



HND IN INTERNATIONAL TRAVEL AND TOURISM MANAGEMENT

**RQF
STUDENT HANDBOOK**

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Introduction

Welcome to The City College and to the HND Programme in International Travel and Tourism Management. You have chosen to follow an extremely demanding academic programme, however, feedback (from previous and current students) tells us that it can also be an enormously satisfying experience. This is partly because the HND (Higher National Diploma) is not only an internationally recognised qualification in its own right; it is the gateway to higher level qualifications at Bachelor's and Master's levels.

This Handbook contains useful information and guidance in a variety of areas relevant to your successful progress through the 15 course units making up the qualification and it should be read in conjunction with the main City College Student Handbook. If after reading this Handbook there are any issues about which you would like further clarification, you are very welcome to contact an appropriate member of staff. In general, practical issues are dealt with by the Admin Office (see the main Student Handbook for details) and academic issues by your Internal Verifiers and Lead Verifier.

Why choose a BTEC Higher National Qualification in International Travel and Tourism Management

The purpose of BTEC Higher National qualifications in International Travel and Tourism Management (ITTM) is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the travel and tourism sector and adapt to a constantly changing world. BTEC Higher Nationals include a Level 4 Certificate (HNC) and a Level 5 Diploma (HND). The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

BTEC Higher Nationals are designed to help students secure the knowledge, skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief.

At the same time the BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research.

Who are these qualifications for?

The BTEC HNC/ HND in ITTM is aimed at you if you want to continue your education through applied learning! Higher Nationals provide a wide-ranging study of the travel and tourism industry and are designed for students who wish to pursue or advance their career in the travel and tourism sector.

In addition to the knowledge, understanding and skills that underpin the study of travel and tourism, Pearson BTEC Higher Nationals in ITTM give students experience of the breadth and depth of the sector that will prepare them for further study or training.

Who awards the qualification?

The BTEC Higher National qualifications are awarded by Pearson and The City College works in partnership with this organisation to deliver the programme. As the awarding organisation, Pearson has approved The City College to offer a variety of HND qualifications. The College's management team is then responsible for ensuring that the quality of the provision offered meets Pearson's exacting conditions and standards.

Quality is monitored regularly through visits from Pearson's External Examiners and a regular Pearson Annual Management Review.

Qualification numbers

The Ofqual Regulated Qualifications Framework (RQF) qualification numbers are as follows:

- Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management: 603/2280/9
- Pearson BTEC Level 5 Higher National Diploma in International Travel and Tourism Management: 603/2281/0

Why choose BTEC?

BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet the needs of employers. Therefore, Pearson BTEC Higher Nationals are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

Aims of the Level 4 HNC and Level 5 HND in International Travel and Tourism Management

Students will gain a wide range of sector knowledge tied to practical skills gained in research, self-study, directed study and workplace scenarios.

Holders of the Level 4 HNC will be able to demonstrate a sound knowledge of the basic concepts and characteristics of travel and tourism. They will be able to communicate accurately and appropriately and they will have the qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to travel and tourism, show resilience under pressure, and meet challenging targets within a given resource.

The programme at Level 5 follows the flexible 'General International Travel and Tourism

Management' pathway. Holders of the Level 5 HND will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Programme Structure

The normal timescale for achieving a Level 4 HNC by full-time study is one-year. The normal timescale for achieving a Level 5 HND by full-time study is two-years. Progression to Year 2 of the programme is dependent on satisfactory completion of Year 1.

The one-year Level 4 HNC:

- Requires successful completion of 8 units
- Mixes 5 core and 3 optional units, each with a value of 15 credits (120 total)
- Total Qualification Time (TQT) is 1200 hours
- Total Guided Learning Hours (GLH) is 480 hours.

The two-year Level 5 HND:

- Requires successful completion of a further 7 units (therefore 15 in total)
- Mixes 2 further core units, and 5 optional units, each with a value of 15 credits except the Research Project which is 30 credits (240 total minimum)
- Total Qualification Time (TQT) is 2400 hours
- Total Guided Learning Hours (GLH) is 960 hours
- Follows the 'General International Travel and Tourism Management' pathway.

TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. It can include, for example, guided learning, independent and unsupervised research/ learning, unsupervised coursework, watching a pre-recorded podcast or webinar, and unsupervised work-based learning.

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

The 240 credits achieved by successful completion of the HND is equivalent to completing the first two years of a Travel and Tourism related honours degree at a UK university (see below).

What is studied and how is it timetabled and assessed?

The academic year is divided into three terms and in each term you will normally be timetabled to study 2-3 units. You will usually be timetabled for at least three days per week and it must be noted that the timetable changes from term-to-term as the programme develops and units are completed. Classes in the College are mostly scheduled between 10am and 5:30 pm, but some classes may be scheduled to start at 9 am or 9:30 am and finish at 6:00 pm. You must therefore check your timetable carefully to ensure that you know the correct start and finish times. See SharePoint for Attendance Policy.

A variety of forms of assessment evidence will be used, suited to the type of learning outcomes being assessed. Some units, for example, require a practical demonstration of skills while others require students to carry out their own research and analysis, working independently or as part of a team.

Methods of assessment may include, for example, writing a report or essay, recording an interview or role play, examination or in-class tests, giving a presentation with assessor questioning, making a PowerPoint presentation, creating academic posters, displays or leaflets, or keeping a reflective journal.

Year 1

Pearson BTEC Level 4 Higher National Certificate in International Travel and Tourism Management

	Unit Number	Unit Title	Unit Credit	Unit Level
Core unit Mandatory	1	The Contemporary Hospitality Industry	15	4
	2	Managing the Customer Experience	15	4
	3	Professional Identity and Practice	15	4
	4	The Travel and Tourism Business Toolkit	15	4
	5	Leadership and Management for Service Industries (Pearson-set)	15	4
Plus TWO electives from Group A which the College will choose from the list below				
Three Compulsory optional units the College will choose	8	Visitor Attraction Management	15	4
	10	Tour Operations Management	15	4
	13	Global Tourism Destinations	15	5
	7	Managing Conference and Events	15	4
	Plus ONE elective from Group B which the College will choose from the list below			
	18	Entrepreneurship and Small Business Management	15	4
	14	Work Experience	15	4
	17	Human Resource Management	15	4

Year 2

**Pearson BTEC Level 5 Higher National Diploma in
International Travel and Tourism Management**

	Unit Number	Unit Title	Unit Credit	Unit Level
Core unit Mandatory	19	Research Project (Pearson-set)	30	5
	20	Tourism Consumer Behaviour and Insight	15	5
PLUS FIVE specialist/optional units the College will choose from the list below				
FIVE specialist/optional units to be chosen by the College	26	Destination Marketing	15	5
	28	Corporate Events Management	15	5
	31	Innovative Curation, Interpretation and Education	15	5
	37	Digital Sales and Marketing	15	5
	44	Organisational Behaviour	15	5
	41	Tourist Resort Management	15	5
	33	Global Sustainable Tourism Development	15	5
	40	Special Interest Tourism	15	5
	49	Managing and Running a Small Business	15	5
	50	Customer Value Management	15	5

There is a required mix of core, specialist and optional units totalling 240 credits.

Full details of these mandatory, core and optional units can be found in Appendix A at the end of this Handbook.

Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. All 120 credits count in calculating the grade (at each level, as applicable). The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as 'Unclassified'; i.e. a 'U' grade, on the student's Notification of Performance, that is issued with the student certificate.

Points per credit

Pass: 4

Merit: 6

Distinction: 8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

What are the employment and further study opportunities for these qualifications?

Having a BTEC HNC/ HND provides a solid grounding in travel and tourism, which students can build on should they decide to continue their studies beyond the Certificate/ Diploma stage.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the travel and tourism sector through:

- Entering employment
- Continuing existing employment
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university.

