



Course Handbook

T.H.E. *Top-Up* Course Handbook

BA (Hons) Management in Tourism
BA (Hons) Management in Hospitality
BA (Hons) Management in Events
2020/2021

Course Leader: David Jarratt

Lancashire School of Business and Enterprise



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

I would like to welcome you to the Lancashire School of Business and Enterprise and the Division of Tourism, Hospitality and Event Management (T.H.E.). More significantly, welcome to the T.H.E. *top up* degree course – we offer three sister programmes:

- BA (Hons) Management in Tourism
- BA (Hons) Management in Hospitality
- BA (Hons) Management in Events

Our so called ‘top-up’ degrees are dynamic programmes that examine a range of business management issues within each sector. Throughout the programmes emphasis will be placed on developing a range of professional and managerial knowledge and skills that are applicable not only to each sector but to the role of the professional business manager. You have chosen your programme to learn about the phenomena of tourism, hospitality or events. We offer a challenging and engaging experience that is likely to enhance your career.

These one year long programmes offer the chance to for those with a Foundation Degree, H.N.D or equivalent to ‘top up’ their qualifications to a full BA (Hons) degree.

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. Secondly, it addresses many academic issues including the modules. The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators, we are here to help, or see your Course Leader or Academic Advisor.

The School is very proud of these courses and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.

David,

Dr David Jarratt – Senior lecturer & Top Up Course Leader

Telephone: 01772 89 4917 Email: djarratt@uclan.ac.uk Twitter: @DavidJarratt1

Room: GR146

1.1 Rationale, aims and learning outcomes of the course



These programmes of study have been designed to provide a high quality education for aspiring managers within the T.H.E. sector and its allied industries. The emphasis throughout the programmes is the development of wide ranging professional competencies and managerial skills linked to improving personal effectiveness and business efficiency. Thus the top-up programmes are designed to develop the essential knowledge and skills of graduates to work in a managerial capacity within the tourism, hospitality or events domain. With this in mind, the programmes adopt a multi-disciplinary approach in order to provide potential managers with a rounded knowledge of key social, cultural and environmental issues related to this industry and its effectual management. Therefore the aims and objectives of the courses are as follows – each course's aims are listed separately here:

Management in Tourism

- | |
|--|
| <ul style="list-style-type: none">• To provide a high quality and intellectually stimulating programme of business management study, related to the international tourism sector and allied industries, which will enable students to gain the critical skills and knowledge needed for them to work in a managerial and sustainable capacity. |
| <ul style="list-style-type: none">• To promote an ethos of self-management and critical reflection throughout the programme in order to foster the necessary confidence, skills and awareness of employment and enterprise. |





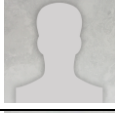

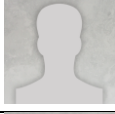
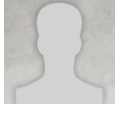

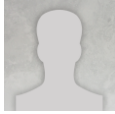


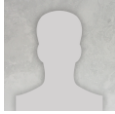

Management in Hospitality

- | |
|---|
| <ul style="list-style-type: none">• To provide a broad based and intellectually challenging programme which will enable students to gain skills, knowledge and experience that will prepare them for a successful career in the international hospitality industry. |
| <ul style="list-style-type: none">• To support vocational and academic development with specific reference to the subject of hospitality through a range of compulsory and optional modules |
| <ul style="list-style-type: none">• To promote an ethos of self-development, self-management, and reflective self-assessment throughout the curriculum in order to foster greater awareness and confidence to engage in management. |

Management in Events

- | |
|--|
| <ul style="list-style-type: none">• To provide a broad based and intellectually challenging programme which will enable students to gain skills, knowledge and experience that will prepare them for a successful career in the international events industry. |
| <ul style="list-style-type: none">• To support a range of compulsory and optional modules directed at vocational and academic development with specific reference to the subject of event management. |
| <ul style="list-style-type: none">• To promote an ethos of self-development, self-management, and reflective self-assessment throughout the curriculum in order to foster greater awareness and confidence to engage in management. |

