



Qualifi Level 3 Diploma in Hospitality and Tourism Management

Qualifi Level 4 Diploma in Hospitality and Tourism Management

Qualifi Level 5 Diploma in Hospitality and Tourism Management

Specification (For Centres)

February 2019

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

The qualifications have been accredited to the Regulated Qualification Framework (RQF) and each qualification has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QANs for these qualifications are as follows:

QUALIFI Level 3 Diploma in Hospitality and Tourism Management (603/4400/3)

QUALIFI Level 4 Certificate in Hospitality and Tourism Management (603/4399/0)

QUALIFI Level 5 Diploma in Hospitality and Tourism Management (603/4404/0)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualifications

The qualifications have been created to develop and reward the hospitality and tourism managers of today and the future, and to continue to bring recognition and professionalism to the management sectors.

We hope that centres and learners take the opportunity to learn a great deal from these programmes that will provide relevant new skills and qualities.

It is envisaged that these programmes will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Certificate is accredited at Level 4 and the Diplomas are accredited at Level 3 and Level 5. Each programme has a total equivalence of 120 credits. Completing the Level 4 Certificate and the Level 5 Diploma has a value of 240 credits. This is equivalent to a **Foundation Degree** and as such allows access to the final year at one of our University partners for a related honours degree.

2.2 Rationale for the Qualifications

The rationale for the programmes is to provide a career path for learners who wish to develop their management capabilities within the hospitality and tourism sector. The outcome of the Certificate and Diplomas, which are recognised UK Qualifications, is for learners to develop the skills required by organisations globally.

All programmes create learning that advances the thought leadership and management of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The Certificate and Diplomas will link to key development in areas of the hospitality and tourism sector. Contemporary issues are identified and evaluated so that the learner has a true vocational understanding on the industry as well as an academic perspective.

In order to achieve this, work placements are encouraged so that genuine experience can be gained and a true insight into the practicalities of management can be realised.

2.3 Aims of the Certificate and Diplomas

The programmes provide the opportunity for individuals to forge a career in hospitality and tourism by seeking a greater knowledge and understanding industry, and to support the individual's development into senior positions. The programmes aim to provide the following:

1. An introduction and insight into the Hospitality and Tourism Industries
2. Background knowledge required to address the key aspects of the Hospitality and Tourism Industry
3. Develop knowledge and understanding of the Hospitality and Tourism Industries by exploring and analysing real life scenarios and businesses
4. A qualification that enables students to gain credit towards degree entry
5. A qualification that enables students to develop the academic standards required for study at a higher level
6. To enable learners to apply analytical and evaluative techniques to business in private and public sectors
7. To enhance analytical and evaluative skills relating to business across a number of industries
8. To develop the learner's ability to recognise and reflect on the process of personal learning and development, which facilitates the enhancement of key personal, sociable and other transferable skills
9. To encourage the learner's self-reflection, analytical, intellectual and transferable skills.

2.4 Learning Outcomes of the Certificate and Diplomas

The overall learning outcomes for all programmes are:

1. To understand and apply the principles of management in hospitality and tourism
2. Review and apply the principles of business management within the industry
3. To understand and apply the principles of management in a specific environment
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
5. Analyse problem solving techniques specific to business and industry
6. Select, collate, review and analyse information from a wide range of sources
7. Effectively use verbal and communication skills
8. Work independently and as part of a team
9. Manage one's own personal development and growth.

These are the overall learning outcomes in line with foundation degree equivalences. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualifications

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualifications have been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will be expected to hold the following:

QUALIFI Level 3 Diploma in Hospitality and Tourism Management:

This is an open entry qualification and the only guidance is that candidates possess an IELTS 5.5 or other evidence of competence in English at this level.

QUALIFI Level 4 Certificate in Hospitality and Tourism Management:

- demonstrated some ability and possess qualifications at Level 3, for example 'A' Levels or vocational awards;
- spent some time in an organisational role and shown they have capability and drive to develop
- seeking further professional development and to gain work related skills and know-how.

