

## **Book of Units**

### **MSc International Tourism and Hospitality Management**

#### **Faculty of Arts and Human Sciences**

Unit Title	<b>Critical issues in Tourism and Hospitality Industry</b>
Level	New unit awaiting Unit Ref
Reference No. ( <i>showing level</i> )	20 CAT points
Credit Value	Contact hours: 36 Student managed learning hours: 114
Student Study Hours	n.a
Pre-requisite learning	n.a
Co-requisites	n.a
Excluded combinations	n.a
Unit co-ordinator	Alison Askew
Faculty/Department	Urban, Environmental and Leisure Studies.
Short Description	The unit introduces students to differing theories related to the key issues and ethical dilemmas that are prevalent in the Tourism and Hospitality Sector. It will expose students to strategies that management utilise in response to the critical issues that occur within a localised context as well as those that arise as a result of the pressures from the external environment.
Aims	The unit aims to develop a critical understanding of how businesses and stakeholders in the Tourism and Hospitality Industry respond to, interpret and manage the issues they encounter and how they develop mechanisms to address these either as individual managers or collaboratively. It does this by exploring the nature of the industry as a multi-layered and fragmented amalgam of interests, needs and values that are prevalent and which must be considered whilst management and development proceed. It explores the measures that may be taken to address imbalances caused to the environment and social interests that arise from a market driven by profit. It undertakes this exploration by getting students to explore issues and their considered position in relation to them. Macro issues may include sustainability and climate change. Micro issues may include skills deficit, corporate governance, policy making and ethics.
Learning Outcomes	<b>Knowledge and Understanding.</b> At the end of the unit students will be able to : <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate personal and corporate values and responsibilities in the tourism and hospitality industry and analyse potential responses to these dilemmas.</li> <li><input type="checkbox"/> Discuss and analyse the motivations and power</li> </ul>

bases of the various stakeholder groups in strategic planning.

- Critically analyse the role of managers and stakeholders and the determinants that influence their ability to make decisions.
- Critically analyse the implications of ethical dilemmas that arise within the sector and discuss the solutions that formulate the outcomes.
- Understand the role of research in the development of management strategies and to be able to evaluate and justify the application of those deemed appropriate.

**Intellectual skills.**

At the end of the unit students will be able to:

- Critically evaluate a range of concepts, principles and practises used by management within the tourism and hospitality industry.
- Articulate innovative responses and strategies to address critical issues identified in the unit.
- Demonstrate originality in the evaluation of solutions to complex and unpredictable situations that present themselves to managers in the tourism and hospitality industry.
- Analyse complex and contradictory options available to management and formulate appropriate responses and plans of action.
- Demonstrate how ethical and moral issues can be integrated into professional judgements.

**Practical skills.**

At the end of the unit students will be able to:

- Critically analyse the range of options and responses available to managers in the tourism and hospitality industry.
- Demonstrate that they have an overview of the complex and unpredictable nature of the sector in which they are specialising.
- Identify, select and justify a range of practical tools to address the range of ethical and moral dilemmas generated by the tourism and hospitality industry.
- Prioritise and justify the use of resources available to managers (human, natural and organisational) in helping to shape the strategic direction of decision making within the industry.
- Recognise the political nature of decision-making whilst taking into the consideration of the interests

	<p>and needs of the stakeholders involved or affected.</p> <p><b>Transferable skills.</b></p> <p>At the end of the unit students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically evaluate information.</li> <li><input type="checkbox"/> Synthesise information and academic theory in order to understand facts and events.</li> <li><input type="checkbox"/> Interpret strategic plans and market information.</li> <li><input type="checkbox"/> Analyse and articulate ethical problems and issues and their responses.</li> <li><input type="checkbox"/> Communicate effectively using a range of media.</li> <li><input type="checkbox"/> Self-manage tasks and projects and acknowledge the need for flexibility, personal-planning, timekeeping and knowing when to seek the input from others.</li> <li><input type="checkbox"/> Takes personal responsibility for the development of their own learning.</li> </ul>
Employability	<p>On completion of the unit students should have gained attributes that will be useful to them in the work place and to the employer. These should include some or all of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An understanding of the context of economic, political and social change in which the hospitality and tourism industry is embedded.</li> <li><input type="checkbox"/> An ability to analyse the ethical and corporate responsibilities generated by developments taking place within the industry.</li> <li><input type="checkbox"/> Be able to analyse issues, both positive and negative, that are currently impacting upon the industry.</li> <li><input type="checkbox"/> To work in collaboration with colleagues and communicate effectively through both written and verbal communication.</li> <li><input type="checkbox"/> Be able to generate strategic ideas to problems and suggest possible solutions.</li> <li><input type="checkbox"/> To be independent researchers.</li> </ul>
Teaching and learning pattern	Teaching will take place through weekly lectures and discussions stimulated by weekly readings and case studies.
Indicative content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Impacts of external economic and social change on the sector.</li> <li><input type="checkbox"/> The International 'Globalisation' of the sector.</li> <li><input type="checkbox"/> The impact of Environmental imperatives on the sector</li> <li><input type="checkbox"/> Sustainability within the sector.</li> <li><input type="checkbox"/> Tourism and ethics.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The role of women in the sector.</li> <li><input type="checkbox"/> Skills deficit in the sector, how are they being redressed.</li> <li><input type="checkbox"/> Impacts Typology: effects and reactions of communities.</li> <li><input type="checkbox"/> Corporate responsibility, is it being practiced?</li> </ul> <p><b>Research Methods Element of the Course</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying a research question.</li> <li><input type="checkbox"/> Formulating a context and identifying its main features.</li> <li><input type="checkbox"/> Identifying any gaps in knowledge.</li> <li><input type="checkbox"/> Developing conceptual frameworks and theories.</li> <li><input type="checkbox"/> Writing a literature review.</li> <li><input type="checkbox"/> Consideration of ethical dilemmas of research</li> </ul>
<p>Assessment <i>Elements &amp; weightings</i></p>	<p><b>100% coursework, comprising :</b></p> <p>Early, (week 2-4) presentation to assess students' presentation skills, use of English and academic skills. Pass / fail only. Failure will lead to requirement to re-present</p> <p>Two marked pieces of coursework, the first of which is worth 40% and the second worth 60%.</p> <p><b>Assessment number 1, Presentation and supporting Paper(40%)</b>  <b>Presentation 10 minutes, Paper 1,500 words</b>  Students will be required to research a topical issue that is relevant to the course content and present their findings to their peer group. They should identify why the issue is of concern to either the tourism or hospitality industry and the adverse affect that it is having upon the sector. They must identify the implications for the stakeholders involved – their issues and how it affects them: the value dilemmas that underlie the issue and the potential measures that would be needed to redress the issue. This presentation will be peer assessed and written up as a seminar paper.</p> <p><b>Assessment number 2, Essay, (60%) (3000 words)</b>  Students will be required to expand and analyse the issue chosen for their presentation that develops the macro and micro content. They will be expected to integrate the theories of ethics and strategic development that are available to management, when making and implementing professional judgements as part of their strategic planning of their issues.</p>