1.2 Course Team

| | | |
|---|--|---|
| Jane Shaw, Division Leader – Tourism, Hospitality and Events | Greenbank 148 ☎ 4905 💻 jshaw@uclan.ac.uk |  |
| Rod Train, Course Leader – BA (Hons) Event Management | Greenbank 131 ☎ 5711 💻 rtrain@uclan.ac.uk |  |
| Dr Sean Gammon, Senior Lecturer, Sport and Tourism, Hospitality and Events | Greenbank 146 ☎ 4919 💻 sigammon@uclan.ac.uk |  |
| Dr Jo Guiver, Researcher and School Sustainability Lead | Greenbank 146 ☎ 4923 💻 jwguiver@uclan.ac.uk |  |
| Kelly Henley, Associate Lecturer | Greenbank 130 ☎: 5483 💻 khenley@uclan.ac.uk |  |
| Dr David Jarratt, Course Leader for THE Top-up degrees | Greenbank 146 ☎ 4917 💻 djarratt@uclan.ac.uk |  |
| Angela Mackenzie, Senior Lecturer Disability Co-ordinator, Course Leader for Foundation Year Programmes | Greenbank 259 ☎ 4910 💻 ammackenzie@uclan.ac.uk |  |
| Deborah Slater, Senior Lecturer / Course Leader BA (Hons) IHM .Placements Co-ordinator | Greenbank 131 ☎ 4911 💻 daslater1@uclan.ac.uk |  |
| Dr Philip Stone, Senior Lecturer | Greenbank 130 ☎ 4769 💻 pstone@uclan.ac.uk |  |
| Richard Sharpley, Professor of Tourism and Development | Greenbank Building 137 ☎ 4622 💻 rajsgarpley@uclan.ac.uk |  |
| Dr Carley Sutton, Course Leader BA (Hons) Tourism / International Tourism Management | Greenbank 142 ☎ 5894 💻 csutton1@uclan.ac.uk |  |
| Dr Dorota Ujma, Research Degree Tutor. Course Leader MSc | Greenbank 131 ☎ 5704 💻 dujma@uclan.ac.uk |  |
| Dr Daniel Wright, Lecturer | Greenbank 146 ☎ 4239 💻 DWright3@uclan.ac.uk |  |
| Amanda Payne, Associate Lecturer | Greenbank Building 131 ☎ 4565 💻 APayne@uclan.ac.uk |  |

1.3 Expertise of staff

The team involved in teaching on the programme are well qualified both academically and by their work experience. You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications. Just [click here](#) to find out more about us.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Location: Greenbank Building Room 1

Schools: School of Business, School of Management, School of Sport and Wellbeing

Contact Details: greenbankhub@uclan.ac.uk or +44 (0)1772 891998

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Your Course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. Communicating with the Course Leader, Module Leaders and Academic Advisors, and other students is a fundamental and important part of studying in a higher education environment. You are encouraged to maintain regular contact with members of the course team, especially your Academic Advisor. This is normally the best way to deal with any academic or personal issues and these should be dealt with as soon as they emerge.

You can arrange appointments with all members of staff. All members of staff display their availability on their office door along with instructions on how to arrange appointments. You should make sure that you have a clear agenda of what you would like to discuss in order to make sure that appointments are an effective use of time.

MyUCLan is the University's online learning and portal environment. Here you can access support and information for all your learning, teaching and research activities across the University and organise your social life too.

Most of the course-related information will be posted on the Blackboard our Virtual Learning Environment. On the platform you will find the site devoted to the Event Management course. You'll find there an electronic copy of this handbook, as well as additional information about events, certificates, work placements opportunities and guest lectures that

may be beneficial to you. Information on room changes and timetable changes are posted on the timetable website.

It is your responsibility to make sure that you are aware of the information that is posted on the course and general notice boards.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically, usually they are uploaded on the School Student Office Blackboard Organization site. Your Student Representatives will also receive a copy at the Student-Staff Liaison Meetings.

The School will also send a sample of student coursework to the External Examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner for top-up courses:

Tourism - Dr Jane Lovell – Canterbury Christ Church University

Hospitality – Dr Caroline Ritchie – Cardiff Metropolitan University

Events – Dr Gerard Ryan – University of Salford.



2. Structure of the course

2.1 Overall structure

This section outlines the course structure and important information on the range of modules at each level is provided. Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits (dissertation is worth 40). It equates to the learning activity expected from one sixth of a full-time undergraduate year. The teaching session for some modules is Semester 1, while the teaching session for others is Semester 2. Some modules are taught across both Semesters 1 and 2, and are referred to as year-long modules.

You must ensure that you are **register for 120 credits** each year – 6 modules or equivalent.

The intellectual challenges are to integrate theory and practice, demonstrate a range of approaches and solutions to management issues / problems, employ a combination of academic and personal skills to further enhance knowledge / understanding and reflect upon personal abilities and vocational ambitions.

Compulsory Modules

You will automatically be registered for **four** compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level.

Optional Modules

In addition to the compulsory modules, you have the opportunity to select **two** optional modules. You must adhere to the rules surrounding the selection of optional modules at each level. Please note that not all Option modules may run in any one year and will definitely not run if undersubscribed. Also a dissertation counts as two modules, so if you pick this you need only complete one optional module.

To register for modules or make changes to module registrations, you should fill in a **Module Change Form**. This must be signed by you and your Course Leader and submitted by the deadline indicated on the form. **It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via myUCLan. It is your responsibility to ensure that all details are correct and up-to-date!** Ask your course leader if you need advice.

2.2 Modules Registration Options

Students need to select one of four Research options before choosing any other options. This represents your independent research, where you are evidencing your critical thinking and analytical skills, whilst exploring an area, which is of interest to you. The wide range of options that are available are designed to provide an opportunity to study areas that are central to the interests of School staff whilst ensuring that an appropriate mix of tourism, event and/or hospitality management themes are available. Students should select their options on the basis of their own personal interest and/or future career ambitions. The range of options will be presented based upon the potential for economic delivery and available tutor support. Please note that not all Option modules may run in any one year and will definitely not run if

undersubscribed (the choices listed are valid at the time of publication of this Handbook). A summary of the modules available for all three top up programmes are listed below.

