

A roller coaster car with a red and black textured body is shown from a high angle, tilted downwards. Passengers are visible inside, holding onto the safety bars. The white track structure is prominent.

# Exchange at Academy for Leisure (ALE)

## Attractions and Theme Parks Management

Year 3 – semester 5 (Fall semester)



DISCOVER YOUR WORLD



Breda  
University  
OF APPLIED SCIENCES

# Attractions and Theme Parks Management

## Year 3 – semester 5 (Fall semester) - 2021-2022

### 1.1 Key dates

<b>To be decided</b>	Introduction International students
6 September 2021	Start Academic Program
19 - 23 October 2021	Autumn Break
25 Dec 2021 – 9 Jan. 2022	Christmas Break
28 January 2022	End of semester

### 1.2 Course codes

Please note that the codes might change.

Code	Title	EC
ATPM3.P4OPM-01P	Project Operational Management	10 EC
ATPM3.P4RES-01C	Research project 4	2 EC
ATPM3.P5RMF-02P	Project Revenue Management & Finance	10 EC
ATPM3.P5RES-01C	Research project 5	2 EC
ATPM3.PDL1-01C	Professional Development and Leadership	3 EC
ATPM3.ENG4-01C	English 4	1 EC
ATPM3.ENG5-01C	English 5	1 EC
ATPM3.ENG6-01C	English 6	1 EC
	Basic Dutch ( optional and subject to change)	2 EC
<b>Total</b>		30 EC (32 EC)

### 1.3 Course information

<b>COURSE - Compulsory</b>	
<b>Course code</b>	ATPM3.P4OPM-01P
<b>Course title</b>	<b>Project Operational Management</b>
<b>Course organiser</b>	Mr Andrew Shaw Mr Klaus Hoven
<b>Mode of delivery</b>	Face-to-face <i>* Pls note!</i> <i>During Covid-times adaptations to online lecturing have been made</i>
<b>Number of EC</b>	10
<b>Language</b>	English
<b>Course content</b> (incl. planned learning activities and teaching methods)	<p>During this course you will learn from lectures, workshops, boot camps and peer-presented lab meetings about the complex role of an operations manager in an attractions and theme park context. You will bring with you your own operational experiences and critically apply this knowledge.</p> <p>You will apply what you have learned by working with a real-life business client and developing an operational plan for a developed concept. This final plan will be presented to the client as well as forming the basis for project 5.</p>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1 Define the and core principles of operations management in a way they can recognize, label and name the principles in real life situations.</li> <li>2 Explain how operations Management influences effectiveness and customer satisfaction in several types of industry and identify the concepts appear in attraction and theme parks.</li> <li>3 Define and locate basic principles of material management and the relation between capacity and demand.</li> <li>4 Describe the role of operations management in the product and service firm life cycle.</li> <li>5 Identify the different types of processes within organizations; capacity &lt;-&gt; demand.</li> <li>6 Apply and interpret different tools of quality management to organize and control operational processes.</li> <li>7 Use tools for process improvement from Lean management and TQM</li> </ol>

	<p>8 Name, analyze and redesign the main influential process drivers within operations management of service firms and theme parks.</p> <p>9 Motivate and argue why firms select locations for their operational facilities.</p> <p>10 Memorize and select the general aspects of supply chain(s)</p> <p>11 Classify and choose quality models and instruments in analyzing and redesign operational processes.</p> <p>12 Identify and reduce risks involved in operational processes by using models. Distinguish and recognize different styles of management and leadership.</p> <p>13 Distinguish and interpret different styles of management and leadership within the own group.</p> <p>14 Organize project activities in a group in an effective way.</p> <p>15 Reproduce and illustrate different aspects of safety and security for people and buildings.</p> <p>16 Know the function and use of safety systems and main regulations related to Safety Systems within Theme Parks</p> <p>17 Be able to recognize and describe one's role in a team</p> <p>18 Argue, choose and interpret a lot of data on operating rides, catering and retail, assembled during observation, by internet search to develop new solutions and/or improvements in operational activities</p>
<b>Literature</b>	<p>Operations Management, Slack, Nigel Brandon-Jones, Alistair, Pearson, 2019; Edition: 9ed.; ISBN/EAN: 9781292253961</p> <p><input type="checkbox"/> Articles and forms handed out during lectures.</p> <p><input type="checkbox"/> Presentations in PowerPoint, Prezi or similar as far as published in Electronic Learning System (CumLaude )</p> <p><input type="checkbox"/> Articles and reports published in or referred to by e-link or pdf in Electronic Learning System (CumLaude)</p>
<b>Assessment and criteria</b>	<p>50% individual written exam</p> <p>50% project report and presentation</p>