Those who enter employment in the travel and tourism sector may do so in job roles such as:

- Marketing and Sales Manager
- Operations Manager
- Tourism Development Manager
- Visitor Attractions Manager
- Events Manager.

Successful completion of the BTEC HND is equivalent to completing the first two years of a related honours degree at a UK university. The qualification is recognised by Higher Education providers (eg. universities) as meeting admission requirements to many relevant travel and tourism-related courses, including, for example:

- BA (Hons) in International Travel and Tourism
- BA (Hons) in Aviation Management
- BA (Hons) in Tourism Management
- BA (Hons) in Museum and Heritage Studies.

Students should always check the entry requirements for degree programmes at specific Higher Education providers where they wish to gain admission and 'top-up' their HND.

Entry requirements and admission

The City College is required by Pearson to ensure that every student we enrol has a reasonable expectation of success on the programme. **All applicants must be at least 18 years of age.**

Applicants aged over 21 years at the start of their course and who have been out of education for at least three years are classed as 'mature students'. The prior qualifications and/ or work experience of such applicants will be reviewed by the College to consider if their individual profile shows they have the potential to achieve the qualification. If we believe it does and all other requirements of the admissions process are met, such applicants may be enrolled.

For those who have recently been in education, the entry profile is likely to include one of the following:

- A relevant BTEC Level 3 qualification
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C and/or 9 to 4 (or equivalent) in subjects such as Maths and English

- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Application process

All applicants must first submit all relevant documents in the following checklist to the College with a completed application form:

- Completed Application form which has been signed at the back
- Passport size photo
- An up-to-date CV
- Passport or other form of photo ID
- Qualification certificates
- Next of Kin/ emergency contact phone number and address
- Proof of address which includes your full name and current address.

After all the documents have been checked, the applicant must sit an entry test as part of the **admissions process**. If the test is passed, applicants are invited for an interview. After the interview, all components of the process are considered, and the student will be informed of the decision, normally within 48 hours.

English language ability for non-native speakers (not born in UK)

Non-native English speakers who have not undertaken their final two years of schooling in English, must demonstrate capability in English at Level 2 (or equivalent) before being admitted to the programme. Equivalent grades to Level 2 include CEFR B2, PTE 51, and IELTS 5.5 (reading and writing must be at 5.5). After gaining admittance, such students are still encouraged to enrol on the Level 2 English course because it should still help with their HND study, career development or further study.

English language ability for non-native speakers who were taught in English for the final two years (or more)

Some applicants will not be native-speakers but will have studied the final two years of school in English (eg. those from West Africa). These applicants are also encouraged to enrol on the Level 2 English course, either as a useful refresher or because it should help them with career development or further study (eg. university entrance).

Applicants will need to prove they have any qualifications claimed and that they studied in English. If any examination certificates have been lost, applicants should apply for new copies or provide a letter from their school/ college, or provide some other proof of their educational history, so the details can be verified.

English language ability for native speakers (born in UK)

All applicants are encouraged to enrol on the Level 2 English course, even if they already have an appropriate English qualification. This is because it is a good refresher course for those who have perhaps been away from education for a while, and because it should prove helpful with career development or further study (eg. university entrance). If they don't have an English qualification or can't prove what they claim, the same applies.

Recognition of Prior Learning

Pearson encourages colleges to recognise students' previous achievements and experience through the Recognition of Prior Learning. Wherever appropriate, RPL will be undertaken in accordance with the BTEC regulations. This means that the City College will make use of RPL where an individual making application for admission as a student has prior learning which has not been formally recognised. The College recognises that the use of RPL is acceptable for accrediting a single unit, a group of units or a whole qualification.

The knowledge, understanding and/or skills used for accreditation may have been acquired in any area of life e.g. former education or training experiences / domestic or family life / work-related activities / community or voluntary activities. So long as the composite learning outcomes have been met through the provision of appropriate evidence a student, or prospective student is able to claim credit for units where recognition of prior learning has been used to generate some, or all, of the evidence.

If you wish to make a claim for accreditation of prior learning, then this should be discussed first with The City College Admin section.

Assessment

There will be a single assignment for each course unit. Each assignment will consist of a number of tasks (usually three or four) and, in dealing with these tasks, you will have the opportunity to use a variety of methods to develop and present your responses. These methods include independent research, written reports, presentations and practical project work. The assessment process is designed to reflect the vocational aims and objectives of HND level work and includes both formative and summative elements.

Formative assessment (not formally assessed) is designed to be developmental in nature and to provide you with feedback on your progress. This may focus on classroom sessions linked to your main in-unit assignment and/or practical classroom activities. The design/quantity of any formative assessment work is at the discretion of course tutors.

Summative assessment is designed to judge your achievement of the learning outcomes for each course unit. This work is graded and contributes to the overall grade you will achieve at the end of your HND programme. It will also contribute to the development of practical skills and to your ability to progress to higher levels of education. All summative assignment briefs are presented in a standard City College form and are directly linked to the BTEC learning outcomes.

Your assignments will be divided into a series of tasks (normally three or four) and each of these may be divided into a series of smaller elements. You need to note that, according to BTEC rules, you must achieve a pass grade for each element and task separately. It may be that your tutor is unable to award a Pass grade for every element of assessment, in which case, the grade for that element will be given as REFER. If even just one element is Referred then the overall grade for the assignment will be Refer until you resubmit and achieve a Pass grade. You should seek academic advice from your tutor. Referrals are to be submitted with the re-done tasks only. Referrals are to be submitted on the dates published. *Please see notice board/posters and Sharepoint for deadlines.*

Each unit has two attempts. If you still have not passed on your second attempt you must seek advice immediately. The normal BTEC system does not use a Fail grade. The only time an assignment is graded as Fail is in cases of plagiarism, collusion or any other form of student malpractice.

(See SharePoint for Assessment – Policy & Practice for further details).

All units require assignments to be uploaded to the Moodle website to be checked for plagiarism and released for marking. **It is your responsibility to upload your final assignments in their entirety onto the Moodle website before the final deadline.**

The hand-in date will be printed clearly on the front of every assignment and all assignments are to be uploaded onto the College's online Moodle website by the published deadline.

All students are expected to have back up of all their assessments for the entire length of the course. On the rare occasion where an assignment cannot be found, the College will ask you to produce another copy for submission either from Moodle (See Appendix B) or from your own backup.

You are naturally encouraged to use the Internet, text books and journals to research your assignment topics however, it is essential that the assignment is written in your own words and you should note that, when you submit an assignment, you are required to declare that it is your own original work.

If, at any time, a lecturer suspects that work submitted is not a student's own work, then that student may be required to attend a viva (an oral examination) in front of a panel of assessors for which dates will be given.

Serious Malpractice will be reported to Pearson. Examples of serious malpractice are:

- Serial falsifying of submitted work
- Attempts to manipulate results by forging documentation

You should note that assignment hand-in dates are final. If you are unable to submit your work on time due to illness or any other emergency, you must complete an HND EXTENUATING CIRCUMSTANCES EXTENSION form CCECER1 (which you can get from reception) at least 72 hours before the end of term and provide written evidence (e.g. a medical certificate). Please return the completed form to Reception.

You will be told within 48 hours by the panel if your extension has been granted. **Please note, you should continue to work on your assignments in case your request for extension is not accepted, in which case, you must submit your work by the original deadline date.** See SharePoint for Extenuating Circumstances – Policy and Practice

If a student is unable, through unforeseeable circumstances, to submit their completed coursework on the final deadline day they must contact the College immediately. They must be able to provide acceptable evidence of the emergency and will be given further instructions.

Any student who deliberately tries to manipulate the 'no late work' system either by submitting blank sheets of paper or submitting substantially incomplete assignments should note that this is malpractice and will result in a FAIL grade. This means that you will have to wait for the next deadline on which you can submit your failed units.

All failed units will be capped at a PASS.

