders. * Site and venue selection and management. * Contemporary issues in festivals and events. * Festivals and exhibitions case studies |

|  |  |  |
| --- | --- | --- |
| **SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*** | | |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lecture | 20 | Core material |
| Seminar | 12 | Smaller workshop sessions where students are supported to apply learning to themselves and their specific industry |
| Project supervision | 8 | As part of assignment 1 students have to take part in a group project, which seminar tutors set and supervise |
| Guided independent study | 160 | Students are expected to put in time outside of taught sessions on the group project and their own personal development and career planning |
| **Total** | **200** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Element*** | ***Component Name*** | ***Component weighting*** | ***Comments*** *Include links to learning objectives* |
| Written exam | E\_ |  |  |  |
| T\_ |  |  |  |
| Coursework | C1 |  | 100% | Essay (1, 2, 3, 4) |
| Practice | P1 |  | 100% | Presentation (1, 2, 3, 4) |

|  |  |
| --- | --- |
| **Updated by**: Date: xx/xx/xxxx | **Approved by**: Date: XX/XX/XXXX |

**Reading List**

Allen, J. (2009) *Event planning: the ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events* 2nd edn. Chichester: John Wiley & Sons

Allen, J., O’Toole, W., McDonnell, I. and Harris, R. (2011) *Festival and special event management,*  5th edn. Chichester: John Wiley & Son

Bowdin, D., Allen, J., O’Toole, W., Harris, R. and McDonell, I. (2010) *Events management,*3rd  edn. Oxford: Butterworth-Heinemann.

Gunn, C. (2002) *Tourism planning – basics, concepts, cases 4th ed*, London: Routledge.

Goldblatt, J.J. (2011) *Special events: a new generation and the next frontier* 6th edn.

Hoboken, NJ: John Wiley and Son

Goldblatt, J. (2002) *Special events: twenty-first century global event management* 5th edn. New York: John Wile & Sons

O’Toole, W. and Mikolaitis, P. (2002) *Corporate event project management*,New York: John Wiley & Sons

Robertson, M. and Frew, E. (Eds) (2008) *Events and festivals: current trends and issues*. London: Routledge.

Shone, A. and Parry, B. (2010) *Successful event management: a practical handbook*, 3rd edn. Andover: Cengage Learning

Yeoman, I., Robertson, M., Ali-Knight, J., Drummond, S. & McMahon Beattie, U. (2003) *Festival and events management: an international perspective,* Oxford: Butterworth Heinemann.

Journals

Annals of Tourism Research

Event

Event Management

Journal of Convention and Event Tourism

Marketing Event