MANAGEMENT IN TOURISM

COMPULSORY:

TL3156 Tourism Futures

TL3140 The Tourist: Experience & Motivation

TL3050 Managing for Strategic Success in Tourism, Hospitality & Events

TL3055 Management Development in Tourism, Hospitality & Events

RESEARCH OPTION (x1):

TL3923 Dissertation [double module]

TL3924 Consultancy Project

TL3925 Enterprise for Tourism, Hospitality & Events.

TL3525 Single Research Project

OTHER OPTIONS (x1):

TL3012 Managing Quality in Service Organisations

TL3137 Contemporary Issues in Food and Drink

TL3067 Dark Tourism: managing difficult heritage

TL3139 International Fieldwork

TL3011 Sport Tourism Management

MANAGEMENT IN HOSPITALITY

COMPULSORY:

TL3018 Global Hospitality: The Future.

TL3137 Contemporary Issues in Food and Drink

TL3050 Managing for Strategic Success in Tourism, Hospitality and Events

TL3055 Management Development in Tourism Hospitality & Events.

RESEARCH OPTION (x1):

TL3923 Dissertation [double module]
TL3924 Consultancy Project
TL3925 Enterprise for Tourism, Hospitality & Events.
TL3525 Single Research Project
OTHER RESEARCH OPTION (x1):
TL3012 Managing Quality in Service Organisations
TL3067 Dark Tourism: managing difficult heritage
TL3139 International Fieldwork
TL3011 Sport Tourism Management
TL3140 The Tourist: Experience & Motivation

MANAGEMENT IN EVENTS

COMPULSORY:
TL3155 The Future of the Events Industry
TL3556 Festivals in Society and Culture
TL3050 Managing for Strategic Success in TH&E
TL3055 Management Development in THE
RESEARCH OPTION (x1):
TL3923 Dissertation [double module]
TL3924 Consultancy Project
TL3925 Enterprise for Tourism, Hospitality & Events.
TL3525 Single Research Project
OTHER OPTIONS (x1):
TL3012 Managing Quality in Service Organisations
TL3137 Contemporary Issues in Food and Drink
TL3067 Dark Tourism: managing difficult heritage
TL3139 International Fieldwork
TL3011 Sport Tourism Management

2.3 Study Time

2.3.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.3.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

Students often ask about the workload on the Course. 20 credits is a standard module size and equals 200 notional learning hours.

This is a full-time programme of study and attendance at the University is not just for formally timetabled sessions. We try to organise the timetables to provide for full days of scheduled activity although this is not always possible. We acknowledge that students need to spend time on private study, in accessing the LIS, in working on group activities, and in completing assignments for a large proportion of the time at university.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The contact time with module tutors is not the total number of learning hours. The contact time is simply the number of teaching hours and is a fraction of the total learning hours. The total number of learning hours includes personal study hours. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than 36 hours of learning and study each week. The following table outlines the key components of the approximate learning hours.

| Activity | Total number of hours |
|--|-----------------------|
| Lectures, seminars, workshops | 12 - 15 hours |
| Personal learning and study, library research, writing assignments | 24 - 30 hours |
| Total workload per week | 36 - 45 hours |

During the internship it is normal to follow a typical full-time working week with extra time needed for the internship assignments. Remember: it is students' responsibility to manage their time effectively. Note that time is "perishable" and lost time can never be regained.



2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be emailed through to:

GreenbankHub@uclan.ac.uk, you will then receive an automated response with an absence form that you must complete.

International Students

It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

The School will monitor your attendance on a weekly basis to ensure that you are continuing to fully engage in your programme of study, if your attendance is poor than you will be referred and asked to attend a meeting with your course team, it is important that you respond to any correspondence regarding this.

You will be able to check your own attendance record through your myUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

In the Management in Tourism/Hospitality/Events programme a wide variety of learning mechanisms are used. The skills nature of managerial competence is a feature of all years. Theoretical issues will be developed with increasing complexity as we move from the foundation themes in year one through to the contextualisation in year two and the critical and reflective final year.

The programme will be delivered with the following criteria in mind:

- The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.
- The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study.
- The need to ensure the progressive development of knowledge and skill throughout each year of the programme.
- The need to develop confidence and independence of learning in a progressive manner through the course and encourage a reflective and critical approach to the process of learning about management issues within events.

We will encourage you to use a variety of resources available in the Library E-Resources to your advantage, to prepare for the sessions and enhance your skills and knowledge.

3.2 Study skills

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Learning information will be discussed fully with all top up students during induction and the first few weeks of the course. Please refer to your student handbook for more information on LIS.