QUALIFI Level 5 Diploma in Hospitality and Tourism Management:

- qualifications at Level 3 and/or 4;
- work experience at a managerial level and demonstrate ambition with clear career goals;
- a first degree in another discipline and want to develop their careers hospitality and tourism management.

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the

demands of the programme. In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualifications

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Hospitality and Tourism Management is made up of 120 credits.

The QUALIFI Level 4 Certificate in Hospitality and Tourism Management is made up of 120 credits.

The QUALIFI Level 5 Diploma in Hospitality and Tourism Management is made up of 120 credits.

Learners who register for the Level 5 and fail to complete may be awarded a Level 4 if they have completed sufficient credit.

All units are 30 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 30-credit unit approximates to a TQT of 300 hours incorporating 150 hours of Guided Learning.

Examples of activities which can contribute to Total Qualification Time include: QUALIFI Level 3 Diploma, Level 4 Certificate and Level 5 Diploma in Hospitality and Tourism Management Specification April 2019

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

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

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

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

4.2 Qualification Structures

There are four mandatory units for each qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 30 credits.

Learners are required to complete four units at Level 4 to achieve the 120 credits required to gain the Level 4 Certificate in Hospitality and Tourism Management. Learners achieving 120 credits for the Level 4 may then opt to progress to the Level 5 Diploma in Hospitality and Tourism Management to gain a further 120 credits.

Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

QUALIFI Level 3 Diploma in Hospitality and Tourism Management

The qualification is made up of four units. All units are mandatory and required by learners for the Level 3 Diploma in Hospitality and Tourism Management.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
HTM301	Introduction to the Tourism Industry	3	300	30	225
HTM302	Introduction to the Hospitality Industry	3	300	30	225
HTM303	Introduction to Marketing for Hospitality and Tourism	3	300	30	225
HTM304	Introduction to Customer Service for Hospitality and Tourism	3	300	30	225

QUALIFI Level 4 Certificate in Hospitality and Tourism Management

The Level 4 Certificate provides an introduction to the main facets and operations of organisations. It introduces the challenges faced by modern day businesses. The qualification focuses on developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective organisational manager and leader.

The qualification is made up of four units. All units are mandatory and required by learners for the Level 4 Certificate in Hospitality and Tourism Management.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
HTM401	Sustainability in Tourism and Hospitality Management	4	300	30	150
HTM402	Operations Management in Tourism and Resort Operations	4	300	30	150
HTM403	Management of Visitor Attractions	4	300	30	150
HTM404	Employability and Development in the Hospitality Industry	4	300	30	150

QUALIFI Level 5 Diploma in Hospitality and Tourism Management

The qualification deals with complex and challenging organisational issues and opportunities. The units are closely linked to current day real world and work challenges and the qualification will test and develop learners' workplace experience and abilities.

The qualification will require learners to make judgements and provide creative and practical solutions and ways of responding to organisational challenges and problems. An action based approach will be sought and learners who have strong motivation to progress in their chosen career and business pathway will gain significantly from the qualification.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University.

The Qualification is made up of four units. All units are mandatory and required by learners for the Level 5 Diploma in Hospitality and Tourism Management.

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
HTM501	Tourism Destination Management	5	300	30	150
HTM502	Entrepreneurship in Tourism and Hospitality Management	5	300	30	150
HTM503	Cultural Tourism Management	5	300	30	150

Unit Reference	Mandatory Units	Level	TQT	Credits	GLH
HTM504	Research Project	5	300	30	150

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 3 Diploma in Hospitality and Tourism Management** can progress to:

- the QUALIFI Level 4 Certificate in Hospitality and Tourism Management
- directly into employment in an associated profession.

Learners completing the **QUALIFI Level 4 Certificate in Hospitality and Tourism Management** can progress to:

- the QUALIFI Level 5 Diploma in Hospitality and Tourism Management, Business Management or Business Enterprise, or
- the second year of undergraduate study in business management; or
- directly into employment in an associated profession.