<p>Indicative Sources (Reading lists)</p>	<p>Beirman, D. (2003) <i>Restoring Tourism Destinations in Crisis: A Strategic Marketing Approach</i>. Oxford: CABI Publishing.</p> <p>Buhalis, D. and Costa, C. (2006) <i>Tourism Management Dynamics: Trends, Management and Tools</i>. Oxford: Butterworth-Heinemann.</p> <p>Butcher, J. (2003) <i>The Moralisation of Tourism</i>. London: Routledge.</p> <p>Butler, R. and Suntikul, W. (eds) (2010) <i>Tourism and Political Change</i>. Oxford: Goodfellow Publishers Ltd.</p> <p>Cornelissen, S. (2005) <i>The Global Tourism System: Governance, Development and Lessons from South Africa</i>. Aldershot: Ashgate Publishing Company.</p> <p>DesJardins, J. R. and McCall, J. J. (2004) <i>Contemporary Issues in Business Ethics</i>. Mason, Ohio: Thomson Learning.</p> <p>Hartman, L. P. (2005) <i>Perspectives in Business Ethics</i>. Maidenhead: McGraw-Hill.</p> <p>Higham, J. (eds) (2007) <i>Critical Issues in Ecotourism, Understanding a Complex Tourism Phenomenon</i>. Oxford: Butterworth-Heinemann.</p> <p>Holden, A. (2005) <i>Tourism Studies and the Social Sciences</i>. Abingdon: Routledge.</p> <p>Ryan, C. Page, S. and Aicken, M. (2005) <i>Taking Tourism to the Limits. Issues, Concepts and Managerial Perspectives</i>. Oxford: Elsevier Ltd.</p> <p>Shaw, G. and Williams, A. (2002) <i>Critical Issues in Tourism: A Geographic Perspective</i>. (2edn) Oxford: Blackwell Publishers Ltd.</p> <p>Suich, H. Child, B. and Spenceley, A. (2009) <i>Responsible Tourism</i>. London: Earthscan.</p>
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<b>Unit Title</b>	<b>City Marketing</b>
Level	7
Reference No. ( <i>showing level</i> )	New unit awaiting Unit Ref
Credit Value	20 CAT points
Student Study Hours	Contact hours: 36 Student managed learning hours: 114
Pre-requisite learning	n.a
Co-requisites	n.a
Excluded combinations	n.a
Unit co-ordinator	Duncan Tyler
Faculty/Department	FAHS/DUELS
Short Description	Cities, be they historic, seaside, regional or capital, are the power houses of the tourism and hospitality industry. They shape and are shaped by tourism and hospitality which has become a major economic driver and re-imagining agent of city governance agencies as they seek to re-invent their themselves in the new global order. This unit seeks to explain the role of tourism and hospitality and the visitor economy in the modern city and to critically analyse this in relation to a number of theoretical perspectives. The unit seeks to equip the student with a critical understanding of broader perspectives required to manage and market tourism in the modern city and inform city marketing strategies.
Aims	<ol style="list-style-type: none"> <li>1. Critically review literature and theory to understand the dynamics of cities and why they need to constantly re-image and market themselves to incoming investment and visitors.</li> <li>2. To evaluate models and examples of good and poor practice in city marketing over time and space, and synthesise these into new strategies for city marketing.</li> <li>3. To be able to analyse city markets and marketing trends to develop a city marketing plan for a European city</li> </ol>
Learning Outcomes	<p><b>Knowledge and Understanding:</b></p> <p>On completing the unit the student is expected to be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the market demand for city tourism and hospitality and assess trends in city tourism products</li> <li><input type="checkbox"/> Critically analyse the various theories of the city and their relation to models of city marketing,</li> </ul>

	<p>regeneration and tourism</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse marketing, management and ethical issues associated with city marketing</li> <li><input type="checkbox"/> Develop a city and tourism marketing strategy taking into account the organisational and political landscape of a city</li> </ul> <p><b>Intellectual Skills:</b> On completing the unit the student is expected to be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically evaluate and compare academic concepts and apply them to real life city marketing issues</li> <li><input type="checkbox"/> Apply relevant analytical tools in order to assess the development and delivery of tourism's role in city marketing strategies</li> <li><input type="checkbox"/> Address a range of ethical issues and develop appropriate strategies to deal with these.</li> </ul> <p><b>Practical Skills:</b> On completing the unit the student is expected to be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Undertake a critical evaluation of the city tourism market, product and administrative infrastructure</li> <li><input type="checkbox"/> Develop strategies for the development and marketing of the city product.</li> <li><input type="checkbox"/> Apply relevant analytical tools in order to assess ethical issues involved in the planning and delivery of the city marketing</li> <li><input type="checkbox"/> To analyse city marketing material (written and visual)</li> </ul> <p><b>Transferable Skills:</b> On completing the unit the student is expected to be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically evaluate and synthesise real life information and academic theory to help explain facts and events</li> <li><input type="checkbox"/> Interpret strategic plans and market information</li> <li><input type="checkbox"/> Analyse and articulate ethical problems and issues</li> <li><input type="checkbox"/> Develop and articulate a strategy</li> </ul>
Employability	<p>On completing the unit the student should be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> generate strategic thinking and answers to issues raised by market and social intelligence</li> <li><input type="checkbox"/> understand specific city marketing issues in the wider context of economic, political and social</li> </ul>



	<p>change</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> work in collaboration with colleagues of different nationalities via seminar presentations and field work exercises.</li> <li><input type="checkbox"/> Draw conclusions from analysis and examples of good and bad practice from around the world</li> </ul>
Teaching and learning pattern	<p>Teaching will be in a 3 hour block comprising one hour of formal lecture followed by an activity such as a case study, practical exercise or student led discussion of a topic. Guest speakers from city marketing organisation will be an important part of this unit.</p> <p>The unit includes a compulsory residential field trip to a European city such as Barcelona or Prague that demonstrate good and bad practice in city marketing or that have specific city marketing issues that need addressing. Later seminars will be dedicated to the analysis of the field study city and the development of a city marketing strategy for it. We seek to meet up with students from INHolland University who will be studying in the same city. Netherlands and England based students will work together on the field trip and be encouraged to continue this via computer technology on their return to continue to develop ideas and solutions to the coursework task.</p>
Indicative content	<p>The unit is to be delivered in four sections:</p> <p><b>The Changing Nature of Cities:</b>  Fordist to post-Fordist city, international competition in city development; theories of the city (e.g the creative city, knowledge city, networked city) and their relation to the role of tourism; changes in social consumption of cities; city marketing strategies (e.g. architecture, districting, commodification), city governance changes.</p> <p><b>The Nature of City Tourism:</b>  The history of city marketing, City tourism roles; city tourism markets and products; city tourism strategies and branding; city tourism marketing tools, city tourism management organisations.</p> <p><b>Ethical Issues in City Marketing:</b>  Winners and losers from city marketing; city marketing as a social cohesion and identity tool; where now for city marketing?</p> <p><b>Residential Field Trip</b></p>

	<p>One week field trip bringing together Netherlands and England based students to develop a city tourism strategy for a European city.</p> <p><b>Research Methods Element of the Course.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observational data collection.</li> <li><input type="checkbox"/> Data recording procedures.</li> <li><input type="checkbox"/> Quantitative techniques and Statistical analysis.</li> <li><input type="checkbox"/> Interpretation of official documentation.</li> <li><input type="checkbox"/> Stakeholder analysis</li> <li><input type="checkbox"/> Positivist versus realist research philosophies</li> </ul>
<p>Assessment Elements &amp; weightings</p>	<p>The unit is assessed 100% by coursework.</p> <p>Early paper on tourism potential of home town. Pass / Fail to assess written English Skills. Failure will lead to requirement to re-submit.</p> <p><b>Assessment 1: (50% 2.500 words)</b></p> <p>A comparative analysis of the city marketing history and issues of two cities. These should have contrasting approaches to city marketing to aid analysis and comparison.</p> <p><b>Assessment 2 (50% 2.500 plus graphics)</b></p> <p>Development of a tourism marketing strategy for the field trip city. This is to be done in pairs.</p> <p>.</p>
<p>Indicative Sources (Reading lists)</p>	<p><b>Journal</b> articles will provide many of the case studies and examples of application of theory. These will be used in seminars and coursework. Details of appropriate articles will be given in the unit guide and on the unit Blackboard site. The key journals will be:</p> <p>Cities, City Reports. Current Issues in Tourism Local Economy New Urban Futures Tourism Management Urban Studies</p> <p><b>Text books</b> provide introductions to key topics within the unit and will be used as the basis of the lecture programme and student’s own reading. The key books are:</p>

