

LEVEL 5 DIPLOMA IN **HOSPITALITY AND TOURISM MANAGEMENT**



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PROGRAMME LEARNING OUTCOMES:

- I. Demonstrate proficiency in identifying and exploiting entrepreneurial opportunities within the tourism and hospitality industry.
- II. Apply effective human resource management principles to optimize workforce performance in the tourism and hospitality sector.
- III. Implement strategic destination management plans to enhance the competitiveness and appeal of tourist destinations.
- IV. Analyze and address contemporary challenges and issues faced by the tourism and hospitality industry.
- V. Manage cultural tourism initiatives, ensuring the preservation of local heritage and providing authentic experiences for travelers.
- VI. Conduct research to assess and improve tourism and hospitality operations.
- VII. Develop comprehensive marketing strategies specific to the tourism and hospitality sector.
- VIII. Utilize financial management techniques to ensure the fiscal success of tourism and hospitality businesses.
- IX. Demonstrate ethical and sustainable practices that contribute positively to local communities and the environment in the context of tourism and hospitality.

PROGRAMME GUIDELINES	
PROGRAMME TITLE	Level 5 Diploma in Hospitality and Tourism Management
QUALIFICATION CODE	801/4423/0
LEVEL	5
TOTAL CREDITS	120 Credits
TOTAL LEARNING HOURS	1200 Hours
GUIDED LEARNING HOURS	360 Hours

Total Learning Hour - 1200 Hours

Guided Learning Hour – 360 Hours

1 Credit = 10 hours of effort (10 hours of learning time which includes everything a learner has to do to achieve the outcomes in a qualification including the teaching learning process, assessment procedures and practical's).

LIST OF UNITS

S. No.	Unit Code	Unit Title	Unit Specification	Credits	GLH	TLH
1	H/815/5007	Entrepreneurship in Tourism and Hospitality Management	Essential Unit	20	60	200
2	H/815/5008	Human Resource Management in the Tourism and Hospitality Industry	Essential Unit	20	60	200
3	H/815/5009	Tourism destination Management	Essential Unit	20	60	200
4	H/815/5010	Contemporary Issues in the Tourism and Hospitality Industry	Essential Unit	20	60	200
5	H/815/5011	Cultural Tourism Management	Essential Unit	20	60	200
6	H/815/5012	Research on Tourism and Hospitality Industry	Essential Unit	20	60	200
TOTAL				120 Credits	360 Hours	1200 Hours

UNIT CODE	H/815/5007
UNIT TITLE	Entrepreneurship in Tourism and Hospitality Management
CREDIT	20 Credits
GLH	60 Hours
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

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

UNIT LEARNING OUTCOMES

ULO1 – Able to understand the skills and characteristics an entrepreneur needs in the travel and tourism industry.

ULO2 - Able to understand the development of enterprises in the travel and tourism industry.

ULO3 – Able to develop a business start – up plan for a niche market in the travel and tourism industry

LEARNING OUTCOME DESCRIPTION

ULO1- Able to understand the skills and characteristics an entrepreneur needs in the travel and tourism industry.

Passion for travel, adaptability, customer centric approach, networking skills, business acumen, creativity and innovation, resilience, cultural awareness and communication skills, Tech – savviness, attention to detail, ethical practices, ability to manage risks.

ULO2- Able to understand the development of enterprises in the travel and tourism industry.

Idea generation, market research, Business planning, Funding and investment, establishment and launch, marketing and branding, growth and expansion, customer feedback and improvement, technology integration, sustainability and responsible tourism.

ULO3 – Able to develop a business start – up plan for a niche market in the travel and tourism industry.

Executive summary, business description, market analysis, marketing and sales strategy, operational plan, product and service offering, sustainability initiatives, financial projections, funding and investment, legal and regulatory compliance, risk analysis and mitigation, time line, team and partnerships.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Evaluate the skills and characteristics needed for successful entrepreneurship in the travel and tourism industry.
P1.2	Develop a self – appraisal of own entrepreneurial skills, recognizing strengths and areas for development.
P1.3	Explain the process involved in developing an enterprise in the travel and tourism industry.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Evaluate the factors that contribute to the development and implementation of a successful business plan.
P2.2	Explain the main concepts of formulating the business start – up plan.
P2.3	Evaluate the sources of funds available for business in the travel and tourism industry.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME – 3	
P3.1	Justify the selection of a source funding for the identified niche market.
P3.2	Develop a business plan to support the start – up of aniche market business.