Learners completing the **QUALIFI Level 5 Diploma in Hospitality and Tourism Management** can progress to:

- the final year of an undergraduate degree; or
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress into the final year at a number of universities to complete a degree. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

4.5 Recognition of Prior Learning

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

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment

requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of

purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

The qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres. QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

8.2 Classification of Awards

All qualifications are pass/fail. Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 208 123 2946

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 3 Diploma in Hospitality and Tourism Management

HTM301: Introduction to the Tourism Industry

Unit code: H/617/5595

RQF level: 3

Unit Aims

The aim of this unit is to introduce the learner to the tourism industry and give them a broad understanding of its make-up. Learners will also understand the roles and functions of different delivery channels operating within the market and will be able to gain insight into how the industry has developed and will develop in the future.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Understand the nature of the tourism industry.	1.1	Identify the main structural elements of the tourism industry.
		1.2	Explain the main forms of tourism.
		1.3	Assess how the tourism industry is developing.
2.	Understand the role of the tour operator.	2.1	Describe the purpose and functions of a tour operator.
		2.2	Assess the different tour operator requirements in specialist markets.
3.	Understand the role of the travel agent.	3.1	Describe the purpose and functions of a travel agent.
		3.2	Evaluate the operations of travel agents in a specific Country/area.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition

ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4

ISBN 9780170411424

Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1

ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1

ISBN 9780170358583

Published 2014 by: Cengage Learning

HTM302: Introduction to the Hospitality Industry

Unit code: M/617/5597

RQF level: 3

Unit Aims

The aim of this unit is to introduce the learner to the hospitality industry and give them a broad understanding of its make-up. Learners will also understand the types and characteristics of different hotel and food service providers operating within the market and will be able to gain insight into how the industry has and will develop in the future.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Understand the nature of the hospitality industry.	1.1	Identify the main elements of the hospitality industry.
		1.2	Assess how the hospitality industry is developing.
2.	Understand the operations of Hotels.	2.1	Explain the grading and classification systems used for hotels in the hospitality industry.
		2.2	Assess the characteristics and facilities of different hotels in different geographical areas.
		2.3	Evaluate internal factors that influence the success and growth of the hotels.
3.	Understand the range of food and drink service establishments.	3.1	Assess the different characteristics of restaurants in different geographical locations.
		3.2	Assess the different characteristics of bars in different geographical locations.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition

ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4

ISBN 9780170411424

Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1

ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1

ISBN 9780170358583

Published 2014 by: Cengage Learning

HTM303: Introduction to Marketing for Hospitality and Tourism

Unit code: A/617/5599

RQF level: 3

Unit Aims

In this unit, learners will understand how a hospitality or tourism organisation is affected by the external factors within the market/s it operates. They will develop the skills to formulate a marketing mix that enables the organisation to compete effectively within the hospitality and tourism business.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Assess how a hospitality or tourism organisation is affected by the challenges of its external environment.	1.1	Examine the environmental factors that influence the market/s in which a hospitality or tourism organisation operates.
		1.2	Examine a hospitality or tourism organisation's global competitive environment.
2.	Contribute to the development of a marketing mix for a hospitality or tourism organisation.	2.1	Explain the elements and interrelationship of the service marketing mix (7p's) in the hospitality or tourism industry.
		2.2	Evaluate the effectiveness of a hospitality or tourism organisation's marketing activity.
		2.3	Present marketing information in a professional format.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition

ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4

ISBN 9780170411424

Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1

ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1

ISBN 9780170358583

Published 2014 by: Cengage Learning

HTM304: Introduction to Customer Service for Hospitality and Tourism

Unit code: M/617/5602

RQF level: 3

Unit Aims

In this unit, learners will gain an understanding of the importance of customer service within the hospitality and tourism industries. Learners will develop an understanding of the how customer service is affected by corporate policy and the diverse nature of the industry. Learners will develop tools and skills to enable them to contribute to the development and implementation of customer services improvements within a hospitality and tourism organisation.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Understand the principles of customer service.	1.1	Identify the key aspects of customer service.
		1.2	Explain the importance of monitoring customer feedback and complaints.
		1.3	Explain how positive relationships are built with customers.
2.	Understand how customer service is affected by corporate policy.	2.1	Assess the impact of company philosophy on customer service levels.
		2.2	Evaluate how company culture affects customer service levels within a hospitality and tourism organisation.
3	Contribute to improvements in the quality of customer care delivered by a hospitality or tourism organisation.	3.1	Assess the impact of ethics and cultural diversity on the delivery of customer service.
		3.2	Identify the operational issues to consider when delivering customer service.
		3.3	Develop customer feedback mechanisms.

