

BA (HONS) TOURISM MANAGEMENT

VOLUME 2

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LANGUAGES

For the language units, please refer to the Southampton Institute Language Programme Document

Unit Reference:

Unit Title: COACHING METHODS
Credit Points: 20
Level: 1

Delivering School:
Parent Course: BA (Hons) Sports Studies with Business
Parent Level: 1
Date Validated:

TOTAL STUDENT WORKLOAD (hours): 150

Made up of approximately:

class contact 72
directed learning 39
independent learning 39

PREREQUISITES: None

UNIT DESCRIPTION

To work effectively and successfully as in coaching, students must have a broad understanding of procedures and practices that can be used to enhance performance. This unit will provide the opportunity to develop an understanding of basic coaching principles through theory and practical activity.

LEARNING OUTCOMES

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

UNDERSTANDING AND KNOWLEDGE

- I Identify and evaluate good coaching practice.
- II Explain how sports and exercise psychology can enhance athletic performance.
- III Explain the principles of basic anatomy and physiology.
- IV Describe how basic fitness principles can be applied to enhance performance.
- V Identify how the body moves in sport and be able to apply basic biomechanical principles.
- VI Recognise the importance of observation and analysis of movement.

SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

- I Evaluate the needs of an individual during their particular sport.
- II Analyse learning theories.

Practical/Professional Skills

- I Demonstrate awareness and competence of the basic skills and techniques related to the application of planning, conducting and evaluating coaching sessions.
- II Develop varied lesson plans that are fun, safe and effective.

Key Skills

- I Communicate effectively
- II Assess risk and formulate contingency plans.

AREAS OF STUDY

- I Learning theories and factors that affect performance.
- II Coaching methods that enhance performance.
- III Observation and analysis of movement.
- IV Coaching different age groups.
- V Basic physiology and anatomy.
- VI Principles of fitness.

TEACHING AND LEARNING STRATEGY

Students will attend a practical session, seminar and lecture each week. The lectures will cover the underpinning academic theory. Seminars will apply theory to real life case studies, etc. The practical will allow students to demonstrate the practical application of this theory.

ASSESSMENT STRATEGY

The practical assessment will allow fair marking to those of differing ability/experience. The emphasis is on improving personal technical skills and coaching ability. The written assignment will be designed to assess the student's ability to demonstrate depth of knowledge, ability to research and debate specific elements of coaching theory. The in course tests will provide formative assessment of student knowledge and understanding.

ASSESSMENT

Coursework assessment(s) 100%

Weighting: 30%
Assessment type: **PRAC practical assessment**
Special facilities: sports facilities

Weighting: 30%
Assessment type: **WRIT Written assignment/case study**

Weighting: 40%
Assessment type: **TCCW two-in course tests**

INDICATIVE READING

Core texts:

Hagger, M (1996) *Coaching young performers*. National Coaching Foundation.

Crisfield (1999) *Analysing your coaching*. National Coaching Foundation.

Jones, B (1993) *Guide to Effective Coaching*. Brown & Benchmark.

Recommended reading:

Christinal, R W & Corcos, D M (1988) *Coaches guide to teaching sports skills*. Human Kinetics, Champaign.

NCF (1986) *The Coach at Work*. National Coaching Foundation.

Lee, M (1993) *Coaching Children in Sport*. E& F N Spon

Weinberg, R S (1995) *Foundation of Sport and Exercise Psychology*. Human Kinetics, Leeds

Read *Coaching Focus*
Journal of Sport Science
Many excellent research papers
<http://www.ausport.go.au>
<http://gssiweb.com>
<http://www.rohan.sdsu.edu>

AUTHORSHIP:

Euan McGrath

Date prepared: February 2000

Unit Reference:

Unit Title:	FINANCIAL PLANNING AND REPORTING
Credits:	10
Level:	1
Delivering School:	SBS
Parent Course:	BA (Hons) Maritime Leisure Management
Parent Level:	1
Date validated:	

TOTAL STUDENT WORKLOAD **75 hours**

The normal unit workload will be made up of approximately:

Class Contact	24 hours
Made up of approximately:	
Directed Learning	24 hours
Independent Learning	27 hours

When normal time tabled sessions do not take place additional directed learning may be provided and/or students are expected to undertake additional independent learning.

PREREQUISITES:

None

UNIT DESCRIPTION

Financial planning and reporting are essential for anyone considering a career within a service/business organisation. This unit will provide an insight into the way costs behave and the financial impact of undertaking business activities such as organising events and running a small business. Emphasis is placed upon the way costs behave and the consequences of incurring those costs on cash forecasts and reported profits. Financial reports resulting from these business activities will also need to be analysed and interpreted. This unit is designed for non-accountants operating in the services, leisure and small business sectors and would underpin subsequent units requiring financial input.

LEARNING OUTCOMES

It is intended that by the end of the unit the student should be able to:

A. KNOWLEDGE AND UNDERSTANDING

1. Recognise the effect of cost behaviour over a range of activities within a business.

B. SKILLS AND OTHER ATTRIBUTES

Cognitive Skills

1. Interpret financial reports produced as a result of business activities and events.

Practical and professional skills

2. Prepare cash forecasts and financial statements in accordance with generally accepted accounting principles and practices.

Key skills

3. Analyse numerical data to provide relevant information to aid decision-making
4. Explain, justify and communicate the role and function of financial reports to third parties.

AREAS OF STUDY

1. Cost classification and cost behaviour.
2. Budgetary process including cash budgeting.
3. Preparation of financial reports relating to business activities such as : Income Statements, Balance Sheets, Costing Statements.
4. Generally accepted financial and management accounting principles and practices.
5. Interpretation of financial plans and reports from a user perspective.

TEACHING AND LEARNING STRATEGY

Typically the weekly hours commitment to the unit will be two hours: one lecture and one seminar, each of one hours duration. In addition to this students will be expected to manage directed learning and independent study.

The purpose of the lectures will be to introduce the students to the conceptual and practical implications of finance in undertaking business activities.

Seminars will enable discussions to take place on the preparation, analysis and interpretation of financial plans and reports related to a range of business activities.

Directed work will be set for students to complete between the lecture and seminar.

ASSESSMENT STRATEGY

50% of assessment will be continuous in nature during the seminar sessions supplying both formative and summative assessment. The remaining 50% will be assessed in two one hour tests, one mid semester and one at the end of the semester, summative assessments. Students will be expected to achieve a minimum of 35% in each of these two modes of assessment.

Learning outcomes A1, B2 and B3 will be assessed in the tests and B1 and B4 will be assessed as part of the seminar participation and presentation mode of assessment.

ASSESSMENT

In-course tests

Weighting: 50%
Assessment type: **(TEST)**
Additional details: The tests will take place during the seminar sessions.

Presentation

Weighting: 50%
Assessment type: **(SEMP)**
Additional details: Marks will be awarded for seminar presentations and participation

INDICATIVE READING

Blackwood T (1995) Accounting for Business, BEP Ltd

Drury, C (1996) Management and Cost Accounting, Thompson

Dyson, J.R (1997), Accounting for Non Accounting Students , FT Pitman

Mc Laney, E & Attrill, P (1999), Accounting : an Introduction, Prentice Hall

Millichamp, AH (1997) Finance for Non-Financial Managers, Letts

Learning materials supplied by Southampton Business School:
Accounting Fundamentals, Student Guide and Exercises

Relevant Journals and Articles

AUTHORSHIP

S.Reed, D.G. Hewett, E. A. Corns

Date prepared: February 2000

Unit Reference:

Unit Title: HERITAGE AND CULTURE
Credits: 20
Level: 1

Delivering School: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 1
Date Validated:

TOTAL STUDENT WORKLOAD **150 Hours**

Class Contact: 48 hours
Directed Learning: 54 hours
Independent Learning: 48 hours

Where normal time-tabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

None

UNIT DESCRIPTION

Heritage and culture are at the heart of the tourism product of the UK. Heritage tourism ranges from visits to historic towns and landscapes, heritage sites and buildings, to purpose-built heritage attractions, museums and theatres and to significant public spaces. Moreover, there is a large market for heritage tourism. An active interest in visiting heritage and cultural sites is a mass recreational pursuit in the Western world. Therefore, the aim of this unit is to provide students with a general introduction to the heritage tourism industry at local, regional and national level - primarily in the UK. The unit will introduce students to the difficulties in defining heritage tourism, given the diverse nature of the heritage tourism product. Heritage tourism involves the public, private and voluntary sectors but each sector tends to be involved in different aspects of provision - these differences will be illustrated through the use of case studies. A key element of the unit will be to identify and explain the key factors behind the growth and development of heritage tourism in recent years as well as some of the current problems identified in this sector of the tourism industry. Where applicable, study trips to heritage sites/destinations will be used to inform students' learning experience.

LEARNING OUTCOMES

A. KNOWLEDGE AND UNDERSTANDING

1. Describe the difficulties involved with defining heritage tourism
2. Explain the importance of the heritage sector within the tourism industry
3. Identify and explain the role of different organisations and agencies involved in heritage tourism in the context of natural, constructed and cultural resources

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Appraise the key reasons behind the growth/development of the heritage tourism industry
2. Begin to analyse the current problems related to the growth/development of the heritage tourism industry
3. Begin to evaluate existing and potential conflicts associated with different heritage resources

Practical and Professional skills

1. Undertake research with supportive guidance
2. Develop awareness of 'real-life' working practices in the heritage sector eg. through study trip visits

Key Skills

1. Introduction to working as part of a team to plan, prepare and present a heritage-related topic to a group of their peers
2. Communicate effectively in written and oral formats
3. Undertake directed and limited amount of self-directed activity
4. Introduction to, and use of, relevant information technology in the topic area

AREAS OF STUDY

Public, private and voluntary organisations/agencies involved directly and indirectly in the growth and development of the heritage tourism industry.

Tourism patterns and factors shaping the growth and development of the heritage tourism industry - including visitor profiles and motivations.

Different contexts of the heritage tourism resource ie. natural, constructed and cultural heritage.

TEACHING AND LEARNING STRATEGY

Lectures will cover the underpinning topics and/or theory required to meet learning outcomes listed under A and B above. Seminars and, where relevant, smaller tutorial groups, will be used to further explore issues identified in lectures. During seminars, group work presentation tasks will be set to enable students to research and analyse topics related to different aspects of the heritage tourism industry. Case studies will be used throughout and, where possible site visits, enabling students to apply knowledge and understanding of the industry to different heritage contexts.

ASSESSMENT STRATEGY

This unit aims to provide students with a broad underpinning knowledge and understanding of the heritage tourism industry and to provide a foundation for levels 2 and 3. The seminar presentations will test students' ability to work effectively as part of a team in the planning, preparation and communication of a heritage-related topic. The written assignment will be used to develop the presentation topic, testing the student's ability to utilise research techniques and the ability to identify, define and explain reasons for the growth and development of the sector. The exam will be used to test students' broad knowledge and understanding of the key themes of the unit.

ASSESSMENT

Weighting: 20%
Assessment type: **SEMP - Coursework: (Seminar Presentation – in groups)**
Special facilities: Overhead Projector; Computer Presentation Packages; Slide Projector

Weighting: 30%
Assessment type: **WRIT - Coursework: (Written Assignment)**

Weighting: 50%
Assessment type: **EXAM – (Examination)**

INDICATIVE READING

Core texts:

Fladmark, J. M. (1994) *Cultural Tourism*, London, Donhead

Grant, M. and Le Pelley, B. (1999) 'Heritage and making the most of it', *Insights*, A-37: September

Hewison, R. (1987) *The Heritage Industry: Britain in a Climate of Decline*, London, Methuen (if available)

Prentice, R. (1993) *Tourism and Heritage Attractions*, London and New York, Routledge

Swarbrooke, J. (1997) 'The future of the past: new directions for heritage tourism?', *Insights*, D-23: January

University of Greenwich Library (Heritage Links):
www.gre.ac.uk/directory/library/subjects/business/hera

Yale, P. (1997) *From Tourist Attractions to Heritage Tourism*, (2nd ed), Huntingdon, ELM Publications

Recommended reading:

Cooper, C. *et al* (1998) *Tourism: Principles and Practice*, (2nd ed), New York, Longman

Hanna, M. (1998) *The Heritage Monitor*, London, BTA/ETB Research Services

Herbert, D. T. (ed) (1995) *Heritage, Tourism and Society*, London, Mansell

Holloway, J. C. (1998) *The Business of Tourism*, (5th ed), New York, Longman

Law, C. M. (1993) *Urban Tourism*, London, Mansell

Law, C. M. (1996) *Tourism in Major Cities*, London, Thomson

Plus any new material from *Insights*

AUTHORSHIP

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Date Prepared: 19 April 2000

Unit Reference:

Unit title: INTRODUCTION TO TOURISM
Credits: 20
Level: 1

Delivering School: SBS
Parent Course: BA Tourism Management
Parent Level: 1
Date Validated:

TOTAL STUDENT WORKLOAD **150 Hours**

Class Contact: 48 hours
Made up of approximately:
Directed Learning: 54 hours
Independent Learning: 48 hours

When normal timetabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

None

UNIT DESCRIPTION

This unit aims to provide students with a foundation knowledge of the environment within which the travel and tourism industry operates. It will examine the theoretical concept of tourism and introduce students to its structure and organisation. An understanding of the influence of different academic disciplines along with historical and structural aspects is needed to underpin much of what follows on the course. It will also place the pathways into the wider context of the tourism sector. A basic knowledge of the variables associated with tourism motivation is needed for informed decision making in the tourism industry.

It is assumed that students may not have studied tourism before and this unit will provide all students with a uniform introduction to the subject. It will primarily have a domestic tourism focus.

There is an optional study visit on this unit to provide students with first hand experience of tourism within the UK and Europe.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Identify and explain the definitions and classifications of tourism /tourists
2. Explain the structure of the domestic tourism industry
3. Identify trends in the nature of tourism demand

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Being to evaluate information and make links with other aspects of tourism
2. Apply a broad knowledge base incorporating theoretical concepts with more depth in some areas

Practical and Professional skills

1. Appreciate the diversity of interests within the tourism industry
2. Understanding of the different units of measurement of tourism
3. Use tourism information sources

Key Skills

1. Receive and respond to information
2. Solving problems using information sources
3. Communicating ideas orally and in writing

AREAS OF STUDY

a) The Meaning and Nature of tourism:

Approaches to and disciplines used in studying tourism; definitions and classification of tourist types; key historical developments in domestic tourism and the influence of technology; the role of tourism in society; the place of the tourism pathways in the tourism industry.

b) The Structure of the Domestic tourism industry:

the role of the public sector, government legislation and political structures, national and regional tourist authorities, local government, amenity agencies
principle sectors of the industry and the inter-relationships between each sector, contemporary aspects of transport, accommodation, visitor attractions, destinations and tourist organisations/service sectors and regulation issues

c) Trends in the nature of tourism demand:

Sources of tourism data and statistics, uses and limitations, demographic, economic, social behavioural and geo-political factors affecting the demand for tourism in the UK, theories of motivation, tourist typologies and aspects of non-participation, international and domestic tourism flows, the UK's place in the world tourism market.

TEACHING AND LEARNING STRATEGY

Lectures will be used to deliver the key underpinning knowledge on the range and scope of tourism and its structural and demand aspects but this will be supplemented with case studies wherever possible. Seminars will allow a more interactive approach and the discussion of

linked contemporary material, both audio/visual and written, emerging from the lecture programme. Students will be encouraged to contribute to their own learning through researching and compiling data and study visits to major UK tourism venues.

ASSESSMENT STRATEGY

The learning outcomes will be assessed by three methods: a small group presentation, an assignment and a written exam. The small group presentation will test the ability of students to research, respond and communicate information on a sector of tourism. The assignment will build on this work and will test understanding of definitions of tourism/tourists and the linkages to the public sector and tourism demand issues.

The examination will test student's broad knowledge base of tourism and its measurement with in depth use of case study material, which will include tourism statistics. The examination will relate to this case study and other aspects covered in the unit.

ASSESSMENT

Weighting: 25%
Assessment type: **SEMP (seminar presentation)**
Additional details: Small groups will undertake a tourism sector presentation on an allocated topic.

Weighting: 25%
Assessment type: **WRIT (written assignment)**
Additional details: To be undertaken in pairs this assignment shall develop issues related to the tourism sector researched in the presentation above.

Weighting: 50%
Assessment type: **EXAM (Examination)**
Additional details: Case study material will be pre-issued and may be used in the examination. Two sides of A4 notes may be brought into the examination.

INDICATIVE READING

Core texts:

Holloway, J. C., (1998) *The Business of Tourism*, 5th edition, Longman

Recommended reading:

Cooper, C. et. al. (1998) *Tourism Principles and Practice*, 2nd edition, Longman

ETC/BTA (1990-present) *Insights*, London

McIntosh, R., Goeldner, C. and Ritchie, B., (2000) *Tourism: Principles, Practices, Philosophies*. 8th edition, John Wiley & Sons (Canada)

Weaver D. and Oppermann, M., (2000) *Tourism Management*, John Wiley & Sons (Australia)

AUTHORSHIP: Ben Oakley

Date Prepared: March 2000

Unit Reference:

Unit Title: **MARKETING PRINCIPLES**
Credits: **20**
Level: **1**

Delivering School: **SBS**
Parent Course: **BA (Hons) Marketing**
Parent Level: **1**
Date validated:

TOTAL STUDENT WORKLOAD 150 hours

Class Contact: 48 hours
Directed Learning: 60 hours
Independent learning: 42 hours

PREREQUISITES

None

UNIT DESCRIPTION

This unit aims to introduce students to the basic principles of marketing, and help them gain a thorough understanding of the marketing orientation, concepts and philosophy. The unit will cover the extended marketing mix, segmentation, targeting and positioning and also stages in new product development. The students will also be introduced to other areas of marketing including marketing research, international marketing and the communications mix.