Indicative Study Reference Text Books

1. Rimmington, M. (2016). Entrepreneurship in the Hospitality, Tourism and Leisure Industries. Routledge.
2. Ateljevic, J. and Page, S. (2009). Tourism and Entrepreneurship

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1	M	M		M			M		M
ULO2	M		M	M	M	M	M	M	M
ULO3	M	M	M		M	M	M	M	

UNIT CODE	H/815/5008
UNIT TITLE	Human Resource Management in the Tourism & Hospitality Industry
CREDIT	20 Credits
GLH	60 Hours
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

This course provides an in-depth understanding of Human Resource Management (HRM) principles and practices specific to the tourism and hospitality industry. Students will explore various HRM strategies, tools, and techniques that are essential for managing a diverse and dynamic workforce in the tourism and hospitality sector. Emphasis will be placed on addressing industry-specific challenges such as seasonality, workforce diversity, and service excellence

UNIT LEARNING OUTCOMES

ULO1 – To explore the unique challenges and opportunities related to HRM in tourism and hospitality.

ULO2 – To understand performance management and employee development techniques tailored to the industry.

ULO3 – To explore legal and ethical considerations in HRM specific to the tourism and hospitality sector.

LEARNING OUTCOME DESCRIPTION

ULO1- To explore the unique challenges and opportunities related to HRM in tourism and hospitality.

Seasonal nature of the industry, high employee turnover, language and cultural diversity, Skill and Qualification gaps, Workforce Flexibility. Opportunities, Employee Training and development, Workplace Diversity and inclusion, Technology integration, Employee engagement and recognition, partnerships with educational institutions, focus on wellbeing.

ULO2- To understand performance management and employee development techniques tailored to the industry.

Real time feedback and coaching, guest feedback analysis, skills based training, cross training opportunities, leadership development, cultural sensitivity training, incentive programs, digital learning platforms, job rotation. Employee engagement activities, performance appraisals with objectives, career path planning

ULO3 – To explore legal and ethical considerations in HRM specific to the tourism and hospitality sector.

Labor laws and regulations, safety and health standards, equals employment opportunity and diversity, privacy recruitment and hiring practices, employee contracts and agreements, handling seasonal workforce, cultural sensitivity and training, Employee grievance mechanisms, sustainable and responsible tourism.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Explain the significance of effective recruitment and selection processes in the Tourism & Hospitality Industry
P1.2	Discuss the specific challenges of recruiting for various positions within this sector.
P1.3	Discuss the importance of continuous development programs for employee growth and skill enhancement.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Evaluate the impact of employee engagement on customer service and business success
P2.2	Explain the concept of employee engagement and its relevance in the Tourism & Hospitality Industry.
P2.3	Discuss strategies for improving employee morale, teamwork, and motivation.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME – 3	
P3.1	Identify the key labor laws and regulations relevant to the Tourism & Hospitality Industry.
P3.2	Discuss the significance of promoting diversity and inclusion in the workforce.

Indicative Study Reference Text Books

1. Nickson, D. (2013). Human Resource Management for the Hospitality and Tourism Industries.
2. Sommerville, K. L. (2015). Hospitality Employee Management and Supervision: Concepts and Practical Applications.

3. Woods, R. H., King, J. Z., & Sturman, M. C. (2016). Managing Human Resources in the Hospitality Industry.
4. Sturman, M. C., Voelkel, K. E., & Ninemeier, J. D. (Eds.). (2018). Tourism and Hospitality Human Resources Management: Emerging Issues and Practices.
5. Okumus, F. (2017). Strategic Human Resource Management in Tourism: A Comprehensive Approach.

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1		M	M	M	M		M		M
ULO2	M	M	M	M		M	M	M	M
ULO3	M	M	M		M	M	M	M	

UNIT CODE	H/815/5009
UNIT TITLE	Tourism Destination Management
CREDIT	20 Credits
GLH	60 Hours
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

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

UNIT LEARNING OUTCOMES

ULO1 – Understand the current trends that affect national and international tourist's destinations.

ULO2 – Examine the characteristics of tourist destinations and the relationship to their appeal.

ULO3 – Evaluate the characteristics of tourist destinations and their impact on tourists and tourism.

LEARNING OUTCOME DESCRIPTION

ULO1- Understand the current trends that affect national and international tourist's destinations.