<b>COURSE - Compulsory</b>	
<b>Course code</b>	ATPM3.P4RES-01C
<b>Course title</b>	<b>Research Operational Management</b>
<b>Course organiser</b>	Ms Monique Schulte
<b>Mode of delivery</b>	Face-to-face * <i>Pls note!</i> <i>During Covid-times adaptations to online lecturing have been made</i>
<b>Number of EC</b>	2
<b>Language</b>	English
<b>Learning Outcomes</b>	<p>1 Define the core principles of operations management in a way they can recognize, label and name the principles in real life situations.</p> <p>2 Explain how operations Management influences effectiveness and customer satisfaction in several types of industry and identify the concepts appear in attraction and theme parks.</p> <p>3 Define and locate basic principles of material management and the relation between capacity and demand.</p> <p>4 Describe the role of operations management in the product and service firm life cycle.</p> <p>5 Identify the different types of processes within organizations; capacity &lt;-&gt; demand.</p> <p>6 Apply and interpret different tools of quality management to organize and control operational processes.</p> <p>7 Use tools for process improvement from Lean management and TQM</p> <p>8 Name, analyze and redesign the main influential process drivers within operations management of service firms and theme parks.</p> <p>9 Motivate and argue why firms select locations for their operational facilities.</p> <p>10 Memorize and select the general aspects of supply chain(s)</p> <p>11 Classify and choose quality models and instruments in analyzing and redesign operational processes.</p> <p>12 Identify and reduce risks involved in operational processes by using models. Distinguish and recognize different styles of management and leadership</p> <p>13 Distinguish and interpret different styles of management and leadership within the own group</p> <p>14 Organize project activities in a group in an effective way</p> <p>15 Reproduce and illustrate different aspects of safety and security for people and buildings</p>

	16 Know the function and use of safety systems and main regulations related to Safety Systems within Theme Parks 17 Be able to recognize and describe ones role in a team
<b>Literature</b>	
<b>Assessment and criteria</b>	100% group assignment

<b>COURSE - Compulsory</b>	
<b>Course code</b>	ATPM3.P5RMF-02P
<b>Course title</b>	<b>Project Revenue Management and Finance</b>
<b>Course organiser</b>	Mr Andrew Shaw, Mr Jur van de Graaf
<b>Mode of delivery</b>	Face-to-face <i>* Pls note!</i> <i>During Covid-times adaptations to online lecturing have been made</i>
<b>Number of EC</b>	10
<b>Language</b>	English
<b>Course content</b> <i>(incl. planned learning activities and teaching methods)</i>	<p>This course is part of the Attractions and Theme Park management program. In every future management position in the Attractions and Theme Park industry you will need to understand the basics of Financial Accounting and Management Accounting.</p> <p>As a manager you will need to know which financial elements are relevant to take into consideration when you are planning a (small or large) project or new investments.</p> <p>Therefore, being able to do an in-depth financial analysis of a business or project is key. In this project you will come to an understanding on how to create a <b>financial feasibility plan</b> for a project.</p> <p>The project will be executed for a real-life client in the Attractions and Theme Park industry.</p> <p><b>End product:</b> the project delivery is a <b>financial feasibility study</b> for a new project from the real-life client</p>
<b>Learning Outcomes</b>	<p><i>After completing this project, you will be able to:</i></p> <ul style="list-style-type: none"> <li>• Understand and create the financial statements (statement of financial</li> </ul>