As a professional provider of learning, The City College is required to provide a mechanism for students to appeal against assessment decisions.

If you have any reason to believe that the grade you were given is not the correct one then you are entitled to make use of the City College Academic Appeals procedure. See SharePoint for further details.

Please note, all marks are provisional until approved by the BTEC External Examiners who visit the College once a year. External Examiners have the authority to change a grade which would then be discussed with the Lead Verifier. Grades for individual cohorts must be approved by the EE's before certification can be claimed.

The BTEC HND programmes delivered by The City College are accredited by Pearson and all course units are internally assessed. This means that the assessment programme is planned and designed by the College while, at the same time, we ensure that the level and content of all assignments is consistent with Pearson's general specifications for student learning at Level 5. We also comply with the specific learning outcomes set separately by Pearson for each individual course unit. All colleges delivering Pearson programmes work in the same way, to the same learning outcomes. This approach ensures that, while we have the freedom to design an assessment programme that meets the specific needs of this College and its students, you can be confident that your end qualification will be at a nationally recognised standard and therefore a valuable, long term, addition to your CV.

A further quality check is provided through the Pearson system of external verification. The medium for this is an annual visit from a Pearson External Examiner. At this time all assignments designed by City College are checked against the published standards, as is the work produced by students.

You will find the detailed City College specification for your own HND programme at the beginning of this handbook. It has been carefully designed to meet Pearson's own specification and has also been linked to the QAA Quality Code for Higher Education in the UK.

In all, your HND programme requires successful completion of 15 course units - 14 structured units plus a research project which you design yourself. Each term you will normally study two-three course units and, in accordance with The City College HND assessment policy, each will be assessed through the completion of a single assignment. The deadline for submission will be the same for all of your assignments. The only exception to this is when, for a specific reason, part of the assessment for a particular course, may be time constrained. If this is the case, it will be specified in your main assignment for the unit and you will be given the date for this well in advance.

All submitted assignments will normally be marked by your course tutor and will be graded according to the BTEC system which does not use percentages – instead, the grades are Pass, Merit, Distinction and your work is marked objectively against the published learning outcomes and assessment criteria for each course unit.

This ensures that the grade you are given has nothing to do with the likes and dislikes of your tutors and also ensures that the Level 5 academic standards are met. All learning outcomes and assessment criteria are printed clearly in each assignment brief so that you know what you have to do and they will also be explained to you by your tutor when the assignments are given out. The assignment briefs also show what you have to do to get a Merit or a Distinction and again, these criteria will be explained to you by your tutor when assignments are given out.

HND in International Travel and Tourism Management Programme Specification

Teaching institution	The City College
Faculty	Department of International Travel and Tourism/ Hospitality
Awarding body	BTEC - Pearson
Programme title	International Travel and Tourism Management
Final award	HND
Level	5
Language of study	English
Mode of study	Full time
Period of study	Two years
Course structure	Six terms: 2-3 course units studied in each term (15 course units in all)
Method of assessment	Assignment – one per course unit
Credit value	15 credits per unit /30 for Pearson-set Research Project / overall minimum 240 credits
Method of grading	Pass / Merit / Distinction
Final award level	Pass / Merit or Distinction
Qualification framework	Regulated Qualifications Framework (RQF)

Appendices

Appendix A

Unit 1: The Contemporary Travel and Tourism Industry

Introduction

This unit provides students with an opportunity to investigate the various elements of the travel and tourism industry and how they interrelate.

The aim of this unit is for students to understand the structure and systems within the contemporary travel and tourism industry, examining the interactions between the different elements of the industry, such as accommodation provision, transportation, attractions, and both the different tourism settings and experiences. This will enable students to develop an overall appreciation of the international tourism experience.

Students will also explore recent patterns of tourism to understand movements of domestic, inbound and outbound visitors, the popularity of different destinations and the reasons for this popularity.

Finally, increased understanding of the customer helps inform the development of destinations and the interrelationship between the different tourism systems in place. This unit therefore also covers the factors affecting tourist behaviour and decision-making. On completion of this unit, students will be able to understand the scale and scope of the travel and tourism industry, the determinants of supply and demand, and the current trends affecting and shaping the industry.

Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the development of the travel and tourism industry and explain how its different elements combine to provide a tourism experience
2. Explain the factors driving tourist behaviour
3. Determine current patterns and key trends in travel and tourism
4. Investigate the factors affecting the current levels of popularity of different global destinations.

Unit 2: Managing the Customer Experience

Introduction

The aim of this unit is to provide students with background knowledge and understanding of how travel and tourism businesses manage the customer experience from the initial needs analysis through to after sales follow-up.

During the unit, students will be able to map the journey that a customer makes through a travel and tourism business, identifying crucial touch points and recognising how these touch points can be managed to optimise the customer's experience.

Students will consider how technology is changing the way customers interact with travel and tourism businesses and how digital initiatives should complement existing customer journeys, whilst recognising that online and offline consumers are distinctly different. Students can then use this knowledge to provide customer service both within business and services and online contexts to meet required standards.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the needs and expectations of market segments for the service industry
2. Explore the customer experience map to create business opportunities and optimise customer touch points
3. Investigate the impacts of digital technology in customer relationship management
4. Apply effective customer experience management within a service sector business to maximise customer engagement.

Unit 3: Professional Identity and Practice

Introduction

With employment opportunities and career progression becoming increasingly competitive, it is vital that new employees appreciate the value of the correct skills and competences expected by employers.

This unit aims to guide students through the process of self-assessment of skills and competences, personal career planning and the application of different learning and development approaches within a work environment. Students are not necessarily expected to engage in work activities, however self-assessment and design must be applied within a specific work context to avoid it being generic. This unit complements Unit 14: Work experience, to apply theory to practice as the content links closely together.

The unit will also give students direction on how to prepare for job applications and interviews in a formalised manner, with the aim of improving career prospects. Students are expected to undertake a practical interview arranged and guided by the tutor or relevant employer.

Learning Outcomes

By the end of this unit students will be able to:

1. Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities
2. Assess own skills, competences and the different learning and development approaches
3. Design a professional development plan, within a specific work context
4. Demonstrate a range of service industry and transferable skills for a job application.

Unit 4: The Travel and Tourism Business Toolkit

Introduction

Everyone needs to understand the business they work in – not just their own part of it, but how all the different aspects link together. The actions of a travel and tourism manager can have an impact on other areas, and their actions can affect interrelationships with those departments, so students will need to understand this to be able to make effective, informed decisions.

Every business requires future leaders to have a level of understanding of key factors to drive both profitability and brand success, using tools such as human capital planning to recruit and retain the best staff, and interpreting and applying financial indicators to drive profitability or gain market share.

This unit is designed to provide students with the skills they need to become competent managers in a travel and tourism environment. This will prepare them to understand important principles with regard to performance indicators, both financial and non-financial, human resources management, and other key factors affecting the modern business environment.

The unit aims to give students the opportunity to develop their business acumen, covering a number of different business activities applied within the travel and tourism industry context. These include understanding the business climate and key principles of revenue management, recruitment and retention of staff, effective communication, and dealing with legislation and regulation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the key principles of revenue management for the travel and tourism industry
2. Assess how to manage the Human Resources (HR) life cycle within the context of an HR strategy
3. Illustrate the potential impact of the legal and ethical considerations on a travel and tourism business
4. Explain how to manage budgets and maintain statistical and financial records.

Unit 5: Leadership and Management for Service Industries

Introduction

The ability to lead and manage effectively is highly sought after by service industry employers as they seek to produce and develop managers that can motivate, enthuse and build respect throughout their workforce.

This unit is a Pearson-set unit. Tutors will choose a topic based on a theme and selection of topics provided by Pearson (this will change annually). This will enable students to explore and examine a relevant and current topical aspect of leadership and management in the context of the service sector environment.