3.3.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts. Reading for each module can be found on the Reading Lists Online. Also, supporting materials for each module should be found on the eLearn Blackboard platform.

The link below will take you to the LIS page for the Tourism, Hospitality and Events Management section, where you can see subject guides and find how to access a range of online databases. If you need any specific help with the LIS you should contact the specialist subject liaison officer for our area - Jane Bruney, jbruney@uclan.ac.uk, ☎ 01772 892303.

THE Library Resource section

http://www.uclan.ac.uk/students/study/library/tourism_hospitality_guide.php

3.4 Personal development planning

The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues central to hospitality management both theoretically and practically. The PDP module for these courses is TL3055 Management Development.

The modules on personal development enable students to develop professional and personal skills in order to enhance future career prospects. Students will evaluate their core skills and assess their personal, academic and professional competencies with the view of developing appropriate strategies to enhance these in the context of a service sector environment.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebble +(the university’s e-portfolio system), which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

[Careers \(Enterprise and Entrepreneurship\)](#) offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 10.30am-3pm for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal (<http://www.uclan.ac.uk/students/careers/index.php>).

The courses offered by the school allow for a great deal of flexibility in career choices and past students have gained employment with hundreds of different employers including local authorities, schools, health and fitness centres, cinemas, visitor attractions, hotels, sport organisations, tourism, hospitality and event companies and football clubs. Students are well placed for career opportunities in many locations and can undertake periods of work as part of their study within organisations situated all around the world. Many of our past graduates have also embarked upon teaching as a career and have been able to enhance their chances of entry into this area by undertaking specific modules of particular relevance to teaching. You should also be aware that should you decide not to pursue a career not directly related to your degree subject you will still have developed the transferable skills needed to embark upon a wider range of career opportunities including retail management, the armed forces, and standard graduate training programmes. The graduate employment rate for the school is consistent with the university average and you will have plenty of opportunity to engage with all types of organisations during your period of study

Mapping the Programme against the Employability Framework

| "Smarties" | Employability Skills | Module Name |
|---|---------------------------------|--|
|  | Personal Development | Exploring Tourism, Hospitality and Events Management Talent Management and Employability Management Development in THE |
|  | Research Skills | All modules leading to the research strand in the final year |
|  | Problem Solving | All modules |
|  | Reflection | Personal Development Planning (PDP) strand Internship for THE Learning from Work International Fieldwork and operational modules like Principles, Planning and Practice of Events Events in Action |
|  | Project Planning and Evaluation | Research strand and PDP strand Management Development in THE Principles, Planning and Practice of Events Events in Action Talent Management and Employability |
|  | Social and Cultural Awareness | Principles, Planning and Practice of Events Arts, Cultural and Heritage Events Festivals and Events in Society & Culture |
|  | Work Experience | Internship for THE Learning from Work THE Experiential Learning |
|  | Business Skills | All modules |
|  | Sector Skills | All compulsory event management-related modules |
|  | Innovation | Marketing & ICT for Visitor Economy Managers |
|  | Career Development | PDP strand Internship for THE, Learning from Work, THE Experiential Learning, Talent Management and Employability, Management Development in THE |
|  | Subject Skills | All core modules |
|  | Team Working | PDP strand All modules with the group-based assessments |
|  | Communication Skills | All modules |

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Please refer to the information included in section 4 of the University Student Handbook as the main source of information.

[The 'i'](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the 'i' shop and UCLan Financial Support Bursary (first year students only).

The 'i' is the first point of call for advice and support on all aspects of University life, from accommodation to Access to Learning grants, child care to car parking, as well as offering a wide range of products at The 'i' shop. The 'i' is located on the ground floor of the library. Follow this link to see [details of our services](#), opening times and drop-in sessions.

At the 'i' you can ask about:

- [Bank & Confirmation of Study Letters](#)
- [Council Tax Exemption Certificates](#)
- [Library Services and Support](#)
- [Printing and Printer Credit](#)
- UCLan Cards



4.1 Academic Advisor

Your Academic Advisors are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years.

They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV's alongside the Careers support in this area. If you build your relationship with your Academic Advisor, you may find them a great source for your academic references (but please remember to ask for them).

Your Academic Advisor will work with you to create an individualised learning / development plan that will see you becoming active, global citizens as per the UCLan strategy 2015-20.

You will normally see your Academic Advisor at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your Academic Advisor will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The disability contact for the Tourism, Hospitality and Events is:

Angela Mackenzie

ammackenzie@uclan.ac.uk

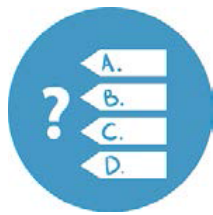
Tel: 01772 894910

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module information pack. Assessment methods used include:

- Formal essays and reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical work
- Industry-based project.

The course team have devised the assessment strategy with the needs of the Hospitality industry in mind. You will find weightings assigned to each assessment in module information packs. The emphasis towards group work and presentational skills reflect the need and abilities of the industry more adequately than conventional examinations you would be expected therefore to have a professional approach to a wide range of assessment situations.