	<p>position, statement of cash flows, income statement)</p> <ul style="list-style-type: none"> <li>Analyze and interpret the financial statements, financial ratio analysis.</li> <li>Make decisions about what represents a worthwhile investment; making capital investment decisions.</li> <li>Being able to make a cost-volume-profit analysis (e.g. break even analysis)</li> <li>Understand and apply revenue management in a project</li> <li>Draw conclusions and give recommendations on the financial feasibility of a project</li> </ul>
<b>Literature</b>	<p>Accounting and Finance for Non-Specialists + MyLab Accounting; Atrill, P., McInaney, E., Edition: 11<sup>th</sup> ed/. ; 2019, Pearson Education Limited; ISBN /EAN 9781292244099</p> <p><b><u>Please note:</u></b> for this course mastering a basic level of the <b>MS office excel</b> program is very helpful. Students are expected to be able to work with excel during the course. Students can self-learn the basics of excel via free online materials from MS office during the course.</p>
<b>Assessment and criteria</b>	<p>50% of grade: project report and presentation (group assignment)</p> <p>50% of grade: oral exam (individual)</p>

<b>COURSE - Compulsory</b>	
<b>Course code</b>	ATPM3.P5RES-01P
<b>Course title</b>	<b>Research Operational Management</b>
<b>Course organiser</b>	Ms Monique Schulte
<b>Mode of delivery</b>	Face-to-face <i>* Pls note!</i> <i>During Covid-times adaptations to online lecturing have been made</i>
<b>Number of EC</b>	2
<b>Language</b>	English
<b>Course content</b>	This course is part of the Attractions and Theme Park management program. Knowing how to do

<p><i>(incl. planned learning activities and teaching methods)</i></p>	<p>proper research is essential for a manager within the Attraction and Theme Park industry.</p> <p>The process of doing research takes quite some time. Actually, you first need to write a plan (called a research proposal), after that you need to execute your plan (so really execute the research), and finally you need to analyse all the data and draw conclusions and probably also write an advise. Usually this whole process takes a few months.</p> <p>During this course we will make a start with this process and therefore the focus of this course is on this first stage of doing research. The assignment of this course is to write a <b><u>research proposal</u></b>.</p> <p><i>The topics described in the research proposal are:</i></p> <ul style="list-style-type: none"> <li>&gt; background and cause</li> <li>&gt; problem analysis <ul style="list-style-type: none"> <li>a. Analysis of management problem</li> <li>b. Analysis of research problem</li> </ul> </li> <li>&gt; problem definition</li> <li>&gt; research objective</li> <li>&gt; research questions</li> <li>&gt; theoretical framework</li> <li>&gt; proposed research methodology: desk research and/or field research, qualitative and/or quantitative research, data collection method and operationalization</li> <li>&gt; Choices in the proposal have been clearly illustrated and accounted for.</li> </ul> <p><b><u>End product:</u></b> research proposal for a real life client written by a project group.</p>
<p><b>Learning Outcomes</b></p>	<p><b>The learning objectives are:</b></p> <ul style="list-style-type: none"> <li>&gt; Learn to set up a quantitative research</li> <li>&gt; Understand the different sections of a research proposal</li> <li>&gt; Know and understand the different quantitative methods (sample sizes)</li> <li>&gt; Write a research proposal for a quantitative research</li> <li>&gt; Be able to take a sufficiently objective and unbiased stance (so be critical)</li> </ul>
<p><b>Literature</b></p>	<p><b><u>Book:</u></b> Baarda, B. (2014). Research, this is it! Groningen/Houten: Noordhoff Uitgevers.</p>



	<b>Knowledge clips:</b> a number of online knowledge clips are available for this course in which the different steps of a research proposal are explained.
<b>Assessment and criteria</b>	100% group assignment