The unit enables students to gain understanding of leadership and management principles, and to review their potential for a career in management in the service sector. After exploring organisations' structures and cultures, students will learn classical management theories and leadership styles, and how these are applied to managing commercial organisations.

In addition to the students gaining a good understanding of how management theories are practised in today's industries, they will also evaluate effective management and leadership skills for the service industries through application and reflection on skills required and applied in a service industry context.

***Please refer to the accompanying Pearson-set Assignment Guide and Theme and Topic Release document for further support and guidance on the delivery of the Pearson-set unit.**

Learning Outcomes

By the end of this unit a student will be able to:

1. Review classical management theories and leadership styles
2. Explore the factors that influence different management styles and structures in a service industry context
3. Assess current and future management and leadership skills for the service sector
4. Demonstrate management and leadership skills in a service industry context.

Unit 7: Managing Conference and Events

Introduction

The aim of this unit is to give students a background knowledge and understanding of the events and conferencing industry. Students will be required to study different types of events and profile real events from different events categories. They will learn how to set up a variety of conferences and the type of equipment and resources required.

Students will discover the different job roles in the events industry, and the skills required for these roles. They will evaluate their own skills to identify what they need to improve on to gain their desired roles.

In addition, students will investigate the criteria required to run and manage a safe and secure event, both in terms of the physical venue and dealing with situations that might occur. On completion of the unit, students will have a good understanding of the industry and the skills required. They will also gain transferable skills in safety, which is invaluable for any area of the events sector.

Learning Outcomes

By the end of this unit a student will be able to:

1. Investigate the different categories and dimensions of events within the events sector
2. Examine the considerations for conference and event room set ups defining the professional standards required
3. Explore the management skills required to work within the events environment and successfully deal with stakeholders
4. Explain the measures required to manage a secure and safe events environment for staff and guests.

Unit 8: Visitor Attraction Management

Introduction

This unit enables students to gain a further understanding of visitor attractions on a global scale, whilst also considering visitor types, motivations and their impacts, along with management techniques and issues which may affect the development process.

Throughout the unit, students are given a broad understanding of the nature, development and management of visitor attractions. The unit highlights the range and importance of visitor attractions within the global tourism sector and allows students to explore development processes and issues which management can face when developing or establishing a new attraction.

Students will explore different visitor types, their motivations and how knowledge of this can assist in the successful management of an attraction. They will also investigate the techniques available to managers of visitor attractions and how these can be used to achieve sustainability.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the importance of visitor attractions and the scope and scale of the sector
2. Explore visitor types, impacts and their motivation for a range of visitor attractions
3. Conduct a feasibility study into the development of an existing or new visitor attraction
4. Assess the application of visitor management techniques and their impact on sustainability.



Unit 10: Tour Operations Management

Introduction

The aim of this unit is to provide students with an understanding of tour operations management, including the stages involved in creating holidays, brochures, methods of distribution and strategic decision-making.

Tour operators play a major role in the tourism chain of distribution by providing an essential link between providers of services such as transport and accommodation with package tour customers. In today's modern, technologically-oriented and uncertain world, buyers of package holidays are looking for security, safety and a quality product. Tour operators can help to remove the uncertainty between the sellers and final buyers.

Tour operation businesses can now be found worldwide, providing exciting and challenging career opportunities for well-qualified individuals working in research, marketing, product development, contracting, pricing, sales, guiding and resort management. It is estimated that in Europe alone some half a million people are employed in travel agencies and tour operators.

Starting with the role, function, structure and organisation of the tour operating sector, and types of tour operator, students will then work through the process of producing package holidays. This will include the issues faced by management such as strategic and tactical decision-making in order to produce a successful business.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the role, function, structure, types and organisation of the tour operating sector
2. Identify the different stages in developing a package holiday
3. Assess a range of package tour programmes in meeting target market needs
4. Examine strategic and tactical decisions made by tour operators.

Unit 13: Global Tourism Destinations

Introduction

This unit provides students with an understanding of the scale, nature and development of tourism at a global level.

Students will use statistics to analyse the scale and value of tourism in all global regions. Having identified trends, they will explain these trends, most notably that of continued growth. They will be required to examine the growth in different global regions and specific destinations. Research will take the form of the interpretation of the United Nations World Tourism Organisation (UNWTO) and other statistics, the analysis of emerging destinations, and broad reading of relevant academic theories of tourism and tourism growth.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the scale and nature of global tourism
2. Assess the growth and characteristics of key emerging markets and destination region
3. Explore the roles of key organisations in the development of global tourism
4. Appraise threats, issues and challenges to the future development of global tourism.

Unit 14: Work Experience

Introduction

A crucial part of a professional's skills, abilities and competences are developed during work, and are refined through practical experiences and 'learning by doing'. Employers rate work experience above all else and the HN qualifications aim to make students work-ready and prepare them with the appropriate balanced skills profile that employers require.

Integral to achieving 'work readiness' is the need for practical application and contextualisation of learning, a perspective that is increasingly sought after by employers. Curriculum that helps students gain real-world, relevant experience in their chosen careers have proven to be an enabler for graduate progression to employment and of considerable value to students' personal and professional development.

This unit aims to enable students to develop personal and professional skills by engaging in practical tasks and activities within a relevant workplace. It is designed to facilitate supervised learning in a workplace that can be fit around full-time or part-time student commitments and enables both an employer as well as an academic supervisor to monitor and support students through a goal-oriented process. The minimum work experience hours required for completion is 80 hours.

Students will be given the opportunity to identify and plan their own skills development in line with a chosen career path or direction. It will be expected that students negotiate and agree work experience in an appropriate work context, agreed by the employer and academic supervisor. They will monitor and record evidence from the tasks and activities that they undertake, to allow them to evaluate the process and any shortcomings in their development going forward.

Learning Outcomes

By the end of this unit a student will be able to:

1. Investigate the value and benefits of practical work experience for career and personal development
2. Plan suitable and relevant work experience in an appropriate service sector organisation
3. Undertake appropriate work experience to develop professional skills and competences
4. Evaluate personal skills and competences developed during practical work experiences.

Unit 17: Human Resource Management

Introduction

The aim of this unit is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organisation and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximise the employee contribution and how to use Human Resource (HR) methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organisation and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organisation with an equally flexible labour force, and become familiar with techniques of job design and different reward systems.

The unit investigates the importance of good employee relations and the ways in which employers engage with their staff and possibly with trade unions. Students will gain an understanding of the law governing HRM processes as well as the best practices which enable an employer to become an 'employer of choice' in their labour market.

Learning Outcomes

By the end of this unit a student will be able to:

1. Explain the purpose and scope of Human Resource Management in terms of resourcing an organisation with talent and skills appropriate to fulfil business objectives
2. Evaluate the effectiveness of the key elements of Human Resource Management in an organisation
3. Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation
4. Apply Human Resource Management practices in a work-related context.

Unit 18: Entrepreneurship and Small Business Management

Introduction

This unit provides students with an understanding of the definition and scope of entrepreneurship, and an understanding of the enablers and barriers to business start-up. Students will learn about the influence of national culture and economy on entrepreneurship and will explore the personal characteristics of entrepreneurs, including the impact of personal situational factors, such as education and background. Students will also learn about the role and importance of small firms to the economy, and about social enterprise and the social economy. Students will be expected to understand the balance of risk and reward in starting a new venture and they will investigate and reflect on their own entrepreneurial and enterprising characteristics. Examples of entrepreneurs and start-up organisations will be discussed and students will be expected to draw on local, personal and general knowledge, together with their learning, to be able to identify the characteristics of entrepreneurial ventures.