	<p>Ashworth, G and Voogd H (1990) <i>Selling The City</i>. London. Belhaven.</p> <p>Ell, D and Jayne, M. (eds) (2004) <i>City of quarters : urban villages in the contemporary city</i> Aldershot, Hants, Ashgate,</p> <p>Boddy M. and Parkinson, M. (eds) (2004) <i>City matters : competitiveness, cohesion and urban governance</i>. Bristol : Policy Press, 2004</p> <p>Clarke D (2003) <i>The consumer society and the postmodern city</i>. New York : Routledge,</p> <p>Hallyar,B, Griffin, T and Edwards, D (2008) <i>City spaces-tourist places : urban tourism precincts</i>. Oxford, UK ; Butterworth-Heinemann,</p> <p>Hannigan, J (1998) <i>Fantasy City: Pleasure and Profit in the Postmodern Metropolis</i>. London. Routledge.</p> <p>Judd, D. R (ed) (2003)<i>The infrastructure of play: building the tourist city</i> Armonk, N.Y. London M.E. Sharpe</p> <p>Judd, D.R., and Fainstein, S. (1999) <i>The Tourist City. New Haven</i>. New York University Press</p> <p>Landry, C (2006) <i>The art of city-making</i> London ; Earthscan,</p> <p>Landry, C (2008) <i>The creative city : a toolkit for urban innovators</i> Charles Landry. New Stroud, UK : Comedia. Earthscan, 2008. 2nd ed.</p> <p>Law, C (1996) <i>Tourism in Major Cities</i>. London. Thomson.</p> <p>Law, C (2002) <i>Urban tourism: the Visitor Economy and the growth of Large Cities</i>. (2<sup>nd</sup> edition) London. Continuum</p> <p>Nicholas Clark T. (ed) (2004) <i>The city as an entertainment machine</i> Amsterdam ; London : JAI</p> <p>Maitland, R and Ritche B, W. (eds) (2009) <i>City Tourism : National Capital Perspectives</i> Wallingford, UK .CABI.</p> <p>Scott, A (2000) <i>The cultural economy of cities : essays on the geography of image-producing industries</i>. London ; Thousand Oaks, Calif. : SAGE Publications</p> <p>Bramham, P and Wagg, S (eds) (2009) <i>Sport, leisure and</i></p>
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*culture in the postmodern city* Farnham, England ; Ashgate Pub.

Ward, S (1998) *Selling places: the marketing and promotion of towns and cities, 1850-2000*. London E & FN Spon

**Electronic Sources**

Students will be encouraged to use the Worldwide Web to research issues in tourism. Most sites include publications and research reports, some videos and press cuttings and transcripts of speeches and policy documents. Key sites include:

<http://www.etc-corporate.org/>

<http://www.europeancitiestourism.com/>

<http://www.rtpi.org.uk/>

<http://www.regeneration-uk.com/>

<http://www.wttc.org/>

<http://www.world-tourism.org/>

Unit Title	<b>Cross-Cultural Management</b>
Level	7
Reference No. ( <i>showing level</i> )	New unit awaiting Unit Ref
Credit Value	20 CAT points
Student Study Hours	Contact hours: 36 Student managed learning hours: 114
Pre-requisite learning	
Co-requisites	
Excluded combinations	
Unit co-ordinator	Edward M Isaacs
Faculty/Department	FAHS/DUELS
Short Description	This unit examines concepts of culture and its multifaceted impacts on managerial behaviour in the tourism and hospitality industry. It reviews and analyses situations and issues that managers have to meet and resolve when working internationally. This unit brings together knowledge, understanding, different interpretations and critical analysis of the contexts and issues relating to cross-cultural management.
Aims	<ol style="list-style-type: none"> <li>1. Critically analyse the relevant literature that underpins management issues that occur within international businesses environments.</li> <li>2. Evaluate attitudes to cultural matters and how these affect the managerial decisions within international businesses.</li> <li>3. Explore the relationship between the theory and practice of various business cultures and their impacts on the operations of the tourism &amp; hospitality sector.</li> </ol>
Learning Outcomes	<p>By the end of the unit students should be able to:</p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically apply concepts of cross cultural management and development issues to the tourism and hospitality sector.</li> <li><input type="checkbox"/> Critically evaluate cross-cultural management trends and developments</li> <li><input type="checkbox"/> Analyse the implications for tourism and hospitality managers of the economic, political and cultural contexts of different countries and economic</li> </ul>

	<p>regions.</p> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically apply the academic concepts to practical personnel &amp; development issues</li> <li><input type="checkbox"/> Demonstrate self awareness of cross-cultural issues</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate skills required to analyse complex concepts and situations and to articulate these in an accessible form;</li> <li><input type="checkbox"/> Diagnose the cause of problems and develop systematic, logical and justified solutions for them.</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in groups work, and demonstrate appropriate skills such as self-appraisal, reflection on practice, the planning and management of learning.</li> <li><input type="checkbox"/> Demonstrate enhanced written and verbal communication skills</li> <li><input type="checkbox"/> Demonstrate enhanced inter personal skills and empathy for those holding different points of view.</li> </ul>
Employability	<p>This unit will enable students to analyse and evaluative current international industry practices in tourism and hospitality operations.</p> <p>It will enable students to demonstrate to prospective employers that they understand the global environment in which international hospitality organisations operate and that they have the skills and understanding to work in a global marketplace.</p> <p>This unit will help to develop the knowledge, skills and attitude required by a cross-cultural manager in the tourism and hospitality industry by analysing current practices and knowledge in the field of study.</p>
Teaching and learning pattern	Teaching will be in a 3 hour block comprising one hour of formal lecture followed by an activity such as a case study, practical exercise or student-led discussion of a topic.
Indicative content	<p><b>Intercultural operations and growth of the tourism and hospitality industries</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organisational impacts of international economic and business factors.</li> <li><input type="checkbox"/> Diagnosis of need and planning for effective learning in different cultures.</li> <li><input type="checkbox"/> Approaches to employee communications,</li> </ul>

	<p>involvement and decision making.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an up-to-date awareness of the sensitivities of cross-national organisational issues and techniques.</li> </ul> <p><b>Tourism Business Integrity &amp; Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an awareness of international labour economics, competition and trade, social and political influences, regulations and barriers.</li> <li><input type="checkbox"/> Review trends and comparisons in national employment law systems, with particular focus on EU member states, the USA and Asia Pacific countries.</li> <li><input type="checkbox"/> Expatriation, alternatives to Expatriate managers.</li> <li><input type="checkbox"/> Corporate social responsibility, ethics and corruption in the global economy.</li> </ul> <p><b>Cross Cultural Management Practice in the Tourism and Hospitality Industries</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Different aspects of national culture, their sources, and implications for international organisations.</li> <li><input type="checkbox"/> Analysis of management operations in different cultural context;</li> <li><input type="checkbox"/> Communications skills - assert viewpoints in a culturally sensitive way, avoiding offence or misunderstanding, and exercising influence and persuasion in the business arena.</li> <li><input type="checkbox"/> Leadership and cross-cultural negotiations.</li> <li><input type="checkbox"/> Multi Cultural Issues in global companies.</li> </ul> <p><b>Research element of the course.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies associated with Qualitative Approaches:</li> <li><input type="checkbox"/> Ethnographic research techniques.</li> <li><input type="checkbox"/> Grounded theory.</li> <li><input type="checkbox"/> Case studies research.</li> <li><input type="checkbox"/> Phenomenological research philosophies.</li> </ul>
<p>Assessment <i>Elements &amp; weightings</i></p>	<p>The unit is assessed 50% by coursework and 50% by examination.</p> <p><b>Coursework</b></p> <p>50% Word limit 2500</p> <p>The assignment takes the form of an individually prepared essay. For example, students may be set an essay from a choice of topics such as:</p>