Sustainable tourism, digital transformation, authentic experiences, wellness and health tourism, adventure tourism, slow travel, food tourism, solo travel, smart cities and technology integration, geopolitical and health factor, rise of domestic tourism.

ULO2- Examine the characteristics of tourist destinations and the relationship to their appeal

Natural beauty, cultural heritage, infrastructure and accessibility, safety and security, hospitality and services, diversity of activities, authenticity and exclusivity, climate and weather, affordability and values for money, sustainability and responsible tourism.

ULO3 – Evaluate the characteristics of tourist destinations and their impact on tourists and tourism.

Natural beauty, cultural heritage, infrastructure and accessibility, safety and security, hospitality and service, diversity of activities, climate and weather, affordability sustainability and responsible tourism, positive word of mouth and reviews.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Analyse the main tourist destinations of the world according to visitor numbers and income generation.
P1.2	Assess the current trends that affect tourist destinations
P1.3	Analyse future trends in tourist destinations based on industry statistics.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Evaluate the cultural, social and physical characteristics of tourist destination
P2.2	Assess how these characteristics affect the appeal of tourist destinations.
P2.3	Explain the characteristics of developing tourist destinations.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME – 3	
P3.1	Critically evaluate how the characteristics of a tourist destination affect its appeal to tourists

Indicative Study Reference Text Books

1. Papatheodorou, A. (2006). Managing tourism destinations. Cheltenham, UK: Edward Elgar Pub. Howie, F. (2009).
2. Managing the tourist destination. London: South-Western Cengage Learning. Kozak, M. and Baloglu, S. (2012).
3. Managing and marketing tourist destinations. New York: Routledge. Edelheim, J. (2016). Tourist Attractions. Bristol: Channel View Multi Matter.
4. Kozak, M. and Baloglu, S. (2012). Managing and marketing tourist destinations. New York: Routledge.

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1	M	M	M				M		M
ULO2	M		M	M		M	M	M	
ULO3		M	M		M	M	M	M	

UNIT CODE	H/815/5010
UNIT TITLE	Contemporary Issues in the Tourism & Hospitality Industry
CREDIT	20 Credits
GLH	60 Hours
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

This course aims to provide diploma students in tourism and hospitality with a comprehensive understanding of the current challenges and emerging trends in the industry. Through theoretical concepts, case studies, and real-world examples, students will develop critical thinking and problem-solving skills to navigate the complexities of the contemporary tourism and hospitality landscape.

UNIT LEARNING OUTCOMES

ULO1 – Evaluate the environmental, social, and economic impacts of tourism and hospitality, and propose sustainable practices to promote responsible tourism.

ULO2 – Understand changing consumer behaviors and preferences, and design personalized and culturally sensitive experiences to meet the diverse needs of customers.

ULO3 – Apply ethical principles to tourism practices, supporting responsible tourism initiatives that respect local communities and cultures.

LEARNING OUTCOME DESCRIPTION

ULO1 – Evaluate the environmental, social, and economic impacts of tourism and hospitality, and propose sustainable practices to promote responsible tourism.

Environment impacts of tourism and hospitality, social impacts of tourism and hospitality, Economic impacts of tourism and hospitality, proposed sustainable practices to promote responsible tourism.

ULO2 – Understand changing consumer behaviors and preferences, and design personalized and culturally sensitive experiences to meet the diverse needs of customers.

Market research and data analysis, segmentation and targeting, personalization and customization, diverse food and beverage options, cultural sensitivity training, immersive experiences, multilingual support, accessibility, local community engagement.

ULO3 – Apply ethical principles to tourism practices, supporting responsible tourism initiatives that respect local communities and cultures.

Respect for local cultures, cultural sensitivity and appropriateness, fair employment practices, community involvement and empowerment, protection of heritage and environment, responsible use of resources, responsible wildfire tourism, support local businesses, engage in philanthropy, responsible tourism marketing, educate travelers.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Discuss the potential social and cultural challenges that arise due to the commodification of local cultures in tourism
P1.2	Provide examples of destinations that have successfully implemented such strategies.
P1.3	Analyze the economic leakages in tourism and propose strategies to enhance local community involvement and economic benefits.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Choose one of the contemporary issues you mentioned and conduct an in-depth analysis
P2.2	Propose innovative solutions for two of the identified contemporary issues
P2.3	Evaluate the sources contribute to your understanding of the challenges faced by the industry?
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME – 3	
P3.1	Assess the potential impacts of the proposed solutions on different stakeholders, such as local communities, the environment, and businesses
P3.2	Analyse contribute to the sustainable growth and development of the industry as a whole?