Learning Outcomes By the end of this unit a student will be able to:

1. Explore and illustrate the range of venture types that might be considered entrepreneurial
2. Assess the impact of small businesses on the economy
3. Determine and assess the key aspects of an entrepreneurial mind-set
4. Examine the different environments that foster or hinder entrepreneurship

Unit 19: Research Project

Introduction

This unit a Pearson-set unit. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless the student is studying the general pathway). This will enable students to explore and examine a relevant and current topical aspect of travel and tourism in the context of the travel and tourism environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, develop research aims, objectives and outcomes, and present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

On successful completion of this unit, students will have the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine appropriate research methodologies and approaches as part of the research process
2. Conduct and analyse research relevant to a service industry research project
3. Communicate the outcomes of a service industry research project to identified stakeholders
4. Reflect on the application of research methodologies and concepts.

Unit 20: Tourism Consumer Behaviour and Insight

Introduction

Creating memories and joyous experiences for consumers is a key dimension affecting the profitability and growth of any tourism organisation. To understand the factors that influence customers' decisions is invaluable in marketing and operating your travel and tourism business.

This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making processes, from needs recognition through research, the evaluation of alternatives, purchase and post-purchase evaluation. While students will learn the underpinning theories and frameworks, they will also be expected to relate these to real-world examples, including their own personal experiences.

An important part of marketing is understanding the processes behind how a consumer makes the decision to purchase a product and/or service.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by a travel and tourism organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the factors that influence tourism consumer behaviour and attitudes
2. Demonstrate the ability to map a path to purchase in a tourism context, including the decision-making process
3. Evaluate appropriate forms of research to understand influences on the tourism consumer decision-making process
4. Evaluate how marketers influence the different stages of the tourism consumer decision-making process.

Unit 26: Destination Marketing

Introduction

Destination marketing organisations are involved in the promotion of a town, city, region, or country in order to increase the number of visitors. They promote the development and marketing of a destination, focusing on convention sales, tourism marketing, and services.

This unit develops students' understanding of the process of marketing a tourism destination. Students will investigate the role of different Destination Marketing Organisations (DMOs) in developing and implementing the marketing plan and marketing campaign. They will explore the different aspects of marketing planning and marketing campaigns to evaluate how these concepts and principles can be applied to the challenge of marketing destinations, with particular focus on the branding and positioning of the destination.

The knowledge, understanding and skills developed through this unit will empower students to contribute to the future development and marketing of destinations, and enhance their career development opportunities in this field.

Learning Outcomes

By the end of this unit a student will be able to:

1. Assess how marketing principles can be applied to support destination growth and development
2. Analyse the key elements of a destination marketing campaign
3. Evaluate the role of digital marketing in promoting a destination
4. Assess the role of Destination Marketing Organisations (DMOs) and the challenges they face.

Unit 28: Corporate Events Management

Introduction

This unit focusses on the development of an event for the business community. The rapid growth of the events sector has seen the value of corporate events make a significant impact on the UK economy. In 2015 the conference and meeting sector contributed 19.9 billion to the national economy, 11.1 billion to exhibitions and trade fairs and 1.2 billion to corporate events (Eventbrite, 2017). The sector not only plays a vital role in the national economy, but also in generating exports and international trade.

The unit begins with a comparison of business to consumer and business to business events to help students understand the key differences between the two. It then examines the process of identifying new market segments for exploitation and developing an appropriate offer to attract and meet the needs of new customers. Students consider a basic feasibility study to help identify if a potential concept is worth pursuing. This involves a market segmentation exercise, evaluation of potential event offers and a top level investment versus return analysis.

On the assumption that the concept proves feasible, students then proceed to develop the offer and consider pricing, logistics and, importantly, how to engage the business community and promote the event. It is strongly recommended to integrate unit assessment with Unit 27 Developing the Event Experience to allow for continuity, if students are undertaking the specialist pathway. This will enable students to create an experience design concept for a corporate event, plan the event and evaluate the planning and promotion for the event. Practical application should be encouraged to give students the opportunity of managing and planning an event.

Learning Outcomes

By the end of this unit a student will be able to:

1. Compare and contrast corporate and leisure events
2. Evaluate how different types of corporate events help companies reach their business goals
3. Assess the importance of a feasibility study for a proposed corporate event
4. Evaluate the process of planning and promoting a corporate event.

Unit 31: Innovative Curation, Interpretation and Education

Introduction

Visitor attractions increasingly rely on innovative curation, interpretation and education approaches to provide distinctive and memorable experiences that attract and engage visitors. The utilisation of innovative curation and interpretation plays an integral part in providing a quality service encounter.

This unit aims to enable students to understand how curation, interpretation and education provokes curiosity, attention and interest to create and shape the visitor experience. They will also learn how the utilisation of innovative approaches provides effective management and control of the servicescape to enrich the experience and enhance service encounters.

Students will examine and explore the different methods and techniques employed by a wide range of visitor attractions to provide innovative curation, interpretation and education through the use of specific examples. Students should be encouraged to visit attractions and exhibitions to assess and critique the use of innovative approaches towards interpretation and education.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the visitor experience and the importance of innovative curation throughout the visitor journey
2. Evaluate methods of interpretation for a range of different visitor attractions
3. Analyse how innovative education and interpretation enables effective management of the servicescape.

Unit 33: Global Sustainable Tourism Development

Introduction

The aim of this unit is to provide students with knowledge and understanding of the development and management of global sustainable tourism across a range of contexts.

Students will analyse, interpret and evaluate relevant information, concepts and ideas relating to sustainable tourism development and planning, in accordance with principles of sustainability, responsible management and corporate social responsibility.

Students will evaluate the key steps required to create and deliver a sustainable tourism strategy and evaluate ways in which further improvements can be made to the sustainability agenda. In particular, they will consider the potential roles that key stakeholder and tourism providers could play.

The knowledge, understanding and skills developed through this unit will enable students to contribute to the increasingly important debate around sustainable tourism. The unit will add value to future career development by empowering students to anticipate and evaluate potential developments and make considered decisions in the context of sustainable tourism planning.

Learning Outcomes

By the end of this unit a student will be able to:

1. Assess the adverse effects of the tourism industry and the resulting development of sustainable tourism
2. Analyse the process required to develop an effective sustainable tourism strategy to meet sustainable objectives
3. Evaluate the contribution of key stakeholders/tourism partners to global sustainable tourism strategic development
4. Compare and contrast the outcomes of sustainable tourism strategies in an emerging and an established destination.

Unit 37: Digital Sales and Marketing

Introduction

Keeping tour operating businesses at the forefront of customers' attention online is now vital to ensure success and increase income. The use of digital marketing is essential for an industry that strives for higher quality leads, increased passenger numbers and higher average booking values. The aim of this unit is to familiarise students with the major advancements taking place in digital sales and marketing, and how they can be used effectively within the tourism industry.

In the 21st century, it is vital to have a planned, efficient, online marketing strategy, promoting brands through various forms of digital media. Content, customer experience and platforms are core elements of digital marketing. It is also now essential to offer customers a convenient way to buy using mobile devices. The use of social media to share travel knowledge and expertise with customers can deliver against a range of objectives including turning brand loyalty into more bookings and tapping into particular online communities to expand target markets.

This unit is designed to provide students with practical and useful skills, and knowledge of online sales and marketing, by presenting the underpinning theories and development of diverse digital platforms and continuing to develop this into practical application.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether they choose to market their own tourism business or become employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of digital sales and marketing channels and the opportunities and challenges they offer within the tour operating sector
2. Assess key digital tools and platforms for both sales and marketing activities for the tour operating sector
3. Design a digital sales and marketing campaign for a tour operations business
4. Evaluate methods of monitoring and measuring digital marketing effectively

Unit 40: Special Interest Tourism

Introduction

This unit is designed to enhance students' knowledge and understanding of the global special interest tourism market. Students will investigate the scale and scope of existing special interest tourism products and services, and will carry out research to explore emerging and developing niche and special interest opportunities.