LEARNING OUTCOMES

By the end of the unit student should be able to:

A. KNOWLEDGE AND UNDERSTANDING

1. Examine case study material related to marketing and relate to marketing principles and theories.
2. Provide explanations of the various tools and methods of marketing.

B. SKILLS AND OTHER ATTRIBUTES**Intellectual skills**

1. Research, compare and contrast the relative merits of the tools and methods of marketing.
2. Evaluate contemporary issues and trends in marketing.

Practical and professional skills

1. Analyse information from a variety of sources and apply to scenarios from different business sectors.

Key skills

1. Communicate with others: (presentation)
2. Work with others: (research and presentation)
3. Application of theory to practice (presentation, assignment)

AREAS OF STUDY

The marketing concept, the marketing environment, segmentation, targeting and positioning, the role of marketing research, core, formal and augmented product, branding and packaging, consumer products, industrial products, characteristics of services, the product lifecycle, new product development, functions of marketing channels, the role and tools of marketing communications including advertising, direct mail, personal selling, sponsorship, public relations and the Internet, pricing objectives and methods, international marketing, the nature of marketing ethics, relationship marketing.

TEACHING AND LEARNING STRATEGY

Students will attend a programme of lectures during which they will be guided through the basic principles of marketing and introduced to definitions, theories and concepts, and will be given explanations on the relevance and the role of the various activities involved in successful marketing operations. They will also attend tutorials in small groups, which will be student-centred and expand on the issues discussed in lectures. These tutorials will include discussions and case studies related to the students' degree background.

The tutorials will also be used for the purpose of continuous assessment.

ASSESSMENT STRATEGY

Assessment will be through a combination of an individual course assignment, and continuous group work measuring the students' attainment of the given learning outcomes.

Students are required to read the recommended book for their discipline, as well as the core text.

ASSESSMENT

The unit will be assessed by coursework comprising:

Group Work

Weighting: 50%
Assessment type: **(GRPW)**

Individual assignment:

Weighting: 50%
Assessment type: **(WRIT)**

INDICATIVE READING

Core text:

Dibb S., Simkin, L., Pride, W., Ferrel O.C., (1997) *Marketing Concepts and Strategies-Third European Edition*, Boston: Houghton Mifflin

Recommended reading:

Kotler, P., Armstrong, G., Saunders, J., Wong, V., (1999) *Principles of Marketing-second European Edition*, London: Prentice Hall

Brassington, F., Pettit, S., (2000) *Principles of Marketing-second edition*, London: Prentice Hall

Middleton, V.T., Clarke, J.R., (2000) *Marketing in Travel and Tourism-Third Edition*, Oxford: Butterworth Heiemann

Grantham W.F., (1998) *Health Fitness Management*, USA: Human Kinetics

AUTHORSHIP

Ebi Marandi

Date Prepared: February 2000

Unit Reference: HRM209

UNIT TITLE: ORGANISATIONAL BEHAVIOUR

LEVEL: 1

CREDIT POINTS: 10

DURATION: 1 semester of 15 weeks

TOTAL STUDENT WORKLOAD (hours) 75

made up of:	Class Contact	30
	Lectures	15
	Seminars	15
	Directed Learning	15
	Independent Learning	28.5
	Formal Assessment	1.5

PREREQUISITES:

None

OBJECTIVES:

This unit aims to provide an introduction to some of the main concepts and concerns of organisational behaviour studies.

At the conclusion of the unit the students should be able to:

1. Examine organisation theory and practice using case studies.
2. Examine the ways in which people behave as individuals and groups in various organisational contexts.
3. Develop proficiency in problem-solving and interpersonal skills.
4. Appreciate the social and political nature of organisations.

DESCRIPTION:

The unit forms an introduction to organisational behaviour studies. Throughout the unit students will be encouraged to analyse the behaviour of people in organisations both as an individual and as a member of a group. Students will be introduced to theoretical perspectives of behaviour in organisations using a variety of teaching/learning methods.

LEARNING METHODS:

The unit will utilise a variety of learning/teaching activities. Tutor-centered activities will provide a framework of concepts and theories upon which students may stimulate and develop their own independent learning through the preparation of seminar work, discussion of case studies and use of additional learning materials.

ASSESSMENT:

1. A written assignment of 1,500 words to critically evaluate a selected topic from the unit in order to assess the understanding of the different aspects of the behaviour of people in organisations. (40%)
2. Examination (60%)

AREAS OF STUDY:

Introduction to business organisations and objectives. Introduction to Organisational Theory. The Individual within the Organisation. Learning. Personality. Motivation. Stress. Groups and Teams. Leadership and Delegation. Power and Conflict. Organisational Growth and Change, including the introduction of Information Technology. Organisational Culture.

INDICATIVE READING:

Buchanan, D & Huczynski, A (1997) *Organisational Behaviour 3rd Ed.* Prentice Hall.

Handy, C (1986) *Understanding Organisations* Penguin.

Morgan, G (1986) *Images of Organisation* Sage.

Mullins, L (1996) *Management and Organisational Behaviour* Pitman.

Robbins, S (1996) *Organisation Theory: Structure, Design and Applications 7th Ed.* Prentice Hall

JOURNALS:

Personnel Review
Personnel Management
Management Today

Authors of Unit: Barbara Peters Date: 20.2.92
Adam Palmer

Amended: Tara Fleming Date: 8.1.98

Unit Reference:

Unit title: TOURISM GEOGRAPHY
Credits: 20
Level: 1

Delivering School: SBS
Parent Course: BA Tourism Management
Parent Level: 1
Date Validated:

TOTAL STUDENT WORKLOAD **150 Hours**

Class Contact: 48 hours
Directed Learning: 54 hours
Independent Learning: 48 hours

When normal timetabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

None

UNIT DESCRIPTION

This unit aims to provide students with an introductory knowledge of spatial and temporal aspects of tourism. It will examine related concepts of tourism development and introduce students to the worldwide patterns of tourism resources and supply. An understanding of the evolving forms of tourism in rural, urban and coastal environments along with the socio-economic influences that have shaped them is essential to underpin current and future industry developments. It particularly links with the Tourism Impacts unit at level 1 and provides a basis for the level 2 unit, Tourism Policy, Planning and Development.

The unit will primarily have an international focus with particular reference to Europe.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Identify and explain spatial and temporal explanations of tourism development
2. Explain the global patterns of demand and supply evident in the tourism industry
3. Identify trends in the nature of international, national and regional tourism development

B. SKILLS AND OTHER ATTRIBUTES**Intellectual Skills**

1. Start to evaluate information on the principal generating and destination countries

2. Apply a broad international tourism knowledge base incorporating theoretical tourism development concepts

Practical and Professional skills

1. Appreciate the regional diversity within the tourism industry and understand some of the underlying causes of such diversity
2. Understanding of the different measures of national tourism development
4. Undertake research with supported guidance

Key Skills

1. Locate, select and summarise information
2. Interpreting information in a variety of visual forms
3. Communicating ideas orally and in writing

AREAS OF STUDY

Worldwide resource influences on tourism, worldwide tourist generating markets, global patterns of international tourism, factors affecting patterns of tourism in Europe.

The geography of tourism, methodological limitations, measures of national tourism development.

Theories of tourism development, spatio-temporal models applied to: coastal resort development, the growth and development of urban tourism, urban waterfront developments, tourism growth in historic cities, tourist cycles in rural regions.

TEACHING AND LEARNING STRATEGY

Typically the weekly hours commitment will include 2 hours of formal delivery for each of the 24 weeks. Students will in addition be expected to manage directed learning and independent study in support of the unit. Lectures will be used to deliver the key underpinning knowledge on the approaches to tourism geography, the world and European patterns and the explanations of tourism development. These will be supplemented with case studies wherever possible.

Seminars will allow a more interactive approach and the discussion of linked contemporary material, both visual and written, emerging from the lecture programme. Students will be encouraged to contribute to their own learning through researching and compiling data.

ASSESSMENT STRATEGY

The learning outcomes will be assessed by three methods: small group coursework, an individual class test and an individual written piece of work. The small group coursework will test the ability of students to research, respond and communicate information on an allocated national or regional tourism issue related to tourism geography. The class test will develop on this work and be designed in short answer and/or multiple choice format to assess

the knowledge gained from the range of countries and issues covered in the group coursework.

The assignment will test understanding spatial/temporal concepts of tourism development and wider causal influences.

ASSESSMENT

Weighting: 30%
Assessment type: **SEMP (seminar presentation)**
Additional details: Small groups will undertake an allocated national or regional tourism issue related to tourism geography

Weighting: 30%
Assessment type: **TEST (Class Test)**
Additional details: To be undertaken individually in a timetabled one hour session. This test will be based on the issues raised in the above coursework.

Weighting: 40%
Assessment type: **WRIT (written assignment)**
Additional details: To be undertaken individually; this assignment will develop issues related to tourism development.

INDICATIVE READING

Core texts:

Oppermann, M. and Kye-Sung Chon (1997) *Tourism in Developing Countries*, Thomson Business Press

Pearce, D., (1995) *Tourism Today: A Geographical Analysis*, Longman

Recommended reading:

Burton, R., (1995) *Tourism Geography*, Pitman: London

Hall, C.J. and Page, S.J. (1999) *The Geography of Tourism and Recreation*, Routledge

Willaims, S., (1998) *Tourism Geography*, Routledge

AUTHORSHIP:

Ben Oakley

Date Prepared: March 2000

Unit Reference:

Unit Title: TOURISM IMPACTS
Credits: 20
Level: 1

Delivering School: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 1
Date Validated:

TOTAL STUDENT WORKLOAD 150 Hours

Class Contact: 48 hours

Directed Learning 54

Independent Learning 48

PREREQUISITES

None

UNIT DESCRIPTION

Tourism has many positive economic and social impacts however the negative impacts of tourism are heavily concentrated at destinations. With increasing demand many areas of the world have already succumbed to the negative impacts of tourism. Recently, an increased sensitivity to environmental issues has been instrumental in moving the tourism industry towards finding new solutions and techniques to alleviate adverse destination impacts.

The aim of this unit is to increase students' awareness of the need to effectively plan and manage tourism at all levels, within a national, regional and local framework. This is achieved by studying the impacts of tourism on destinations from three perspectives: economic, environmental and socio-cultural. The unit will prepare students for The Tourism Policy, Planning and Development unit in level two, which looks at solutions for managing impacts. The unit will also provide a part rationale for other level two units e.g. Law and the Tourism Industry. The level three unit, Current Issues for Tourism will pick up key themes from the Tourism Impacts unit e.g. the notion of sustainable tourism and carrying capacity, for in-depth evaluation.

LEARNING OUTCOMES

A. UNDERSTANDING AND KNOWLEDGE

1. Investigate the destination as a focal point of tourism activity
2. Identify and describe the main economic, environmental and socio-cultural impacts of tourism
3. Assess the importance of tourism planning in terms of the relationship with economic, environmental and socio-cultural impacts

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Assess different methodologies to measure tourism impacts
2. Evaluate the contribution and impacts of tourism in social, economic, environmental and cultural terms
3. Appreciate and begin to evaluate the effects of resourcing changes on the tourism sector

Practical and Professional Skills

1. Apply principles of environmental auditing.
2. Apply economic concepts to the tourism industry.

Key Skills

1. Apply numerical skills
2. Communicate in a form and manner, which is, clear and appropriate.
3. Work as a member of a team to achieve a common goal
4. Work independently within broad guidelines

AREAS OF STUDY

Social and cultural impacts: The nature of socio-cultural impacts of tourism. Approaches to the study of socio-cultural impacts of tourism. Methods of measuring. Impact on cultural heritage and cultural identity, cross-cultural exchange.

Economic Impacts: Scarcity and allocations; supply and demand; tourism income and GDP; government involvement; travel, tourism and LDCs; whole environment tourism.

Environmental Impacts: Conservation of natural areas; environmental education and awareness; ecotourism; resource demand; waste generation and disposal; pollution; habitat destruction; reduction in biodiversity. Environmental impact assessment and environmental auditing.

Carrying capacity and introduction to tourism planning development

TEACHING AND LEARNING STRATEGY

This unit will be delivered mainly through lectures and tutorials. Lectures will deliver the bulk of the theory. Tutorials will provide an opportunity to study the application of theory particularly through the use of case studies. Guest lecturers will be used where appropriate to ensure currency. Students will be encouraged to read widely using a range of sources.

The unit is divided into three parts where socio-cultural, economic and environmental impacts are taught consecutively.

ASSESSMENT STRATEGY

Students will work in-groups of three if possible. At the end of each 8-week bloc addressing either socio-cultural, economic and environmental impacts one student from each group will give a presentation. Thus, by the end of the unit, each group will comprise of individual members who have been responsible for leading research into a particular impact. Student presentations will allow assessment of the lower order cognitive skills outlined under the heading "Understanding and Knowledge". These assessments may require students to describe how a destination is affected by tourism and the need for effective planning. This understanding is essential before progression to the stage where impacts are evaluated against each other in a form of cost/benefit analysis and the concept of impact measurement is introduced (and assessed by a group written assignment described below). Formative assessment therefore will help in the management of course content and delivery.

Evidence of higher order cognitive outcomes listed under "Intellectual Skills" will be in the form of group written assignments. Students may be required to demonstrate the ability to evaluate impacts in order to determine the viability of, and justify tourism strategies. Such evaluation will necessitate an appreciation of impact measurement methodologies. The group assignment provides students the forum for debate. Students in each group will have to consider their particular "impact" (i.e. the topic of their individual presentation) in the context of other impacts.

The presentations and written assessments outlined above require the students to be selective in the content matter to be studied. The exam questions will focus on key concepts associated with tourism impacts and will indicate the students' awareness and depth of understanding of the topic as a whole.

All the coursework marks are allocated to groups. The exam will allow for individual assessment.

ASSESSMENT

Weighting	40%
Assessment type	EXAM (Examination)
Weighting	40%
Assessment Type	WRIT (Written assignment)
Additional details	group assignment
Weighting	20%
Assessment type	SEMP (Seminar presentation)
Special facilities	OHP/computer presentation systems (optional)
Additional details	Three presentations are given which together give the group mark

INDICATIVE READING

Cooper, C. Fletcher, J. Gilbert, D. Wanhill, S. (1998) *Tourism Principles and Practice*. Harlow:Longman.

Croall J (1995) *Preserve or Destroy*. Calouste Gulbenkian Foundation.

Laws, E. (1995) *Tourism Destination Management. Issues, Analysis and Practices*. Routledge.

Mathieson, A. and Wall, G. (1989) *Tourism: Economic, Physical and Social Aspects*, Longman, Harlow.

Middleton, V. T. C (1998) *Sustainable Tourism*. Oxford:Butterworth Heinemann.

Shaw, G. and Williams, A. M. (1994) *Critical Issues in Tourism: A Geographical Perspective*, Oxford:Blackwell.

Tribe, J. (1995) *The Economics of Leisure and Tourism - Environments, Markets and Impacts*. Butterworth-Heinemann.

AUTHORSHIP

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Date Prepared: April 2000

Unit Reference:**Unit Title:** UNDERGRADUATE SKILLS**Credits:** 20**Level:** 1**Delivering School:** SBS**Parent Course:** BA (Hons) Tourism Management**Parent Level:** 1**Date Validated:****TOTAL STUDENT WORKLOAD** 150 Hours

Class Contact: 48

Made up of approximately:
Workshops 48

Directed Learning 48

Independent Learning 54

Where normal timetabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

None

UNIT DESCRIPTION

This unit has been developed to help students prepare for the intellectual challenge of undergraduate programmes and enable them to maximise the benefits and enjoyment of their studies. Diverse student populations will improve their chances of success through undertaking this unit for it is dedicated to the development of skills.

The assumption that all students can acquire these skills through the study of their subject specialism is no longer tenable. Further, this unit will help clarify for students, at an early stage, what demands will be made on them and what level of performance will be expected to obtain a worthwhile degree.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Describe what is meant by learning and explore the learning opportunities available as part of their degree
2. Identify and apply study skills techniques
3. Recognise the importance of research concepts and techniques, and be able to apply them

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Explain the hierarchy of intellectual skills, and begin to develop them
2. Demonstrate and utilise the concept of logical reasoning
3. Explain and apply problem solving techniques

Practical and Professional Skills

1. Appreciate what 'graduateness' means and how this is related to graduate recruitment in terms of employers and what they seek when recruiting

Key Skills

1. Be able to communicate effectively in written and oral formats
2. To be able to use a range of IT applications
3. Review basic numeracy and develop and apply statistics
4. Develop the skill of working with others

AREAS OF STUDY

Key Area 1:

Effective Learning: personal goals, sources of learning, learning styles, surface/deep/strategic learning, lifelong learning.

Study Skills: notetaking; reading, writing effectively, basic numbers and assessment.

Working with others: presentations, group work, talking and active listening.

Thinking Skills: critical, lateral, creative, problem-solving.

Research related: Resource centre visit (search mechanisms, CD-ROMs, Internet etc.) citing, references, bibliographies, plagiarism, Endnotes package.

Key Area 2:

Information Technology: word processing (Word/WordPerfect); spreadsheets (Excel, Lotus 123); presentation package (PowerPoint), introduction to databases and SPSS.

Key Area 3:

Numeracy and Statistics: data summary; data analysis; decision making; forecasting.

