

Section 1: Basic Data

Awarding institution/body: **UWE**

Teaching institution: **UWE**

Faculty responsible for programme: **FBE**

Programme accredited by:

Highest award title: **BA(Hons) Tourism and Environmental Management**

Default award title:

Interim award title: **DipHE Tourism and Environmental Management
CertHE Tourism and Environmental Management
BA Tourism and Environmental Management**

Modular scheme title: **Faculty of the Built Environment UG Modular Scheme**

UCAS codes: **X**

QAA subject benchmarking group(s): **Geography; Hospitality, Leisure, Sport and Tourism**

Valid until:

Valid from: **2003**

Authorised by: **UG Modular Scheme Director** Date:

Version code: **1**

Version year: **2005**

Section 2: Educational aims of the programme

This award brings together the expertise of geographers with interests in tourism and environmental management and is particularly suited to students who have studied geography and wish to extend that into an applied field. It considers the truly global phenomenon of tourism, the organisation and operational context of the industry that serves the needs of those who participate in it, the spatial expression of tourism development in a variety of contexts (namely coastal, urban, rural/wilderness and alpine), the positive and negative impacts of such development upon host environments and communities, and the means by which tourism can be managed so as to make more sustainable use of the Earth's physical and human resources.

The award has the following aims:

1. To develop a comprehensive and critical understanding of the types/motivations of tourists and the operations that make up the tourism industry, as a precondition for the sustainable management of tourism demand and supply.
2. To encourage engagement with the key issues and debates within contemporary tourism studies, especially those pertaining to the symbiotic relationship between tourism and the environment.
3. To promote both a multi- and an inter-disciplinary approach to the study of tourism and the environment by drawing appropriate ideas, concepts and techniques from the discipline of geography, in particular, and other relevant disciplines such as economics, sociology and anthropology.
4. To foster a commitment to self-directed learning and intellectual independence.
5. To produce graduates with the potential to be skilled and informed managers of tourism and/or the environments in which it is developed.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:

By the end of the programme students should be able to:

1. Comprehend the role of tourism in modern Western society, and the significance of social, demographic, psychological and economic factors that influence the way in which tourist opportunities are perceived and used by the individual.
2. Appreciate the expression of domestic and international tourist behaviour over space and time, and the implications of this for the economic, natural, built and socio-cultural environments of host regions.
3. Identify the various components of the tourism industry, and the operational issues pertinent to each component.
4. Explain what constitutes sustainable and unsustainable practice on the part of tourism principals and intermediaries, and the way in which this may be promoted or discouraged by governmental, quasi-governmental and non-governmental institutions.
5. Evaluate policy and practice in relation to the planning and management of tourism development, in a variety of contexts and at a variety of scales.

Teaching/learning methods and strategies

The content of the taught programme is delivered primarily via lectures, but also small group seminars, occasional one-to-one tutorials, virtual learning environments (such as FBE Web and, in time, Blackboard) and fieldtrips (both day and residential). Throughout, the emphasis is upon reading for a degree, facilitated by the inclusion of indicative reading lists within module handbooks. Students undertake active exercises in seminars to promote engagement with the subject and the retention of knowledge. Student progress towards the completion of the dissertation at level 3 is monitored by regular meetings with supervisors.

Assessment

Knowledge and understanding is assessed via a wide variety of methods, both formative and summative. These include essays, practical exercises, research reports, group presentations and examinations (under controlled conditions and largely in response to unseen questions).

B: Intellectual skills

By the end of the programme, the student should be able:

By the end of the programme students should be able to:

1. Research and assess facts, theories, paradigms, principles and concepts specific to tourism and environmental management.
2. Utilise a range of source material in investigating tourism and its environmental impacts.
3. Analyse relevant arguments logically, identifying any flaws in reasoning and contrasting their merits.
4. Assume responsibility for learning (including the identification of preferred learning styles) and continuing professional development.
5. Apply knowledge derived from academic reading, fieldwork observations and, where applicable, professional practice to the solution of familiar and unfamiliar problems.

Teaching/learning methods and strategies

Expectations, as regards the development and demonstration of intellectual skills, are set out at the start of each module. Non-didactic methods of teaching (e.g. seminars, workshops) are employed to encourage 'on-the-spot' thinking and reflection and, where this involves group work, peer debate. Intellectual independence is progressively encouraged throughout the course, as students become more confident in their own abilities and more knowledgeable as regards sources of information for their studies.

Assessment

Assessment is designed to test intellectual skills appropriate to the level in question, with the emphasis largely upon description at level 1 and analysis/synthesis/evaluation at levels 2 and 3. Coursework encourages students to read around the subject, group presentations allow them to construct and defend an argument that stands up to scrutiny by their peers and dissertations provide an opportunity to apply their existing knowledge to a particular research problem(s). Application of knowledge is also thoroughly tested under examination conditions.