<b>COURSE - Compulsory</b>	
<b>Course code</b>	ATPM3.ENG4-01C /ATPM3.ENG5-01C / ATPM3.ENG6-01C
<b>Course title</b>	<b>English 4, 5, 6</b>
<b>Course organiser</b>	Ms Elsbeth Lara
<b>Mode of delivery</b>	Face-to-face
<b>Number of EC</b>	3 x 1 EC
<b>Language</b>	English
<b>Course Content</b>	<i>English will complement the other courses and comprises a variety of skills (Speaking, Reading, Writing), focusing on professional communication skills. Students will obtain 4 credits for various assignments.</i>
<b>Literature</b>	Available via online learning system
<b>Assessment and criteria</b>	Assignments

<b>COURSE - COMPULSORY</b>	
<b>Code</b>	ATPM3.PDL2-01C
<b>Course title</b>	<b>Professional Development and Leadership</b>
<b>Course coordinator</b>	Ms Margo Askes Mr Bart Stadhouders
<b>Number of EC</b>	3 EC
<b>Language</b>	English
<b>Course content</b>	<p>During the year, you will work on your personal portfolio which was already started in year 2.</p> <p>The Portfolio consists of a number of parts and is a helpful tool to track your personal development during the track.</p> <p>In PDL, an interview must be conducted with a manager in the industry on how to act as a leader, what skills are needed and what does the daily work consist of.</p> <p>As a future manager you need to be on top of trends &amp; developments.</p> <p>Furthermore, a reflection on your own future is part of PDL.</p>

<b>Learning outcomes</b>	<p><i>In PDL year 3 you will gain insight on:</i></p> <ul style="list-style-type: none"> <li>□ Trends and developments and knowledge of the industry</li> <li>□ The importance of group dynamics</li> <li>□ Professional job roles in the industry</li> <li>□ The importance of intercultural communication in the industry</li> <li>□ Networking in the European industry</li> <li>□ Define a personal vision on a future role in the industry</li> </ul>
<b>Mode of delivery</b>	Lectures, Expert lectures, Workshops, Coach meetings
<b>Literature</b>	Given during the workshops
<b>Assessment</b>	<p>The portfolio should show you can also understand how the competences are used in the profession of an Attractions or Theme Parks manager.</p> <p>Each exam is divided into three elements on the basis of:</p> <ul style="list-style-type: none"> <li>- Your knowledge of the field of ATPM</li> <li>- Your view on ATPM and your own performance in the field relating to the competences</li> <li>- Developing your long-term vision in the field of ATPM</li> </ul>

<b>COURSE - Optional</b>	
<b>Course title</b>	<b>Dutch Culture and Society</b>
<b>Course coordinator</b>	Ms Frederike van Ouwerkerk
<b>Number of EC</b>	2 EC
<b>Language</b>	English
<b>Content</b>	<p>Acquiring knowledge of the most important aspects of Dutch culture and society to generate awareness, understanding and respect for the different characteristics of Dutch culture. Dutch culture and society will be a practical guide for exchange students. We want you to <i>apply</i> the knowledge and understanding of Dutch Culture and society obtained in the DCS-course as well and <i>reflect</i> on your own experience of living in the Netherlands.</p>
<b>Mode of delivery</b>	5 lectures Presentation session Excursion (provisional)
<b>Literature</b>	N.A.
<b>Assessment</b>	Paper and a Vlog

<b>COURSE - Optional</b>	
<b>Course title</b>	<b>Basic Dutch</b>
<b>Course coordinator</b>	Mr Frank van Heijningen
<b>Number of EC</b>	2 EC
<b>Language</b>	English
<b>Content</b>	<p>Basic Dutch is a language course for absolute beginners which is offered to all incoming exchange students at BUAS. It will lead you up to A1 level</p>

	<p>according to the Common European Framework of Reference Modern Languages 1996)</p> <p>It is not part of the curriculum of the Academy for Leisure and only offered to incoming exchange students.</p>
<b>Mode of delivery</b>	14 lessons of 1.5 hour, between October and January. The lessons are usually planned at the end of the day or in early evening so that students from different academies can join.
<b>Additional information</b>	For enrolment, students are asked to pay 100 Euro which will be refunded upon successfully completing the course.
<b>Assessment</b>	Exam

## More information

Please contact Annet Ghering if you would like more information.

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