5.2 Notification of assignments and examination arrangements

The Module Information Packs (MIPs) and briefing sessions for assignments are designed to let you know what you should do to submit a successful assessment. Make sure that you attend these sessions!

All of the hand-in deadlines for formal assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and applied 'practicals' are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

All coursework must be submitted with a Student Submission Form and Assessment Feedback Form (available on the Blackboard site for each module). The Student Submission Form must be completed and signed. It is a declaration that the work that has been submitted has not been plagiarised as well as providing appropriate details.

The Assessment Feedback Form is a medium for providing formal feedback on coursework. Coursework submitted without a completed Student Submission Form may be treated as a non-submission and marks may be deducted in accordance with the University regulations on late and non-submissions.

5.3 Referencing

This is an important aspect of academic work and is very easy to understand. A key starting point in understanding referencing is to address the questions, what, why, when and how.

What is referencing?

Referencing is a simple issue but one that many students avoid getting just right. Referencing is the process of ensuring that any sources used are appropriately acknowledged. It is about being fair. If the ideas presented are not that of the students, its sources and authors need to be highlighted.

Why reference?

Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students' work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

When to reference?

The need to reference occurs at either of two specific moments. If any ideas "that belong to an author" is being expressed, it must be identified as belonging to that author. If any **words** are being written from **the words of the author**, then these must be clearly identified as not the students' but the author. There must be no doubt in the examiners mind as to when **your words and ideas start and finish** and **where the words and ideas of others are included**.

Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented.

Throughout the three years of the degree, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.

How to reference?

Referencing within assignments can take many different forms. The **Harvard** style of referencing is the style that **must be** adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

A common approach is to **directly** or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be found. Where the **extract is longer than three lines of normal text**, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks.

An alternative is to make reference to the work of others **indirectly**. In this case quotations marks are not used and the page number is omitted. There are numerous sources of information in the University library on referencing. One such example is:

Brotherton, B. (2008) *Researching Hospitality and Tourism: A Student Guide*, Sage, London.

The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference List will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the reference list, must be in alphabetical order.

The following are examples of how a reference list would appear.

References

Ball, S., Kirk, D., Jones, P., and Lockwood, A. (2003) *Hospitality Operations: A Systems Approach*, Continuum, London.

Brotherton, B. (2008) *Researching Hospitality and Tourism: A Student Guide*, Sage, London.

Ritzer, G. (2004) *The Globalization of Nothing*, Pine Forge Press, London

5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should:

- safeguard the interests of those involved in or affected by their work

- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework available at:

<https://www.uclan.ac.uk/students/research/ethics.php>

If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external

examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#) Section H. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), and members of Students' Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting

- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, Academic Advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Schedules of SSLC meetings are then circulated to the representatives through their UCLan email. Minutes from the meetings are circulated to all course leaders and course representatives who will then distribute to the whole course cohort. Minutes are also posted on a relevant School’s Organization Blackboard site.

8. Appendix

8.1 Programme Specification(s)

This appendix includes Programme Specifications for:

- Management in Tourism
- Management in Hospitality
- Management in Events

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

| | |
|--|---|
| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire |
| 3. University School/Centre | Lancashire School of Business and Enterprise |
| 4. External Accreditation | |
| 5. Title of Final Award | BA(Hons) Management in Tourism |
| 6. Modes of Attendance offered | Full Time |
| 7. UCAS Code | N801 |
| 8. Relevant Subject Benchmarking Group(s) | Unit 25 Benchmark Group |
| 9. Other external influences | |
| 10. Date of production/revision of this form | March 2016 |
| 11. Aims of the Programme | |
| | <ul style="list-style-type: none">• To provide a high quality and intellectually stimulating programme of business management study, related to the international tourism sector and allied industries, |

which will enable students to gain the critical skills and knowledge needed for them to work in a managerial and sustainable capacity.

- To promote an ethos of self-management and critical reflection throughout the programme in order to foster the necessary confidence, skills and awareness of employment and enterprise.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Critically analyse and evaluate contemporary issues within the subject area of tourism management.

A2. Appreciate the importance of both theory and practice for effective and efficient management within the tourism sector.

A3. Demonstrate why reflective practice is essential for effective managerial performance within the tourism sector.

Teaching and Learning Methods

Knowledge is acquired through a combination of lectures, seminars, action-learning projects, workshops, presentations and other formal sessions. Students engage in directed personal studies and independent learning tasks aimed at enhancing both knowledge and understanding

Assessment methods

A range of assessment methods are utilised to assess the learning outcomes. Formative assessment is a feature on all modules through formal assessment as well as verbal feedback and discussions in seminars. Detail of assessment methods and individual briefs are provided in the Assessment Handbook and the Module Information Pack respectively.

B. Subject-specific skills

B1. Assess and apply solutions to managerial problems within the tourism sector using academic models and theories.

B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of tourism.

B3. Utilize enhanced employability skills in developing a career within the area of tourism management.