TEACHING AND LEARNING STRATEGY

The outcomes of the unit require a particularly student centered and reflective approach. Experiential learning in a workshop format will be the main medium for delivery. Within the workshops mini lectures on core topics will be delivered. Through exercises, discussion, case studies, problem solving and others techniques students will further explore these concepts in groups and individually. The I.T. components of the unit will be delivered in specialist I.T. facilities throughout the Institute.

Students will participate in a range of activities that mirror their specialist studies and enable them to gain experience in practicing the skills developed within this unit.

Each Key Area of Study will take one third of the workshops.

ASSESSMENT STRATEGY

This unit will contain both formative and summative assessments thus ensuring that all learning outcomes identified are met.

The summative assessments will take the format of three in-course assessments, one assessment for each Key Area of Study.

Students are expected to attend a minimum of 80% of the workshops. Those not meeting this requirement, without certificated evidence, will incur a deduction of 10% from their final grade (for example, a final grade of 58% would become 48%)

ASSESSMENT

Coursework

Weighting:	40%
Assessment type:	CSWK (Coursework)
Special facilities:	Videoing/Powerpoint/OHP (formative)

Computer-based Test

Weighting:	30%
Assessment type:	COMP (Computer-based)
Special facilities:	IT access

Statistical Test

Weighting:	30%
Assessment type:	NMTS (Numeracy Test (Stats))

INDICATIVE READING

Core texts:

Camerson, S (1999) *The Business Student's Handbook, Developing Transferable Skills*. London: Financial Times, Pitman Publishing.

Recommended reading:

Blundel, R. (1998) *Effective Business Communication*. London: Prentice Hall

Chaffe, J (1995) *The Thinker's Guide to College Success*. New York: Houghton Mifflin

Dudley, G.A. (1998) *Speed Reading The Foolproof Way To Rapid Reading And Improved Learning Power*. London: Thorsons

Edwards, J. S. and Finlay, P. N. (1997) *Decision Making with Computers*. London: Pitman

Ellis, D (1994) *Becoming a Master Student* (7th Ed) Boston, USA: Houghton Mifflin

Heritage, K. (1998) *Successful Report Writing In A Week*. (2nd ed.) London: Headway.

Fairbairn, G.J. and Winch, C. (1991) *Reading, Writing and Reasoning: A Guide for Students*. The Society for Research into Higher Education & Open University Press

Lashley, C (1995) *Improving Study Skills, A competence approach* New York: Cassell

Laudon, K. C. and Laudon, J. P. (1992) *Solving Classic Business Problems: An Introduction to Lotus 123*. New York: Addison-Wesley Pub. C. Inc.

Race, P. (1999) *How To Get A Good Degree Making The Most Of Your Time At University*. Buckingham: Open University

Rawlins, K. (1999) *Study Skills for Adult Learners*. London: Emap Healthcare Open Learning.

Templeton, M. and Fitzgerald, S.S. (1999) *Schaum's Quick Guide to Great Presentations*. New York: McGraw-Hill

Thomas, R. (1996) *Quantitative Methods for Business*. London: Prentice Hall

Winship, I. And McNab, A. (1998) *The Student's Guide to the Internet*. London: Library Association

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Mike Johnstone
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Date prepared: February 2000

Unit Reference:

Unit Title:	COACHING FOR OUTDOOR ADVENTURE
Credit Points:	20
Level:	2
Delivering Faculty:	SBS
Parent Course:	BA (Hons) Outdoor Adventure Management
Parent Level :	2
Date Validated:	

TOTAL STUDENT WORKLOAD (150 hours):**Made up of approximately:**

class contact	72
directed learning	45
independent learning	33

PREREQUISITES:

Coaching Methods

UNIT DESCRIPTION

To work effectively and successfully as an outdoor adventure coach, students need to have a good understanding of coaching methodology. The environment can be harsh and perceived as dangerous. This brings problems of communication and potential fear. It is therefore essential coaches in this environment get it right first time.

Theories from level one 'Coaching Methods' will be developed and enhanced to fit the needs of the outdoor adventure coach.

Learning Outcomes

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

Understanding and knowledge

- I. Identify and evaluate good coaching practice.
- II. Explain the stages of learning and factors that can affect it within outdoor adventure sport.
- III. Identify motivation techniques whilst participating in outdoor adventure sport.
- IV. Identify the role of exercise psychology in outdoor adventure coaching.
- V. Explain the environment effects of outdoor adventure sport on the human body.

Skills and other attributes

- Cognitive skills

- I. Analyse individual performance effectively.
- II. Respond to the expectations of athletes and their changing needs as they develop.
- III. Assess risk whilst coaching outdoor adventure sport.

- Practical Skills

- I. Use video as an aid to analyse performance.
- II. Attempt NGB personal and instructor/coaching qualifications.
- III. Demonstrate the technical and personal skills expected from professional outdoor adventure coaches.

- Key Skills

- I. Communicate effectively.
- II. Effectively goal set for themselves and their students to reach their desired outcomes.

Areas of study

- I Learning theories
- II Coaching methods that enhance performance
- III Observation and analysis of movement
- IV Assessing risk

Teaching and Learning Strategy

Students will attend a practical session, seminar and lecture each week. The lectures will cover the underpinning academic theory. The seminars use real life case studies to discuss outdoor coaching issues. The practical will allow students to demonstrate the practical application of theory.

ASSESSMENT

Coursework assessment(s) 100%

Made up of

Weighting: 30%
Assessment type: **PRAC practical assessment**

Weighting: 30%
Assessment type: **WRIT Written assignment/case study**

Weighting: 40%
Assessment type: **TCCW two in-course tests**

ASSESSMENT STRATEGY

The practical will be continuously assessed. This will allow fair marking to those of differing ability/experience. The emphasis is on improving personal technical skills and coaching ability. The written assignment will be designed to assess the student's ability to demonstrate depth of knowledge, ability to research and debate specific elements of coaching theory. The in course tests will provide formative assessment of student knowledge and understanding.

INDICATIVE READING

Core texts:

Dick, F. (1997) *Sports Training Principles*, A & C Black, London (3rd Ed)

Jones B. (1993) *Guide to Effective Coaching*, Brown & Benchmark

Martens, Rainer. (1990) *Successful Coaching*, Human Kinetics

Crisfield, Penny. (1996) *The successful coach guidelines for coaching practice*, NCF.

Recommended reading:

Alter, M. (1996) *Science of Flexibility* (2nd Ed)

McArdle, Katch & Katch, (1996). *Exercise Physiology* (4th Ed)

Maud P J, Foster C (1995) *Physiological Assessment of Human Fitness*, Human Kinetics, Leeds

Sharkey, B (1990) *Physiology of Fitness* (3rd Ed)

Sharkey, B (1997) *Fitness and Health* (4th Ed)

Wilmore, J. & Costill, D (1999). *Physiology of Sport and Exercise* (2nd Ed)

Lee M (1993) *Coaching Children in Sport*, E & F N Spon

Weinberg, R. S. (1995) *Foundation of Sport & Exercise Psychology*, Human Kinetics, Leeds

Journal of Sport Science

<http://www.ausport.go.au>

<http://www.brainmac.demon.co.uk>

<http://gssiweb.com>

<http://www.rohan.sdsu.edu>

<http://nsmi.org.uk>

UNIT AUTHOR: Euan McGrath

Date prepared: February 2000

Unit Reference:

Unit Title: CUSTOMER CARE AND SERVICE QUALITY
Credits: 20
Level: 2

Delivering Faculty: SBS
Parent Course: BA (Hons) Health & Fitness Management
Parent Level: 2
Date Validated:

TOTAL STUDENT WORKLOAD **150 hours**

Class Contact: 48 hours
Directed learning 52 hours
Independent learning 50 hours

Where normal timetabled session do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

None

UNIT DESCRIPTION

The world's most successful organisations place at the heart of their businesses continuous improvement in customer care and quality service. The desire to do that bit extra for customers must be embedded in the company culture. In today's highly competitive marketplace, the way companies build relationships with their customers can make the difference between success and failure. This is no where more visible than in the service sector where a quality service adds value and leads to retention of customers and increased profits.

This unit aims to explore the relationship between customer care, service quality, customer satisfaction, retaining customers and financial success. It covers key theoretical concepts with a strong emphasis on its practical application as a management tool. In terms of customer care the unit aims to identify and evaluate customer expectation with regard to customer service, examine the organisational process involved in customer service, analyse and evaluate appropriate control and monitoring systems and develop customer service policies.

With regard to service quality, aims include evaluating the importance of quality to both the customer and the organisation, analysing and evaluating internal and external quality systems and implementing appropriate control and monitoring systems.

LEARNING OUTCOMES

A. KNOWLEDGE AND UNDERSTANDING

1. Assess the importance of an organisation's ability to meet customers expectations
2. Define quality in the context of service delivery and clarify its role in the management process

B. SKILLS AND OTHER ATTRIBUTES

Intellectual skills

1. Investigate and evaluate the appropriateness of monitoring and control systems used by organisations
2. Assess and evaluate internal and external quality systems

Practical and Professional skills

1. Research the monitoring and control systems of an organisation and devise a flow-chart illustrating its operation
2. Devise an appropriate customer service policy for an organisation
3. Create a customer care and service quality training programme for staff having recently joined an organisation

Key skills

1. Ability to communicate effectively with customers and colleagues
2. Work effectively as a member of a team
3. Write relevant business correspondence eg memos, letters, reports and diagrams etc

AREAS OF STUDY

Characteristics of service quality: definitions of quality, internal/external customers, perceptions of quality, concepts and applications, quality 'gurus', quality in a competitive market.

Range of tools and techniques for managing quality: Kite mark awards, total quality management (TQM), continuous improvement, quality circles, bench marking, current developments, quality tools, cause and effect diagrams, flow process analysis, hazard analysis etc

Key components of effective customer care and service quality management: Setting standards, communicating the message, training, empowerment of staff, organisational procedures, monitoring and evaluation, quality documentation

The role of people in maintaining customer care and service quality: Organisational culture, attitudinal mapping, service cultures, recruitment and selection, psychometric tests, managing change, teams and leadership

TEACHING AND LEARNING STRATEGY

The core concepts of customer care and quality service will be delivered through a series of lectures and explored through smaller seminar sessions. Videos will be used to enhance learning and to illustrate theories and problems. Seminars will involve discussion and problem solving.

Case studies, current trade and industry journals and magazines and newspaper articles will be used to illustrate teaching points as appropriate. Students will be required to research articles in academic journals, text books, magazines and newspapers and give summary presentations for discussion at seminars. Through discussion students will be encouraged to draw upon their own relevant experiences gained at work or, indeed, as a customer.

ASSESSMENT STRATEGY

Assessment serves to improve students learning and measure their levels of achievement. It highlights students strengths and weaknesses enabling them to identify where they may wish to place more emphasis at their next stage of learning.

On this unit students will be assessed in four modes divided into in-course assessment and end of unit assessment.

End of unit assessment

The end of unit assessment will be by unseen examination and be designed to test students ability to apply relevant concepts and theories in solving small problems and their ability to articulate understanding.

In-course assessment

The in course assessment will be designed in a way which will develop and assess students ability to research, evaluate and critique customer care and quality service processes. In addition, it aims to assist students in evaluating their own strengths and weaknesses and those of their peers by introducing peer assessment. The in-course assessment will be in three parts: a written group report, a group presentation on the findings of the report and contribution at seminars on research topics

ASSESSMENT

End of unit assessment

Weighting:	40%
Assessment type:	EXAM (examination)
Special facilities:	None
Duration:	Two hours

In-unit assessments

a. group written report

Weighting:	30%
Assessment type:	GRWK (group report)
Special facilities:	none

b. group presentation

Weighting: 20%
Assessment type: **PRES** (presentation of above report)
Special facilities: none

c. contribution at seminars

Weighting: 10%
Assessment type: **SEMP** (presentation of research topics at seminars)
Special facilities: none

INDICATIVE READING

Core texts:

Cook S 1997 *Customer Care* 2nd ed Kogan Page, London

Freemantle D 1998 *What Customers Think About You* Nicholas Brealey Publishing Ltd,
London

Recommended reading:

Johnson T & Jakeman M 1997 *The Customer Challenge* Financial Times Pitman Publishing,
London

Hayes J & Dredge F 1998 *Managing Customer Service* Gower Publishing Ltd, Aldershot

Heskett J L, Sasser W E & Schlesinger L A 1997 *The Service Profit Chain* The Free Press,
New York

Hartley B & Starkey M W 1996 *The Management of Sales & Customer Relations*
International Thomson Business Press, London

Workbook - reference only

ILAM 1990 *Customer Care in Leisure Organisations (Guidelines for managers and staff)*

Videos

ISRM Training Pack, Quality Customer Service in Sport & Recreation

Video Arts on customer care

Fawlty Towers (John Cleese)

Brittas Empire

AUTHORSHIP

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Date Prepared: 19 July 1999

Unit Reference:**Unit Title: HERITAGE TOURISM MANAGEMENT AND INTERPRETATION****Credits: 20****Level: 2****Delivering School: SBS****Parent Course: BA (Hons) Tourism Management****Parent Level: 2****Date Validated:****TOTAL STUDENT WORKLOAD 150 Hours**

Class Contact: 48 hours

Directed Learning: 42 hours

Independent Learning: 60 hours

Where normal time-tabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

Heritage and Culture (Level 1 unit)

UNIT DESCRIPTION

Visiting heritage sites/destinations is one of the mainstays of the British tourism industry. However, there is often a need to maintain a delicate balance between conservation of a heritage resource and the provision of a high quality visitor service/experience. Moreover, managed correctly, heritage tourism is a key component of promoting a more sustainable approach to tourism. Therefore, the aim of this unit is to provide students with the knowledge and understanding of the various components of visitor management strategies and interpretation techniques employed in different heritage tourism contexts. The unit aims to locate these strategies and techniques within the overall framework of a sustainable tourism approach. A key element of the unit will be study trips to heritage tourism sites/destinations in order for students to apply knowledge and understanding gained throughout the unit.

This unit builds on the Level 1 unit: *Heritage and Culture* and will focus, primarily, on heritage tourism contexts in the UK.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Describe the various components of a visitor management strategy in different heritage tourism contexts

2. Explain the different interpretation techniques employed in different heritage tourism contexts
3. Account for the role of visitor management strategies and interpretation techniques in delivering a high quality and sustainable visitor experience

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Appraise the key components of a visitor management strategy in different heritage tourism contexts
2. Justify the use of interpretation techniques in different heritage tourism contexts
3. Evaluate the role of visitor management strategies and interpretation techniques within the framework of a sustainable tourism approach

Practical and Professional skills

1. Ability to apply theoretical knowledge of visitor management strategies and interpretation techniques to 'real-life' heritage context eg. through study trip visits
2. Ability to research independently within broad guidelines

Key Skills

1. As part of a team, work effectively to plan, prepare and present a heritage-related topic to a group of their peers
2. Communicate effectively in written and oral formats
3. Participate in independent/collaborative learning
4. Effective use of information technology in the topic area

AREAS OF STUDY

Different contexts of the heritage tourism resource ie. natural, constructed and cultural heritage.

Various components of visitor management strategies employed in different heritage tourism contexts.

Role of interpretation techniques; different media for interpretation; establishing visitor needs for effective interpretation; visitor profiles and motivations.

Framework of sustainable heritage tourism approaches.

TEACHING AND LEARNING STRATEGY

Lectures will cover the underpinning topics and/or theory required to meet learning outcomes listed under A and B above. Seminars and, where relevant, smaller tutorial groups, will be used to further explore issues identified in lectures. During seminars, group work presentation tasks will be set to enable students to research and analyse the components of visitor management strategies and justify use of interpretation techniques in different heritage tourism contexts. Case studies will be used throughout and, where applicable site visits, enabling students to apply knowledge and understanding to ‘real-life’ scenarios.

ASSESSMENT STRATEGY

The seminar presentations will test students’ ability to work effectively as part of a team in the planning, preparation and communication of visitor management strategies and interpretation techniques. The case study will be used to develop the presentation issues, testing the student’s ability to utilise research techniques and their ability to identify, explain and justify the use of visitor management strategies/interpretation techniques at a specific heritage tourism site/destination. Site visits may be used as formative assessment towards the summative assessment of the case study project.

ASSESSMENT

Coursework **100%**

Weighting: 30%
Assessment type: **SEMP** (Seminar Presentation – in groups)
Special facilities: Overhead Projector; Computer Presentation Packages; Slide Projector
Additional details:

Weighting: 70%
Assessment type: **PROJ** (Project/Case Study)
Special facilities: None
Additional details: Site visits where applicable

INDICATIVE READING

Core texts:

Cooper, C. (1991) ‘Interpretation: a destination management and marketing tool’, *Insights*, A-1: July

Fladmark, J. M. (1993) *Heritage: Conservation, Interpretation and Enterprise*, London, Donhead

Grant, M. (1994) ‘Visitor Management’, *Insights*, A 41: September

Leask, A. and Yeoman, I. (1999) *Heritage Visitor Attractions: An Operations Management Perspective*, London and New York, Cassell

Shackley, M. (ed) (1998) *Visitor Management: Case Studies from World Heritage Sites*, Oxford, Butterworth-Heinemann

University of Greenwich Library (Heritage Links):
www.gre.ac.uk/directory/library/subjects/business/heritage

Recommended reading:

Fladmark, J. M. (1994) *Cultural Tourism*, London, Donhead

Hanna, M. (1998) *The Heritage Monitor*, London, BTA/ETB Research Services

Prentice, R. (1993) *Tourism and Heritage Attractions*, London and New York, Routledge

Yale, P. (1997) *From Tourist Attractions to Heritage Tourism*, (2nd ed), Huntingdon, ELM Publications

Journals

Tourism Management

Sustainable Tourism

Interpretation

Heritage Today

Managing Leisure

Plus any new material from *Insights*

AUTHORSHIP

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Date Prepared: 19 April 2000

Unit Reference:

Title: LEGAL ENVIRONMENT FOR TOURISM
Credits: 20
Level: 2

Delivering Faculty: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 2
Date Validated:

TOTAL STUDENT WORKLOAD: 150 Hours

Lecture	24 hours
Seminars	24 hours
Directed Learning	42 hours
Independent Learning	60 hours

PREREQUISITES:

None

UNIT DESCRIPTION:

This unit is intended to provide the underpinning knowledge of the legal and regulatory framework that would be necessary for effective working within the tourism industry. The unit introduces the students to the basic principles of English Legal system and the law of contract and tort. This basic knowledge will be further developed through the areas of law concerning employment; consumer; planning; transport and health and safety. The study will cover the sources of the relevant law; its application and enforcement and the civil and criminal remedies available.

