

Validation Document		
1	Title of Programme	Tourism Management
2	Award (e.g. FdA, FdSc)	FdA
3	Contained Award	Certificate of HE for successful completion of 120 credits at Level 4
4	UCAS code (if applicable)	TBC
5	HECCJ	100100
6	Mode of Study (full and/or part-time)	Full-time
7	Duration (total number of years)	2 years
8	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
9	Accrediting Professional / Statutory Body (if applicable)	N/A
10	Location of delivery	Grimsby Institute
11	Faculty	Commercial Enterprise
12	Entry requirements	
<p><b>Standard offer</b> A standard offer for entry onto level 4 will be 80 UCAS points at A' Level or Level 3 equivalent. An interview will be required for those with non-comparable tourism/event led qualifications.</p> <p><b>Non-standard offer</b> The Institute encourages applications from those who lack formal academic qualifications. All such applicants will be set an essay (1,500 words) which is assessed and a judgement made taking into account their academic potential and relevant experience.</p> <p><b>Accreditation of prior learning</b> Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL) – refer to the Higher Education Quality Handbook.</p> <p><b>International admissions</b> The Institute recognises a wide range of entry qualifications as being equivalent to A' level standard; if students hold a qualification not listed above please contact the Institute's admissions team on +44 (0) 1472 311222 ext 434.</p>		

International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by UK Visas and Immigration.

13	Minimum number of students required for the programme to run	10
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14	Degree classification weighting
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The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

15	Aims of the programme and distinctive features/fit with existing provision
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This programme aims to deliver a Foundation Degree that will provide a challenging and high quality academic grounding for existing and future employees within the tourism management industry. It seeks to do this by providing students with the knowledge and critical understanding of the well-established principles within tourism management including the concepts and principles needed in the workplace at management level. The programme has been developed with the local tourism industry in mind and consultation with NE Lincolnshire Council, and the portfolio holder for culture, heritage, tourism and inclusive communities.

The aims of the programme are to enable students to enter the ever expanding tourism industry equipped with the necessary and essential management and professional skills and knowledge needed to succeed. Furthermore, the programme has opportunities for work placements locally, nationally and internationally which will enable students to be ‘work ready’ for a future career in the industry.

Students gain the experience of putting on events within the Grimsby Institute at level 4 before gaining the opportunity of working with the local industry at level 5, and there is an expectation that students will volunteer within our local tourism industry, and/or further away. Grimsby is well placed with a vibrant and expanding tourism seaside resort on our doorstep – Cleethorpes, with an ‘area of outstanding natural beauty’ the Lincolnshire Wolds close by.

It’s exciting times locally after the former Labour leader of N.E. Lincolnshire negotiated the Town Deal bringing in £67M worth of funding to help regenerate the area, so far the only one in the country, along with £3.8M Coastal Communities Funding, and £3M to be spent upon cultural events and public art celebrating the area’s heritage.

This programme is aimed at those individuals who want to develop a career in one of the world’s fastest growing sectors of the economy – the tourism industry.

“Britain will have a tourism industry worth over £257 billion by 2025 – just under 10% of the UK GDP and supporting almost 3.8 million jobs, which is around 11% of the total UK number.” (Visit Britain – Deloitte).

Students develop their knowledge of this varied multi-million pound industry through the diverse modules that they undertake on both levels of the Foundation degree.

It is aimed at those students who are interested in the tourism industry and would like to pursue a career within this expanding industry, locally, nationally or internationally. This programme therefore develops the management skills that are necessary in this dynamic and ever changing industry.

Students will study a variety of modules throughout the programme enabling them to gain knowledge and understanding of the tourism industry together with core appreciation of management processes and application. The programme benefits from its close links with the local tourism industry both in the private and public sector. This therefore informs the student experience and helps with the transition from education to employment within the industry.

This programme updates the existing FdA Tourism Management programme which has run successfully for a number of years and fits with existing provision. The main programmes are BA Business Management (and various associated programmes) and BA Tourism and Business Management top-up.

