Qualifi Level 7 Diploma in Hospitality and Tourism Management

Specification (For Centres)

November 2018

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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 (QiW) 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 realizing 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 organizations 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 organizations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organizational 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, organizational 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 recognize 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 recognized set of skills, knowledge and understanding is realized.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and 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 QAN for this qualification is as follows:

QUALIFI Level 7 Diploma in Hospitality and Tourism Management: 603/2655/4

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualifications has been created to develop and reward the business 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 this programme, which will provide relevant new skills and qualities. It is envisaged that this programme will encourage both academic and professional development so that Learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at the postgraduate Level 7. The programme has a total equivalence of 120 credits. Completing the Diploma allows access to a dissertation at one of our university partners for a related Master Degree.

2.2 Rationale for the Diploma

Level 7 qualifications are designed to develop the learners' knowledge, understanding and skills required to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

The Level 7 Diploma in Hospitality and Tourism Management qualification is designed for managers who have the expert and personal encouragement in deciphering organisational strategy into effective operational performance.

This programme provides learners with an advanced qualification that supports their development as managers within the tourism and hospitality industry through a lifelong-learning orientation.

Learners are able to critically analyse and evaluate contemporary and foundational knowledge and theories to use these to propose solutions into complex management problems within the tourism and hospitality industry. The learners are also able to analyse complex management problems and to apply and adapt specialist skills to propose solutions to the problems.

On the successful completion of this programme the learners will be able to make decisions about the leadership, planning and management of work areas in the hospitality and tourism industry.

The QUALIFI Level 7 Diploma in Hospitality and Tourism Management aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised awarding organisation.
2. Learn from a curriculum supported by the most recent content relevant to a contemporary business environment.
3. Develop new skills and knowledge that can be immediately applied.
4. Prepare for higher-level positions in management through personal and professional develop as a leader who thrives in complex and globally diverse environments.
5. Have assessments marked and moderated by respected professionals with practical experience across a number of business sectors and management fields.
6. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification.
7. Progress along a pathway to gain a higher-level qualification.

2.3 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are:

1. To understand and apply the principles of management in a business environment.
2. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.

3. Analyse problem solving techniques specific to business and industry.
4. Select, collate, review and analyse information form a wide range of sources.
5. Work independently and as part of a team.
6. Manage one's own personal development and growth.

These are the overall learning outcomes in line with postgraduate programmes. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

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. Continuing professional development (CPD) for tutors is also required.

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

- Level 6 Qualification or;
- First Degree.

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 Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Hospitality and Tourism Management is a Level 7 Qualification made up of 120 credits.

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 student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 30-credit unit approximates to a TQT of 300 hours incorporating 150 hours of Guided Learning. This equates to 1200 hours of TQT.

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

- guided learning

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

Guided Learning 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 Structure

The overall structure of the course is based on four units that cover a number of topics relating to learning outcomes. Each unit has the equivalency of 30 credits.

Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas.

Units require reflective exam sets and/or summative assessments for marking.

QUALIFI Level 7 Diploma in Hospitality and Tourism Management

The Level 7 Diploma focuses upon developing understanding, skills and abilities to equip the Learner with the awareness and aptitudes to be an effective manager and leader.

Learners must complete the four mandatory units.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
HTM701	Marketing Approaches in Hospitality and Tourism	7	300	30	150
HTM702	Strategic Planning Facets in Hospitality and Tourism	7	300	30	150
HTM703	Tourism Policy in International Context and Development	7	300	30	150
HTM704	The Culture and Society in Tourism	7	300	30	150

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 7 Diploma in Hospitality and Tourism Management** will allow progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership, or
- a university partner to complete a dissertation to then receive a full master's degree, or
- directly into employment in an associated profession.

4.4 University Exemptions

QUALIFI has exemptions for learners to progress to a number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are based on the university's review of QUALIFI's learning programmes and outcomes. 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

These 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.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

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 students through the registered centres.