LEARNING OUTCOMES:**A. UNDERSTANDING AND KNOWLEDGE**

1. Explain the legal and regulatory framework for the tourism industry
2. Explain the Principles of Law of Contract and Tort
3. Examine the role of consumer protection laws and employment law
4. Identify laws governing transport with regard to the carriage of passengers
5. Outline health and safety law and the laws regarding food and beverage
6. Identify planning laws and their role in tourism

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Utilise and apply problem solving techniques to tourism legal case studies
2. Use logically reasoned arguments
3. Evaluate situations and select the appropriate legal requirements

Practical and Professional Skills

1. Make judgements regarding the appropriateness of actions and decisions taken
2. Demonstrate an appreciation of good legal practice in tourism management situations

Key Skills

1. Communicate effectively
2. Articulate within a discussion group the appraisal of the legal framework and its influences on the tourism industry
3. Apply information technology skills

AREAS OF STUDY:

Legal and Regulatory Framework for Tourism
Laws and Regulations Relating to Health and Safety
Principles of Employment law
Consumer Protection Law
Law of Contract and Tort
Licensing laws, Catering and Food Safety Acts
Laws governing transport within, from and to the UK - surface and sea transport, air transport
Planning Acts and the Rights of Way

TEACHING AND LEARNING STRATEGY:

Lectures will provide the essential knowledge and understanding part of the unit with seminars expanding and developing the key themes. The form and content will vary according to the subject matter, however, case studies will be included to facilitate the understanding of concepts and principles and develop analytical and problem solving skills.

ASSESSMENT STRATEGY:

Assessment will involve 60% written assessment and 40% in-course tests.

The individual in-course class test(s) will be in the early part of the unit, to allow tutors to ensure students understand the content. The first written assignment will focus on general law. The second written assignment will assess students ability to relate theory to a practical tourism situation.

ASSESSMENT:

Weighting:	40%
Assessment type:	TEST (Class Test(s))
Weighting:	30%
Assessment type:	WRIT (Written Assignment)
Weighting:	30%
Assessment type:	WRIT (Written assignment)

INDICATIVE READING:

Core texts:

Adams, A. (2000) *Law for Business Students*. 2nd Ed. Longman

Appleton, A. (1992) *Cases and Material on Tourism Law*. Elm Publications

Selwyn, N (1999) *The law of Health and Safety*. Croner Publications

Recommended reading:

Bowen, A. (1994) *The Implementation of the European Directive on Package Travel*. Pitman Publishing.

Corke, J. (1988) *Tourism Law*. Elm Publications

Downes, D and Paton. (1993) *Travel Agency Law*. Pitman Publishing.

Grant, D and Mason, S. (1993) *The Package Travel, Package Holidays and Package Tours Regulations*. University of Northumbria Travel Law Centre.

Jones, J.N. (1997) *Practical Guide to Package Holiday Law and Contracts*. Tolley.

Poustie, M., Geddes, N., Steward, W. and Ross, J. (1996) *Hospitality and Tourism Law*. Thomson Business Press.

Major & Taylor (1996) *Law of Contract 9th Ed*. Pitman

Miller, C. I., Harvey, B.W. and Parry, D.L. (1998) *Consumer and Trading Law, Text, Cases and Materials*. Oxford .P.

Lockton, D.I. (1999) *Employment Law*. 3rd Ed. MacMillan

Pannell, A. (1997) *Law of Torts*. Pitman Publishing

Poustie, M. (1997) *Hospitality and Tourism Law*. International Thomson.

Rogers, P. (1993) *A Practical Guide to the Package Travel Regulations*. Landor Travel Publications,.

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Ian Harris

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Date prepared: April 2000

Unit Reference:

Unit Title: MANAGEMENT FOR VISITOR ATTRACTIONS
Credits: 20
Level: 2

Delivering School: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 2
Date Validated:

TOTAL STUDENT WORKLOAD 150 Hours

Class Contact: 48
Directed Learning 42
Independent Learning 60

PREREQUISITES

None

UNIT DESCRIPTION

The aim of this unit is to give students the broad-based knowledge and understanding of the development and operation of a visitor attraction. It highlights the range, importance and value of visitor attractions within the tourism industry and allows students to explore the development process for establishing a new visitor attraction. Students will also be able to identify and discuss key operational functions and visitor management principles for a successful attraction.

The unit will allow students to study the application of operational management principles to the specific context of visitor attractions. Thus the unit can develop themes from other units covering marketing, finance, organisational behaviour and customer care.

LEARNING OUTCOMES**A. UNDERSTANDING AND KNOWLEDGE**

1. Identify the different categories of visitor attractions and determine the category for a range of specific visitor attractions
2. Identify different visitor types and their needs.
3. Explain the importance and value of visitor attractions.

B. SKILLS AND OTHER ATTRIBUTES**Intellectual Skills**

1. Examine the development process of a new visitor attraction.

2. Analyse the management function of visitor attractions
3. Evaluate visitor management techniques

Practical and Professional Skills

1. Recommend appropriate staff guidelines for customer care in the context of visitor attractions
2. Evaluate the use of technology within a visitor attraction
3. Explain the relevant legal requirements that apply to a visitor attraction
4. Appreciate the range of visitor research methodologies for assessing operational effectiveness

Key Skills

- 1 Communicate in a form and manner, which is, clear and appropriate
- 2 Work as a member of a team to achieve a common goal

AREAS OF STUDY

1. Categories of visitor attractions; visitor types and determinants of demand.
2. Location of visitor attractions; processes involved in developing a visitor attraction; funding; impacts;
3. Promotion; customer care; use of technology; legal issues; visitor management; job design and work organisation; quality and research; interpretation and integrity.

TEACHING AND LEARNING STRATEGY

This unit will be delivered mainly through lectures and tutorials. Lectures will deliver the bulk of the theory. Tutorials will allow discussion and opportunity to see theory application particularly through the use of case studies. Guest lecturers will be used where appropriate to ensure currency. Students will be encouraged to read widely using a range of sources. Students will be encouraged to visit a range of visitor attractions.

ASSESSMENT STRATEGY

This unit is assessed by coursework and examination. There are two course work assignments. Group presentations will focus on describing and explaining the developments of tourist attractions. Individual written assignments will require the students to analyse and evaluate the management functions and may use a case study approach.

The unit content covers a wide range of management disciplines. The exam will test the students understanding of the relevance of these disciplines to the management of tourist attractions.

ASSESSMENT

Weighting	40%
Assessment type	EXAM (examination)
Special facilities	none
Weighting	40%
Assessment Type	WRIT (written assignment)
Additional details	Individual assignment
Weighting	20%
Assessment type	SEMP (seminar presentation)
Special facilities	OHP/computer presentation systems (optional)
Additional details	group presentation

INDICATIVE READING

Cooper, C. Fletcher, J. Gilbert, D. Wanhill, S. (1998) *Tourism Principles and Practice*. Longman.

Leask, A. and Yeoman, I. ((1999) *Heritage Visitor Attractions - An Operations Management Perspective*. London: Cassell.

Middleton, V. T. C (1998) *Sustainable Tourism*. Oxford:Butterworth Heinemann.

Swarbrooke, J. (1995) *The Development and Management of Visitor Attractions*. Butterworth Heinemann.

Uzzel, D. L. (1992) *The Visitor Experience*. Bellhaven Press

AUTHORSHIP

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Date Prepared: March 2000

Unit Reference:

Title: TOURISM POLICY, PLANNING AND DEVELOPMENT
Credits: 20
Level: 2

Delivering Faculty: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 2
Date Validated:

TOTAL STUDENT WORKLOAD: 150 Hours

Lecture	24 hours
Seminars	24 hours
Directed Learning	42 hours
Independent Learning	60 hours

PREREQUISITES:

None

UNIT DESCRIPTION:

“...despite the plethora of discussions about sustainability in tourism we often seem no closer to finding solutions to the problems of tourism development. For every report of success it often seems that there are ten reports of failure or at least further recognition of the negative impact of tourism. Yet tourism still continues to grow” (Hall, 2000).

Within this context this unit will enable the student to examine and evaluate the importance of tourism policies, planning and development in relation to sustainability at international, national, regional and local levels. Students will investigate the issues and problems of tourism development in the hope that they can be solved which will create the setting for tourism planning.

LEARNING OUTCOMES:**A. UNDERSTANDING AND KNOWLEDGE**

1. Investigate the various approaches to tourism policy, planning and development
2. Examine the need for tourism to be sustainable
3. Examine the role of Government and other agencies
4. Appreciate the differences in developed and less developed countries

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Analyse the degree to which government involvement influences tourism development
2. Analyse the impact of tourism development
3. Evaluate the concept of sustainable tourism in developed and less developed countries
4. Begin to critically review the actions and policies(in given case studies) used to solve tourism problems

Practical and Professional Skills

1. Identify and conduct an appropriate area of research
2. Recommend appropriate action plans to solve destination problems

Key Skills

1. Work as part of a team
2. Communicate effectively
3. Demonstrate effective use of Information Technology

AREAS OF STUDY:

Role of planning, approaches to planning, planning for tourism

Policy, planning and decision-making process

Context of development, typologies of development, impact of tourist development

Sustainable approach to tourism, integrating policy, planning and development

Role of Government and other agencies in tourism planning and development

Funding of Development

TEACHING AND LEARNING STRATEGY:

Lectures will cover the underpinning topics and/or theory required to meet learning outcomes listed under A and B above. Seminars and, where relevant, smaller tutorial groups, will be used to further explore issues identified in lectures. During seminars, group work presentation tasks will be set to enable students to research and analyse planning and development issues and justify the use of policy in tourism contexts. Case studies will be used throughout enabling students to apply knowledge and understanding to 'real-life' scenarios.

This unit will offer students an optional study visit overseas enabling application of theory to practice in a destination.

ASSESSMENT STRATEGY:

The seminar presentations will test students' ability to work effectively as part of a team in the planning, preparation and the communication of investigating planning and development strategies and policy issues. The project will be used to develop the presentation issues,

testing the student's ability to utilise research techniques and their ability to identify, explain and justify the use of policy, planning and development for a specific destination.

ASSESSMENT:

Course work	100%
Weighting:	25%
Assessment type:	SEMP PRES (Seminar Presentation)
Additional details:	in pairs
Weighting:	75%
Assessment type:	PROJ (project)
Special facilities:	5,000 words
Additional details	Different from Dissertation Topic

INDICATIVE READING:

Core texts:

Harrison, L & Husbands, W. (1996) *Practising responsible tourism: international case studies in tourism planning, policy and development*. Wiley

Theobald, W. (ed) (1998) *Global Tourism: the next decade*, 2nd ed. Butterworth-Heinemann.

Recommended reading:

Burns, Peter and Holden, Andrew (1995) *Tourism - a new perspective*, Prentice Hall.

Edgell, D.L. (1999) *Tourism Policy: The Next Millennium* Sagamore Publishing

Gunn, Clare (1994) *Tourism Planning*, 3rd ed, Taylor & Francis, London

Hall, C.M. (1994) *Tourism and Politics: Policy Power and Place*. Chichester: John Wiley & Sons

Hall, C.M. & Jenkins, J.M. (1995) *Tourism and Public Policy*. Routledge

Hunter, C and Green (1995) *Tourism and the Environment: A Sustainable Relationship* Routledge

Inskip, Edward (1994) *National and Regional Planning* Routledge

Laws, E (1995) *Tourism Destination Management* Routledge

Inskip, Edward (1997) *Tourism Planning: An integrated and sustainable development approach*, Van Nostrand Reinhold, New York

Lickorish, L J (1991) *Developing Tourism Destinations: Policies and Perspectives* Longman

Oppermann, Martin and Chon, Kye-Sung (1997) *Tourism in Developing Countries*
International Thomson Business Press

Stabler, M J (1997) *Tourism and Sustainability: Principles and Practice* CAB International

Wahab, S. & Pigram, J.J. (eds) (1998) *Tourism, development and growth*. Routledge

Wilkinson, P.F. (1997) *Tourism Policy and Planning: Cases Studies from the Commonwealth Caribbean*. Cognizant Communication Corporation

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Date prepared: April 2000

Unit Reference:

Title: TOUR OPERATIONS
Credits: 20
Level: 2

Delivering Faculty: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 2
Date Validated:

TOTAL STUDENT WORKLOAD 150 Hours

Lecture	24 hours
Seminars	12 hours
Workshops	12 hours
Directed Learning	42 hours
Independent Learning	60 hours

PREREQUISITES

None

UNIT DESCRIPTION

The aim of this unit is to develop students' understanding of the scale and scope of the tour operations sector of the industry. The unit is designed to give students the opportunity to acquire knowledge and skills associated with the basic functions of a tour operator and apply theory in the analysis of organisations operating in this sector.

LEARNING OUTCOMES**A. UNDERSTANDING AND KNOWLEDGE**

1. Identify the structure and growth of the tour operations sector, its importance and interrelation with other sectors of the tourism industry
2. Identify the constituent components (including personnel employed and customer care) of tour package production

B. SKILLS AND OTHER ATTRIBUTES**Intellectual Skills**

1. Identify and analyse the importance of factors that may impact on the production of tour packages

2. Evaluate the role and purpose of tour operators within a given context

Practical and Professional Skills

1. Ability to research independently within broad guidelines
2. Ability to apply theoretical knowledge in the development and management of tour packages

Key Skills

1. Communicate effectively in written and oral formats
2. Effective use of information technology in the topic area

AREAS OF STUDY

Role and purpose of the travel operations sector

Nature and range of the travel sector – sector structure, costings, documentation, complaints procedures.

Scale and scope – scale (passenger numbers, turnover, profitability etc), integration, ancillary organisations.

Stages and production of travel packages – stages, planning, costs, contracting, distribution.

Operations – identify key personnel and their roles

TEACHING AND LEARNING STRATEGY

Lectures will be used to provide students with the underpinning knowledge and theory for this unit. Student centred seminars and workshops will be used to explore issues and industry operations in greater depth. Where possible students will be given first hand experience of this dynamic sector through the use of visiting speakers and site visits.

ASSESSMENT STRATEGY

The unit will be assessed through a combination of individual written coursework and a 2 hour exam. The exam will be used provide evidence of the students ability to identify the structure, growth and key elements of the tour operations sector, it will also enable students to demonstrate intellectual skills of analysis and evaluation. The coursework will enable students to demonstrate their ability to research topics independently, apply theoretical knowledge in the development of tour packages and communicate effectively in writing.

ASSESSMENT

Weighting:	40%
Assessment type:	WRIT (written assignment)
Additional details:	Individual

Weighting: 60%
Assessment type: **EXAM (examination)**
Additional details: 2 hours

INDICATIVE READING:

Core texts:

Laws, E. (1997) *Managing Packaged Tourism: Relationships, Responsibilities, and Service Quality in the Inclusive Holiday Industry*. International Thompson Business Press.

Poynter, M. (1993) *Tour Design and Management*. London, Prentice Hall.

Yale, P. (1995) *The Business of Tour Operations*. London, Pitman.

Recommended reading:

Bowen, A. (1994) *The Implementation of the European Directive*. London, Pitman.

Holloway, J. C. (1995) *Marketing for Tourism*. London, Longman.

Mason, P. & Mowforth, M. (1995) *Codes of Conduct in Tourism*. Occasional Papers in Geography, University of Plymouth.

Travel Weekly

Travel Trade Gazette

Association of British Travel Agents Handbook

AUTHORSHIP:

Rob Burton

Debbie Mulholland

Date prepared: April 2000

Unit Reference:

Unit Title: WORK BASED PROFESSIONAL STUDIES
Credits: 20
Level: 2

Delivering School: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 2
Date Validated:

TOTAL STUDENT WORKLOAD **270 Hours**

Class Contact:	24 hours
Made up of approximately:	
Lectures (level 1)	12 hours
Seminar & Tutorial Support (level 2)	12 hours
Work Placement	Six Weeks or 210 hours
Independent Learning	36 hours

Where normal timetabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

None

UNIT DESCRIPTION

Service Organisations have identified a need for closer involvement between academics and employers in order to address industry needs. One of the key messages is that employers expect graduates to have relevant additional qualities (added value). These qualities include: Work Placement, First Aid, IT/Computer Literacy, Customer Care and Presentations Skills.

This unit will enable students to bridge the gap between academic study and vocational experience. It will allow students to experience the nature of work within the context of their degree and to gain insights into the industry, which would not be achievable in a classroom setting. Students will gain career job-search experience and it is anticipated that it will assist students in their choice of and access to, appropriate careers.