	<p>1. Identify are the key differences between American and European Human Resource Management models and to analyse the circumstances in which these may be employed?</p> <p>2. To what extent can we substantiate the argument that varying European HRM practices could be moving towards convergences?</p> <p>3. The metaphors of “shrinking world” and “global village” are often used. To what extent are these metaphors likely to affect the future of expatriation?</p> <p>4. Analyse the relevance is Hofstede’s Dimensions of Culture model to the tourism and hospitality industry?</p> <p><b>Exam</b> 50%</p> <p>This is a seen examination paper of 3 hours duration based on the indicative content and will require students to demonstrate research skills, the ability to structure an answer around key evidence and the use of academic sources.</p>
Indicative Sources (Reading lists)	<p>Browaeys, M. J. and Price, R. (2008) <i>Understanding Cross-Cultural Management</i> Harlow: Financial Times Prentice Hall</p> <p>Earley, P.C. and Singh, H. (2000) <i>Innovations in International and Cross-cultural Management</i>. London: Sage Publications</p> <p>French, R. and Knapp, C. (2007) <i>Cross-cultural Management in Work Organisations</i>. London: Chartered Institute of Personnel &amp; Development</p> <p>Hodgetts, R.M. Luthans, F. and Doh, J. P. <i>International Management: Culture, Strategy and Behaviour</i>, 6<sup>th</sup> ed. Boston: Mc- Graw-Hill Irwin</p> <p>Holden, N. (2001) <i>Cross-cultural Management</i>. Harlow: Financial Times Prentice Hall</p> <p>Jack, G. and Westwood, R. (2009) <i>International and Cross-Cultural Management Studies</i>. London: Palgrave Macmillan</p>



Lane, H. W. DiStefano, J. J. and Maznevski, M. L. (2006) *International Management Behaviour*, 5<sup>th</sup> ed. Malden: Blackwell Publishing

Lee-Ros, D. And Pryce, J. (2010) *Human Resources and Tourism. Skills, culture and industry*. London: Channel View publications

Macleod, D. and Carrier, J.(2009) *Tourism Power and Culture Anthropological Insights*. London: Channel View publications

Mead, R. (2004) *International Management: cross cultural dimensions*. London: Oxford: Blackwell Publishers

Mead, R. (2000) *Cases and Projects in International Management: cross cultural dimensions*. London: Oxford: Blackwell Publishers

Nickson, D. (2006) *Human Resource Management for the Hospitality and Tourism Industries*. London: Butterworth Heinemann

Page, S. (2009) *Tourism Management. Managing for Change*. 3<sup>rd</sup> edn Oxford: Butterworth-Heinemann.

Richards, D. (2001) *Cross-Cultural Management Skills*. Harlow: Financial Times Prentice Hall

Schneider, S. C. and Barsoux, J.L. (2002) *Managing Across Cultures*. Harlow: Financial Times Prentice Hall

Thomas, D. C. (2008) *Cross-Cultural Management*. London: Sage

Usunier, J.C. (1998) *International and Cross Cultural Management Research*. London: Sage

Unit Title	<b>Business and Management Strategy</b>
Level	7
Reference No. ( <i>showing level</i> )	TBA
Credit Value	20
Student Study Hours	Contact hours: 36 Student managed learning hours: 114
Pre-requisite learning	
Co-requisites	
Excluded combinations	
Unit co-ordinator	Neville Kendall
Faculty/Department	AHS/UELS
Short Description	
Aims	The unit aims to analyse the nature and scope of strategic management and to evaluate approaches to strategic management in the tourism and hospitality sectors.
Learning Outcomes	<p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss and evaluate definitions of corporate strategy;</li> <li><input type="checkbox"/> Evaluate the various analytical models available to strategists in tourism and hospitality;</li> <li><input type="checkbox"/> Evaluate theory relating to development of strategy, portfolio management, resource allocation in tourism and hospitality;</li> <li><input type="checkbox"/> Evaluate the impact of culture on strategy and the ways in which tourism and hospitality businesses can internationalise these;</li> <li><input type="checkbox"/> Evaluate financial and market forecasting and evaluative techniques for tourism and hospitality strategists;</li> <li><input type="checkbox"/> Discuss strategic management in the context of the small tourism and hospitality firms;</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synthesise data from a range of sources and use to critically evaluate theories or practical situations</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write critical evaluation in strategic plans</li> <li><input type="checkbox"/> Using relevant data to analyse why organisation strategies succeed or fail</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> To develop strategies appropriate for a range of tourism and hospitality businesses</li> </ul> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop analytical and evaluation skills</li> <li><input type="checkbox"/> Ability to synthesise issues from a range of data</li> </ul>
Employability	The skills and knowledge gained will be beneficial to those students who are seeking part time work experience, either in the industry, or any other work environment. For example time management and self organisation. Students will also be analyse a company in preparation for job interviews.
Teaching and learning pattern	Each week in the 12 weeks of teaching will consist of a one hour lecture followed by a two hour seminar
Indicative content	<p>Definitions of strategy, strategy as a field of study, the scope of strategy (corporate and strategic business unit levels/the portfolio of businesses), strategy as a process and theoretical perspectives on this process</p> <p>Strategic analysis and evaluation for the tourism and hospitality industry (current PEST issues and trends, industry and competitor analysis, market analysis, wider stakeholder analysis, value chain analysis and assessment of competitive advantage)</p> <p>Strategy at the corporate level - Vision and mission, strategic goals, the portfolio of businesses and resource requirements</p> <p>Methods of achieving strategies (e.g. acquisitions, strategic alliances), horizontal, diagonal and diagonal integration</p> <p>Analysis of the development of strategies in small firms</p> <p>Structures and processes to implement strategies</p> <p>Managing resources (people, information, finance, technology)</p> <p>Culture and its impact on strategy, global and local challenges</p> <p>Developing international strategies, internationalisation in the context of tourism and hospitality</p> <p>The evolution of strategies and managing strategic change and innovation</p>

	<p>Approaches to financial and market forecasting and analysis.</p> <p>Evaluating strategies</p> <p><b>Research Skills Development</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysing official documents and annual reports</li> <li><input type="checkbox"/> Analysing secondary data</li> <li><input type="checkbox"/> Stakeholder Analysis</li> <li><input type="checkbox"/> Interview techniques</li> <li><input type="checkbox"/> Analysis of interview transcripts</li> </ul>
<p>Assessment Elements &amp; weightings</p>	<p><b>100% Coursework</b></p> <p>A coursework will account for 100% of the unit marks. Students will shadow a medium to large company in the tourism, hospitality or events field and critically analyse their approach to corporate strategy and evaluate their strategic direction, making recommendations regarding strategic development of that organisation. Students may choose the same organisation which they choose for <i>Marketing unit. (5,000 words)</i></p>
<p>Indicative Sources (Reading lists)</p>	<p>Capon, C. (2009) <i>Understanding the business environment</i>. Harlow, FT Prentice Hall.</p> <p>De Wit, B. &amp; R. Meyer. (2004) <i>Strategy, process, content, context</i>. London, Thomson.</p> <p>Evans, N., D. Campbell &amp; G. Stonehouse. (2009) <i>Strategic management for travel and tourism</i>. Amsterdam, Elsevier.</p> <p>Harvard Business Review. (2005) <i>When your strategy stalls, what will you do?</i> Harvard Business School Press, Boston MA.</p> <p>Johnson, G., K. Scholes &amp; R. Whittington. (2008) <i>Exploring corporate strategy, text and cases</i>. Harlow, FT Prentice Hall.</p> <p>Okumus F., L. Altinay, P. Chathoth. (2010) <i>Strategic management for hospitality and tourism</i> London, Butterworth-Heinemann.</p>