C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:

By the end of the programme students should be able to:

1. Employ a variety of data collection, analysis and reporting techniques, utilising IT as appropriate, in the completion of assessed work.
2. Pay due attention to moral, ethical and safety issues when undertaking fieldwork or engaging in professional practice.
3. Plan, design, execute and communicate, via appropriate media, a sustained piece of independent intellectual work of relevance to the award title.

Teaching/learning methods and strategies

These skills are developed via the above-mentioned methods of teaching and learning that are employed on the course, and especially in relation to modules that: (i) are exclusive to the programme (thereby directly pertinent to the 'sub-disciplines' of tourism and environmental management); (ii) involve a fieldtrip, and; (iii) form part of the skills spine referred to below (in which instruction on the use of relevant software is provided).

Assessment

Modules that are assessed in whole or part by computer-based examinations, the calculation of statistics, practical projects, research reports and field exercises/presentations are especially suitable for the assessment of subject, professional and practical skills.

D: Transferable skills and other attributes

By the end of the programme, the student should be able:

By the end of the programme students should be able to:

1. Communicate verbally and in writing, in a manner that is literate, numerate and articulate.
2. Self-manage and self-appraise their own learning.
3. Creatively utilise relevant information and communications technology (including word processing, spreadsheets, databases, email and the World Wide Web).
4. Demonstrate social awareness, including working with others and respecting, understanding and, where possible, accommodating their perspectives.

Teaching/learning methods and strategies

Non-didactic and 'hands-on' methods of teaching and learning (e.g. computer-based workshops, fieldtrips) facilitate the development of essential transferable skills and other desired attributes, by encouraging both deep and student-centered learning.

Assessment

Essays (whether under examination conditions or not) and practicals allow for the testing of literacy and numeracy, whilst presentations are the means by which students are assessed as regards their ability to impart knowledge and sustain an argument. Many forms of assessment (especially formative) contain opportunities for students to reflect upon their performance and progress. Presentations invariably are delivered by groups of students, rather than individuals, thereby promoting teamwork. Students are obliged to use appropriate software in the production of all assessed work, except where this takes place under examination conditions.

Section 4: Programme structure

FIGURE 1: AWARD STRUCTURE DIAGRAM

BA (HONS) TOURISM AND ENVIRONMENTAL MANAGEMENT

Recommended Routeway for FT Students

YEAR 1

SEM 1	Concepts of Sustainability UBGL8U-20-1	Environmental Issues UBGL8V-20-1	Geographical Analysis UBGL8W-20-1	Introduction to Tourism UBGLAA-20-1	Environmental Impact of Tourism UBGLAB-20-1	Introduction to Human Geography UBGLA6-20-1
SEM 2						

YEAR 2

SEM 1	Field Study (Geography) UBGL9B-20-2	Environmental Management: Policy & Implementation UBGL9A-20-2	Geography of Tourism UBGL9C-20-2	40-60 credits of options from: The Making of the British Landscapes UBGL98-20-2 Changing Geography of Europe UBGL9Q-20-2 Tourism Planning Practice UBGLGY-20-2 International Tourism Environment UMMC9D-20-2	Shared Elective
SEM 2					Shared Elective

OPTIONAL PLACEMENT

YEAR 3

SEM 1	Dissertation B UBM301C3	Inter-disciplinary Issues UBI302H3	Promoting Sustainability UBM310S3	40-60 credits of options from: Managing the Urban Heritage UBGL8K-20-3 Tourism Communities and Conservation UBGLA4-20-3 Geography and Sustainability in North America UBGL6L-20-3 Tourism Policy UMMC9F-20-3
SEM 2				

: Full-time structure

Introduction

The award offers a progressive education in tourism and environmental management and develops subject knowledge and transferable skills through a compulsory programme of integrated skills modules. A range of optional modules at levels 2 and 3 provide opportunities for student specialisation. The award structure facilitates student learning, focussing upon the achievement of intellectual autonomy, competence and rigour.

Progression and levels

At level 1, students take six core modules that, together, provide a foundation in tourism, environmental issues and the 'parent' discipline of human geography. A UK-based residential field course to an emergent tourism destination is included in the module Geographical Analysis, which trains students in the methods and skills of geographic enquiry at university level.

At level 2, students undertake a module entitled Field Study, which includes a foreign fieldtrip. They also continue their education in tourism and environmental management via the remaining two compulsory modules (Environmental Management: Policy and Implementation, Geography of Tourism). Throughout, the emphasis is placed firmly upon preparing students for the rigours of level 3, with a literature review forming part of the assessment for Geography of Tourism and research methods being delivered via the Field Study module.