The unit will also act as a vehicle for on-going research skills. It will develop secondary data acquisition and analysis skills acquired at level 1 and underpin the methodology skills necessary for level 3.

Upon completion of the placement, students should be able to demonstrate vocationally relevant managerial skills and knowledge. It is envisaged by building a portfolio students will have to critically reflect upon their work experience. This will lead to an individual piece of work, which acts as a foundation for individual work at level 3.

This unit has supporting lectures at level 1, with the work placement taking place between levels 1 and 2. The assessment will be undertaken at level 2.

LEARNING OUTCOMES

A. KNOWLEDGE AND UNDERSTANDING

1. Provide students with a basis for relating theory to practice
2. Enhance student knowledge of management practice in general and more specifically in the industry of the placement
3. Observe and reflect upon how managers and organisations solve problems, make decisions and how they function
4. Develop awareness of general research skills and enable students to formulate appropriate research strategies

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Develop competencies and skills in fulfilling their job role
2. Analyse, reformat and evaluate a wide range of work-based information
3. Research topics thoroughly, analyse problems, and develop appropriate solutions
4. Analyse and synthesise a wide range of secondary research sources

Practical and Professional Skills

1. Successfully negotiate the recruitment and selection process to achieve an appropriate placement
2. Accept responsibility and accountability within the context of the work placement
3. Attain career job-search experience to assist students in their choice and access to, careers
4. Use research skills to integrate theory and practice enabling the student to produce a critically reflective portfolio

Key Skills

1. Work as part of a team in the service sector
2. Communicate clearly and logically in written and oral formats
3. Numeracy, literacy and IT as determined by the nature of the work placement

AREAS OF STUDY

Purpose, nature and context of the experiential component
Job seeking skills and Placement search support
CV's, application forms, covering letters
Opportunities available
Expectations of work placement from different perspectives
Building a portfolio support
Secondary data development
Introduction to data collection methods
Types of research strategy

TEACHING AND LEARNING STRATEGY

Level 1. Lectures will be delivered in order to support the student prior to the work placement experience. The programme will include: visiting speakers from companies able to offer students relevant placements; an overview of research and research techniques; the management of the placement experience, and guidance on acquiring a placement.

The Work Placement will take place between level one and level two. During the work placement students will be supported by visits and/or phone calls from the placement office and their work placement supervisor.

Level 2. Students will be expected to complete their assessment at this level. The portfolio and presentation will be supported by seminars and tutorials where a variety of topics surrounding the work placement experience will be discussed and explored.

ASSESSMENT STRATEGY

The assessment will ensure that all learning outcomes identified are met within the unit.

Students will be expected to gather a range of evidence for the portfolio. A section of the portfolio will be research-based, integrating theoretical and practical aspects thus ensuring the academic rigor of this unit. The presentation will be reflective in nature and assess key skill areas.

If, for a valid reason, any student is unable to complete their placement by the start of the second year, they will be allowed the opportunity to complete the unit throughout the level 2 academic year. In exceptional circumstances, upon consultation between the Course Leader and the Chair of the Exam Board, students may be able undertake their placement at the end of the second year and the assessment will be completed at the next available opportunity.

ASSESSMENT

Presentation

Weighting: 25%
Assessment type: **PRES (Presentation)**

Portfolio

Weighting: 75%
Assessment type: **PORT (Portfolio)**

INDICATIVE READING

Core texts:

Beeson, T.S. (1999) *Cover Letters* (3rd Ed) New York: Wiley

Cooper, D.R., (1998). *Business Research Methods*. 6th edition. New York: McGraw Hill.

Corfield R. (1999) *Preparing your own CV how to improve your chances of getting the job you want* (2nd Ed). London: Kogan Page

Leedy, P.D., (1997). *Practical Research: Planning and Design*. 6th edition. New Jersey: Prentice-Hall.

Recommended reading:

Bloch D.P (1998) *How to write a winning resume*. (4th Ed). Lincolnwood, IL: VGM Career Horizons

Careers Research and Advisory Centre (1999) *Casebook 1999 Placement and Vacation Work*. London: Hobsons

Cresswell, J., (1998). *Research Design, qualitative and quantitative approaches*. London: Sage.

Guirdham M. (1995) *Interpersonal Skills at Work* (2nd Ed) Hertfordshire: Prentice Hall

Hind D. (1994) *Transferable Personal Skills, A Student Guide* (2nd Ed). Tyne and Wear: Business Education Publishers

Holmes K. (1999) *Job Seeking*. London: Orion Business.

Houston K. (1998) *Creating winning CVs and Applications*. Richmond: Trotman

Morris S. and Willcocks G. (1998) *Successful CVs in a Week* (2nd Ed) London: Hodder and Stroughton

Simons C. and Naylor-Stables B. *Effective Communication for Managers, Getting Your message Across*. London: Cassell

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Date Prepared: April 2000

Unit Reference:

Title: CURRENT ISSUES FOR TOURISM
Credits: 20
Level: 3

Delivering Faculty: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 3
Date Validated:

TOTAL STUDENT WORKLOAD **150 Hours**

Lecture	12 hours
Seminars	12 hours
Workshops	24 hours
Directed Learning	30 hours
Independent Learning	72 hours

PREREQUISITES

None

UNIT DESCRIPTION

World wide, tourism continues to develop as a significant social and economic activity but why is tourism growing and why is its development being encouraged? This relentless growth of tourism continues to create new issues in the field and reinforces the importance of others that have been apparent for some time. This unit examines the key issues related to tourism and considers how these have been presented and examined by academics and practitioners in the field of tourism.

Whilst the unit indicates the key areas of study, topics chosen will reflect the interest of the student group and current debate.

There will be an optional trip to an overseas destination for this unit, which will enable students to pursue an interest of their choice.

LEARNING OUTCOMES**A. UNDERSTANDING AND KNOWLEDGE**

1. Identify and explain the reasons behind the growth and development of tourism
2. Identify and demonstrate a comprehensive understanding of current issues related to tourism
3. Interpret tourism strategies related to current issues

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Critically review and evaluate different theoretical accounts of tourism issues and problems
2. Appraise the actions and policies that have been generated to deal with these problems

Practical and Professional Skills

1. Assess the key issues confronting the tourism professional
2. Research a topic regarding any aspect of study related to the unit
3. Formulate a range of solutions/action plan to solve tourism problems

Key Skills

1. Communicate effectively
2. Demonstrate self-management and independent learning
3. Appropriate use of Information Technology

AREAS OF STUDY

This section is an indication of the type of current issues that may be covered in this unit. Student preference of topics, current and future debates will influence the subject areas covered.

Ethics: effectiveness of tourism organisations and regulatory agencies, guide books,
Exploitation: sex tourism, employment, drugs, fair trade
Globalisation and its effect on Tourism: biodiversity, pollution, transport, global warming, water, social trends
Growth of niche markets: urban revitalisation, gambling, and religion
Tourist motivations for the next century
Sustainability and responsible tourism

TEACHING AND LEARNING STRATEGY

The aim of level three is to provide students with increased opportunity for independent learning, therefore, a short series of lectures will set the scene for the main topics and cover the theoretical aspects. Guest speakers will be also be invited as part of the lecture delivery. Seminars, workshops and small group tutorials will be used to further explore issues identified in the lectures. Case studies will be used throughout to inform discussion in seminars and workshops.

Ideally the delivery of the unit will be: odd weeks (1, 3, 5 etc)a 1-hour lecture and a 1-hour seminar and even weeks (2, 4, 6 etc) being the 2 hour workshop.

ASSESSMENT STRATEGY

There will be both formative and summative assessments within the unit, this will ensure that all learning outcomes identified are met within the unit.

The seminar presentations will test students' ability to work effectively as part of a team in the planning, preparation and communication of a global issue. The project will test students' ability to research and critically review a current tourism issue in a national/international setting.

ASSESSMENT

Course work	100%
Weighting:	30%
Assessment type:	SEMP PRES (Seminar Presentation)
Additional details:	in pairs
Weighting:	70%
Assessment type:	PROJ (project)
Special facilities:	5,000 words
Additional details	Different from Dissertation Topic

INDICATIVE READING

There is no core text for Current Issues, students will be expected to read "selected handouts" provided by tutors and search the Internet, databases and journals for relevant information.

Recommended reading:

Abram, S., Waldren, J. and MacLeod, D.V. L. (1997) *Tourists and Tourism: Identifying with people and places* Oxford: BERG

Bramwell, B., Henry, I., Jackson, G., Prat, A.G., Richards, G. and Van der Straaten, Jan. (1996) *Sustainable Tourism Management: Principles and Practice*. Tilburg University Press

Burns, P.M. ((1994) *Tourism and Employment: Reflections, problems and prospects with case studies from two developing countries*. London: University of North London Press

Clift, S., Grabowski, P., (ed) (1997) *Tourism and Health: Risks, Research and Responses*. London: Cassell

Oppermann, M. (ed) (1997) *Pacific Rim Tourism*. Wallingford, Oxford: CAB International

Pearce, D. G. and Butler, R. W. (ed)(1999) *Contemporary Issues in Tourism Development* London: Routledge

Price, M. F. (ed) (1996) Chichester: *People and Tourism in Fragile Environments*. John Wiley & Sons

Robertson, M. and Boniface, P.(ed) (1999) *Tourism and Cultural Conflicts*. Wallingford, Oxford: CABI Publishing.

Selwyn, T. (ed)(1996) *The Tourism Image: Myths and Myth making in Tourism*. Chichester: John Wiley and Sons.

Tribe, J (1997) *Corporate Strategy for Tourism*. International Thomson Business Press

Vukonic, B. (1996) *Tourism and Religion*. Pergamon

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Date prepared: April 2000

Unit Reference:

Title: ECOTOURISM
Credits: 20
Level: 3

Delivering Faculty: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 3
Date Validated:

TOTAL STUDENT WORKLOAD: 150 Hours

Lectures	12 hours
Seminars	12 hours
Workshops	24 hours
Directed Learning	30 hours
Independent Learning	72 hours

PREREQUISITES:

None

UNIT DESCRIPTION:

“**Ecotourism?** A simple enough word but a complex and often contradictory concept.” (Wearing and Neil, 1999) This unit will investigate the debate and controversy surrounding ecotourism, as to-date, there is still no consensus regarding the term. However, ecotourism, in its various forms, continues to spread in the developed and the less developed world. Students will investigate the increasing global interest in ecotourism by examining a range of forces, both ‘positive’ and ‘negative’. The unit will provide students with the opportunity to explore contemporary issues surrounding ecotourism by examining a variety of case study material.

LEARNING OUTCOMES:**A. UNDERSTANDING AND KNOWLEDGE**

1. Define the scope of ecotourism, the current trends and its relationship within the tourism industry
2. Identify and explain the main influences behind the growth and development of ecotourism
3. Demonstrate a comprehensive understanding of Planning and Development issues related to ecotourism
4. Demonstrate in-depth comprehension of contemporary issues surrounding ecotourism

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Critically review and evaluate information regarding the operation of current ecotourism initiatives
2. Utilise and apply problem-solving techniques to case studies
3. Select and implement appropriate strategies and action plans for a range of issues
4. Synthesise literature related to ecotourism initiatives and research based coursework

Practical and Professional Skills

1. Make judgements regarding the appropriateness of action plans and decisions taken
2. Research topics thoroughly and use the findings to underpin ideas and solutions
3. Appreciate the framework in which ecotourism facility management operates

Key Skills

1. Manage time as an independent learner
2. Communicate effectively
3. Demonstrate effective use of Information Technology
4. Demonstrate effective presentation skills, to workplace standards

AREAS OF STUDY

Defining Ecotourism and the Ecotourist
Ecotourism Market and Industry Structure
Ecotourism as a Worldwide Phenomenon
Ecotourism Planning Issues
The Development, Design and Growth of Ecotourism Facilities
Development and Implementation of Ecotourism Guidelines
Lessons in Visitor Management
Economic Aspects of Ecotourism
Ecotourism and Community Development

TEACHING AND LEARNING STRATEGY

Underpinning theory and topics will be covered in lectures. Seminars, small group tutorials and workshops will be used to further explore issues identified from the main lectures and from the directed reading. Guest speakers, case studies and students own experiences will be used throughout to inform discussion in seminars and workshops. The assessment will focus on tasks that will enable students to research, analyse and evaluate aspects of ecotourism.

ASSESSMENT STRATEGY

There will be both formative and summative assessments within the unit. This will ensure that all learning outcomes identified are met.

The seminar presentation will reflect the students ability to work as part of a team, and the other piece will be research based expecting an integration of theory and practice from different areas of study.

ASSESSMENT

Course work **100%**

Weighting: 30%
Assessment type: **SEMP PRES (seminar presentation)**
Special facilities: Overhead projector, computer presentation software, Slide Projector

Weighting: 70%
Assessment type: **PROJ (project)**
Additional details: 4,000 - 5,000 words

INDICATIVE READING:

Core texts:

Lindberg K., Hawkins, D.E. (ed) (1993) *Ecotourism: A Guide for Planners and Managers*. Volume 1. North Bennington, USA. The Ecotourism Society

Lindberg K., Hawkins, D.E. (ed) (1998)) *Ecotourism: A Guide for Planners and Managers*. Volume 2. North Bennington, USA. The Ecotourism Society

Weaver, D. B. (1998) *Ecotourism in the Less Developed World*. Wallingford, CAB International

Recommended reading:

Boo, E (1990) *Ecotourism: the potentials and pitfalls*, vol. 1. Washington, D.C.: World Wildlife Fund.

Boo, E (1990) *Ecotourism: the potentials and pitfalls*, vol. 2. Washington, D.C.: World Wildlife Fund.

Eagles, P.F.J., Ballentine, L. and Fennell, D.A. (1992) *Marketing to the Ecotourist: Case Studies from Kenya and Costa Rica*” Mimeo, Department of Recreation and Leisure Studies, University of Waterloo, Ontario, Canada.

McLaren, D. (1998) *Rethinking Tourism and Ecotravel: The Paving of Paradise and What You Can Do To Stop It*. Connecticut, USA., Kumarian Press

Price, M. F. (ed) (1996) *People and Tourism in Fragile Environments* Chichester, John Wiley & Sons

Wearing, S. and Neil, J. (1999) *Ecotourism: Impacts, Potentials and Possibilities*. Oxford: Butterworth-Heinemann

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Date prepared: April 2000

Unit Reference:

UNIT TITLE: EMPLOYEE RELATIONS

LEVEL: 3

CREDIT POINTS 20

DURATION: 1 semester of 15 weeks

Total Student Workload (hours) 150

Comprising of:	Class Contact	60
	Lectures	15
	Seminars	30
	Structured Learning	15
	Directed Learning	40
	Independent Learning	47
	Formal Assessment	3

PREREQUISITES:

None

OBJECTIVES:

The unit aims to develop the students knowledge, understanding and awareness of the framework in which employee relations is conducted in modern day society.

At the completion of this unit the students should be able to:

1. Demonstrate a knowledge and understanding necessary for appraising and making effective judgement relating to key employee relations activities.
2. Critically appreciate the techniques and skills required when conducting employee relations.
3. Suggest and evaluate appropriate ways of managing conflict in organisations.
4. Demonstrate a knowledge and understanding of the historical backcloth of the key participants in the conduct of employee relations.
5. Appreciate and evaluate the impact of organisational technological, economic and political change on issues and concerns relating to employee relations.
6. Evaluate the impact of national and European law and policy on the conduct of employee relations.

DESCRIPTION:

Students will have encountered various concepts and issues relating to power, control and conflict in the employment relationship at level 1. Technological economic and legal change together with the decline of power and influence of trade unions now offers opportunities and challenges for personnel practitioners which suggests a re-appraisal of the management of employee relations.

The thrust of the unit is therefore intended to give a deeper and more critical understanding of the conduct of employee relations for students who envisage a future career in personnel and human resource management. A significant proportion of the learning will be geared towards the practicalities of conducting employee relations, and as such the use of case studies will be central to the delivery of the unit.

LEARNING METHODS:

The unit will utilise a mix of lectures and seminars as indicated in the student workload above. Particular emphasis will be placed on the use of case studies as a means by which students can develop an awareness and appreciation of techniques and skills for the evaluation and judgement of employee relations activities.

ASSESSMENT:

1. An assignment during the course of the semester.
2. An examination

Examination 60% **Coursework 40%**

AREAS OF STUDY:

Perspectives on employee relations- unitary, conflict, social action, marxist etc. Collectivism and individualism.

Labour market and its economic context, technological change and the labour market, effects on organisations design and development, patterns of working.

The institutional framework - employers, employers associations, trade unions, collective bargaining, historically, new patterns, new style agreements, managing in a non-union environment.

The state and employee relations: politics, collective labour law.

Employee relations in practice: management practice, TQM, JIT, discipline, grievance procedures, payment systems. Workplace representation, communication methods, team briefings, participation, negotiation and consultation.

INDICATIVE READING

Students are advised to purchase either:

Farnham D (1993) *Employee Relations* IPM

OR

Farnham D &
Pimlott, J (1995) *Understanding Industrial Relations* Cassel

(as a background text)

Further useful texts include:

Beaumont, P. (1990) *Change in Industrial Relations* Routledge

Kessler, S &
Bayliss F. (1995) *Contemporary British Industrial Relations* Macmillan

Millward, N. (1994) *The New Industrial Relations* Harvester
Wheatsheaf

Rollinson, D. (1993) *Understanding Employee Relations* Addison-Wesley

Salamon, M. (1992) *Case Studies in Personnel* IPM

Students may also find textbooks relating to the Human Resource & Personnel Management a useful source of reference including:

Legge, K. (1995) *Human Resource Management
Rhetoric & Realities* Macmillan

Sisson, K. (ed) (1994) *Personnel Management* Blackwell

Storey, J. (ed) (1995) *Human Resource Management
A Critical Text* Routledge

You will also find the following journals useful:

	Published	Publisher
People Management	Fortnightly	IPD
British Journal of Industrial Relations	Quarterly	Blackwell
Industrial Relations Journal	Quarterly	Blackwell
Industrial Relations Review and Report	Fortnightly	IRS
Journal of Management Studies	Bi-Monthly	Blackwell

Reference lists will be provided relating to specific journal articles and which will be placed on short-term loan. Students should note, however, that this is to supplement their own research.