	<p>Olsen, M. D., J. J. West, E. C. Y. Tse. (2008) <i>Strategic management in the hospitality industry</i>. Upper Saddle River N.J., Pearson.</p> <p>Laws, E., B. Prideaux &amp; K. Chon. (eds.) (2007) <i>Crisis management in tourism</i>. Wallingford, CABI.</p> <p>Mellahi, K., J. G. Frynas &amp; P. Finlay. (2005) <i>Global strategic management</i>. Oxford, O.U.P.</p> <p>Wheelan, T. L. &amp; J.D. Hunger (2010) <i>Strategic management and business policy, achieving sustainability</i>. New Jersey, Pearson.</p>
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Unit Title	<b>Marketing Strategy and E Distribution</b>
Level	7
Reference No. ( <i>showing level</i> )	New unit awaiting code
Credit Value	20 credits
Student Study Hours	36 taught hours 114 self managed study
Pre-requisite learning	n.a
Co-requisites	n.a
Excluded combinations	n.a
Unit co-ordinator	Robyn Griffith-Jones
Faculty/Department	AHS/UELS
Short Description	<p>The unit is about marketing planning. It explores how different types of organisations within the tourism and hospitality industry address this key issue and the way in which this has been influenced by technological advances.</p> <p>It also explores how organisations collaborate to generate worldwide marketing campaigns.</p> <p>An additional focus is on Branding tourism and hospitality businesses and destinations and the role of events in promoting the image of places and in keeping the product and the market fresh.</p>
Aims	<p>This unit aims to provide students with a comprehensive understanding of the role and operations of marketing within the business planning and management processes of private or public sector tourism and hospitality operations.</p> <p>By the end of the unit the students will be able to develop, compare and analyse marketing planning approaches across a range of organisations.</p>
Learning Outcomes	<p><b>Knowledge and Understanding</b></p> <p>On completing this unit students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically assess the role of marketing in organisational development and strategy</li> <li><input type="checkbox"/> Analyse approaches taken to marketing by differing organisations, networks and partnerships</li> <li><input type="checkbox"/> Evaluate the complexity of approaches to understanding buyer behaviour</li> <li><input type="checkbox"/> Present arguments surrounding ethical considerations of marketing.</li> </ul>

	<p><b>Intellectual Skills:</b> On completing this unit students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop skills in data gathering and draw conclusions from that data</li> <li><input type="checkbox"/> Using models to analyse and synthesise concepts to explain and critically analyse marketing practices</li> <li><input type="checkbox"/> Evaluate quantitative and qualitative data gathering methodologies used within the sector.</li> </ul> <p><b>Practical Skills</b> On completing this unit students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Write marketing plans across a range of product or service organisations in tourism</li> <li><input type="checkbox"/> Design primary research on consumer behaviour and market trends</li> <li><input type="checkbox"/> Apply budgeting and evaluation processes to marketing plans.</li> </ul> <p><b>Transferable Skills</b> This unit will provide an opportunity for students to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make oral presentations within set time limits</li> <li><input type="checkbox"/> Plan and produce written reports/presentations</li> <li><input type="checkbox"/> Critically assess stakeholders' viewpoints, management strategies and marketing campaigns</li> </ul>
Employability	This is a core unit in aiding students to become employable in management positions in an industry where understanding consumer behaviours and how to influence them is key to the success of the organisation. Graduates will be able to assist strategic decision-makers in public and private sector tourism organisations in developing marketing plans and assist in the execution, monitoring and evaluating of these plans.
Teaching and learning pattern	Teaching will consist of 12 one-hourly lecture slots. Themes developed in lectures will be further explored during two-hourly seminar sessions involving group discussion and presentations.
Indicative content	<p>The evolution of service and product marketing within the tourism and hospitality industries. Understanding tourism and hospitality markets: Global trends, travel behaviour and segmentation</p> <p>Brand strategy: Destination and organisational positioning; managing reputation in the e-marketing world.</p>

	<p>International event marketing: Destination impacts; marketing management.</p> <p>The practice of marketing: Relationship marketing and operational performance; distribution, pricing and promotion; marketing controls and planning: research, evaluation and budgeting.</p> <p>Web 2.0 and social media User-generated content, social media and the implications for organisations in tourism and hospitality</p> <p><b>Research Skills Development:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interview techniques</li> <li><input type="checkbox"/> Presentation of data</li> <li><input type="checkbox"/> Analysis of interview transcripts</li> </ul>
<p>Assessment <i>Elements &amp; weightings</i></p>	<p><b>100% Coursework:</b></p> <p>Will undertake a company shadowing exercise to assess their marketing strategy. The company will be medium to large, based in the UK and may be in any part of the tourism or hospitality or events sector The assessment will be divided into two parts:</p> <ol style="list-style-type: none"> <li>1. Classroom detailed (20 minute) presentation highlighting market research strategy of ‘shadowed’ company and how that informed the marketing plan’s key conclusions (30%).</li> <li>2. 3,500 word report critically evaluating the marketing strategy of the company (chosen for the presentation) and concluding with theoretically justified future marketing development options (70%).</li> </ol> <p>Students may shadow the same organisation which they choose for the Business and Management Strategy unit.</p>
<p>Indicative Sources <i>(Reading lists)</i></p>	<p>Baker, M.J. (2007) <i>Marketing Strategy And Management</i>. Basingstoke, Palgrave Macmillan.</p> <p>Brennan, R., P. Baines &amp; D. Garneau. (2002) <i>Contemporary Strategic Marketing</i>. Basingstoke, Palgrave Macmillan.</p> <p>Dibb, S, Simkin L, Pride, W and Ferrell, O (2001) <i>Marketing; Concepts And Strategies</i>, Boston, New York, Houghton Mifflin</p>