8.2 Classification of Awards

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 student-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)115 888 2323 or +44 (0)208 123 2946

Or email: support@QUALIFI-international.com

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

Appendix 1: Unit Descriptors

Unit HTM701: Marketing Approaches in Hospitality and Tourism

Unit code: H/616/7108
RQF level: 7

Aim

This unit aims to consider the competitive business environment which has seen an alteration from traditional marketing to more diverse approaches. The unit explores learners' knowledge in understanding the current market, importance of marketing to the industry, knowledge in developing marketing, branding and public relations strategies that advances the rivalry position to the organisation.

Learning Outcomes and Assessment Criteria

Learning Outcome		Assessment Criterion	
1.	Identify and evaluate marketing strategies for the hospitality and tourism sector	1.1	Classify the marketing strategies within the hospitality or the tourism sector
		1.2	Critically evaluate the identified strategies in the hospitality or the tourism sector
2.	Assess and recommend marketing strategies for hospitality and tourism sector	2.1	Evaluate the role of network and customer relationship marketing in context of the industry
		2.2	Recommend marketing and customer loyalty strategies for an organisation in the hospitality or the tourism industry
3.	Classify and show critical evaluation on marketing communication strategies for hospitality and tourism organisations	3.1	Inform how marketing communications will assist the development of brand identity strategies
		3.2	Assess how effective is e-marketing, viral and guerrilla marketing strategies are towards the hospitality or tourism organisations
		3.3	Recommend marketing communication strategies for the chosen hospitality or tourism organisation with relevant justification

Suggested Resources

Berge, P. and Eliassen, S. (2010). *Hospitality and tourism management*. New York:

Nova Science Publishers.

Middleton, V. & Fyall, A. (2009) *Marketing in Travel and Tourism,* Oxford: Butterworth-Heinemann.

Holloway, C. (2004) *Marketing for Tourism*, London: FT Prentice Hall.

Kotler, P., Bowen, J. & Makens, J. (2013) *Marketing for Tourism and Hospitality*, London: Pearson.

Reid, R. (2001). *Hospitality marketing management*. New York: Van Nostrand Reinhold.

McCabe, S. (2012). *Marketing communications in tourism and hospitality.* Oxford: Butterworth-Heinemann.

Unit HTM702: Strategic Planning Facets in Hospitality and Tourism

Unit code: D/616/7110
RQF level: 7

Aim

This unit aims for learners to gain knowledge about strategic business planning in the hospitality and tourism sector. The learners will be able to develop strategic business plans and apply them to organisations selected. Learners will gain knowledge in identifying and critically evaluating theories of business strategy. The unit also assists learners in developing skills to analyse strategic fit to develop business strategies. Learners will also gain understanding in the concept of business ethics.

Learning Outcomes and Assessment Criteria

Learning Outcome		Assessment Criterion	
1.	Understand the use of theories and approaches in identifying and evaluating business	1.1	Identify the different methods and theories used in identifying and evaluating business strategy
		1.2	Compare and differentiate the approaches and theories identified
2.	Identify and evaluate the strategic options toward hospitality and tourism organisations	2.1	Using strategic business development theories identify the strategic options available for a hospitality or tourism organisation
		2.2	Show critical evaluation of the strategic options available
3.	Identify the risk involved and be able to recommend and justify suitable options	3.1	Address the risks involved as a result of adopting the strategic option
		3.2	Recommend and justify further strategic options available for hospitality and tourism organisation
4.	Develop a business strategy and evaluation of the concept ethics	4.1	Using strategic planning models develop a business strategy for the organisation in the hospitality and tourism sector
		4.2	Critically assess the concept of ethics in the development of business strategy
5.	Identify potential conflicts and the techniques for mitigation in the implementation of a business strategy	5.1	Recognise and analyse the areas of conflict in the implementation of the business strategy
		5.2	Endorse measures or techniques in mitigating the conflicts during the implementation of a business strategy

Suggested Resources

Campbell, D., Edgar, D. and Stonehouse, G. (2011). *Business strategy*. New

York: Palgrave Macmillan.

Hassanien, A. (2015). *Hospitality business development*. [Place of

publication not identified]: Routledge.

Olsen, M., West, J., Tse, E. (2013) *Strategic Management in the Hospitality Industry*, London: Pearson.

Guliani, L. and Rizwan, S. (2016). *Corporate social responsibility in the hospitality and tourism industry*. Hershey, PA: Business Science Reference.