B4. Utilise a range of source material in investigating tourism

Teaching and Learning Methods

Individual modules involve students developing and utilising one or more of these skills in preparing material for seminars, participating in activities and preparing assignments.

Assessment methods

Assessment of subject specific skills is undertaken both formatively and summatively through workshops, presentations and formal coursework and exams.

| | |
|--|-------------------------------|
| C. Thinking Skills | |
| <p>C1. Critically analyse issues and problems and develop rational solutions to a range of managerial and business concerns.</p> <p>C2. Utilize critical self-awareness and creativity in problem solving and reasoning.</p> <p>C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.</p> | |
| Teaching and Learning Methods | |
| <p>Students are encouraged to challenge and present alternative approaches to different management concepts within tourism. This is further developed by in-depth analysis and evaluation in a critical context. The skills specifically developed in each module are highlighted in the skills matrix provided in the Module Information Pack.</p> | |
| Assessment methods | |
| <p>Intellectual skill development is assessed through a variety of assessments. Successful completion of most coursework and exams/in-class tests requires demonstration of analytical abilities.</p> | |
| D. Other skills relevant to employability and personal development | |
| <p>D1. Analyse the importance of reflective practice for continual professional development and career progression.</p> <p>D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.</p> <p>D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.</p> <p>D4. Practice and develop professional skills for graduate tourism managers</p> | |
| Teaching and Learning Methods | |
| <p>The core module of TL3055 Management Development in TH&E is specifically designed to develop and assess these skills. Additionally, the development of such skills is embedded in the teaching, learning and assessment strategies of all modules on the programme.</p> | |
| Assessment methods | |
| <p>Students will be able to demonstrate these skills through the submission of different types of assessment, including presentations, which involve different forms of communication and different work settings. Formative assessment will involve analysis of practical situations through case studies and exposure to professional practice.</p> | |
| 13. Programme Structures* | 14. Awards and Credits |

| Level | Module Code | Module Title | Credit rating | |
|---------|-------------|---|---------------|--|
| Level 6 | TL3050 | Managing for Strategic Success in TH&E (Comp) | 20 | BA (Hons) Management in Tourism top up degree requires 120 credits at Level 6. BA Management in Tourism requires a minimum of 80 credits at Level 6. |
| | TL3140 | The Tourist: Experience & Motivation (Comp) | 20 | |
| | TL3055 | Management Development in TH&E (Comp) | 20 | |
| | TL3156 | Tourism Futures (Comp) | 20 | |
| | | Choose one of the following options from the RESEARCH STRAND (TL3525, TL3925, TL3923, TL3924) | | |
| | TL3923 | Dissertation (O) | 40 | |
| | TL3924 | Consultancy Project for TH&E (O) | 20 | |
| | TL3925 | Enterprise for Tourism, Hospitality & Events. (O) | 20 | |
| | TL3525 | Single Research Project (O) | 20 | |
| | TL3012 | Managing Quality in Service Organisations (O) | 20 | |
| | TL3137 | Contemporary Issues in Food and Drink (O) | 20 | |
| | TL3067 | Dark Tourism: Managing Difficult Heritage (O) | 20 | |
| | TL3139 | International Fieldwork(O) | 20 | |
| | TL3011 | | 20 | |

| | | | | |
|---|--|------------------------------|--|--|
| | | Sport Tourism Management (O) | | |
| 15. Personal Development Planning | | | | |
| <p>Personal development planning is a key feature of the programme and is facilitated through the compulsory module Management Development. The module allow a formal framework to assess and encourage personal development in a progressive and constructive manner. In addition, all students all allocated an Academic advisor at each level of the programme whereby personal development planning and feedback is an integral feature of the tutorship.</p> | | | | |
| 16. Admissions criteria * | | | | |
| (including agreed tariffs for entry with advanced standing) | | | | |
| <p>Students are expected to have attained a Foundation Degree or equivalent prior to entry onto the top-up programme. Students where English is not the first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.0 or above or equivalent.</p> | | | | |
| 17. Key sources of information about the programme | | | | |
| UCAS Handbook & Website | | | | |
| School Website | | | | |
| School Leaflets, Flyers and Promotional Material | | | | |
| Open Days | | | | |
| Applicant Days | | | | |
| | | | | |