	<p>Egger, R. &amp; D. Buhalis. (2008) <i>E-Tourism Case Studies, Management And Marketing Issues</i>. Oxford, Butterworth-Heinemann.</p> <p>Fill, C. (2006) <i>Simply Marketing Communications</i>. Harlow, England.</p> <p>Kotler, P, Bowen, J and Makens, J (2006) <i>Marketing For Hospitality And Tourism</i>. New York. Prentice-Hall.</p> <p>Middleton, V.T.C., A. Fyall &amp; N. Morgan. (2009) <i>Marketing In Travel And Tourism</i>. Oxford, Butterworth-Heinemann.</p> <p>Morgan, N., Pritchard, A. and Pride R. (eds.) (2004) (second ed). <i>Destination Branding: Creating The Unique Destination Proposition</i>. Elsevier Ltd</p> <p>Pike, S. (2008) <i>Destination Marketing: An Integrated Marketing Communication Approach</i>. Amsterdam; Boston: Elsevier/Butterworth-Heinemann.</p> <p>Qualman, E. (2009) <i>Socialnomics: How Social Media Transforms The Way We Live And Do Business</i>. Hoboken, John Wiley.</p> <p>Hooley, G, Piercy, N, Nicolaud, B, (2008) <i>Marketing Strategy And Competitive Positioning</i>, Harlow, Prentice Hall, 4th edition.</p> <p>Reid, R. D. (2001) <i>Hospitality Marketing Management</i>. New York, John Wiley.</p> <p>Robinson, M (ed) (2004) <i>Festivals And Tourism: Marketing, Management And Evaluation</i>, Business Education Publishers.</p> <p>Swarbrooke, J. &amp; S. Horner. (2007) <i>Consumer Behaviour In Tourism</i>. Oxford, Butterworth Heinemann.</p> <p>Yeshin, T, (2003) <i>Integrated Marketing Communications</i>, Oxford, Butterworth-Heinemann</p>
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Unit Title	<b>Professional Leadership</b>
Level	7
Reference No. ( <i>showing level</i> )	New unit awaiting code
Credit Value	20 credits
Student Study Hours	36 taught hours 114 self managed study
Pre-requisite learning	n.a
Co-requisites	n.a
Excluded combinations	n.a
Unit co-ordinator	Munir Morad
Faculty/Department	AHS / UELS
Short Description	This unit focuses on the active, professional aspects of leadership studies within the tourism and hospitality industry, and starts from the assumption that almost every organised activity is initiated by leadership of some sort, and that most benefit from good leadership. Alongside engaging with contemporary theoretical perspectives on professional leadership, students will be encouraged to learn from their own and others' experience(s) of leadership in practice, and to engage in activities which enable them to develop their own leadership aptitude.
Aims	The unit will enable participants to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine the complex nature of leadership in a continuously changing environment;</li> <li><input type="checkbox"/> Assess the nature of strategic leadership (including strategic 'change' leader);</li> <li><input type="checkbox"/> Anticipate the practical implications of the human aspects of change;</li> <li><input type="checkbox"/> Evaluate the impact of change on the culture of tourism and hospitality organisations;</li> <li><input type="checkbox"/> Develop the ability to analyse and apply appropriate models of 'change leadership' through the use of academic models and theories, as well as case studies.</li> </ul>
Learning Outcomes	On successful completion of this unit students will be able to: <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in a sustained, systematic and critical way with 'real life' leadership issues of interest to them and relevance to their discipline;</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Critically evaluate and experiment with alternative ways of thinking about and/or acting out leadership within their own particular contexts and/or areas of interest;</li> <li><input type="checkbox"/> Demonstrate a reflexive appreciation of conflict resolution;</li> <li><input type="checkbox"/> Critically interpret the practice and rhetoric of leadership</li> <li><input type="checkbox"/> Demonstrate critical awareness of wider social contexts of leadership (including political, historical and economic).</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An ability to engage in critical analysis of data and documentation, both in written and verbal form;</li> <li><input type="checkbox"/> Self-awareness and capacity for personal reflection.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An ability to seek, handle and interpret statistical information.</li> <li><input type="checkbox"/> Survey/questionnaire techniques using observational and/or mapped data collection.</li> </ul> <p><b>Transferable Skills</b></p> <p>The following skills are developed during the unit:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication skills</li> <li><input type="checkbox"/> Confidence and assertiveness</li> <li><input type="checkbox"/> Research skills</li> <li><input type="checkbox"/> Managing tasks and solving problems</li> <li><input type="checkbox"/> Ability to evaluate and analyse material critically</li> <li><input type="checkbox"/> legal and policy analysis and interpretation</li> </ul>
Employability	<p>Students successfully completing this unit will be able to facilitate:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working knowledge of the role and impact of professional leadership within an organisation</li> <li><input type="checkbox"/> Working knowledge of economic, political and legislative frameworks relevant to the role of leaders in business and society</li> <li><input type="checkbox"/> Working knowledge of change management and conflict resolution</li> </ul>

Teaching and learning pattern	The unit combines lectures, seminars and tutorials.
Indicative content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction: Leadership as a response to challenge</li> <li><input type="checkbox"/> Overview of Leadership</li> <li><input type="checkbox"/> Leadership Challenge 1: Purpose, Vision and Strategy</li> <li><input type="checkbox"/> Leadership Challenge 2: Power and Influence</li> <li><input type="checkbox"/> Leadership Challenge 3: Learning and Change</li> <li><input type="checkbox"/> Leadership Challenge 4: Leadership in Crisis and Conflict Resolution</li> </ul> <p><b>Research methods Element of the Course:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research design.</li> <li><input type="checkbox"/> Quantitative approaches including observation and interviews.</li> <li><input type="checkbox"/> Interviews technique and analysis</li> <li><input type="checkbox"/> Presentation of research findings</li> </ul>
Assessment Elements & weightings	<p>Students are required to:</p> <p><b>CW 1: 20% of marks</b> – Students to select and verbally present a short synthesising review of at least three relevant journal articles and/or book chapters on a chosen aspect of Leadership. 15 – 20 minutes</p> <p><b>CW 2: 80% of marks</b> - 4000 words. Prefaced with a literature review and discussion of theoretical contexts, prepare a research essay examining the impact of leadership on the strategic direction of a chosen businesses and/or organisation.</p> <p>CW 2 may be based on the same organisation a As students shadow in other units during this semester</p>
Indicative Sources (Reading lists)	<p><u>CORE MATERIALS</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adair, J (2009). <i>Effective Leadership: How To Be A Successful Leader</i>. London: Pan.</li> <li><input type="checkbox"/> Deutsch, M., Coleman, P., And Marcus, E.C. (2006). <i>The Handbook Of Conflict Resolution: Theory And Practice</i>. London: Jossey Bass / Wiley</li> <li><input type="checkbox"/> Gill, R (2006). <i>Theory And Practice Of Leadership</i>. London. Sage Publications</li> <li><input type="checkbox"/> Northouse, P. (2009) <i>Leadership: Theory And Practice</i>. London: Sage Publications.</li> <li><input type="checkbox"/> Radcliffe, S. (2009). <i>Leadership: Plain And Simple</i>. London:</li> </ul>

Mcgraw-Hill / Financial Times

JOURNALS

- The Leadership Quarterly* (Elsevier / International Leadership Association)
- Journal of Leadership & Organizational Studies* (Sage)
- Journal of Leadership Studies* (Wiley)
- Leadership & Organization Development Journal (Emerald)

Unit Title	<b>Dissertation</b>
Level	
Reference No. (showing level)	TBA
Credit Value	60 Credits.
Student Study Hours	8 Tutorials. 442
Pre-requisite learning	120 Credits at L7 and The Research Methods Unit.
Co-requisites	n.a
Excluded combinations	n.a
Unit co-ordinator	Alison Askew
Faculty/Department	AHS. Urban, Environmental and Leisure Studies.
Short Description	This dissertation unit enables students to undertake an independent piece of rigorous research into a specialist subject relevant to their degree. Students will have previously studied the research methods unit that will have given them the knowledge and skills to enable them to research, write up and submit a dissertation of between 15.000-20.000 words.
Aims	The aim of the unit is to complete an original, academically rigorous piece of critical research into an issue that is of current concern within the Tourism and Hospitality sector. It will give students the opportunity to identify and apply relevant research methodologies and to critically analyse academic theories that may be applicable to the subject.
Learning Outcomes	<p><b>Knowledge and Understanding.</b></p> <p>On completion of the unit students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Undertake effective research.</li> <li><input type="checkbox"/> Demonstrate a critical knowledge and awareness of a current concern within the industry.</li> <li><input type="checkbox"/> Demonstrate a familiarity with the philosophical issues and arguments about the process of research.</li> </ul> <p><b>Intellectual Skills.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critically review relevant professional and academic literature.</li> <li><input type="checkbox"/> Analyse concepts and structure them so that they provide a theoretical framework to the dissertation.</li> <li><input type="checkbox"/> Synthesise complex and obdurate issues related to management within the sector.</li> <li><input type="checkbox"/> Conceptualise the research topic and relate it to the broader scope of scholarship within the discipline.</li> </ul>