Those award-specific option modules that are available for selection at levels 2 and 3 have been organised into 'pathways' as a means of facilitating student specialisation, namely:

Tourism in the Built Environment

Level 2 Analysing Past British Landscapes

Level 2 Leisure and Tourism Recreation Management

Level 3 Managing the Urban Heritage

Tourism in the Natural Environment

Level 2 Managing Nature-based Tourism

Level 3 Tourism, Communities and Conservation

Tourism/Environment Relationships in a European and North American Context

Level 2 Changing Geography of Europe

Level 3 Geography and Environmental Management in the USA and Canada

Since students will normally select two option modules at level 2 but three at level 3, it is not possible to make the first module in each pathway a prerequisite for the second. Hence, the pathways are to be seen as advisory rather than prescriptive. Outside of these pathways, students may also study a European language as one of a number of Faculty-wide electives at level 2.

The award encourages work experience via an optional, non credit-bearing, 12 month placement after the first two levels of academic study. Those who do not wish to undertake a placement proceed directly to the final level of their award. Within this level, students undertake a dissertation and study interdisciplinary issues with their peers from other awards in the Faculty. This provides experience of research and working with specialists from across a wide range of disciplines by way of preparation for a working environment. They also undertake a final compulsory taught module entitled Promoting Sustainability, in which they may advocate or, indeed, critique sustainable forms of tourism, in a forum that includes invited speakers and students of other awards within the Faculty.

The skills spine

This provides a vehicle for developing cognitive and transferable skills, professional competencies and subject knowledge. It is supported by a rich diet of modular choice throughout levels 2 and 3 of the award.

At level 1, Geographical Analysis provides students with an opportunity to use and develop their skills in designing, collecting and presenting spatial data. It develops skills in field techniques and information technology, including word processing, statistical analysis and Geographical Information Systems (GIS).

At level 2, Field Study introduces more advanced methods, skills and techniques that allow students to develop their expertise in data collection, analysis and evaluation. It also provides 'hands-on' experience of undertaking tourism research in an overseas field location, such an activity being known to promote 'deep learning'. Together, these distinctive features act as a support mechanism for students preparing to undertake their dissertation at level 3.

Dissertation B allows students to design and implement a quality piece of independent tourism research, and requires students to take responsibility for their own learning and to demonstrate the critical and reflective abilities derived from three years of academic study. It equips them with the knowledge and skills they require to undertake postgraduate research and refines personal transferable and subject-specific skills that enhance professional development and employability. The module Interdisciplinary Issues promotes student discipline, responsibility and diplomacy in dealing with organisations outside of the University. Such skills determine the ability of students to perform as effective and competent graduate professionals in their future careers.

Core modules

Level 1

UBGL8U-20-1: Concepts of Sustainability (20)

UBGLAB-20-1: Environmental Impact of Tourism (20)

UBGL8V-20-1: Environmental Issues (20)

UBGL8W-20-1: Geographical Analysis (20)

UBGLA6-20-1: Introduction to Human Geography (20)

UBGLAA-20-1: Introduction to Tourism (20)

Level 2

UBGL9A-20-2: Environmental Management: Policy and Implementation (20)

UBGL9B-20-2: Field Studies (Geography) (20)

UBGL9C-20-2: Geography of Tourism (20)

Level 3

UBGL9W-30-3: Dissertation B (30)

UBIL4N-10-3: Interdisciplinary Issues (10)

UBGL9Y-20-3: Promoting Sustainability (20)

Optional modules

Students must take 40-60 credits from the following group of modules:

UMMC9D-20-2: International Tourism Environment (20)

UBGL9Q-20-2: The Changing Geography of Europe (20)

UBGL98-20-2: The Making of the British Landscape (20)

UBGLGY-20-2: Tourism Planning and Practice (20)

Students must take 60-80 credits from the following modules:

UBGL6L-20-3: Geography and Sustainability in North America (20)

UBGL6K-20-3: Managing the Urban Heritage (20)

UMMC9F-20-3: Tourism Policy (20)

UBGLA4-20-3: Tourism, Communities and Conservation (20)

Students must take 20 credits from the following group of modules:

20 Credits Shared Electives

Placement

120 P credits

Placements

Target Award

BA(Hons) Tourism and Environmental Management

360 credits of which at least 100 must be at level 3 or above, a further 100 at level 2 or above and a further 140 at level 3 or above.