Suggested Reading

Hospitality Management: Strategy and Operations, 3rd Edition

ISBN 9781442534797

Published 2011 by: Pearson

Hospitality Management Edition 4

ISBN 9780170411424

Published 2018 by: Cengage

Hospitality Supervision & Leadership Level 3, Edition 1

ISBN 9781471847523

Published: 2015 by: Hodder Education Publishers

Strategic Management for Tourism and Hospitality Enterprises, Edition 1

ISBN 9780170358583

Published 2014 by: Cengage Learning

QUALIFI Level 4 Certificate in Hospitality and Tourism Management

HTM401: Sustainability in Tourism and Hospitality Management

Unit code: J/617/5587

RQF level: 4

Unit Aims

On the successful completion of this unit, learners will understand the principles of sustainable development and the level of planning involved to achieve sustainable development in tourism and hospitality. Learners will develop knowledge and understanding of planning and managing tourism and hospitality across various destinations, considering the trends in place. Further models in place are also studied and their application to practical examples, which provides learners with a broad knowledge base.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Evaluate the rationale for, and the different approaches used for planning and development in the travel, tourism and hospitality industries.	1.1	Explain the need for planning in the travel, tourism and hospitality industry and how it benefits different stakeholders.
		1.2	Explain the pros and cons of public/private sector tourism and hospitality planning partnerships.
		1.3	Critically evaluate the different approaches to planning and development in tourism and hospitality at different levels.
2.	Understand the concept of sustainability and the plan to achieve sustainable tourism and hospitality.	2.1	Explain the concept of sustainability in tourism and hospitality development.
		2.2	Describe the different stages of the planning for sustainable tourism and hospitality operations
		2.3	Analyse factors that may prevent the development of sustainable tourism and hospitality and how these are managed.
3.	Analyse the issues that impact on the planning and development of sustainable tourism and hospitality.	3.1	Analyse the effects of balancing supply and demand in the travel and tourism and hospitality industries.
		3.2	Assess the conflicts of interests involved in developing tourism destinations and the methods used to resolve these conflicts.
		3.3	Explain ethical issues in context of tourism and hospitality management.

Indicative Content

- Planning in the travel, tourism and hospitality industry and stakeholders.
- Public/private sector tourism and hospitality planning partnerships.
- Different features of planning and development.
- Sustainability in tourism and hospitality
- Sustainability at the different stages.
- Supply and demand in tourism and hospitality sectors
- Conflicts of interest.
- Ethical issues in context of tourism

Suggested Reading

Legrand, W., Sloan, P. and Chen, J. (2013). Sustainability in the Hospitality Industry 2nd Ed. Florence: Taylor and Francis.

Gardetti, M. and Torres, A. (2016). Sustainability in hospitality. Sheffield: Greenleaf Publishing Limited.

Girling, R., Lanier, P. and Gordy, H. (n.d.). The good company.

Kastarlak, B. and Barber, B. (2012). Fundamentals of planning and developing tourism. Boston: Pearson.

HTM402: Operations Management in Tourism and Resort Operations

Unit code: L/617/5588

RQF level: 4

Unit Aims

This unit aims at providing an understanding and knowledge of operations management within the tourism industry and its resort operations. Learners will look at holiday management and the marketing and distribution methods used to sell holidays. Learners will have the opportunity to make strategic and tactical decisions that address operational management issues in order to achieve success.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Demonstrate knowledge on the tour operators industry within the travel and tourism sector.	1.1	Explain the recent trends and developments in the to operator industry.
2	Evaluate the stages involved in constructing and marketing holidays.	2.1	Assess the steps and stages involved in constructing holidays.
		2.2	Evaluate the factors to consider in the development a implementation of a successful business plan
		2.3	Assess the different methods of contracting and their suitability in the context of the different types of tour operator.
		2.4	Develop a plan to design a promotional brochure .
		2.5	Assess the suitability of alternative methods to a tradition brochure.
3.	Understand the function and structure of resort operations.	3.1	Examine the function of the resort operations of to operators.
		3.2	Describe the structure of the resort offices of different types of tour operator.