Jaszay, C. and Dunk, P. (2006). *Ethical decision making in the hospitality industry*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Unit HTM703: Tourism Policy in International Context and Development

Unit code: M/616/7113
RQF level: 7

Aim

This unit helps learners to show critical understanding of principles of tourism policy and how it connects with the issues of development. Learners will identify and analyse the theories and concepts with regards to public policy, tourism management and international development and apply it in the context of tourism. The unit also supports learners to apply development indicators and to create plans for tourism projects in order to address development problems.

Learning Outcomes and Assessment Criteria

Learning Outcome		Assessment Criterion	
1.	Identify and critically analyse the concepts and theories related public policy for tourism	1.1	Analyse the history of tourism policy and critically evaluate the various approaches to tourism policy
		1.2	Clarify the multi-scalar nature of contemporary tourism policy and the institutes involved in tourism development at the global, national and local scale.
2.	Critically evaluate theories in international hospitality and tourism development	2.1	Analyse the theoretical approaches and evaluate its usefulness in context of international development
		2.2	Critically evaluate the position of developing countries with the use of theories in context of international development
3.	Show critical analysis in the affiliation between tourism and international development	3.1	Critically evaluate the impacts of tourism in destinations
		3.2	Critically analyse the affiliation between tourism and sustainable development
		3.3	Analyse the ways in which tourism assists international development goals.
4.	Develop plans for tourism projects to manage development problems	4.1	Investigate and explain development issues in an international context
		4.2	Develop and explain plans for tourism projects that addresses and manages the development issues

Suggested Resources

Dredge, D. & Jenkins, J. (2007) *Tourism Planning and Policy.* Milton Qld: Wiley.

Burns, P. and Novelli, M (2006) *Tourism and Politics: Global Frameworks and Local Realities*. Butterworth Heinemann.

Hall, C.M. (2008) *Tourism Planning. Policies, Processes and Relationships. Second Edition.* Harlow: Pearson, Prentice Hall.

Kennell, J. & Chaperon, S. (2015) *Tourism and Public Policy*, Abingdon: Routledge.

Edgell, D. & Swanson, J. (2013) *Tourism Policy and Planning: Yesterday, Today and Tomorrow.* Abingdon: Routledge.

Unit HTM704: The Culture and Society in Tourism

Unit code: F/616/7116
RQF level: 7

Aim

This unit will help learners to provide a discussion on the local and international issues of tourism. Learners will also be able to understand the effectivity of tourism and travel in the context of society and personal views. It also provides a deeper understanding of the role and functions of tourism.

The unit covers information on the contemporary tourism management and development. Learners are able to review how the roles of tourism represent public culture, the public heritage and the public nature of places, which have possibly changed under the new climates of postmodern, post-industrial and post-colonial concepts.

Learning Outcomes and Assessment Criteria

Learning Outcome		**Assessment Criterion**	
1.	Identify and analyse the current trends in tourism	1.1	Identify the current trends available in tourism
		1.2	Analyse the current trends identified in context of tourism and an organisation in the hospitality and tourism sector
2.	Demonstrate critical knowledge on the changing nature of tourism	2.1	Address the changes in the nature of tourism
		2.2	Identify the issues experienced as a result of the changes
		2.3	Show critical knowledge on the impact towards the culture and society
		2.4	Explain the concepts of postmodern, post-industrial and post-colonial in context of tourism
3.	Demonstrate knowledge in planning for tourism development	3.1	Address the relationship tourism has with culture and society
		3.2	Explain the emerging trends in international policy towards tourism
		3.3	Critically explain how the trends support the plan for tourism development

Suggested Resources

Jamal, T.B. and M. Robinson (2012). The Sage Handbook of Tourism Studies, London, Sage.

Cooper C. and C.M. Hall (2013) Contemporary Tourism: An International Approach, 2nd ed. Oxford: Butterworth-Heinemann.

Smith, M. and G. Richards. (eds). (2013) The Routledge Handbook of Cultural Tourism. London. Routledge.

Lanfant, M-F., Allcock, J-B, and Bruner, E. (2005) *International Tourism: Identity and Change.* London, Sage.

ogu s edregal, A. ..... *Culture and society in tourism contexts*. Bingley: Emerald.