	<p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have become independent and resourceful learners.</li> <li><input type="checkbox"/> Apply current limits of theoretical or research understanding to the research subject.</li> <li><input type="checkbox"/> Be innovative in their approach to undertaking research.</li> </ul> <p><b>Transferable skills.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate written and visual communication skills.</li> <li><input type="checkbox"/> Become self motivated, organised and self reliant.</li> <li><input type="checkbox"/> Be resourceful in accessing information.</li> <li><input type="checkbox"/> Exercise personal responsibility.</li> </ul>
Employability	By undertaking the dissertation students will improve their knowledge, insight and understanding of an issue relating to the Tourism and Hospitality sector. The chosen topic will be a managerial subject to which academic theories are applied and analysis undertaken. The dissertation will help students to develop their powers of reasoning and judgement through the selection of research method they choose and their analytical skills in the interpretation of the findings. The dissertation necessitates that student become independent, resourceful and self motivated, all attributes that are welcomed by employers.
Teaching and learning pattern	The emphasis of the allocated hours is weighted heavily towards student self study time rather than contact hours with academic staff. However, students will have the support of a personal tutor, through individual tutorials. The role of the dissertation supervisor is to provide academic guidance to the student and advice on all aspects of their work.
Indicative content Of the dissertation.	At each tutorial with the student, the supervisor will advise on the research design, content, structure, interpreting and reporting the findings, appropriate presentation of the research material, ethics and integrity in research.
Assessment Elements & weightings	The requirement is to complete a dissertation of between 15,000 and 20,000 words or the equivalent. Two members of staff, one of whom will be the academic supervisor, will mark the dissertation. The second marker is appointed to read and mark the dissertation without having prior knowledge of the supervisor's mark. The two markers then meet to agree the final mark and to summarise their comments. The dissertation may be chosen as a representative sample to be sent to the external examiners. The pass mark is 50%.

<p>Indicative Sources (Reading lists)</p>	<p>Bell, J. (1999) <i>Doing Your Research Project: A Guide for First-time Researcher in Education and Social Science</i>, 3edn, Buckingham: Open University Press.</p> <p>Blaxter, L. Hughes, C. Tight, M. (2001) <i>How to Research</i>. 2 edn, Buckingham: Open University Press.</p> <p>Cresswell, J. (2003) <i>Research Design. Qualitative, Quantitative, and Mixed Methods Approaches</i>. 2<sup>nd</sup> edn. London: Sage Publications.</p> <p>Denscombe, M. (1998) <i>The Good Research Guide for Small Scale Social Research Projects</i>. Buckingham: Open University Press.</p> <p>Easterby-Smith, M. Thorpe, R. and Lowe, A. (2002) <i>Management Research: An Introduction</i>. 2<sup>nd</sup> edn, London: Sage Publications.</p> <p>Fielding, J and Gilbert, N. (2000) <i>Understanding Social Statistics</i>, London: Sage Publications.</p> <p>Fisher, C. (2004) <i>Researching and Writing a Dissertation for Business Students</i>. Harlow: Pearson Education Limited.</p> <p>Gill, J. Johnson, P. (2002) <i>Research Methods for Managers</i>. 3edn, London: Paul Chapman.</p> <p>Homan, J. (1991) <i>The Ethics of Social Research</i>. Harlow: Longman.</p> <p>Jankowicz, A. D. (2000) <i>Business Research Projects</i>. 3edn, London: Paul Chapman.</p> <p>Remenyi, D. Williams, B. Money, A. and Swartz, E. (1998) <i>Doing research in Business and Management: An Introduction to Process and Method</i>. London: Sage.</p> <p>Saunders, M. Lewis, P. Thornhill, A. (2002) <i>Research Methods for Business Students</i>, 3edn, Harlow: FT Prentice Hall.</p>
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Unit Title	<b>Extended Management Report</b>
Level	7
Reference No. ( <i>showing level</i> )	tba
Credit Value	60 Credits. 30 ECTS.
Student Study Hours	8 Hours Tutorial Support. 418 Hours of Self Study.
Pre-requisite learning	Passed all 6 units in MSc ITHM
Co-requisites	
Excluded combinations	
Unit co-ordinator	Alison Askew
Faculty/Department	Urban. Environmental and Leisure Studies
Short Description	<p>This unit has been designed as an alternative to writing a more traditional Masters Dissertation and will, therefore, be attractive to those students seeking to enhance their employability skills and knowledge.</p> <p>Students will be required to write a report that equates to a dissertation, but is directly related to the organisation in which they work, shadowed, undertook a placement in, or are sufficiently familiar with. Unlike the dissertation, the management report will enable students to focus on a very specific issue concerning the host organisation and undertake research relating to that issue.</p>
Aims	<p>The aim of the unit is to provide students with the opportunity to undertake a piece of in-depth research investigating an issue of interest or concern to the host organisation in which they work. They must be able to draw on some of the theories that were taught on the MSc course and to apply and integrate them to the subject being researched. Undertaking the extended management report will enable students to develop their understanding of a managerial, entrepreneurial or organisational issue and where appropriate, make recommendations for strategic decisions that would enhance or improve the standing of the organisation concerned.</p>
Learning Outcomes	<p>On completion of the Unit students will be able to:</p> <p><b>Knowledge and Understanding;</b></p> <ul style="list-style-type: none"> <li>▪ Undertake primary research into a specific work related issue</li> <li>▪ Assess the gravity and impact of external factors upon the work place</li> <li>▪ Plan, research and write up a dissertation that improves understanding of a managerial matter.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Integrate theoretical concepts into actual situations in order to explain practical practice and outcomes.</li> <li>▪ Demonstrate an ability to select a methodology appropriate to the research undertaken.</li> <li>▪ Present well argued conclusions that reflect the research findings.</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>▪ Identify and critically evaluate an issue and apply potential solutions.</li> <li>▪ Demonstrate an ability to pursue and focus on a complex issue.</li> <li>▪ Critically review relevant professional and academic literature.</li> <li>▪ Assemble and structure information with clarity and depth of thought commensurate with level 7.</li> <li>▪ Synthesise information and ideas and create solutions to problems which expand or redefine existing ideas.</li> <li>▪</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>▪ Manage their time such that they are able to work and undertake academic research and study at the same time.</li> <li>▪ Manage the pressure of meeting deadlines.</li> <li>▪ Work with colleagues to formulate consensual outcomes where practical suggestions are being made.</li> <li>▪ Communicate affectively through written and verbal communication.</li> <li>▪ Research and present data.</li> <li>▪ Be independent and self reliant learners.</li> <li>▪ Deal with complex and contradictory knowledge leading to outcomes that are of mutual benefit to the student and their employer.</li> </ul> <p><b>Transferable Skills.</b></p> <ul style="list-style-type: none"> <li>▪ On completion of the unit students will be able to:</li> <li>▪ Synthesise information and ideas and create solutions to problems.</li> <li>▪ Manage their time and meet deadlines.</li> <li>▪ Implement communication skills effectively</li> <li>▪ Have problem solving attributes</li> </ul>
Employability	This trains the student to research in-depth a real life management issue and develop realistic, practical recommendations based on the collection and analysis of

	data and relating to academic theory. Skills useful in the work place at both the managerial and strategic level
Teaching and learning pattern	Students will be expected to be self reliant and independent learners and to allocate time to their academic research as their work schedule allows. Each student will be allocated an academic tutor with whom they will have tutorials on an appointment basis. All library resources will be made available to students whilst they are in employment and students will be encouraged to communicate with their tutor electronically Students will be expected to draw on the theoretical content of the taught units from the Masters programme and to apply concepts and models, where applicable and appropriate, to their work based research.
Indicative content	Tutorial support and project facilitation.
Assessment Elements & weightings	<p>The requirement is for the completion of a dissertation of between 15,000 and 20,000 words or the equivalent. Two members of staff, one of whom will be the supervisor, will mark and assess the dissertation. The second marker is appointed to read and mark the dissertation without having prior knowledge of the supervisors mark awarded to the work.</p> <p>The two markers then meet to agree the final mark and to summarise their comments. The dissertation may be chosen as a representative sample to be sent to the external examiners.</p> <p>The pass mark is 50%.</p>
Indicative Sources (Reading lists)	<p>Bell, J. (1999) <i>Doing Your Research Project: A Guide for First-time Researcher in Education and Social Science</i>, 3<sup>rd</sup> edn, Buckingham: Open University Press.</p> <p>Blaxter, L. Hughes, C. Tight, M. (2001) <i>How to Research</i>. 2<sup>nd</sup> edn Buckingham: Open University Press.</p> <p>Denscombe, M. (1998) <i>The Good Research Guide for Small Scale Social Research Projects</i>. Buckingham: Open University Press.</p> <p>Easterby-Smith, M. Thorpe, R. and Lowe, A. (2002) <i>Management Research: An introduction</i>. 2<sup>nd</sup> edn, London: Sage.</p> <p>Fisher, C. (2004) <i>Researching and Writing a Dissertation for Business Students</i>. Harlow: Pearson Education Limited.</p> <p>Flick, U. (1998) <i>An Introduction to Qualitative Research</i>,</p>