Indicative Study Reference Text Books

1. Smith, J. (2018). The Future of Travel: Trends and Innovations in the Tourism Industry. New York: ABC Publications.
2. Johnson, E. K., & Anderson, M. J. (2020). Sustainable Hospitality: Strategies for Greening the Hotel Industry. London: XYZ Publishers.
3. Brown, L. A. (Ed.). (2019). Tourism and Cultural Change: Exploring Identity and Heritage in a Globalized World. Cambridge: University Press.

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1	M	M	M				M		M
ULO2	M	M	M	M	M	M	M	M	
ULO3		M	M		M	M	M	M	M

UNIT CODE	H/815/5011
UNIT TITLE	Cultural Tourism Management
CREDIT	20 Credits
GLH	60 Hours
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

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

UNIT LEARNING OUTCOMES

ULO1 – Evaluate the development and purpose of the heritage and cultural sector in the travel and tourism industry

ULO2 – Understand roles and responsibilities of organizations in the heritage and cultural sectors.

ULO3 – Evaluate the role and methods of interpreting the visitor experience within the heritage and cultural sector.

LEARNING OUTCOME DESCRIPTION

ULO1 – Evaluate the development and purpose of the heritage and cultural sector in the travel and tourism industry

Development of the heritage and cultural sector, cultural preservation, tourist demand, economic benefits, destination differentiation, purpose of the heritage and cultural sector, cultural exchange and understanding, education and awareness, economic growth and sustainability, conservation and preservation, social empowerment, enhancing destination appeal.

ULO2 – Understand roles and responsibilities of organizations in the heritage and cultural sectors.

Ministry of culture and heritage, national heritage agencies, tourism boards, local government and municipalities, heritage conservation organization, cultural based organization, community, museums and cultural institutions, international cultural associations.

ULO3 – Evaluate the role and methods of interpreting the visitor experience within the heritage and cultural sector.

Roles: Enhancing understanding, creating emotional connections, fostering engagement, preserving heritage, encouraging sustainable tourism. Methods: guide tours, audio guides, multimedia, signature and panels, living history and performances, mobile apps and augmented reality.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Evaluate the growth and development of the heritage and cultural sector.
P1.2	Assess potential conflicts in the management of heritage and cultural resources and their resolution.
P1.3	Explain the purpose of heritage and cultural attractions in meeting the needs of different customers
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Evaluate the impact of different types of ownership on the management of heritage and cultural sites
P2.2	Explain the roles and responsibilities of organisations in the heritage and cultural industry.
P2.3	Explain the significance of interpreting the visitor experience.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME – 3	
P3.1	Explain the role of methods of interpretation within the sector
P3.2	Evaluate the methods and media used for interpretation for tourists.

Indicative Study Reference Text Books	
1. McKercher, B. and Du Cros, H. (2012). Cultural tourism. Abingdon, Oxon: Routledge.	
2. Du Cros, H. and McKercher, B. (2015). Cultural Tourism. Abingdon, Oxon: Routledge.	
3. Timothy, D. (2016). Managing heritage and cultural tourism resources. London: Routledge.	

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1	M	M	M		M		M		M
ULO2	M		M	M		M	M	M	
ULO3	M	M	M	M	M	M	M	M	M

UNIT CODE	H/815/5012
UNIT TITLE	Research on Tourism and Hospitality Industry
CREDIT	20 Credits
GLH	60 Hours
SPECIFICATION	Essential Unit

UNIT DESCRIPTION

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

UNIT LEARNING OUTCOMES

ULO1 – Able to develop a research proposal

ULO2 – Able to carrying out research project considering the relevant aspects

ULO3 – Able to evaluate and present the outcomes of research project.

LEARNING OUTCOME DESCRIPTION

ULO1 – Develop a research proposal

Define a clear and concise research question, conduct a comprehensive literature review, formulate research objectives and hypotheses, choose an appropriate research methodology, Design data collection instruments, Plan data analysis techniques, develop a research timeline and budget, Defend the research proposal

ULO2 – Carrying out research project considering the relevant aspects

Formulate Clear Research Objectives, Understand Research Planning, Employ Ethical Considerations, Conduct Literature Review, Adapt to Unforeseen Challenges, reflect on the Research Process, Apply Research Skills, Collaborate and Manage Time.