With significant competition in the mainstream tourism market, special interest tourism providers aim to gain competitive advantage by providing more bespoke and unique experiences for travellers seeking something a little bit different. By appealing to these smaller niche markets, special interest tourism providers can offer creative and inspiring holiday options that meet their clients' particular needs and interests.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by an organisation providing special interest tourism products, services and experiences.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of special interest tourism products, services and customer motivations
2. Analyse the scale, scope and impact of special interest tourism markets and how tourism providers meet customer needs and expectations
3. Assess emerging special interest tourism markets
4. Design and pitch a special interest tourism product, service or experience.

Unit 41: Tourist Resort Management

Introduction

The purpose of this unit is to give students an opportunity to explore the world of tourist resorts. Firstly, they will learn about the different types of resorts that exist in the world and focus on some of the issues that are associated with managing them. Secondly, students will gain an understanding of the difference between an all-inclusive resort and an individually-priced resort, and the financial challenges that this brings.

Finally, students will be expected to focus on a specific location of their choosing, researching a specific resort type, the type of customers that visit the location and why. Focusing on the consumer needs, students will then produce a creative package tailored to the resort, outlining how the resort would be priced in order to ensure that the business would be profitable, and how it would win business against local competition.

Students will be able to use the knowledge gained in this unit to help in a career as a general hotel manager or business entrepreneur.

Learning Outcomes

By the end of this unit a student will be able to:

1. Examine the different features of common resorts and the potential issues of managing them
2. Evaluate the different types of resorts and the packages available
3. Analyse the consumer needs in a specific location to create a resort package that focuses on these needs
4. Apply the guiding principles for achieving sustainable tourism for a chosen

Unit 44: Organisational Behaviour

Introduction

The aim of this unit is to develop students' understanding of the influence culture, politics and power have on the behaviour of others in an organisational context. Students will be in a position to apply the principles of organisational behaviour to a variety of business situations.

On successful completion of this unit, students will have an understanding and awareness of key influences which affect the behaviour of individuals, teams and organisations as a whole. They will be able to use this knowledge to make an immediate and positive contribution in the workplace, whether that role is as part of a team or as a team leader. This will be achieved through a strong appreciation of working in a team, having a more profound perspective of what makes people and organisations do what they do, and how to adjust one's own behaviour to reflect the circumstances and situation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Analyse the influence of culture, politics and power on the behaviour of others in an organisational context
2. Evaluate how to motivate individuals and teams to achieve a goal
3. Demonstrate an understanding of how to cooperate effectively with others
4. Apply concepts and philosophies of organisational behaviour to a given business situation.

Unit 49: Managing and Running a Small Business

Introduction

This unit will provide students with a practical understanding of the key aspects of running a small business or social enterprise. Students will learn about the activities involved in running a small business, including developing good relationships with customers, planning and allocating operational resources, forecasting and budgeting, interpreting financial statements, recruitment and retention of staff, leadership and building a team, dealing with legislation and regulation, and how to put together a business plan.

Students will be able to apply their learning to a simulated business of their choice that they will work on as part of a group. They will develop an understanding of how all of the different aspects of running a business interrelate to achieve success, and develop an appreciation of the benefits and importance of organisation and planning.

Learning Outcomes

By the end of this unit a student will be able to:

1. Discuss how a small business or social enterprise plans and allocates resources to achieve objectives
2. Explain and evaluate the customer relationship management process for a small business or social enterprise, including understanding the benefits and challenges of transnational operation
3. Develop and analyse a cash flow forecast, budget and break-even analysis and interpret key financial statements
4. Discuss the implications of regulation and legislation on a small business or social enterprise.

Unit 50: Customer Value Management

Introduction

This unit is designed to enhance students' knowledge and understanding of why it is important for marketers to enhance and manage the value of customer interactions. Students will learn the underpinning theories and frameworks, and will also be expected to relate these to real-world examples, including their own personal experiences.

Organisations ideally seek a mutually beneficial relationship between themselves and their customers. This is particularly important when considering the costs associated with acquiring a new customer. It has been suggested that it can cost five times as much to gain a new customer as it is to retain an existing one. Moreover, there is no guarantee that a new customer will be as loyal as a current one. Any organisation, whether for-profit, NGO or a charity, seeks ways of retaining customers through enhanced customer experiences.

In order to retain loyal (and profitable) customers, organisations seek to understand them better. By understanding customers through the capture of relevant data, organisations can enhance a customer's lifetime value. They then aim to build a relationship with the customers, where they remain loyal and continue to purchase a range of products/services.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether setting up in business independently or being employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

1. Demonstrate an understanding of the concept of customer lifetime value, how to calculate it and the different factors that influence it
2. Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation
3. Analyse appropriate techniques and methods in order to increase customer lifetime value.

Appendix B

MOODLE

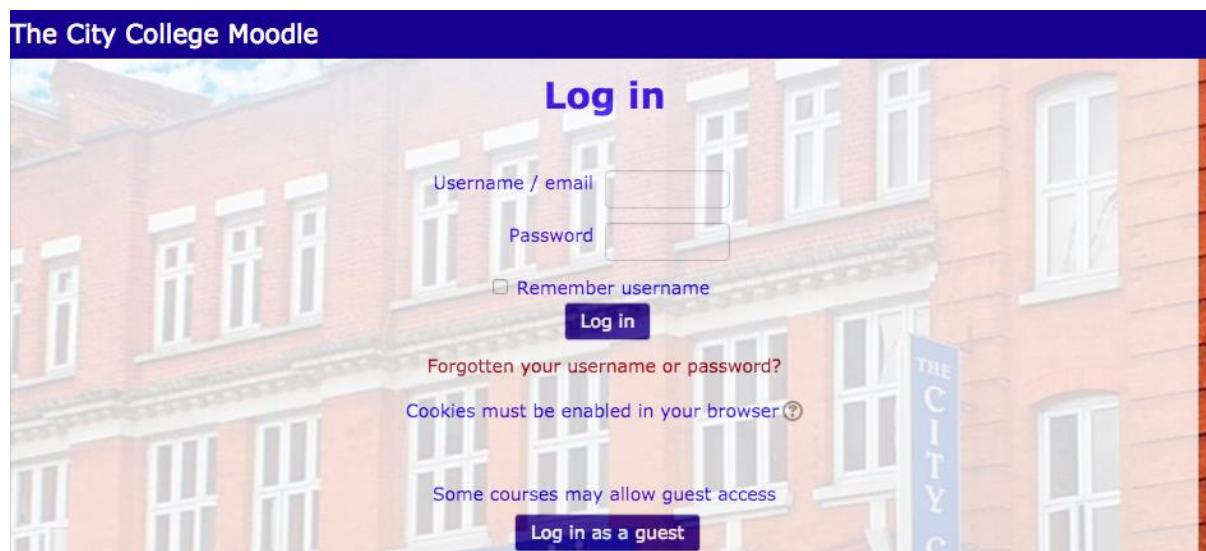
Chapter 1: Getting Started

Welcome to Moodle. This document will guide you through the process for checking your assignments online and give you a complete introduction to the Moodle suite of services.

How to use MOODLE

1. Use this address to bring up the log in Moodle page.

<https://moodle.citycollege.ac.uk/login/index.php>



Username / email: you can log in with your city college email address eg the one you use to log into sharepoint e10154@citycollege.ac.uk OR you can use your name as it appears when you log into the college network.

For example; James Smith should be james smith. You need a space between first name and surname

Password : password is the same as your City College system log in eg password for sharepoint/college email.