16	Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to:</i>	
	Programme Learning Outcome	Subject Benchmark Reference
1	Critically evaluate concepts and principles surrounding the operational management of the organisation from an internal and external perspective within tourism and events management.	B&M 3.4; 3.5; 3.7vii; EHLST 6.22i; 6.25i; 6.3i.
2	Discuss and critically analyse the relationship between key business theories and practical application within tourism and events Management.	B&M 3.2; 3.4; EHLST 6.22i; 6.4iii.
3	Evaluate the fundamental theories and concepts underpinning core business management functions including marketing, finance, HR, operations and information management.	B&M 3.2; 3.5; 3.6; 3.7i; 3.7ii; 3.7iii; 3.7iv; 3.7v; 3.7vi; 3.7vii; 3.7viii; EHLST 5.2i; 5.2vi; 6.22i; 6.22ix; 6.3i; 6.3ii.
4	Examine the future implications of current practice and establish mechanisms for action within tourism and events management.	B&M 3.7vi; 3.7xi; 3.7xii; 3.7xiii; EHLST 5.2i; 6.22iii; 6.2vi; 6.22ix; 6.24iv; 6.25ii; 6.5i.
5	Develop cognitive skills which include critical thinking and analysis which relate to the tourism and events business environment.	B&M 3.9ii; 3.9viii; 3.9x; 3.9xiv; 3.9xvi; EHLST 5.2i; 5.2iii; 6.2iii; 6.3i; 6.3ii.
6	Communicate effectively using complex arguments and analyse verbally and in written form.	B&M 3.7ix; 3.9ii; 3.9xii; EHLST 5.2ii; 5.2v.
7	Identify and manage own strategies for future development within tourism, events and business management.	B&M 3.8; 3.9viii; 3.9xv; 3.9xvi; EHLST 5.2viii; 6.22xiii.
8	Manage and organise own time, information, records and resources indicating an appropriate level of personal responsibility and confident decision making.	B&M 3.9iii; 3.9viii; 3.9xiii; 3.9xv; 3.9xvi; EHLST 5.2vii; 5.2vii; 5.2viii; 5.2ix; 5.2x.
9	Demonstrate a critical understanding of the structure of the tourism industry – public, private and not-for-profit sectors.	B&M 3.4; EHLST 3.25; 6.22ii; 6.22x; 6.24i.
10	Evaluate the wider impacts of culture, and intercultural, global and international dimensions of tourism.	B&M 3.4; 3.5; 3.6; 3.7i; EHLST 3.25vii; 6.22i; 6.22ii; 6.22vii; 6.23iii; 6.24iv; 6.25i; 6.25ii.
11	Understand and critically evaluate various approaches to tourism development through concepts such as, sustainability, ethics, policy and planning.	B&M 3.7xi; 3.7xiii; EHLST 3.25ii; 3.25iv; 6.22vii; 6.24ii; 6.25ii; 6.25iv.
12	Identify the wide ranging nature of the tourism industry, its diverse and dynamic nature, and its impacts upon various stakeholders.	B&M 3.7xi; EHLST 6.22vi; 6.24iii; 6.25i; 6.25ii.

17	Teaching and Learning Strategy
<p>Level 4 Core knowledge and understanding is acquired via lectures, seminars, workshops, group work, computer assisted learning, case studies, video and other multi-media presentations. There will also be a range of enrichment and practical activities aimed at enhancing employability skills. The use of self-directed study and independent learning materials will also be used in some modules.</p> <p>Level 5 Lectures, interactive lectures, seminars, workshops, group work, student-led seminars, tutor-led seminars and peer support. Throughout the teaching the emphasis will be made on context and application of theory to practice in a tourism and business management environment. In the learning and teaching approach we will utilise the tourism teams experience and contacts throughout the tourism industry both locally and internationally in the public and private sectors.</p>	

18	Programme Structure			
Module Title	Core/ Option	Credits	Level	Delivery S1/S2/S1&2
Professional Skills and Employability	C	20	4	T1
Fundamentals of the Tourism and Events Industry	C	20	4	T1
Introduction to Marketing and Customer Relations	C	20	4	T2
Global Tourism and Destination Geography	C	20	4	T2
Financial Management and Business Enterprise for Tourism and Environment	C	20	4	T3
Organisations, Management and People	C	20	4	T3
Marketing for Tourism and Events.	C	10	5	T1
Managing Human Resources in the Tourism and Events Industries	C	10	5	T1
Tourism Planning, Development and Regeneration	C	20	5	T1
Vocational Experience and Research Methods	C	20	5	T2
Seaside, Coastal and Rural Tourism Management	C	20	5	T2
Special Interest Tourism	C	20	5	T3
Environment, Culture and Heritage Management	C	20	5	T3