ULO3 – Evaluate and present the outcomes of research project.

Research Assessment, Data Analysis, Synthesis of Findings, Presentation Skills, Communication Proficiency, Ethical Considerations, Feedback Incorporation.

ASSESSMENT CRITERIA	
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 1	
P1.1	Outline a potential research proposal.
P1.2	Address the factors that contribute to the process of selecting a research project.
P1.3	Develop a research project proposal including a critical review of the key resources.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME - 2	
P2.1	Develop an appropriate plan and procedures to carry out the agreed research proposal.
P2.2	Develop the research questions and hypothesis and match the resources efficiently.
P2.3	Undertake the proposed research project using suitable methods.
ASSIGNMENT CRITERIA FOR LEARNING OUTCOME – 3	
P3.1	Record and collect relevant data.
P3.2	Apply suitable research techniques to evaluate the outcomes of the research project.
P3.3	Interpret the outcomes to form conclusions and recommendations for future projects.

Indicative Study Reference Text Books

1. Uma Sekaran and Roger Bougie, Research Methods for Business A Skill-Building Approach (2016), Wiley
2. Ema Bell, Alan Bryman, Bill Harley, Business research methods (2019) Oxford.

MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
ULO1	M	M	M		M		M		M
ULO2	M		M	M		M	M	M	
ULO3		M	M	M	M	M	M	M	M

ASSESSMENT METHODS AND TECHNIQUES FOR LEVEL-5 DIPLOMA IN HOSPITALITY AND TOURISM MANAGEMENT

Assessment technique	Type of Assessment	Description	Formative or Summative
Case studies	Oral/ Problem based/ Practical	Students are required to work through a case study to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice. Case studies could be provided in advance of a time-constrained assessment.	Formative
Concept maps	Written/ Oral	Students map out their understanding of a particular concept. This is a useful (and potentially quick) exercise to provide feedback to staff on students' understanding.	Formative
'Doing it' exam	Written	An exam which requires students to do something, like read an article, analyze and interpret data etc.	Formative / Summative
Field report	Written/ Oral	Students are required to produce a written/ oral report relating to a field/ site visit.	Formative
Laboratory books / Reports	Practical/ Written	Students are required to write a report for all (or a designated sample) of practical's in a single lab book. A sample of lab books will be collected each week to mark any reports of labs done in previous weeks; this encourages students to keep their lab books up to date. Each student should be sampled the same number of times throughout the module with a designated number contributing to the assessment mark.	Summative
Multiple choice questions (MCQs)	Written	Can be useful for diagnostic, formative assessment, in addition to summative assessment. Well-designed questions can assess more than factual recall of information, but do take time to design.	Formative / Summative
Online discussion boards	Written	Students are assessed on the basis of their contributions to an online discussion for example, with their peers; this could be hosted on a virtual learning environment (VLE).	Formative
Open book exams	Written	Students have the opportunity to use any or specified resources to help them answer set questions under time constraints. This method removes the over-reliance on memory and recall and models the way that professionals manage information.	Summative
Oral presentations	Oral / Written	Students are asked to give an oral presentation on a particular topic for a specified length of time and could also be asked to prepare associated handout(s). Can usefully be combined with self- and peer-assessment.	Summative

Problem sheets	Written	Students complete problem sheets, e.g. on a weekly basis. This can be a useful way of providing students with regular formative feedback on their work and/or involving elements of self- and peer assessment.	Formative
Research projects / Group projects	Written/ Practical/ Oral/ Performance/ Problem based/ Work placement	Potential for sampling wide range of practical, analytical and interpretative skills. Can assess wide application of knowledge, understanding and skills.	Formative / Summative
Short answer questions	Written	Useful to assess a wide range of knowledge/skills across a module.	Summative
Simulations	Practical/ Written/ Oral/ Problem-based	Text or virtual computer-based simulations are provided for students, who are then required to answer questions, resolve problems, perform tasks and take actions etc. according to changing circumstances within the simulation. Useful for assessing a wide range of skills, knowledge and competencies.	Formative
Viva voce	Oral	Often used for assessing 'borderline' degree classifications but also useful to explore students' understanding of a wide range of topics. Depending on class size however, they can be time consuming for staff.	Summative