		2.3	Explain why different resort offices structures are adopted.
4.	Understand how to develop a business strategy for a resort/tourist operation.	4.1	Explain the key areas to include in a business strategy and their importance.
		4.2	Analyse the factors to take into account in relation to the given resort/tourist operation.

Indicative Content

- Tour operators
- Trends and developments in the tour operators industry.
- Developing holidays
- Brochures and alternative methods
- Resort operations
- Resort offices
- Incidents that affect the operations of a resort.
- Issues and measures

Suggested Reading

Mill, R. (2012). Resorts. Hoboken, N.J.: Wiley.

Murphy, P. (2008). The Business of Resort Management. Oxford: Butterworth-Heinemann.

Chuck, K.G. (2012). World of Resorts: From Development to Management.: Pearson College Division

Middleton, V. and Clarke, J. (2012). Marketing in Travel and Tourism. Jordan Hill: Taylor and Francis.

Roday, S., Biwal, A. and Joshi, V. (2012). Tourism Operations and Management. New Delhi: Oxford

Univ. Pr. Pender, L. and Sharpley, R. (2005). The Management of Tourism. London: Sage.

Tsiotsou, R. and Goldsmith, R. (2012). Strategic Marketing in Tourism Services. Bingley, UK: Emerald.

HTM403: Management of Visitor Attractions

Unit code: R/617/5589

RQF Level: 4

Unit Aims

The aim of this unit is for learners to develop a broad understanding of the nature, development and management of visitor attractions. Learners will consider tourist motivation theories, analysing their impacts and the ways of further improvement. Learners will explore the techniques used to manage visitor attractions and how they can be used to achieve sustainability.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Assess the importance of visitor attractions and the impacts of tourism.	1.1	Assess the importance of different visitor attractions.
		1.2	Address the scope of visitor attractions correspondence in relation to types of attraction.
		1.3	Evaluate the impacts of tourism on visitor attractions.
2.	Understand tourist motivation theories and the needs of different types of visitors.	2.1	Explain the different tourist motivation theories and how they relate to different types of visitor
		2.2	Assess the needs and motivations of different types of visitor.
3.	Evaluate the techniques used to manage visitor attractions and their impact on sustainability.	3.1	Discuss the processes involved in the development of visitor attractions and the potential issues which could arise.
		3.2	Analyse the techniques used to manage different visitor attractions.
		3.3	Evaluate management techniques in context of sustainability.

Indicative Content

- Different visitor attractions and their importance.
- Tourism motivation theories
- Needs and motivations of the different types of visitors.
- Impacts of tourism on visitor attractions.
- Processes involved in the development of visitor attractions
- Visitor attraction management strategies and techniques.

Suggested Reading

Fyall, A., Garrod, B., Leask, A. and Wanhill, S. (n.d.). Managing visitor attractions.

Weidenfeld, A., Butler, R. and Williams, A. (n.d.). Visitor attractions and events.

Albrecht, J. (n.d.). Visitor management in tourism destinations.

Singh, S. (2010). International tourism development. Jaipur, India: ABD Publishers.

HTM404: Employability and Development in Hospitality Industry

Unit code: J/617/5590

RQF Level: 4

Unit Aims

This unit aims to provide learners the knowledge and understanding required for effective employment and development in the hospitality industry. Learners will also have the opportunity to consider teams and groups, leadership and communication skills.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Evaluate one's own performance and recommend improvements.	1.1	Evaluate the effectiveness of own performance in relation to the defined objectives.
		1.2	Provide recommendations for improvement based on their evaluation.
		1.3	Assess how motivational techniques help to assist in improve performance in the hospitality sector.
2.	Develop interpersonal skills to support effective performance in the hospitality industry.	2.1	Demonstrate the use of interpersonal skills in the workplace.
		2.2	Review own interpersonal skills to produce a development plan in a hospitality context.
3.	Understand team and group working.	3.1	Explain the team roles involved in achieving shared goals.
		3.2	Explain team dynamics and their importance in successful team working.
		3.3	Assess the different ways used to achieve team goals.