Unit Reference:

UNIT TITLE: EXTREME SPORTS
CREDIT POINTS 20
LEVEL: 3

Delivering Faculty: SBS
Parent Course: BA (Hons) Outdoor Adventure Management
Parent Level : 3
Date Validated:

TOTAL STUDENT WORKLOAD (150hours):

Made up on approximately:	Class contact	48
	Directed learning	46
	Independent learning	56

PREREQUISITES:

None

UNIT DESCRIPTION

In a world where day to day work, leisure and recreation experiences have become increasingly sanitised and regulated, it could be said that the opportunities for individuals to experience high stimulus, high risk activities through daily life are diminishing. Almost in direct response to this, people have begun to search for new high stimulus, high risk activities in which to participate. In response to this demand there are a number of new and established 'extreme sports' which are emerging to provide the desired experiences. This unit aims to examine the range and nature of extreme sports, the psychology of extreme sports participation, and the provision of extreme sports participation opportunities.

LEARNING OUTCOMES

On completion of this unit students will be able to:

Understanding and Knowledge:

- i recognise and evaluate what constitutes an extreme sport.
- Ii evaluate and apply appropriate psychology theory in relation to the experience of sensation seeking extreme sport participation.

Skills and other attributes

-Cognitive skills:

Compare and contrast the experiences offered by differing extreme sports.

Distinguish and analyse the risks associated with the provision of extreme sport opportunities.

-Practical and professional skills:

i identify and apply appropriate risk assessment tools

-Transferable (general) and key skills:

i demonstrate professional level individual presentation skills.

ii identify and apply appropriate research techniques.

AREAS OF STUDY

i The history and development of high risk, high stimulus sport.

ii Range and nature of extreme sports - define, identify and categorise extreme sports, i.e. air, land, water, level of risk and providers.

iii Psychology theory related to high stimulus, high risk recreational activity participation.

iv Health, safety, legal issues and risk assessment in relation to extreme sport provision and participation.

v The business of extreme sports provision - a global perspective on the recent growth of this niche market sector.

vi Equipment and the impact of technology.

vii The future of extreme sports.

TEACHING AND LEARNING STRATEGY

Lectures will be used to provide students with the underpinning knowledge and theory for this unit. Students centred seminars and tutorials will be used to explore issues in greater depth, and where appropriate guest lectures will also be used to enhance depth and breadth of understanding. Students are also to be encouraged, through personal participation, to develop their own practical experience and knowledge of this subject.

ASSESSMENT STRATEGY

1. Individual written assignment (a) will be used to assess the student's ability to distinguish and analyse the risks associated with the provision of extreme sports.
2. The individual presentation will be used to assess the student's ability to recognise and evaluate what constitutes an extreme sport in relation to psychology theory on high risk, high stimulus sports participation.
3. Individual written assignment (b) will be used to assess students' ability to compare and contrast the experiences offered by different extreme sports.

ASSESSMENT

Coursework 100%

Made up of

Weighting: 40%

Assessment type: **WRIT Written assignment (a)**

Weighting: 30%

Assessment type: **SEMP Seminar Presentation**

Special features: Overhead projector/Computer presentation packages (optional)

Weighting: 30%

Assessment type: **WRIT Written assignment (b)**

Marks are to be aggregated to obtain one coursework mark.

INDICATIVE READING

Core reading

Cox, R.H. (1998) *Sports Psychology Concepts and Applications*, WCB/McGraw-Hill: Boston Mass.

Weingberg, R.S. (1995) *Foundation of Sports and Exercise Psychology* Human Kinetics: Leeds.

Recommended reading

Russell, G. (1993) *The Social Psychology of Sport*, Springer-Verlay: London.

Journal of Sports Science, Journal of Sport Psychology, Leisure Studies Journal, Horizons, Leisure Management, Leisure Manager, Managing Leisure.

Appropriate web sites to be identified at time of teaching.

AUTHORSHIP

Rob Burton

Date Prepared: February 2000

Unit Reference:

Unit Title: GLOBAL HERITAGE TOURISM
Credits: 20
Level: 3

Delivering School: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 3
Date Validated:

TOTAL STUDENT WORKLOAD **150 Hours**

Class Contact (of which): 48 hours

 Lectures: 12 hours

 Seminars: 12 hours

 Workshops/tutorials: 24 hours

Directed Learning: 30 hours

Independent Learning: 72 hours

Where normal time-tabled sessions do not take place, additional directed learning may be provided, and/or students are expected to undertake additional independent learning.

PREREQUISITES

Heritage and Culture (Level One) and Heritage Tourism Management and Interpretation (Level Two)

UNIT DESCRIPTION

There is a increasing market for heritage tourism. An active interest in visiting heritage sites/destinations is a mass recreational pursuit in the Western world. Europe is a premier destination and its heritage is central to its appeal for visitors from around the world. Therefore, the aim of this unit is to explore the diversity and appeal of heritage sites/destinations on a global scale. Research findings from the European Association for Tourism and Leisure Education (ATLAS) will help to underpin this unit. The unit will also provide students with the opportunity to explore contemporary issues in the field, such as globalisation, national identity and representation of the past, in the context of global heritage tourism resources.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Identify and explain the reasons behind the growth and development of different heritage sites and destinations in a global context

2. Account for the increasing significance of the economic rationale for heritage tourism in a global context
3. Illustrate in-depth understanding of contemporary issues in the field, such as globalisation, national identity and representation of the past in the context of global heritage tourism

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Compare and contrast visitor profiles at different global heritage sites/destinations
2. Justify the increasing economic rationale for heritage tourism in a global context
3. Critically review contemporary issues in heritage tourism in a global context

Practical and Professional skills

1. Apply appropriate, in-depth research techniques in relation to a specific subject/topic
2. Produce project commensurate with workplace standards

Key Skills

1. As part of a team, demonstrate presentation skills commensurate with workplace standards
2. Communicate effectively in written and oral formats
3. Manage time as an independent learner
4. Participate extensively in independent/collaborative learning

AREAS OF STUDY

European and global contexts of the heritage tourism resource ie. natural, constructed and cultural heritage.

Visitor profiles and motivations at European and global heritage sites/destinations utilising ATLAS research findings where appropriate.

The role of urban regeneration strategies; heritage tourism and economic rationales.

The impact of issues such as globalisation, national identity and representation of the past for European and global heritage tourism.

TEACHING AND LEARNING STRATEGY

Lectures will cover the underpinning topics and/or theory required to meet learning outcomes listed under A and B above. Seminars, workshops and smaller tutorial groups will be used to further explore issues identified in lectures. The aim at Level 3 is to

provide students with increased opportunity for independent learning. During seminars, group work presentation tasks will be set to enable students to research, analyse and evaluate aspects of different European and global heritage sites/destinations. Case studies will be used throughout to inform discussion in seminars/tutorials.

ASSESSMENT STRATEGY

The seminar presentations will test students' ability to work effectively as part of a team in the planning, preparation and communication of European and global heritage tourism with a focus on visitor profiles and the significance of economic rationales. The project will test students' abilities to research and critically review a contemporary, heritage-related issue in a European/global context.

ASSESSMENT

Coursework **100%**

Weighting: 30%
Assessment type: **SEMP** (Seminar Presentation – in groups)
Special facilities: Overhead Projector; Computer Presentation Packages; Slide Projector
Additional details: None

Weighting: 70%
Assessment type: **PROJ** (Project)
Special facilities: None
Additional details: None

INDICATIVE READING

Core texts:

Boniface, P. and Fowler, P. (1993) *Heritage and Tourism in "the Global Village"*, London Routledge

Green, M. (1998) 'Urban Heritage Tourism: the Global-Local Dialectic: A Cross-national Comparative Study of Tilburg, Bilbao and Leicester', MA Thesis, Programme in European Leisure Studies, Loughborough, UK

Richards, G. (ed) (2000) *Attractions of Culture: the Production and Consumption of Cultural Tourism in Europe*, (forthcoming)

Richards, G. (ed) (1996) *Cultural Tourism in Europe*, Wallingford, CAB International

Shackley, M. (ed) (1998) *Visitor Management: Case Studies from World Heritage Sites*, Oxford, Butterworth-Heinemann

University of Greenwich Library (Heritage Links):
www.gre.ac.uk/directory/library/subjects/business/heritage

Walsh, K. (1992) *The Representation of the Past: Museums and Heritage in the Post-Modern World*, London, Routledge

Journals

Annals of Tourism Research
Heritage Today
Interpretation
Leisure Studies
Managing Leisure
Tourism Concern
Tourism Management

Recommended reading:

Bianchini, F. and Parkinson, M. (1993) *Cultural Policy and Urban Regeneration: the Western European Experience*, Manchester, Manchester University Press

Herbert, D. T. (ed) (1995) *Heritage, Tourism and Society*, London, Mansell

Moore, K. (1997) *Museums and Popular Culture*, London and Washington, Cassell

Urry, J. (1990) *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, London, Sage

AUTHORSHIP

Michael Green
Ext: 3506 or email: michael.green@solent.ac.uk

Date Prepared: 19 April 2000

Unit Reference:

Title: HOSPITALITY MANAGEMENT
Credits: 20
Level: 3

Delivering School: SBS
Parent Course: BA (Hons) Sports Studies with Business
Parent Level: 3
Date Validated:

TOTAL STUDENT WORKLOAD: 150 Hours

Class Contact	52 hours
Made up of approximately:	
Lectures	5
Seminars	33
Tutorials:	14
Directed Learning	48
Independent Learning	50

PREREQUISITES:

None

UNIT DESCRIPTION

The relationship between leisure, hospitality and tourism is increasingly complex. Most leisure facilities offer food and drink as part of their service: for some it is a complex restaurant service, for others it is simple vending. Many hotels now provide leisure and fitness facilities as either their key selling point or as added value. Hospitality and leisure are both key elements within the provision of many tourism products.

The main emphasis within this unit should be directed towards making students aware of the range of units within the hospitality industry and their relationship with (a) leisure, (b) tourism and (c) each other. The focus will be preparing students to take a supervisory perspective and to be able to take responsibility for hospitality functions within other units.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Be able to define the scope of the industry, the current trends and its relationship with other service sectors.
2. Appreciate the range of hospitality units and their implications

3. Appreciate the key managerial factors affecting the running of hospitality units and be able to apply theory to best manage them
4. Be able to interpret plans and designs of units and be able to discuss how to run units in a meaningful way
5. Appreciate the legal framework that hospitality must function within
6. Identify key operational procedures (including franchising, purchasing, contracting in and out, stock controlling, supply chain management, menu planing, controlling etc.) and when each should be used and how.

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Utilise and apply problem solving techniques to case studies etc.,
2. Use logically reasoned arguments
3. Select and implement appropriate hospitality management strategies

Practical and Professional skills

1. Analyse designs and plans of units in order to assess their feasibility
2. Make judgements regarding the appropriateness of action plans and decisions taken.

Key Skills

1. Communicate clearly and logically in a written and oral form
2. Analyse and reason solutions to problems
3. Research topics thoroughly and use the findings to underpin ideas and solutions
4. Integrate theory from other units into hospitality research (e.g. marketing, human resources management, economics, health and safety, customer services and operations management).

AREAS OF STUDY

What is hospitality: an overview of the sector and its relationships with both leisure and tourism. Issues of GDP, types of units, economic trends, demographic changes used to place its importance.

Types of unit and their management: a range of units will be outlined and their specific managerial issues addressed. Within this accommodation management, yield management, delivery systems, customer service, staffing, marketing, the legal framework and theories learnt elsewhere will all be applied.

Trends and issues affecting the future: students will establish what will lead to changes in hospitality in the future (areas to be explored will include amongst others technology, law, health and safety, tourism and leisure trends).

TEACHING AND LEARNING STRATEGY

The unit calls for the integration of several areas of theory and therefore requires students to be reflective and analytical in their approach. It is intended to be as student-

centred as possible with learning achieved through practical problem-solving and case analysis. For this reason it is intended to have seminars every other week giving students time to develop ideas and reflect on cases and problems between each session. There will be directed reading which will underpin the ideas as well as an expectation that students will research certain topics in depth. The key is to enable students to transfer learning in the class room in the workplace and for this reason the unit will be as practically orientated as possible.

It is expected that there will be students from several disciplines taking this unit and in order that they can learn from each others experiences it is intended to allocate students to learning sets of 4/5 people. Ideally within the set there will be two or three different disciplines. The learning set will be the forum for preparing the seminar work. They will be encouraged to do the summative work in pairs from different disciplines.

There will be the opportunity for 3 focused topic lectures that will act as integration between hospitality, tourism and leisure. Tutorials will be available every week where students will discuss work currently in progress, case issue as they emerge, and general unit issues.

ASSESSMENT STRATEGY

There will be both formative and summative assessment within the unit to encourage development and reflection during the year.

Normally one piece of work will be research based expecting an integration of theory from different areas of study, whilst the other will be more practical in nature.

ASSESSMENT

Coursework 100%

Weighting: 50%
Assessment Type: **CSWK (coursework)**

Weighting: 50%
Assessment Type: **CSWK (coursework)**

INDICATIVE READING

Boella, M & Pannett, A., (1999). *Principles of Hospitality Law*. London: Cassell

Davis, B., Lockwood, A. & Stone, S. (1998) *Food and Beverage Management*. 3rd Edition. Oxford: Butterworth-Heinemann.

Dix, C. * Baird, C., (1998) *Front Office Operations*. 4th edition. Harlow: Longman.

Horner, S. & Swarbrooke, J., (1996) *Marketing tourism, hospitality and leisure*. London: International Thomson Business Press.

Hosque, K., (2000). *Human Resources Management in the Hospitality Industry, strategy, innovation and performance*. London: Routledge.

Katz, J., (1997) *restaurant planning, design and construction*. Chichester: Wiley.

Lee-Ross, D., (1999) *Human Resources Management in Tourism and Hospitality*. London: Cassell.

Lockwood, A. Baker, M., & Ghillyer, A., (eds) (1996) *Quality Managmeent in Hospitality: best practice in action*. London: Cassell.

Olsen, M., West, J., & Tse, E., (1998) *Startegic Management in the hopsitality industry*. 2nd edition. New York: Wiley.

Phillips, P.A. & Mountinho, L., (1998) *Strategic planning systems in hospitality and tourism*. Wallingford: CABI.

Poustie, M., Ross J., Geddes, N & Stewart W., (1999) *Hospitality and Tourism Law*. London: International Thomson Business Press.

Powers, T., (1997) *Marketing Hospitality*. 2nd edition. Chichester: Wiley.

Shone, A., (1998) *The Business of Conferences*. Oxford: Butterwork-Heinemann.

AUTHORSHIP

Debbie Blackman

Date prepared: February 2000

Unit Reference:

UNIT TITLE: HUMAN RESOURCE MANAGEMENT

LEVEL: 3

CREDITS: 20

DURATION: 1 semester of 15 weeks

TOTAL STUDENT WORKLOAD (hours): 150

made up of:	Class Contact	60
	Lectures	15
	Seminars	30
	Structured Learning	15
	Directed Learning	30
	Independent Learning	60

PREREQUISITES:

Level 1: Underpinning unit on organisational/individual behaviour

Level 2: Underpinning unit on work/employment in organisations/society

OBJECTIVES

The unit aims to develop the student's understanding of the role of Human Resource Management as an approach to managing employment and achieving organisational success.

1. To develop an understanding of the philosophy of Human Resource Management and its interpretations.
2. To examine the national and international context of Human Resource Management.
3. To evaluate HRM policies and practices undertaken in organisations and their impact on line managers.
4. To critically analyse the philosophy, policies and practices with the use of sociological and psychological concepts.

DESCRIPTION

As the challenges of modern businesses have become more complex it has become increasingly acknowledged that the quality and management of people in organisation are instrumental, or indeed the key, to organisational success.

The purpose of this unit therefore is enable students of all disciplines to consider the role that Human Resource Management plays in organisations and to understand the responsibilities this will bring to their own future jobs. The unit builds on previous knowledge in levels one and two and complements level three units such as Employee Relations, Management Development for those wishing to pursue careers in Human Resource Management.

The unit will consider the integrated nature of Human Resource Management and how this is operationalised through a range of management tools and techniques. The unit will also identify themes and current issues as identified from recent research and new developments in practice. Students will be expected to develop their critical skills throughout this unit.

LEARNING METHODS

The unit team will use a range of methods in the delivery of this unit. Lectures are likely to provide the conceptual frameworks whilst tutorials and Structured Learning sessions are aimed at developing the student's depth of knowledge and critical analysis. Use is likely to be made of a participative approach where students, for example, lead an activity based tutorial in order to extend the depth of understanding, practice management skills and encourage independent study. Case studies, discussion groups, role plays will all be used as tools in encouraging critical and analytical abilities.

It is envisaged that in this level 3 your seminar tutor will often act as facilitator of your learning.

ASSESSMENT

The unit will be assessed by a combination of course work and examination.