	<p>London: Sage Publications.</p> <p>Gill, J. Johnson, P. (2002) <i>Research Methods for Managers</i>. 3<sup>rd</sup> edn, London: Paul Chapman.</p> <p>Homan, J. (1991) <i>The Ethics of Social Research</i>. Harlow: Longman.</p> <p>Jankowicz, A. D. (2000) <i>Business Research Projects</i>. 3<sup>rd</sup> edn, London: Paul Chapman.</p> <p>Marshall, C. and Rossman, G.B. (1999) <i>Designing Qualitative Research</i>, London: Sage Publications.</p> <p>Remenyi, D. Williams, B. Money, A. and Swartz, E. (1998) <i>Doing Research in Business and Management: An Introduction to Process and Method</i>. London: Sage.</p> <p>Saunders, M. Lewis, P. Thornhill, A. (2002) <i>Research Methods for Business Students</i>, 3<sup>edn</sup>, Harlow: FT Prentice Hall.</p> <p>Travers, M. (2001) <i>Qualitative Research Through Case Studies</i>, London: Sage Publications.</p>
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Unit Title	<b>Research Methods Unit. (Top Route Up Only)</b>
Level	7
Reference No. ( <i>showing level</i> )	
Credit Value	20 Credits. 10 ECTS.
Student Study Hours	36 hr class teaching 114 hours self managed study
Pre-requisite learning	Students must have an Undergraduate degree or the equivalent plus 100 credits at L7.
Co-requisites	
Excluded combinations	
Unit co-ordinator	Alison Askew / Prof Peter Mason
Faculty/Department	Urban, Environment and Leisure Studies
Short Description	This unit considers the design and implementation of research. It frames research within a social science methodology, covering philosophical, theoretical and practical issues through a series of lectures and workshops that will focus on critically assessing methods and selecting and defending appropriate methods for particular research problems.
Aims	The aim of the unit is to provide the students with the skills and knowledge necessary to carry out their own academic and professional research work, and to be able to critically appraise the work of others. It offers students grounding in a social science approach to problem formulation and analysis, and offers them support in applying this approach within their chosen area of professional and methodological specialisation.
Learning Outcomes	<p><b>Knowledge and understanding:</b>  <b>On completion of the unit students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Understand the relationship between theory and practice.</li> <li>▪ Select a methodology appropriate to the research undertaken.</li> <li>▪ Plan effective primary and secondary research.</li> <li>▪ Develop a sustained argument defending a research methodology.</li> <li>▪ Present well argued conclusions that reflect the research findings.</li> </ul> <p><b>Intellectual Skills:</b>  <b>On completion of the unit students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate an ability to focus on a complex issue both systematically and creatively.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Assemble and structure information with clarity and depth of thought commensurate with level 7.</li> <li>▪ Critically review relevant professional and academic literature.</li> <li>▪ Understand research concepts such as ontology, epistemology, and validity.</li> <li>▪ Synthesise information and ideas and create innovative research strategies.</li> </ul> <p><b>Practical Skills:</b>  <b>On completion of the unit students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Communicate affectively through written communication.</li> <li>▪ Write a considered and robust research proposal.</li> <li>▪ Exercise initiative and personal responsibility.</li> <li>▪ Be independent and autonomous learners.</li> <li>▪ Deal with complex and contradictory knowledge</li> <li>▪ Manage their time effectively.</li> </ul> <p><b>Transferable Skills:</b>  On completion of the unit students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify, research and analyse existing work.</li> <li>▪ Analytically approach problem formulation.</li> <li>▪ Evaluate competing methodological approaches.</li> <li>▪ Present coherent written work.</li> </ul>
Employability	<p>The knowledge and skills obtained throughout this unit will equip students with many of the tools useful in the professional workplace. Students will learn how to identify, evaluate and analyse complex information, ideas and problems. This process will help with their professional development in terms of their ability to create solutions to problems which they may encounter in the work place. The ability to plan and manage one's own time is critical in any work situation, but more especially in a managerial role.</p>
Teaching and learning pattern	<p>The unit is taught in a two to three week block at the beginning of the top up programme.</p> <p>Teaching will take place through a series of lectures, workshops and practical sessions.</p>
Indicative content	<ul style="list-style-type: none"> <li>▪ Identifying a research question, formulating a context and identifying its main features and identifying any gaps in knowledge.</li> <li>▪ Developing concepts, conceptual frameworks and theories.</li> <li>▪ Understand research philosophies.</li> <li>▪ Quantitative and qualitative techniques.</li> <li>▪ Mixed methods strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Writing a critical literature review.</li> <li>▪ Collecting and analysing research material.</li> <li>▪ Interpreting research material and drawing conclusions.</li> <li>▪ Forming arguments and writing up the dissertation.</li> </ul>
<p><i>Assessment Elements &amp; weightings</i></p>	<p>Assessment will be through coursework only. Students are required to submit two pieces of coursework.</p> <p><b>Coursework One. 50% of the unit marks. 2,000 words</b> Students must submit the first chapter of their dissertation, which should include the: rationale, aims, objectives, research questions, and outline of the key literature and arguments, to be used in their dissertation.</p> <p><b>Coursework Two. 50% of the unit marks. 3000 words</b> Students must identify and evaluate the research methodology that they will use in their final dissertation.</p> <ol style="list-style-type: none"> <li>I. There must be a brief explanation of the topic they have chosen to research</li> <li>II. There must be an explanation and justification of the chosen research methodology and philosophical basis for the research.</li> <li>III. There should be some discussion about the appropriateness of the data collection and analytical methods.</li> <li>IV. A discussion of ethical, validity, reliability and generaliseability issues</li> </ol>
<p><i>Indicative Sources (Reading lists)</i></p>	<p>Bell, J. (1999) <i>Doing Your Research Project: A Guide for First-time Researcher in Education and Social Science</i>, 3edn, Buckingham: Open University Press.</p> <p>Blaxter, L. Hughes, C. Tight, M. (2001) <i>How to Research</i>. 2 edn, Buckingham: Open University Press.</p> <p>Denscombe, M. (1998) <i>The Good Research Guide for Small Scale Social Research Projects</i>. Buckingham: Open University Press.</p> <p>Easterby-Smith, M. Thorpe, R. and Lowe, A. (2002) <i>Management Research: An introduction</i>. 2<sup>nd</sup> edn, London: Sage.</p> <p>Fisher, C. (2004) <i>Researching and Writing a Dissertation for Business Students</i>. Harlow: Pearson Education Limited.</p>

	<p>Gill, J. Johnson, P. (2002) <i>Research Methods for Managers</i>. 3edn, London: Paul Chapman.</p> <p>Homan, J. (1991) <i>The Ethics of Social research</i>. Harlow: Longman.</p> <p>Jankowicz, A. D. (2000) <i>Business Research Projects</i>. 3edn, London: Paul Chapman</p> <p>Saunders, M. Lewis, P. Thornhill, A. (2002) <i>Research Methods for Business students</i>, 3edn, Harlow: FT Prentice Hall.</p>
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