Default Award

Interim Awards

BA Tourism and Environmental Management

300 credits with at least 60 credits at level 3, a further 100 credits at level 2 or above and a further 120 credits at level 1 or above

CertHE Tourism and Environmental Management

120 credits including at least 100 credits at level 1 or above

DipHE Tourism and Environmental Management

240 credits of which at least 100 must be at level 2 or above and a further 120 at level 1 or above

Section 5: Entry requirements

Applicants must possess Maths and English GCSE in addition to the normal entry requirements specified for the UG Modular Scheme.

See also the Standard faculty entry requirements apply.

Section 6: Assessment Regulations

The Modular Assessment Regulations of the University Modular Scheme provide the mechanism through which assessment on the award is implemented.

Section 7: Student learning: distinctive features and support

1. Support for student learning

Modules are delivered, in the main, via lectures and small group seminars, although computer-based learning and fieldwork are important elements at all levels of study. Residential fieldtrips are UK-based at level 1, whilst a more ambitious range of potential locations await students at level 2, ranging from Brittany in north-west France to Andalucia in southern Spain (popular with visitors on short breaks and long holidays, respectively).

The award team is committed to the promotion of reflective learning and independent thought, with a view to enabling students to discover their own ways of becoming effective learners. It is now common practice to make use of the World Wide Web for disseminating learning resources (e.g. Microsoft Word documents, PowerPoint presentations, Adobe Acrobat reports, links to useful on-line content and the like) and accessing module-specific information, thereby promoting study at a pace and distance to suit the individual (albeit within the strictures of a 3 year taught programme that requires attendance in the first instance). A skills spine (see above) provides students with quality support mechanisms at levels 1 and 2 of their award, whilst self-reliance is encouraged at an early stage in preparation for level 3 and beyond.

The award is underpinned by the research interests of staff from within the Faculty and elsewhere in the University, which are consolidated through the existence of the Bristol Group for Tourism Research. The BGTR, like the Faculty's Centre for Environment and Planning and Cities Research Centre, organises a regular seminar series for staff and invited guests (which can include students on the award).

A suite of computer rooms support software for word processing, data analysis/presentation and information retrieval, whilst the Faculty's Project Room houses a wide variety of reference material, lecturers' reader boxes, a video library and past dissertations.

2. Placement opportunities

Students have the opportunity of undertaking a 12 month placement after completing the first two levels of study. Placements connect university study with the world of work, allowing the application of academic theory to professional practice and enriching the student experience post-placement. The Faculty has an excellent record in ensuring students secure quality training and experience during their placements.

3. Employment opportunities

Graduates are attractive to employers due to their breadth of knowledge/skills and positive personal qualities. They should be well placed to secure employment in a range of careers, including travel consultancy, tour operations, destination marketing, countryside conservation and teaching or, alternatively, continue their studies at postgraduate level (e.g. by registering for the Faculty's MA in Tourism and Sustainability).

Section 8: Reference points/benchmarks

The structure and content of the award is fully consistent with existing Faculty and Institutional frameworks, and addresses the expectations of prospective students, higher education quality assurance agencies and potential employers via the following mechanisms:

1. The Geography Benchmark Statement.

This document provided guidance for articulating the nature of the award and specifying learning outcomes.

2. The Hospitality, Leisure, Sport and Tourism Benchmark Statement.

As above.

3. Staff research interests and publications.

The content of the award is founded on the strengths of research active staff, including interests in the development of coastal resorts, the 'grey' (i.e. 60+) market for tourism, marine ecotourism, second-home tourism, community-based tourism, socially-responsible tourism in the developing world, visitor management and interpretation at heritage attractions/sites, sustainability indicators and tourism in Eastern Europe. Several staff are members of the aforementioned interfaculty Bristol Group for Tourism Research (see www.tourism-research.org for details, including publications and conference presentations).

4. The Association of Tourism in Higher Education (ATHE), formerly the National Liason Group for Higher Education in Tourism (NLG).

Members of staff have attended recent events organised by ATHE, although UWE has yet to take up institutional membership of this subject association. The sharing of best practice amongst the tourism academic community, and invited practitioners, at these events has been useful in highlighting some of the issues in developing tourism curricula, including what constitutes the core body of knowledge in tourism, namely:

- (a) The meaning and nature of tourism: definitions; composition; conditions and determinants; motivation.
- (b) The structure of the industry: description and inter-relationship of components; operating characteristics.
- (c) The dimensions of tourism and issues of measurement: scope; geographical knowledge and perspectives; patterns and determinants of demand; resources; sources of data; the management of information.
- (d) The significance and impact of tourism: economics of tourism; costs and benefits; economic, social and environmental impacts.
- (e) The marketing of tourism: general marketing theory and its application to tourism; tourist consumer behaviour.
- (f) Tourism planning and development: destination and site planning; financial implications; sustainable tourism.
- (g) Policy and management in tourism; public sector policy; operational management issues.