19	References used in designing the programme
<p>QAA Subject Benchmark Statement: Business and Management (2015);  QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016).</p>	
20	Indicators of quality and standards
<p>The programme will follow the QA standards of the Grimsby Institute. The programme has been written with reference to appropriate external reference points.</p> <p>QAA reviews, through the Institute will be published and any weaknesses addressed as appropriate. The Institute also undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.</p> <p>External Examiners reports are received by the HE Quality department and a copy forwarded to the relevant School at the Institute. The Institute requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to the Progression and Standards Committee. The Institute also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the Institute's quality enhancement report and the Institute's External Examiner's institutional analysis report.</p> <p>Annual course reviews (AMRs) will take place in line with the requirements of the Institute and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager and then submitted to the HE Quality department to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.</p>	
21	Particular support for learning
<p>The needs of disabled learners are taken into account in the design of all learning programmes. We have experience of supporting those students with disabilities both physical and mental, and it is not a barrier to studying and working in the events industry. We ensure that all of our students have the same opportunities, and this can be demonstrated when we ensured that students with physical disabilities were still able to go on the field trip to Poland which included a visit to Auschwitz, and down a Salt Mine.</p> <p>The University Centre Grimsby has full disability access to the building.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The Institute has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.</p> <p>Students will also be invited in for advice and support through the DSA procedure.</p> <p>Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.</p> <p>In addition to study skills embedded in the programme, the Institute employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support</p>	

towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one support and also timetabled study skill workshops.

22 Methods for evaluating and improving the quality of learning

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

The Institute's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses, on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, The Institute facilitates the UCG Student Senate, which consists of student representatives from each HE department. The Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within the Institute's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events in UCG.
- Increase student engagement in all aspects of Higher Education quality processes.

23 Identify any ethical issues that relate to this programme's teaching and assessment

Ethical approval may be required dependent upon the nature of subject of projects. This is achieved through submission to the Institute's Ethics Committee which meets regularly throughout the academic year. IPR (see policy).

24 Is the Work Based or Work Related? Work Based

25 How are WBL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support

As per Grimsby Institute policy and procedures.

Identification and quality assurance of placement opportunities, management arrangements, learning agreements, mentoring, supervision arrangements and support for employers.

The work placements are selected by the students and approved by the work placement team and the programme leader. The work placement team support the students while they are out on work placement.

The work placements consist of a minimum 40 hours at level 4 at a range of tourism associated tasks within the Grimsby Institute, and a minimum 40 hours at level 5 in a tourism related working environment.

At level 4 the student is required to produce a log of the hours signed off by the programme leader, and at level 5 they are assessed through the Vocational Experience and Research Methods level 5.

**26 Resources Supplied to the Student**

No extra resources are supplied.

**27 Resources needed to pass the programme**

The resources that students need to acquire in order to pass the programme are up to date books/information sources.

**28 Revision History**

Version	Details of major modification	Date of approval
1		
2		
3		
4		
5		

U Curriculum Map																		
Key Work – State WB or WR or blank Comp = Compensatable Y or N P = Partially achieved Learning Outcome F = Fully Achieved Learning Outcome																		
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12	
Professional Skills	4	WB	Tim Veal	Essay (60%); Individual Reflection (40%).	Y	P				P		P	P					
Organisations, Management and People	4		Ian Rodwell	Case Study Report (50%); Individual Presentation (50%).	Y	P	P	P		P	P				P			
Introduction to Marketing and Customer Relations	4		Simon Bryson	Presentation of a Mystery Shop (50%); Report (50%).	Y		P	P	P	P	P							
Financial Management and Business Enterprise for Tourism and Events	4		Nick Wragg	Financial Ent. Bus Plan (60%); Financial Enterprise Business Plan Pitch (40%). Log of Placement Hours (P/F)	Y		P	P	P	P	P	P	P	P				
Fundamentals of the Tourism Industry	4		Simon Bryson	Group Presentation (50%); Individual Report (50%).	Y	P	P			P	P	P	P	P	P	P	P	P
Global Tourism and Destination Geography	4		Simon Bryson	Individual Case Study (50%); Individually Presentation (50%)	N			P	P			P					P	P
Vocational Experience and Research Methods	5	WB	Russ Woodward	Individual Reflective Diary & Workplace log (50%); Research Project (50%).	N		F		F	F	F	F	F	F			F	F
Managing Human Resources in the Tourism and Events Industries	5		Ian Rodwell	Report (100%).	Y			F		F	F						F	
Marketing for Tourism and Events	5		Mandy Boyd	Case Study Marketing Strategy (100%).	Y	F		F		F		F			F			
Special Interest Tourism	5		Simon Bryson	Individual Presentation (80%); Individual Reflection (20%).	Y			F	F		F	F		F	F	F	F	F



Seaside, Coastal and Rural Tourism Management	5		Simon Bryson	Group Presentation (40%); Case Study Report (60%).	Y	F	F	F				F				F	F
Tourism Planning, Development and Regeneration	5		Ian Rodwell	Case Study Report (50%); Individual Presentation (50%).	Y	F	F	F	F		F	F	F	F	F	F	F
Environment, Culture and Heritage Management	5		Simon Bryson	Case Study Report (60%); Individual Presentation (40%).	Y		F		F	F	F		F	F	F		F