- | | | |
|----|--|-----|
| 1. | Course work.
Course work could for example consist of
an individual assignment and a student led seminar | 40% |
| 2. | A two hour examination | 60% |

INDICATIVE CONTENT

The unit team will each year identify and highlight a number of themes which likely to be current and integral to the areas of study. Examples of themes are Equal Opportunities, Competence, International Management.

1. Conceptual Frameworks introducing the philosophy of Human Resource Management, its roots, current theories/models. Critical perspectives and implications to the line manager.
2. National and International contexts, eg. Labour markets, trends in employment practices, public policy issues.
3. Human Resource Planning, Resourcing Strategies, Recruitment and selection approaches and techniques used in predicting future performance. Equal opportunities and managing diversity.
4. Employee Development, Approaches to Learning, Background to current developments. Evaluate of organisational practices, methods, tools and techniques used in employee development. National and Organisational interventions (initiatives). Current developments/issues eg. competencies, life long learning.
5. Management Development, Methods and Techniques, evaluation, Role in HRM.
6. Managing Performance, Performance appraisals, Reward Strategies and Reward Systems. Changes in the way work is done, aimed at enhancing performance such as TQM, Job design BPR.

The relationship to the philosophy of HRM and the conceptual frameworks will be highlighted in all the subsequent areas of study to encourage understanding of the interdependent relationships within HRM philosophy, policy and practice.

INDICATIVE READING

Core Texts

Torrington, D & Hall, H: *Personnel Management: HRM in Action* 4th Ed (1998) Prentice Hall

Or

Beardwell, Ian & Holden, Len: *Human Resource Management: a contemporary perspective* (2nd Edition) (1997) Pitman Publishing

Recommended

Legge K: *Human Resource Management Rhetorics and Realities* (1995) MacMillan

Sisson, K (ed): *Personnel Management* (2nd Ed) (1994) Blackwell

Sparrow & Marchington: *HRM: The New Agenda* (1998) FT

Storey J (ed): *Human Resource Management - A Critical Text* (1995) Routledge

Further Reading

Blyton & Turnbull: *Reassessing HRM* (1992) Sage

Reid MA & Barrington H: *Training Interventions* (5th ed) (1997) IPM

Harrison, Rosemary: *Employee Development* (1997) IPM

Torrington, D: *International HRM* (1994) Prentice Hall

Journals

People Management (IPD)

Personnel Review

Personnel Today

Journal of Manpower Studies

Income Data Services

Journal of Human Resource Management

Journal of Learning Organisations

UNIT AUTHOR: Rysia Reynolds

Unit Reference:
UNIT TITLE: MARKETING COMMUNICATIONS

LEVEL: 3

CREDIT POINTS 20

DURATION: 1 semester of 15 weeks

Total Student Workload (hours): 150

made up of:	Class Contact		60
	Lectures	15	
	Seminars	30	
	Structured Learning	15	
	Directed Learning		25
	Independent Learning		63
	Formal Assessment		2

PREREQUISITES:

Level 2 Marketing

OBJECTIVES

1. To provide a critical understanding of the strategic role of marketing communications within industry, commerce and the public sector in both the UK and continental European contexts.
2. To examine and evaluate the elements within the marketing communications 'mix'.
3. To assess the role of the agency, (general and specialist), in marketing communications.
4. To develop awareness and aptitude in the methods and techniques used in each of the marketing communications segments.
5. To provide an understanding of buyer behaviour and the buying process in both consumer and business-to-business markets, and their relationship to marketing communications strategy.

DESCRIPTION

The Marketing Communications unit builds onto the Level 2 'Marketing' unit by in-depth analysis of the promotional, or marketing communications, area of marketing.

In order to be successful every product or service has to be marketed correctly and the communications aspect of such marketing is vital.

Students will develop a sound knowledge of marketing communications together with practical skills to enable them to select correctly from the marketing communications 'mix'. Realistic work applications will be encouraged, ensuring that students are thoroughly prepared for this specialist environment, with its wide range of career opportunities.

This unit, in particular the assignment, will give consideration to the whole marketing approach with emphasis on the marketing communications skills.

LEARNING METHODS

Lectures, supported by appropriate visual aids, real life case studies and videos, will provide the theoretical framework.

This will be integrated with class work, case studies, scenarios and practical problem solving exercises approached both individually and in groups. This will provide practice and appreciation of real marketing communications problems/situations.

ASSESSMENT

1. A practically based assignment requiring students to conduct research of their own.(30%)
2. A student seminar on a designated subject, requiring research and to be presented in pairs or groups. The seminars will be 50% peer assessed (10%)
3. A two hour examination. (60%)

INDICATIVE CONTENT

1. The Marketing Communications Mix

Communication models. Communication objectives. Factors affecting the marketing communications mix. Push and pull strategies. Determining the marketing communications appropriation.

2. Advertising

Economic aspects of advertising. Qualitative and quantitative aspects of advertising media. Media buying. Media research. Planning advertising: objectives, message, creative aspects, media scheduling, pre and post evaluation. Selection and use of advertising and specialist agencies. Consumer, corporate and business to business advertising.

3. Sales Promotion

Consumer and business to business sales promotion techniques and planning. Merchandising. Packaging. Sales literature. Exhibitions.

4. Direct Marketing

Reasons for growth. Direct Mail Direct response marketing. Telemarketing.

5. Public Relations

Range of publics. Corporate public relations and methods. Media publicity. Personal Selling and Sales Management

6. Importance of personal selling and its relevance to marketing communications. Role and characteristics of the salesperson. Selling process and techniques. Sales recruitment, training, organisation, motivation and remuneration.

7. Buying Behaviour

Consumer and business to business buying behaviour and buying processes. Buying behaviour models. Relationship to marketing communication strategies. Measurement of attitudes and awareness.

8. Social and Legal and Control Factors

Ethics of marketing and advertising. Consumerism and environmentalism. Social marketing. Legal and voluntary constraints on marketing communication.

INDICATIVE READING

Recommended Text:

Chris Fill, Marketing Communications: Contexts, Concepts and Strategies Prentice Hall, 1999

L. Butterfield, Excellence in Advertising, Butterworth Heinemann, 1997.

A.H. Center & P. Jackson, Public Relations Practices, Prentice Hall, 1995.

F. Jefkins, Public Relations, Pitman, 1998

M.L. Roberts & P.D. Berger, Direct Marketing Management, Prentice Hall, 1995.

T.A. Shimp, Advertising, Promotion and Supplemental Aspects of Integrated Marketing Communications, Dryden Press, 4th Edition, 1997.

P.R. Smith, Marketing Communications: An Integrated Approach, Kogan Page, 1995.

W. Wells, J. Burnett & S. Moriarty, Advertising: Principles and Practice, Prentice Hall, 1998.

Other Texts/Journals:

International Journal of Advertising
Campaign
Marketing
Marketing Week

UNIT AUTHOR: Julie Tinson

Unit Reference:

Unit Title: OUTDOOR ADVENTURE MANAGEMENT

Credits: 20

Level: 3

Delivering Faculty: SBS

Parent course: BA (Hons) Outdoor Adventure Management

Parent Level: 3

Date Validated:

TOTAL STUDENT WORKLOAD 150 hours

Made up of approximately:

Class contact	48
Directed learning	52
Independent learning	50

Where normal timetabled sessions do not take place, additional directed learning may be provided, and / or students are expected to undertake additional independent learning.

PREREQUISITES:

None

UNIT DESCRIPTION

This unit will provide students with the opportunity to evaluate the changing role of outdoor adventure; analyse educational benefits gained from outdoor adventure, for specific user groups, in particular adults and management training schemes; synthesise the issues relating to managing groups in the outdoors and evaluate current research in outdoor issues

LEARNING OUTCOMES

On completion of the unit students will be able to:

Understanding and knowledge

- i Explain the rationale behind the use of the outdoors for education and training in relation to specific user groups.
- ii Explain the changing role of outdoor adventure management

Skills and other attributes

- Intellectual skills

- i Evaluate the changing role of outdoor adventure
- ii Analyse the design, process and evaluation of outdoor adventure programmes for specific user groups.
- iii Synthesise the role of management of the outdoor recreation experience within existing social values.
 - practical / professional skills
- i Evaluate the importance of specific aspects of outdoor adventure within the effective operation
- ii Evaluate the effective delivery of the components of outdoor adventure to meet the specific needs of clients.
 - Key skills
- i present material in written and oral forms
- ii analyse a problem and design a solution

AREAS OF STUDY

- i Outdoor management training schemes.
- ii Specific groups using the outdoors including people at risk, young offenders etc.
- iii Psychological and sociological outcomes of outdoor adventure.
- iv Management of risk within society parameters.
- v Factors affecting the management of the outdoor adventure management experiences
- vi Issues identified within current research on outdoor adventure management

TEACHING AND LEARNING STRATEGY

The teaching within this unit will be based around lectures to introduce new material to the students, supported by tutorials to enable a full understanding of the subject matter.

Assessment will play an important part in the student learning process for this unit with regular in class debates being undertaken within the tutorial programme.

ASSESSMENT STRATEGY

In class assessments will be undertaken in small groups, evaluating outdoor adventure within the context of modern society. Written assignment one will assess the students understanding and analysis of the range of learning outcomes claimed for outdoor adventure in relation to a specific user group. Written assignment two will test the

students ability to evaluate and synthesise current research in outdoor adventure management.

ASSESSMENT

Coursework 100%

Made up of

Weighting:	30%
Assessment type:	SEMP (Seminar Presentation)
Special facilities:	Overhead projector / Computer presentation packages (Optional)
Additional details:	Group task
Weighting:	30%
Assessment type:	WRIT (Written assignment)
Weighting:	40%
Assessment type:	WRIT (Written assignment)

INDICATIVE READING

Core reading

Loynes C1998 *Outdoor Management development* Adventure Education

Ogilvie K 1993 *Learning and managing groups in the outdoors* NAOE

Barnes P (Ed) 2000 (Publication pending) *Values in outdoor education* Association for Outdoor Learning

Recommended reading

Miles J and Priest S 1990 *Adventure education* Venture publications

Havens M 1992 *Bridges to accessibility* Project adventure

Keighley P 1998 *Learning through first hand experience out of doors* National Association for Outdoor education

Gair N 1997 *Outdoor Education Theory and Practice* Cassell

Hopkins P and Putnam R 1993 *Personal growth through adventure* David Fulton Publishers

AUTHORSHIP

Ian Harris

Date Prepared: February 2000

Unit Reference:

Unit Title: RESEARCH AND DISSERTATION
Credits: 40
Level: 3

Delivering School: SBS
Parent Course: BA (Hons) Tourism Management
Parent Level: 3
Date Validated:

TOTAL STUDENT WORKLOAD: 300

Class Contact: 47
Made up of approximately:
Lectures: 3
Workshops: 29
Tutorials: 15
Independent Learning: 253

PREREQUISITES

Level 2 or equivalent

UNIT DESCRIPTION

This unit aims to ensure that a student produces a well-researched, coherent and academically rigorous dissertation. The dissertation is a key element of students' work at level 3 and is their opportunity to produce a project specifically targeting an issue related to their course of study. Research methods gives support and focus early in the year, ensuring that the student has the relevant skills and underpinning knowledge necessary for independent work of this nature. This formal integration of research methods at the start of the unit allows stages of the research process, eg. the proposal, to be assessed throughout the unit.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Students should appreciate the context of the topic they have chosen and how it interrelates to the course programme as a whole.
2. Students should produce clearly constructed conclusions and discussions based on the research they have undertaken.
3. Students should identify what is, and is not, relevant to the pursuit of the research they are undertaking.

B: SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Synthesise the literature pertinent to the topic and develop the themes in order to underpin the research.
2. Apply and evaluate theory in order to develop student's own ideas.
3. Critically evaluate and select the best research design to formulate new theories and ideas.

Practical and Professional Skills

1. In depth research of a topic, identifying an appropriate method
2. Accurate recording of primary research, if used, and its integration into the research.
3. Integrate all research data into the research design.

Key Skills

1. Present research in a logical, coherent and effective manner.
2. Identify the most appropriate presentation manner, within the framework, and ensure all work is achieved within deadlines.

AREAS OF STUDY

The key area of study is the underpinning research methods element needed for successful completion of the dissertation. It will include the basic areas: definition of research; topic selection; range of different methodologies; undertaking a literature search; undertaking primary and secondary data collection; designing an appropriate method; qualitative and quantitative approaches; the use of analysis software packages; and issues regarding writing up.

The focus will be to ensure that students have the tools to enable them to clearly design and complete their own research successfully.

TEACHING AND LEARNING STRATEGY

Initially there will be an orientation lecture to ensure the process is clear. This will be followed by a series of workshops at the beginning of the year. These will provide students with access to the basic information, sources and methods they will need to use. The workshops will encourage experimentation to ensure that students have developed the requisite research tools. Exercises, videos and demonstration will encourage skill development. There will be regular one-to-one tutorials, which will track student's progress and provide opportunities for discussion of ideas in order to develop knowledge.

Students should develop writing, synthesis and presentation skills by preparing the proposal and receiving feedback. Expanding searches via Library and IT based sources

will be required as a part of the on-going dissertation. The discussions during both the workshops and the tutorials will enable students to develop their ideas with both peers and tutors. Reflection on the proposal will permit cognitive development during the dissertation process.

ASSESSMENT STRATEGY

Students will prepare a proposal for their dissertation. This will include the topic, the background, a literature review and the proposed method with justification. The rationale for the assessment is to ensure the student has a clearly defined, appropriate and well-designed project that will make a successful dissertation. It is designed to demonstrate the following learning outcomes: a clear contextual understanding of the topic; an appropriate topic and suitable areas for primary and secondary sources indicated; a synthesis of the literature discussed in clearly relevant areas and themes; a clearly developed and explained research design and well defined methodology.

Subsequent to the proposal students will prepare their dissertation. This is a major piece of individual research demonstrating the students theoretical, analytical and logical skills. It will be submitted at the end of the year. The introduction will help to explain topic choice i.e. frame the dissertation in a logical way. The literature review will include the appropriate areas and be used in a logical way to underpin and develop the thinking throughout. The discussion will show evidence and use of current theory as well as where students have made developments of their own. Primary research, if used, will be professionally undertaken and integrated into the project. In some cases, new ideas will be developed and areas for future development identified. The discussions and conclusions will develop logically within the dissertation and will evidence clarity of thinking. The work will be logically developed, well presented, well referenced, and coherent.

ASSESSMENT

Research Proposal

Weighting: 30%

Assessment Type: **PROP**

Additional Details: This will be submitted in the first half of the year.

Dissertation

Weighting: 70%

Assessment Type: **DISS**

INDICATIVE READING

Core Texts:

Cooper, D.R., (1998). *Business Research Methods*. 6th edition. New York: McGraw Hill.

Cresswell, J., (1998). *Research Design, qualitative and quantitative approaches*. London: Sage.

Leedy, P.D., (1997). *Practical Research: Planning and Design*. 6th edition. New Jersey: Prentice-Hall.

Recommended Reading:

Bryman, A. and Burgess, R., (1994). *Analyzing Qualitative Data*, Routledge.

Clark, M.A., Riley, M.J., Wilkie, E. and Wood, R.C., (1998). *Researching and Writing Dissertations in Hospitality & Tourism*. London International Thomson Business Press.

Cooper, H., (1998). *Synthesising Research: A guide for Literature Reviews*. 3rd edition. London: Sage

Denzin, N.K., and Lincoln, Y.S., (1998). *Strategies of Qualitative Inquiry*. London: Sage.

Hakim, C., (1987). *Research Design: Strategies and Choices in the Design of Social Research*. London: Unwin Hayman.

Jones, S.G., (1998). *Doing Internet Research: Critical Issues and Methods for examining the Net*. Thousand Oaks, CA: Sage.

Marshall, C. and Rossman, G.B., (1999). *Design Qualitative Research*. 3rd edition. London: Sage.

Silverman, D., (1997), (ed). *Qualitative Research: Theory, Method & Practice*. London: Sage.

AUTHORSHIP

Deborah Blackman
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Angela Benson
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Date prepared: April 2000

Unit Reference	
TITLE	SMALL BUSINESS ENTERPRISE
Level	3
Credit Points	20
Duration	1 semester of 15 weeks

Total Student Workload (hours)	150
Class Contact	60
Lectures	12
Seminars	24
Structured Learning	12
Directed Learning	39
Independent Learning	50
Formal Assessment	1

PREREQUISITES:

None.

OBJECTIVES

The unit aims to broaden the students' awareness of the key factors in the business environment affecting the development and importance of small businesses and to develop an understanding of the entrepreneurial process from generating marketable ideas through to a testable Business Plan.

At the conclusion of this unit the student should be able to:

1. Identify the main influences in the business environment affecting the development of the small business sector.
2. Appreciate the key characteristics of entrepreneurship.
3. Be fully conversant with the entrepreneurial process from the generation of ideas to starting a business.
4. Produce and test a Business Plan incorporating market research and financial projections.

DESCRIPTION

Students will have developed a broad understanding of the business environment from levels 1 and 2 of their programme. This unit focuses on developing a critical appreciation of the internal and external factors which influence the creation and

development of small businesses. In addition, it provides the opportunity to discover the competences required to embark on entrepreneurship.

LEARNING METHODS

Lectures and seminars will be used to impart key areas of study, enhanced where appropriate by the use of guest speakers. Structured learning sessions will operate through a programme of small group/individual workshops and tutorials to support and monitor students as they work towards producing their Business Plans.