Indicative Content

- Assessing your own learning style
- Career development in the tourism and hospitality industries
- Personal SWOT analysis
- SMART goal setting
- Developing academic skills
- Time management
- Team dynamics

Suggested Reading

Iderman, B. and Milne, P. (2005). A model for work-based learning. Lanham, Md.: Scarecrow Press.

Throop, R. and Castellucci, M. (2011). Reaching your potential. Australia: Wadsworth/Cengage Learning.

CHAITA, M. (2016). Developing Graduate Employability Skills. [S.L.]: Universal Publishers.

Mackall, D. (2004). Teamwork skills. New York: Ferguson.

QUALIFI Level 5 Diploma in Hospitality and Tourism Management

HTM501: Tourism Destination Management

Unit code: H/617/5631

RQF Level: 5

Unit Aims

In this unit learners will develop knowledge and understanding of national and international tourist destinations, the culture involved and the characteristics of the population. Learners will also look at current trends and their impacts, together with selling in the context of the travel and tourism industry.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Understand the current trends that affect national and international tourist destinations.	1.1	Analyse the main tourist destinations of the world according to visitor numbers and income generation.
		1.2	Assess the current trends that affect tourist destinations.
		1.3	Analyse future trends in tourist destinations based on industry statistics.
2.	Examine the characteristics of tourist destinations and the relationship to their appeal.	2.1	Evaluate the cultural, social and physical characteristics of tourist destinations.
		2.2	Assess how these characteristics affect the appeal of tourist destinations.

3.	Evaluate the characteristics of tourist destinations and their impact on tourists and tourism.	3.1	Explain the characteristics of developing tourist destinations.
		3.2	Critically evaluate how the characteristics of a tourist destination affect its appeal to tourists.

Indicative Content

- Tourist destinations
- Income generation
- Tourist destination trends
- Cultural, social and physical features of tourist destinations
- Tourist destinations development
- Characteristics of a tourist destination

Suggested Reading

Papatheodorou, A. (2006). Managing tourism destinations. Cheltenham, UK: Edward Elgar Pub.

Howie, F. (2009). Managing the tourist destination. London: South-Western Cengage Learning.

Kozak, M. and Baloglu, S. (2012). Managing and marketing tourist destinations. New York: Routledge.

Edelheim, J. (2016). Tourist Attractions. Bristol: Channel View Multi Matter.

HTM502: Entrepreneurship in Tourism and Hospitality Management

Unit code:T/617/5634

RQF level: 5

Unit Aims

This unit provides knowledge and understanding of the skills set and characteristics of entrepreneurs in context of the travel and tourism industry. Learners will have the opportunity to analyse their own entrepreneurial skills in the start-up and development of an enterprise to attain success.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1.	Understand the skills and characteristics an entrepreneur needs in the travel and tourism industry	1.1	Evaluate the skills and characteristics needed for successful entrepreneurship in the travel and tourism industry.
		1.2	Develop a self-appraisal of own entrepreneurial skills, recognising strengths and areas for development.
2.	Understand the development of enterprises in the travel and tourism industry.	2.1	Explain the process involved in developing an enterprise in the travel and tourism industry.
		2.2	Evaluate the factors that contribute to the development and implementation of a successful business plan.
3.	Develop a business start-up plan for a niche market in the travel and tourism industry	3.1	Explain the main concepts of formulating the business start-up plan.
		3.2	Evaluate the sources of funds available for businesses in the travel and tourism industry.
		3.3	Justify the selection of a source of funding for the identified niche market.
		3.4	Develop a business plan to support the start-up of a niche market business.

Indicative Content

- The concept of Entrepreneurship
- Self-appraisal
- Business enterprise development
- Business start-up plans
- Sources of funds

Suggested Reading

Rimmington, M. (2016). *Entrepreneurship in the Hospitality, Tourism and Leisure Industries*. [Place of publication not identified]: Routledge.