2. Go to My Courses as shown in image or choose your course from the folder icon

The City College Moodle

NAVIGATION

- Home
- Dashboard
- Site pages
- My Courses

UPCOMING EVENTS

FEASIBILITY STUDY
Unit 04: Project Design Implementation and Evaluation
Tuesday, 21 March, 12:00 AM
Facilitating Change in

The City College Moodle Home Page

Course categories

Category	Count
Business Management	0 - 6
Computing	5
Health & Social Care	4

3. Choose the appropriate unit for which you want to make a submission.

Home > Courses > Jan 2018 > Travel & Tourism Management

Course categories: Jan 2018 / Travel & Tourism Management

Search courses: Go

Unit 03: The Developing Manager
 Teacher: Tawfiq Elahi
 Internal Verifier: Ruth Andes
 Internal Verifier: Mandy Hayward

Unit 04: Research Project
 Teacher: Naveed Riaz
 Internal Verifier: Ruth Andes
 Assignment Marker: Mandy Hayward

Unit 06: Contemporary Issues in Travel & Tourism
 Teacher: John Taylor
 Internal Verifier: Mandy Hayward

Unit 08: Legislation and Ethics in TT Sector
 Teacher: Naveed Riaz
 Internal Verifier: Ruth Andes

4. Click Assignment Submission as shown in image

Home > My courses > Unit 08: Legislation and Ethics in TT Sector

Unit 08: Legislation and Ethics in TT Sector

 Announcements

Unit Evaluation Survey Jan 18

Please participate in this unit evaluation survey. Thanks.

 Legislation and Ethics in TT Sector Jan 18 Unit Evaluation Survey

Legislation and Ethics in TT Sector Assignment Jan 18

 Legislation and Ethics in TT Sector Assignment Jan 18 Submission

5. Click “Add Submission” button.

The City College Moodle This course guest 1

Submission status

Attempt number	This is attempt 1.
Submission status	No attempt
Grading status	Not graded
Due date	Friday, 7 April 2017, 11:55 PM
Time remaining	18 days 10 hours
Last modified	-
Submission comments	 Comments (0)

Add submission

6. You can drag and drop the file you want to submit and click the declaration box of submission before you submit. You cannot submit your work without selecting the declaration statement. You need to click "Save changes" button

Unit 08: Legislation and Ethics in TT Sector

Legislation and Ethics in TT Sector Assignment Jan 18 Submission

[Return to: Legislation and...](#)



I certify that the work submitted for this assignment is my own and research sources are fully acknowledged. I acknowledge that I have read and agree the [declaration](#). I have read and fully understand [Academic Conduct and Practice](#).

File submissions

Maximum size for new files: 50MB, maximum attachments: 2

► [Files](#)

You can drag and drop files here to add them.

Accepted file types:

Document files .doc .docx .epub .gdoc .odt .oth .ott .pdf .rtf
 Presentation files .gslides .odp .otp .potm .potx .ppam .pps .ppsm .ppsx .ppt .pptm .pptx .pub .sti .sxi

There are required fields in this form marked

[◀ Legislation and Ethics in TT Sector
Jan 18 Unit Evaluation Survey](#)

[Jump to...](#)

[Return to: Legislation and...](#)

[Save changes](#)

[Cancel](#)

7. After you have submitted your assignment, you can go and edit your submission by clicking “Edit Submission” button

Legislation and Ethics in TT Sector Assignment Jan 18 Submission

[Return to: Legislation and...](#)

Submission status

Attempt number	This is attempt 1 (2 attempts allowed).
Submission status	Submitted for grading
Grading status	Not marked
Due date	Friday, 13 April 2018, 11:55 PM
Extension due date	Sunday, 23 September 2018, 11:55 PM
Time remaining	2 days 21 hours
Last modified	Friday, 21 September 2018, 2:31 AM
File submissions	 assignment.docx  Turnitin status: Queued
Submission comments	+Comments (0)

[Edit submission](#)



[Make changes to your submission](#)

[◀ Legislation and Ethics in TT Sector
Jan 18 Unit Evaluation Survey](#)

[Jump to...](#)

[Return to: Legislation and...](#)

8. You can select the old file to delete and drag and drop the new file to submission area. You need to save your changes by clicking "Save changes" button

Unit 08: Legislation and Ethics in TT Sector

Legislation and Ethics in TT Sector Assignment Jan 18 Submission

[Return to: Legislation and...](#)



I certify that the work submitted for this assignment is my own and research sources are fully acknowledged. I acknowledge that I have read and agree the [declaration](#). I have read and fully understand [Academic Conduct and Practice](#).

File submissions

Maximum size for new files: 50MB, maximum attachments: 2

 Files	
 assignment.docx	

Accepted file types:

Document files .doc .docx .epub .gdoc .odt .oth .ott .pdf .rtf
 Presentation files .gsldes .odp .otp .potm .potx .ppam .pps .ppsm .ppsx .ppt .pptm .pptx .pub
 .sti .sxi

There are required fields in this form marked 

[◀ Legislation and Ethics in TT Sector
Jan 18 Unit Evaluation Survey](#)

[Jump to...](#)

[Return to: Legislation and...](#)

[Save changes](#) [Cancel](#)

The screenshot shows a Moodle assignment submission page. At the top, there's a breadcrumb navigation: Home > My courses > Unit 08: Legislation and Ethics in TT Sector > Legislation and Ethics in TT Sector Assignment Jan 18 > Legislation and Ethics in TT Sector Assignment Jan... A blue button labeled "Edit submission" is visible. Below the navigation, the title "Unit 08: Legislation and Ethics in TT Sector" is displayed in blue. A sub-section title "Legislation and Ethics in TT Sector Assignment Jan 18 Sub..." is also present. On the left, there's a sidebar titled "File submissions" with a list of accepted file types: "Accepted files: Document files, Presentation files, .stl, .sxi". In the center, a modal dialog box titled "Edit assignment.docx" is open. It contains fields for "Name" (assignment.docx), "Author" (guest 1 Guest1), "Choose license" (All rights reserved), and "Path" (/). It also shows file details: Last modified 21 September 2014, 2:31 AM, Created 21 September 2014, 2:31 AM, Size 12.5KB. At the bottom of the modal are "Update" and "Cancel" buttons. A black arrow points from the "Return to: Legislation and..." link at the bottom of the main page to the "Cancel" button in the modal. The footer of the page includes "Jump to..." and "Save changes" buttons.

9. You can edit your submission as many times as you want until the due date. You are not allowed to submit or edit after due date. Due date cut off time is 23:50. For example, if the due date is 7th April 2017, students are allowed to edit or submit the assignments before 7th April 2017 23:50.

If you have any technical issues please email the City College Moodle supervisor: Yamin Htwe: yhtwe@citycollege.ac.uk

File Types and Size

Moodle currently accepts the following file types for upload into an assignment:

- Microsoft Word™ (DOC and DOCX)
- Corel WordPerfect®
- HTML
- Adobe PostScript®
- Plain text (TXT)
- Rich Text Format (RTF)
- Portable Document Format (PDF)
- OpenOffice (ODT)
- Hangul (HWP)

The file size may not exceed 20 MB. **Note:** Text only files may not exceed 2 MB.

Note: PDF documents must contain text to be submitted. PDF files containing only images of text will be rejected during the upload attempt. To determine if a document contains actual text, copy and paste a section or all of the text into a plain-text editor such as Microsoft Notepad or AppleTextEdit. If no text is copied over, the selection is not actual text.

Tip: Users submitting scanned images of a document or an image saved as a PDF will need to use Optical Character Recognition (OCR) software to convert the image to a text document. Manual correction of the resulting document is highly recommended to fix any errors caused by the conversion software.

Note: Some document formats can contain multiple data types. This includes text, images, embedded information from another file, and formatting. Non-text information that is not saved directly within the document will not be included in a file upload. This includes references to a Microsoft Excel® spreadsheet included within a Microsoft Office Word document.

Note: Users whose files are saved in a file type that is not accepted by Turnitin will need to use a word processing program to save the file as one of the accepted types. Rich Text Format and Plain Text file types are nearly universally available in word processing software. Neither file type will support images or non-text data within the file. Plain text format does not support any formatting, and rich text format supports only limited formatting options.