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|-------|-------------|--------------|--|-----------------------------|--|--|--|-------------------------|--|--|--|-----------------|--|--|--|---|--|--|--|
| | | | | Knowledge and understanding | | | | Subject-specific Skills | | | | Thinking Skills | | | | Other skills relevant to employability and personal development | | | |

| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
|----------------|--------|--|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| LEVEL 6 | TL3050 | Managing for Strategic Success in TH&E | Comp | √ | √ | √ | | √ | √ | | √ | √ | | √ | √ | | √ | √ | √ |
| | TL3140 | The Tourist: Experience & Motivation | Comp | √ | √ | | √ | √ | √ | | √ | | √ | √ | | | √ | √ | √ |
| | TL3055 | Management Development | Comp | | √ | √ | | √ | | √ | √ | √ | √ | √ | | √ | √ | √ | √ |
| | TL3156 | Tourism Futures | Comp | √ | √ | | √ | √ | √ | | √ | | √ | √ | | | √ | √ | √ |
| | TL3923 | Dissertation | O | √ | √ | | | √ | √ | | √ | √ | √ | √ | | | √ | √ | √ |
| | TL3924 | Consultancy Project for TH&E | O | √ | √ | √ | | √ | √ | | √ | | √ | √ | | √ | √ | √ | √ |

| | | | | | | | | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TL3925 | Enterprise for TH&E | O | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| TL3525 | Research Project | O | √ | √ | | | √ | √ | | √ | √ | | | | √ | √ | √ | |
| TL3012 | Managing Quality in Service Organisations | O | √ | √ | | | √ | √ | | √ | √ | √ | | | √ | √ | √ | |
| TL3137 | Contemporary Issues in Food and Drink | O | √ | √ | | √ | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | |
| TL3067 | Dark Tourism: managing difficult heritage | O | √ | √ | | | √ | √ | | √ | √ | √ | | | √ | √ | √ | |
| TL3139 | International Fieldwork | O | √ | | √ | √ | √ | √ | | √ | √ | √ | √ | | √ | √ | √ | |
| TL3011 | Sport Tourism Management | O | √ | √ | | | √ | √ | √ | √ | √ | √ | √ | | √ | √ | √ | |

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: **Bachelor Degree Management in Tourism** A1, A2, A3, B1, B2, B3, C2, C3, D2, D3

- A1. Critically analyse and evaluate contemporary issues within the subject area of tourism management.
- A2. Appreciate the importance of both theory and practice for effective and efficient management within the tourism sector.
- A3. Demonstrate why reflective practice is essential for effective managerial performance within the tourism sector.
- B1. Assess and apply solutions to managerial problems within the tourism sector using academic models and theories.
- B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of tourism.
- B3. Utilize enhanced employability skills in developing a career within the area of tourism management.
- C2. Utilize critical self-awareness and creativity in problem solving and reasoning.
- C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.
- D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.
- D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. *Sources of information on the programme can be found in Section 17*

| | |
|---|---|
| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire, UK Informatics - Singapore |
| 3. University School/Centre | School of Management |
| 4. External Accreditation | |
| 5. Title of Final Award | BA(Hons) Management in Hospitality |
| 6. Modes of Attendance offered | Full Time |
| 7. UCAS Code | N226 |
| 8. Relevant Subject Benchmarking Group(s) | Unit 25 Benchmark Group |
| 9. Other external influences | |
| 10. Date of production/revision of this form | March 2016 |
| 11. Aims of the Programme | |
| <ul style="list-style-type: none"> • To provide a broad based and intellectually challenging programme which will enable students to gain skills, knowledge and experience that will prepare them for a successful career in the international hospitality industry. | |
| <ul style="list-style-type: none"> • To support vocational and academic development with specific reference to the subject of hospitality through a range of compulsory and optional modules | |
| <ul style="list-style-type: none"> • To promote an ethos of self-development, self-management, and reflective self-assessment throughout the curriculum in order to foster greater awareness and confidence to engage in management. | |

| |
|---|
| |
| 12. Learning Outcomes, Teaching, Learning and Assessment Methods |
| A. Knowledge and Understanding |
| <p>A1. Critically analyse and evaluate contemporary issues within the subject area of hospitality management.</p> <p>A2. Appreciate the importance of both theory and practice for effective and efficient management within the Hospitality sector.</p> <p>A3. Explain why reflective practice is essential for effective managerial performance within the hospitality sector.</p> |
| Teaching and Learning Methods |
| <p>Knowledge is acquired through a combination of lectures, seminars, workshops and other formal sessions. Students engage in directed personal studies and independent learning tasks aimed at enhancing both knowledge and understanding.</p> |
| Assessment methods |
| <p>A range of assessment methods are utilised to assess the learning outcomes. Formative assessment is a feature on all modules through formal assessment as well as verbal feedback and discussions in seminars. Detail of assessment methods and individual briefs are provided in the Assessment Handbook and the Module Information Pack respectively.</p> |
| B. Subject-specific skills |
| <p>B1. Assess and apply solutions to managerial problems within the Hospitality sector using academic models and theories.</p> <p>B2. Critically evaluate corporate and global business policies and practices and contribute to the formulation of strategies within the context of the international hospitality industry.</p> <p>B3. Utilize enhanced employability skills in developing a career within the area of hospitality management.</p> |
| Teaching and Learning Methods |
| <p>Individual modules involve students developing and utilising one or more of these skills in preparing material for seminars, participating in activities and preparing assignments.</p> |
| Assessment methods |
| <p>Assessment of subject specific skills is undertaken both formatively and summatively through workshops, presentations and formal coursework and exams.</p> |
| C. Thinking Skills |
| <p>C1. Critically analyse issues and problems and develop rational solutions.</p> <p>C2. Use self-awareness and creativity in problem solving and reasoning.</p> |

C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.