Brookes, M. and Altinay, L. (2015). *Entrepreneurship in Hospitality and Tourism*. Goodfellow Publishers, Limited.

Ateljevic, J. and Page, S. (2009). *Tourism and Entrepreneurship*.

Rao, Y. and Swamy, G. (2011). *Tourism Entrepreneurship*. New Delhi: Exel Books.

HTM503: Cultural Tourism Management

Unit code: L/617/5719

RQF level: 5

Unit Aims

The unit provides learners with the knowledge and understanding of the cultural and heritage sector in the travel and tourism industry. This unit provides learners with an in-depth understanding of the growth and development of the cultural and heritage sector and the potential conflicts which could arise within the sector. Learners will have the opportunity to investigate the role and scope of the sector and its impacts on management.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able		Assessment Criteria. Assessment of these outcomes demonstrates a learner can:	
1	Evaluate the development and purpose of the heritage and cultural sector in the travel and tourism industry.	1.1	Evaluate the growth and development of the heritage and cultural sector.
		1.2	Assess potential conflicts in the management of heritage and cultural resources and their resolution.
		1.3	Explain the purpose of heritage and cultural attractions in meeting the needs of different customers.
2.	Understand the roles and responsibilities of organisations in the heritage and cultural sector.	2.1	Evaluate the impact of different types of ownership on the management of heritage and cultural sites.
		2.2	Explain the roles and responsibilities of organisations in the heritage and cultural industry.
3.	Evaluate the role and methods of interpreting the visitor experience within the heritage and culture sector.	3.1	Explain the significance of interpreting the visitor experience.
		3.2	Explain the role of methods of interpretation within the sector.
		3.3	Evaluate the methods and media used for interpretation for tourists.

Indictive Content

- Heritage and cultural industry
- Potential conflicts
- Needs of different customers
- Different types of ownership
- Roles and responsibilities of organisations
- Methods of interpreting the visitor experience
- Impact of media on tourism

Suggested Reading

McKercher, B. and Du Cros, H. (2012). Cultural tourism. Abingdon, Oxon: Routledge.

Du Cros, H. and McKercher, B. (2015). Cultural Tourism. Abingdon, Oxon: Routledge.

Timothy, D. (2016). Managing heritage and cultural tourism resources. London: Routledge.

Richards, G., Dupeyras, A. and Hyungwan, K. (2009). The impact of culture on tourism. Paris: OECD

HTM504: Research Project

Unit code: F/617/5720

RQF level: 5

Unit Aims

This unit is designed to develop learner skills in carrying out independent research and enquiry into a research topic. Learners will investigate the research techniques and methods and elements needed to carry out research, together with the various theories that underpin formal research. Learners should seek approval from their tutor before starting their research project.

Learning Outcomes and Assessment Criteria

1.	Develop a research proposal.	1.1	Outline a potential research proposal.
		1.2	Address the factors that contribute to the process of selecting a research project.
		1.3	Develop a research project proposal including a critical review of the key resources.
		1.4	Develop an appropriate plan and procedures to carry out the agreed research proposal.
2.	Carry out a research project considering the relevant aspects.	2.1	Develop the research questions and hypothesis and match the resources efficiently.
		2.2	Undertake the proposed research project using suitable methods.
		2.3	Record and collect relevant data.
3.	Evaluate and present the outcomes of the research project	3.1	Apply suitable research techniques to evaluate the outcomes of the research project.
		3.2	Interpret the outcomes to form conclusions and recommendations for future projects.
		3.3	Present the outcomes of the research to the target audience using an appropriate format and media.

Suggested Reading

Keizer, J. (2016). Business Research Projects. [Place of Publication Not Identified]: Routledge.

Wilson, J. (2014). Essentials of business research. Los Angeles: Sage Publications.

Thomas, G. (2013). How to do your research project. Los Angeles, Calif.: SAGE.

Mayo, F. (2014). Planning an applied research project in hospitality, tourism, & sports. Hoboken: Wiley.