Tip: When converting a file to a new file format, users should rename their file with a name other than that of the original file. This is suggested to prevent permanent loss of the original formatting or image content of a file due to it being overwritten.

Resubmitting

Students have the ability to overwrite their previous submissions until the due date and time set for the assignment.

Note: Only a single file may be submitted by a student.

Plagiarism Prevention

Papers submitted to MOODLE use a service called TurnitinUK which compares assignments against billions of internet documents, an archived copy of the internet, local databases of submitted student papers, and a database of periodicals, journals, & publications. Any matching text found is detailed in an Originality Report sent to your class portfolio.

Similarity Reports

When a student submits an assignment to Turnitin, assignments are checked against a large range of sources in order to find if there are matching text sections. Examples of resources checked across billions of webpages include:

- Internet sites and archived internet documents and data
- A repository of papers previously submitted to Turnitin
- A subscription repository of periodicals, journals, and publications.

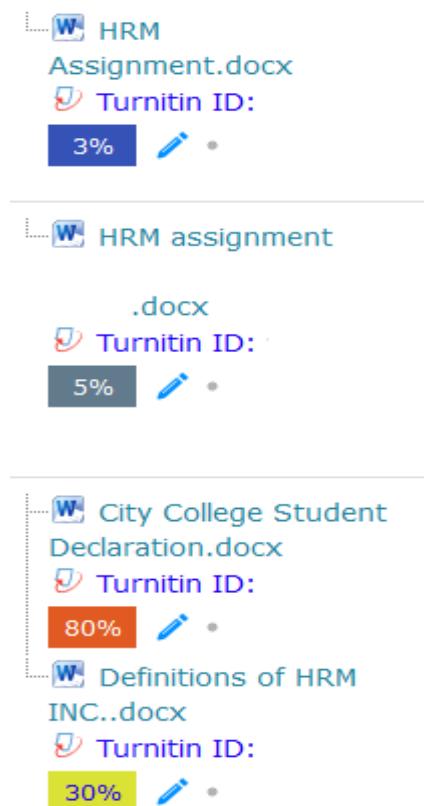
If matches are found, the matched text is highlighted and linked to the sources identified by

Turnitin. Turnitin also gives an assignment a 'similarity index', which is the total percentage of text in an assignment that has been matched to other sources.

It is perfectly natural for an assignment to match against some of the Turnitin database. If quotes have been used and referenced correctly, there will be instances where Turnitin will find a match. The similarity score simply makes the reader aware of any problem areas in the assignment. This can then be used as a tool, as part of a larger process, to determine if the match is or is not acceptable.

Interpreting the Similarity Report

After submitting the assignment and a Similarity Report is available, a coloured box containing the similarity index as a percentage will appear in the File submissions column in Moodle.



The assignment will also display a Turnitin ID to confirm the identity of the assignment and the student who submitted it but that has been removed from the above.

The colour of the box shown indicates the similarity score of the paper, based on the amount of matching or similar text that was uncovered. Similarity Reports that have not yet finished generating are represented by a grayed out icon. The percentage range is 0% to 100%. The possible similarity indices are:

- **Blue:** No matching text
- **Green:** One word to 24% matching text

- Yellow:** 25-49% matching text
- Orange:** 50-74% matching text
- Red:** 75-100% matching text

Note: Overwritten or resubmitted papers may not generate a new Similarity Report for a full 24 hours. This delay is automatic and allows resubmissions to correctly generate without matching to the previous draft.

Is the percentage shown the level of plagiarism detected?

No! Turnitin does not measure plagiarism. It measures the number of matches in the assignment, which may or may not be acceptable, against the database mentioned above. Determining if the matches are acceptable is made on a case-by-case basis.

Checking the assignment

When you click on the coloured box containing the percentage, the assignment itself will open and you can access the Match Overview. The Match Overview, to the right of the page as indicated below, lists the sources of any matching text. The text of the actual assignment is highlighted where matches have been detected also as indicated below.

In this main window is the text of your work. You can scroll down to see all the pages or use the **Toggle page navigation** for a page thumbnail view.

You may see sections of your work have been highlighted, each with a number and colour.

What gets highlighted? Words which match another source (a book, website, article, essay)

So if you've got a passage that's highlighted, which is not in quote marks or indented, it might well be inadequately referenced.

Make sure you click on the % similarity (circled) for a detailed view.

On the righthand side here, you can see the matching sources Turnitin has found, starting with the most-used source.

If you hover your cursor over a source listed here, and click on the arrow that appears, Turnitin will show you other matching sources – you may recognise one of these as the one you used.

Click on any number of highlighted section for a pop-up side-by-side comparison of your work and the matched source.

Turnitin may match a source which is not the source where you read it e.g. Turnitin shows a recent article, you read the words in a textbook.

	en.wikipedia.org	Submitted to Fenwick...	cdclv.unlv.edu	www.medialit.org
1	Internet Source	Student Paper	Internet Source	Internet Source
2	26	5	5	5%
3				
4				

What is an acceptable percentage in a Similarity Report?

There is no acceptable percentage. Turnitin is only a text-matching tool. Plagiarism is about using the thoughts, writings, examples, etc. of another person as one's own. Turnitin will highlight phrases that match other sources, but can't tell if those thoughts, ideas, or examples are those of the student who submitted the assignment or not.

It is not just the level of similarity identified. It is what is identified, how it has been used within the assignment, and whether or not it has been correctly referenced.

Turnitin can't know and check every possible source. It's still each student's responsibility to take notes carefully and acknowledge the sources.

What if text is highlighted (as in point 4 above)?

Students should not try to 'clean' their report so Turnitin no longer finds matches. Rather, students should try to make sure they've acknowledged their sources fully and correctly, for *exact phrases* and also for *ideas* and *examples*.

- If a whole passage is highlighted, it should be placed in quotation marks or indented, to show that the precise words came from another source
- If there are a few highlighted phrases without quote marks or indentation, the student must decide whether to:
 - rewrite the whole passage and put it entirely into their own words, or
 - place the original phrases in quote marks.

In both cases, the source should be listed in the bibliography according to the Harvard referencing format. This should ensure students get recognition from their marker for all the reading they've done, and plagiarism should have been avoided.

So what causes the matches?

Matches could occur for the following reasons:

- A **direct quote** has been made in an assignment - direct quotes included in assignments may be text-matched by Turnitin irrespective of whether the quote has been appropriately referenced. This provides students and lecturers with an opportunity to check that direct quotes have been correctly referenced. These matches also give students and lecturers an opportunity to consider how many quotes are appropriate for the relevant assignment
- An **indirect quote** has been included in an assignment which is very similar to the original - an indirect quote is when someone else's words are paraphrased. If a match in Turnitin occurs due to paraphrasing, it may

generally indicate that the paraphrasing is too similar to the original and needs to be rephrased. It is important to remember that when paraphrasing, the author and original work must be correctly referenced.

- **Plagiarism** - while Turnitin provides a 'text-matching' service which may assist lecturers in detecting suspected plagiarism, the use of Turnitin will not identify an instance of plagiarism, and cannot determine if there has been a breach of academic integrity. Turnitin will only match text within a student assignment to text located in other sources (e.g. the internet, journals and periodicals and other assignments submitted to Turnitin), but it cannot determine the 'original' source or actually make a determination plagiarism has occurred.

If a student has copied someone else's work, recycled their own work, or taken material directly from some other source and made it appear to be their own, this is plagiarism. It is important for students to remember that their ideas, arguments and analysis are the key aspect of their writing.

Further information

Further information can be found by visiting:

Students

https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio/15_The_Similarity_Report

https://guides.turnitin.com/01_Manuals_and_Guides

Lecturers

https://guides.turnitin.com/01_Manuals_and_Guides/Instructor_Guides/Feedback_Studio/19_The_Similarity_Report

https://guides.turnitin.com/01_Manuals_and_Guides