ASSESSMENT

1. An individual critical appraisal of an existing small business. (40%)
2. A group produced written Business Plan with presentation. (60%)

AREAS OF STUDY

What constitutes a small business and the typology of small business behaviour in relation to growth and management. Economic and political factors which impact on small business trends. Entrepreneurial characteristics. Generating business ideas. Financing Small Businesses. Developing a Business Plan - marketing research, marketing plan, financial projections, requirements and sources of funding. Key determinants of small business success or failure.

INDICATIVE READING

Paul Burns and Jim Dewhurst (eds) (1996) *Small Business and Entrepreneurship (2nd edition)*
Macmillan

Graham Hall (1995) *Surviving and Prospering in the Small Firm Sector* Routledge

John Harrison and Bernard Taylor (1996) *Supergrowth Companies - Entrepreneurs in Action*
Butterworth Heinemann

Michael Murphy (1996) *Small Business Management* Pitman Publishing

Pinson, Linda (1996) *Steps to small business start-up: everything you need to know to turn your idea into a successful small business. (3rd edition)* Upstart

Record, Matthew (1997) *Preparing a Business Plan: how to lay the right foundations for business success (2nd edition)* How to Books

John Stanworth and Colin Gray (eds) (1991) *Bolton 20 Years On* Paul Chapman Publishing

David Stokes (1995) *Small Business Management - an Active Learning Approach (2nd edition)* DP Publications Ltd

David J Storey (1994) *Understanding the Small Business Sector* Routledge

Philip Wickham (1998) *Strategic Entrepreneurship: A Decision-making Approach to New Venture Creation and Management* Pitman

Williams, Sara (1998) *Lloyds Bank Small Business Guide (11th edition)* Penguin Business

Reports, for example:

Bank of England (1999) *Finance for Small Firms* London, Bank of England

Bank of England (1998) *Smaller Exporters: A Special Report* London, Bank of England

Department of Trade and Industry, SME Statistics Unit (1998) *Small and Medium Enterprise (SME) Statistics for the United Kingdom* Sheffield, DTI

Journals:

Entrepreneurship: Theory and Practice

Export Journal

Family Business Review

Harvard Business Review

International Small Business Journal

Journal of Business Strategy

Journal of Business Venturing

Journal of Strategic Change

Long Range Planning

Management Today

Marketing

Marketing Week

Organisational Dynamics

Small Business and Enterprise Development Journal

Author of Unit: Lesley Hyder

Date: 29.4.99

Unit Reference:**Unit Title:** SPORT DEVELOPMENT**Credits:** 20**Level:** 3**Delivering School:** SBS**Parent Course:** BA (Hons) Sport Studies with Business**Parent Level:** 3**Date Validated:****TOTAL STUDENT WORKLOAD:** 150 Hours

Class Contact: 48 hours

Made up of approximately:

Workshops 48 hours

Directed Learning 48 hours

Independent Learning 54 hours

PREREQUISITES

None

UNIT DESCRIPTION

The purpose of this unit is for students to evaluate and assess the concept of Sport Development, which is a relatively new and evolving area of work. Sport Development, by its nature brings 'change'; this is largely due to its pro-active approach to planning, enabling, and co-ordinating sport in a variety of situations. Sport Development, in the light of Government-led reviews and reorganisations, has become more strategic, resource intensive and has started to justify its contribution through proper performance measurements. Sport Development is now a key area of employment for leisure and sports students leaving higher education, with a range of positions being offered by County and Local Authorities, the private sector and national governing bodies of sport. These opportunities are highlighted as part of the unit.

LEARNING OUTCOMES**A. KNOWLEDGE AND UNDERSTANDING**

1. Appreciate the framework in which Sport Development functions
2. Demonstrate a comprehensive understanding of Sport Development issues
3. Be able to interpret Sport Development strategies and action plans
4. Identify the role of key organisations and workroles and their relationships to Sport Development

B. SKILLS AND OTHER ATTRIBUTES

Intellectual Skills

1. Research and critically analyse Sport Development issues
2. Develop strategies, programmes and action plans for a variety of Sport Development areas
3. Synthesise literature related to sport development initiatives and research based coursework

Practical and Professional Skills

1. Research and discuss a Sport Development initiative in depth
2. Identify career opportunities in the field of Sport Development

Key Skills

1. Be able to communicate effectively in written and oral formats
2. Demonstrate IT skills
3. Demonstrate the skill of working with others
4. Present research in a logical and coherent manner

AREAS OF STUDY

Historical overview of Sport Development
Policies and Strategies - current initiatives
Sport Development Continuum - various models. Types of Sport Development.
Identification and discussion of Target Groups.
The Role of Coaching and National Governing Bodies in Sport Development
The Role and Management of Volunteers
Issues related to Quality and Best Practice
Issues related to Planning and Programming
The Role of Major Events in Sport Development
Funding Issues and the National Lottery
Sport Development Careers

TEACHING AND LEARNING STRATEGY

This unit requires a particularly student centered approach. Experiential learning in a workshop format will be the main medium for delivery. Within the workshops there will be mini lectures on core topics. These topics will be further explored by using exercises, case studies, discussion and examples from strategic documents and action plans. Visiting speakers from the Sport Development sector will be invited to explore current issues with students. Where possible, study visits to operational Sport Development initiatives will take place.

ASSESSMENT STRATEGY

The assessment, both formative and summative, will ensure that all learning outcomes identified are met within the unit.

One piece of work will be based on a practical/ 'live' case, demonstrating an integration of theory and practice from a Sport Development initiative. The other will be an in-depth piece of research on a Sport Development issue.

ASSESSMENT

Course work

Weighting: 50%
Assessment type: **CSWK (Coursework)**

Seminar

Weighting: 50%
Assessment type: **SMNR (Seminar Presentation and Paper)**

INDICATIVE READING

Core texts:

There is no core text for Sport Development, students will be expected to read "Selected Handouts" and regularly read Sport and Leisure Journals and Newsletters for current articles. There is also a range of English Sports Council publications, sport strategies, both old and new in the library.

Recommended reading:

Brackenridge, C and West A. (1990) *Wot! No Women Sport Coaches? A report on the issues relating to women's lives as sport coaches in the United Kingdom – 1989-90*. Sheffield City Polytechnic, PAVIC Publications

Burgess, S. (1999) *Sports development planning for clubs, schools and other organisations key course home study pack and course resource*. London: Sport England

Eady, J. (1999) *Practical Sports Development*. London: Pitman Publishing

English Sports Council (1999) *Action planning for sports development officers, a resource pack to support the running sport key course workshop*. London: English Sports Council

English Sports Council (1998) *The development of sporting talent 1997 an examination of the current practices for talent development in English sport* London: English Sports Council

Gooding, A. (1998) *101 Ways to Succeed in Sports Development* Reading: Institute of Leisure & Amenity Management

McPate, P. (1992) *The role of the development plan in the planning and provision of urban sports facilities, a research study for the Scottish Sports Council*. Scottish Sports Council

National Coaching Foundation (NCF) *Investing in coaches an NCF guide to local coaching development*. Leeds: NCF

Sports Council. *People with Disabilities and Sport: policy and current/planned action* (SC/213/10M/11/93)

Internet addresses:

www.english.sports.gov.uk

www.ilam.co.uk

www.wsf.org.uk

www.isrm.co.uk

English Sports Council

Institute of Leisure & Amenity Management

Women's Sport Foundation

Institute of Sport & Recreation Management

AUTHORSHIP

Angela Benson

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Date prepared: March 2000

Unit Reference:

Unit title: STRATEGIC MANAGEMENT

Level 3

Credit Points: 20

Duration: 1 Semester of 15 weeks

TOTAL STUDENT WORKLOAD (hours): 150

Class Contact	48
Lectures	12
Seminars	24
Structured Learning	12
Directed Learning	36
Independent Learning	63
Formal Assessment	3

PREREQUISITES

Levels One and Two. (Units that introduce the concepts of management and organisation.)

DESCRIPTION

Organisations exist in constantly changing business environments which therefore impose new constraints and create fresh opportunities. Successful organisations seem to be able to adapt to these changing environments and yet still achieve objectives that satisfy stakeholders interests. The Strategic Management unit provides a basic understanding of this process by building on the business units in levels one and two to provide a perspective of the way in which managers operate at a strategic level.

An important part of this unit is to provide a critical understanding of the problems associated with the synthesis and implementation of strategy. The unit is therefore strongly supported with the use of case study material.

TEACHING OBJECTIVES

- 1: To impart a body of knowledge regarding the ways that organisations adapt to their business environments.
- 2: To develop competence in a range of the analytical techniques used in the strategic management process.
- 3: To indicate the breadth of alternative views on the strategy process.
- 4: To highlight methodological weaknesses in the strategic management literature.

LEARNING OUTCOMES

By successfully completing this unit, a student should be able to demonstrate

- 1: Competent application of a range of analytical techniques.
- 2: Use of strategy models and language to describe and analyse real business events.
- 3: Reflection and supported opinion on the limitations of strategy techniques.

LEARNING METHODS

Learning will be directed at understanding the concepts and applying the skills of strategic management. Lectures will be used to outline the macro ideas and concepts, and review key parts of the literature. Tutorials will allow students to acquire the micro skills acquisition through development of integrative assignment work and small group presentations.

ASSESSMENT

Assessment will be based on a combination of coursework and a three hour examination based on a previously issued case study.

Coursework (40%)

This will consist of a strategic analysis of a company, normally carried out in groups of three or four students, which will be assessed by a group presentation of about 20 minutes and submission of a group report circa 4000 words. The Presentation should develop the theoretical elements implied by the case study - it should not be a precis of the report.

Examination (60%)

This will consist of a 3 hour examination based on a pre-issued case study. Students will be permitted to take into the examination up to four sides of notes about the case study which they may refer to in answering the unseen examination questions.

INDICATIVE AREAS OF STUDY

1. Classical Strategy - *Planning Processes*, objectives and mission, stakeholder analysis, *Auditing Techniques*, SWOT, PEST, ratio analysis, 5 forces, GE matrix, strategic space, *Strategy Formulation*, BCG Matrix, gap analysis, Ansoff's matrix, generic strategies, SPACE, *Strategic Implementation*, planning, motivation, monitoring and control, value chain, integration, culture and structure, turnaround and sharpbenders.
2. Critiques of Classical Thinking - The work of such critics as Mintzberg, Stacey, Morgan and other writers.

3. Modern Classical School - *Resource Based view* - core competencies, strategic intent, strategic architecture, learning organisation, quality.
4. Processual School - strategic typologies, logical incrementalism, power and structure, strategic trajectories.

INDICATIVE READING

Johnson G & Scholes K *Exploring Corporate Strategy (Text and Cases)* (5th ed) Prentice Hall (1999)

Bowman C *Strategy in Practice* Prentice Hall 1998

Grant R *Contemporary Strategy Analysis* (3rd ed) Blackwell 1997

Lynch R *Corporate Strategy* Pitman 1997

Thompson J *Strategic Management - Awareness and Change* (2nd ed) Chapman & Hall 1993

Porter M E *Competitive Strategy* Macmillian 1980

Slatter S *Corporate Recovery* Pelican 1984

Segal-Horn (Ed) *The Strategy Reader* Blackwell 1998

Whittington R *What is Strategy - does it matter?* Routledge 1993

Ellis J & Williams D *Corporate Strategy and Financial Analysis* Pitman 1993

Minzberg H *The Strategy Process* (Revised European Edition) Prentice Hall 1995

Relevant journals including *Management Today*, *Long Range Planning*, *Journal of General Management*, *Harvard Business Review*, *Journal of Management Studies*.

Authors: Steven Henderson, Allan Bates

Date: February 1999

Unit Reference:

UNIT TITLE: THE MANAGEMENT OF FUND-RAISING AND SPONSORSHIP ACTIVITIES

LEVEL: 3

CREDIT POINTS 20

DURATION: 1 semester of 15 weeks

Total Student Workload (hours): 150

made up of:	Class Contact		60
	Lectures	15	
	Seminars	30	
	Structured Learning	15	
	Directed Learning		30
	Independent Learning		58
	Formal Examination		2

PREREQUISITES:

None

OBJECTIVES

On completion of this unit, students should be able to:

- § Develop a communications programme for targeting and liaising with potential sponsors.
- § Evaluate the role and activities of professional fund-raising bodies.
- § Understand the financial advantages and limitations of fund-raising and sponsorship, including the use of financial control.
- § Apply the main marketing and management skills needed for dealing with the sports and arts personalities participating in a sponsorship programme.

AIMS

To establish the importance of fund-raising activities within the leisure field and demonstrate how plans are formalised to exploit this area.

To provide students with an understanding of the role of sponsorship within the fund-raising arena.

To highlight the contractual and financial implications for fund-raising and sponsorship.

To encourage students to discover the inter-relationships between fund-raising, sponsorship and marketing activities.

To give students a knowledge and understanding of the management and marketing of personalities who are involved in sponsorship and fund-raising activities.

DESCRIPTION

This unit will allow the student to understand the requirements and needs for fund-raising. It potentially draws on elements of the course which identify the main sources of funds available.

LEARNING METHODS

The students will be encouraged through independent learning to develop analytical, research and practical skills which will be of value and relevance in the leisure sector.

Whilst evaluating the major methods of fund-raising, the students will be able to establish planning and control systems for fund-raising; particularly understanding the role of sponsorship.

ASSESSMENT

5. One in-course assessment (40%)
6. One two hour examination (60%)

INDICATIVE CONTENT

The contents of this unit will include the financial framework of organisations, focusing on the present economic climate of leisure facilities and the direct effect of sponsorship on expansion or even shortfalls in the budget. Once the unit has been completed, private and public sources of funds will have been covered notwithstanding segmentation analysis, agencies and implications of tax and sponsorship costs.

INDICATIVE READING

Giles, C. *Business Sponsorship* Butterworth-Heinemann Oxford 1991

Turner, S. *Practical Sponsorship* Kogan Page, London 1987

Jekfins, F. *Modern Marketing* Blackie & Sons, London *Communications* 1990

Smith, P.R. *Marketing Communications* Kogan Page, London *An Integrated Approach* 1994

UNIT AUTHOR: Julie Tinson

Unit Reference:

Unit Title: WOMEN OUTDOORS

Credits: 20

Level: 3

Delivering Faculty: SBS

Parent Course: BA (Hons) Outdoor Adventure Management

Parent Level: 3

Date Validated:

TOTAL STUDENT WORKLOAD 150

Made up of approximately:	class contact:	48
	directed learning:	51
	independent learning:	51

PREREQUISITES:

None

UNIT DESCRIPTION

At the start of the 21st century women and girls continue to make up a small proportion of outdoor recreation participants. The unit explores the reasons for low participation rates and then considers ways in which more women may become involved in the outdoors through a more insightful understanding the needs of women participants and the ways in which providers can make opportunities more attractive to women and girls.

Although this unit is primarily academic - there are practical outcomes, which can be applied to the work place. Because there is relatively available little data about women's participation on outdoor recreation there is also an opportunity to conduct primary research using qualitative methods.

LEARNING OUTCOMES

On completion of this unit students will be able to:

Understanding and knowledge

- i Development of women's involvement in outdoor leisure
- ii Sociological, physiological and cultural aspects of women in leisure
- iii Women and the outdoor workplace
- iv Women friendly policies

Skills and other attributes

-Cognitive skills

- i Analyse the principal theoretical perspectives relating to participation of women in the outdoors
- ii Evaluate the similarities and differences between men's and women's experiences as they impact on outdoor recreation

-Practical and Professional skills

- i Devise and carry out qualitative research on women's recreation participation
- ii Propose women friendly policies for outdoor recreation providers

Transferable (general) and Key skills

- i Listening skills

AREAS OF STUDY

- i **Development of women's involvement in outdoor leisure.** Growth of participation. Empowerment through the outdoors. Gendered space. Women as elite performers in the outdoors
- ii **Sociological, and cultural aspects of women as leisure consumers.** Leisure lifestyles. Mothers; entitlement and negotiation of leisure time. Masculinity and sport. Changing sport cultures. Femininity and sport. Adolescent girl and portrayal through teenage media. Impact of family, school, peers and media. The new Lass. Physiological aspects of women and sports. Body shape and image.
- iii **Women and the outdoor workplace.** Employment structures. Barriers to progression.
- iv **Women friendly policies**

TEACHING AND LEARNING STRATEGY

A range of teaching and learning methods will be used in this unit. The core concepts will be formally delivered through a lecturer programme and students will be expected to read widely around these core concepts. Tutorials will be interactive and more informal. Students will bring their own experiences as participants and instructors in outdoor recreation to inform the tutorial discussions.

Qualitative research methods will also be taught as a part of this unit.

ASSESSMENT STRATEGY

The assessment for this unit is based around an outdoor recreation provider which is actively attempting to increase women's participation. There are two related parts to the assessment. In the first qualitative research is carried out into women's needs, in the second a proposal to increase women's participation is developed and justified.

ASSESSMENT

Coursework **100%**

Made up of

Weighting: 50%

Assessment type: **WRIT (written assignment)**

Additional details: qualitative research

Weighting: 50%

Assessment type: **WRIT (written assignment)**

Additional details: development & justification of policy

INDICATIVE READING

Core reading

Henderson, K., (1989) *A Leisure of ones own. A Feminist perspective on leisure* Venture

Recommended reading

Cohen, G., (1993) *Women in Sport* Sage

Deem, R., (1986) *All work and no play. The sociology of women and leisure* Open University Press

Hall, M., A., (1996) *Feminism and sporting bodies essays on theories and practice.* Champaign, IL :Human Kinetics

Hargreaves, J., (1994) *Sporting Females* Routledge

Messner, M, A., & Sabo, D, F., (1990) *Sport, Men and Gender Order* Human Kinetics

Unit Author: Jenny Anderson

