UWE Programme Specification

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 ....**

Default award title:

Interim award title: **BA Tourism and .....**
DipHE Tourism and ....
CertHE Tourism and ....

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

UCAS codes:

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

Valid until:

Valid from: **2003**

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

Version code: **1**

Version year: **2003**

Section 2: Educational aims of the programme

This half 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.

2. To encourage engagement with the key issues and debates within contemporary tourism studies.

3. To promote both a multi- and an inter-disciplinary approach to the study of tourism 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 resources.

Section 3: Learning outcomes of the programme

A: Knowledge and understanding

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
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.	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:	Teaching/learning methods and strategies
By the end of the programme students should be able to:	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 knowledgable as regards sources of information for their studies.
1. Research and assess facts, theories, paradigms, principles and concepts specific to tourism.	
2. Utilise a range of source material in investigating tourism.	
3. Analyse relevant arguments logically, identifying any flaws in reasoning and contrasting their merits.	**Assessment**
4. Assume responsibility for learning (including the identification of preferred learning styles) and continuing professional development.	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.
5. Apply knowledge derived from academic reading, fieldwork observations and, where applicable, professional practice to the solution of familiar and unfamiliar problems.	

C: Subject, Professional and Practical Skills

By the end of the programme, the student should be able:	Teaching/learning methods and strategies
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.	These skills are developed via the above-mentioned methods of teaching and learning that are employed on the course. **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:	Teaching/learning methods and strategies
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.	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

Diagram 1 (PDF file) - full time structure

Introduction

This half award offers a progressive education in tourism and develops subject knowledge and transferable skills through a compulsory programme of modules. The award structure facilitates student learning, focussing upon the achievement of intellectual autonomy, competence and rigour.

Progression and levels

Students take nine 20-credit tourism/sustainability modules across the three years of study, and a further 180 credits in their other main subject - 60 credits per subject, per year. Level 1 modules are Concepts of Sustainability, Environmental Impact of Tourism and Introduction to Tourism; level 2 modules are Geography of Tourism, Tourism, Planning and Practice and International Tourism Environment; level 3 modules are Promoting Sustainability, Tourism Policy and a choice between Tourism Communities and Conservation, Managing the Urban Heritage and a tourism-based Dissertation. This allows students in the final level of their award to design and implement a quality piece of independent research, take responsibility for their own learning and demonstrate the critical and reflective abilities derived from three years of academic study. Furthermore, 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. It is expected that students will normally take the dissertation module unless they are taking a dissertation or equivalent project in their other half award.

Core modules
Level 1
UBGL8U-20-1: Concepts of Sustainability (20)
UBGLAB-20-1: Environmental Impact of Tourism (20)
UBGLAA-20-1: Introduction to Tourism (20)
Level 2
UBGL9C-20-2: Geography of Tourism (20)
UMMC9D-20-2: International Tourism Environment (20)

UBGLGY-20-2: Tourism Planning and Practice (20)
Level 3
UBGL9Y-20-3: Promoting Sustainability (20)
UMMC9F-20-3: Tourism Policy (20)

Optional modules

Students must select 20 credits from the following option group:
UBILF3-20-3: Dissertation A (20)
UBGL6K-20-3: Managing the Urban Heritage (20)
UBGLA4-20-3: Tourism, Communities and Conservation (20)

Target Award

BA(Hons) Tourism and ....

The bachelor programmes to which this contributes require 360 credits with at least 100 at level 3 or above, a further 100 credits at level 2 or above and a further 140 at level 1 or above

 Default Award

  Interim Awards

CertHE Tourism and ....

The award to which this contributes must includes 120 credits with at least 100 credits at level 1 or above.

DipHE Tourism and ....

The award to which this half award contributes must include at least 240 credits at level 2 or above plus a further 120 credits at level 1 or above.

BA Tourism and .....

The bachelor degree to which this half award contributes must include 300 credits with 60 credits at level 3, a further 100 credits at level 2 or above & a further 120 credits at level 1 or above

Section 5: Entry requirements

Applicants must possess Maths and English GCSE Grade C in addition to meeting standard condition for entry to the Modular Scheme.

See also the Standard entry requirements...

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

The following distinctive features are, in part, contingent upon the half award that students elect to do in conjunction with that reported in this programme specification.

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.

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).

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. 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 (Built Environment) and Institutional frameworks, and addresses the expectations of prospective students, higher education quality assurance agencies and potential employers via the following mechanisms:

1. The Hospitality, Leisure, Sport and Tourism Benchmark Statement.
The learning outcomes for the Half Award in Tourism reflect the subject-specific guidance found on pages 4 and 5 of the Hospitality, Leisure, Sport and Tourism benchmarking statement (with the caveat that certain prescriptions were more pertinent to a full, 360-credit – as distinct from a half, 180-credit –award), and encompass the four areas of study typical to honours degrees in tourism that were identified in that document, namely:

1. a consideration of the concepts and characteristics of tourism as an area of academic and applied study;

2. an examination of the nature and characteristics of tourists;

3. a study of the products, structure, operations and interactions within the tourism industry; and

4. an analysis of tourism in the communities and environments that it affects.

The learning outcomes were also written with the prescriptions for knowledge, intellectual skills, subject-specific skills and key skills set out in the benchmarking statement firmly in mind. In addition, the teaching/learning and assessment strategies adopted on this programme are consistent with those contained within the benchmarking statement. Key (or transferable) skills are further embedded at the modular level in the skills matrices that accompany each module. These highlight those skills that are developed, practiced and assessed by the module in question.

2. 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).