Teaching and Learning Methods

Students are encouraged to challenge and present alternative approaches to different management concepts within hospitality. This is further developed by in-depth analysis and evaluation in a critical context. The skills specifically developed in each module are highlighted in the skills matrix provided in the Module Information Pack.

Assessment methods

Intellectual skill development is assessed through a variety of assessments. Successful completion of most coursework and exams requires demonstration of analytical abilities.

D. Other skills relevant to employability and personal development

D1. Explain the importance of reflective practice for continual professional development and career progression.

D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.

D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

Teaching and Learning Methods

The core module of Management Development in TH&E is specifically designed to develop and assess these skills in a progressive manner. Additionally, the development of such skills is embedded in the teaching, learning and assessment strategies of all modules on the programme.

Assessment methods

Students will be able to demonstrate these skills through the submission of different types of assessment, including presentations, which involve different forms of communication and different work settings. Formative assessment will involve analysis of practical situations through case studies and exposure to professional practice.

13. Programme Structures*

14. Awards and Credits*

| Level | Module Code | Module Title | Credit rating |
|-------|-------------|--------------|---------------|
|-------|-------------|--------------|---------------|

| | | | | |
|---------|---------|---|----------------------------|---|
| Level 6 | TL3018* | Global Hospitality; The Future (Comp) | All 20 except Dissertation | BA (Hons) Management in Hospitality requires 120 credits at Level 6 BA Management in Hospitality requires a minimum of 80 credits at Level 6. |
| | TL3137* | Contemporary Issues in Food & Drink (Comp) | | |
| | TL3050* | Managing for Strategic Success in Tourism, Hospitality and Events (Comp) | | |
| | TL3055* | Management Development in Tourism Hospitality & Events (Comp). Choose one of the following options from the RESEARCH STRAND (TL3525, TL3925, TL3923, TL3924) | | |
| | TL3525* | <i>Single Research Project (O)</i> | | |
| | TL3924 | <i>Consultancy Project for TH&E (O)</i> | | |
| | TL3925* | <i>Enterprise for TH&E (O)</i> | | |
| | TL3923* | <i>Dissertation. (O)</i> | | |
| | | | 40 | |

| | | | | |
|---------|--|--|--------|--|
| TL3011 | | Sport Tourism Management. (O). | All 20 | |
| TL3012* | | Managing Quality in Service Organisations (O). | | |
| TL3067 | | Dark Tourism: Managing Difficult Heritage (O). | | |
| TL3139 | | International Fieldwork (O). | | |

*denotes modules franchised to Informatics, Singapore

15. Personal Development Planning

Personal Development Planning is a key feature of the programme and is facilitated through the compulsory Personal Development module, TL3055.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

Successful applicants must have gained a Foundation degree or the equivalent. Non-standard applications are considered on an individual basis and applicants may be interviewed. Students where English is not the first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.0 or above or equivalent.

17. Key sources of information about the programme

- University Website
- UCAS Handbook and Website
- Open Days and Applicant Days
- Leaflets

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes | | | | | | | | | | | | | |
|-------|-------------|--|--|-----------------------------|----|----|--|-------------------------|----|----|--|-----------------|----|----|---|----|----|
| | | | | Knowledge and understanding | | | | Subject-specific Skills | | | | Thinking Skills | | | Other skills relevant to employability and personal development | | |
| | | | | A1 | A2 | A3 | | B1 | B2 | B3 | | C1 | C2 | C3 | D1 | D2 | D3 |
| 6 | TL3018 | Global Hospitality; the future | (Comp) | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3137 | Contemporary Issues in Food & Drink | (Comp) | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3050 | Managing for strategic success in Tourism Hospitality & Events | (Comp) | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3055 | Management Development in Tourism Hospitality & Events | (Comp) | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | TL3525 | <i>Single Research Project</i> | (O) | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ |

| | | | | | | | | | | | | | | | | |
|--------|---|-----|---|---|---|--|---|---|---|--|---|---|---|---|---|---|
| TL3104 | <i>Consultancy for Tourism Hospitality & Events</i> | (O) | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| TL3925 | <i>Enterprise for Tourism Hospitality & Events</i> | (O) | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| TL3923 | <i>Dissertation</i> | (O) | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| TL3011 | Sport Tourism Management | (O) | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| TL3012 | Managing Quality in Service Organisations | (O) | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| TL3067 | Dark Tourism: Managing Difficult Heritage | (O) | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| TL3139 | International Fieldwork | (O) | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: **Bachelor Degree Management in Hospitality**

- A1. Critically analyse and evaluate contemporary issues within the subject area of hospitality management.
- A2. Appreciate the importance of both theory and practice for effective and efficient management within the Hospitality sector.
- A3. Explain why reflective practice is essential for effective managerial performance within the hospitality sector.
- B1. Assess and apply solutions to managerial problems within the Hospitality sector using academic models and theories.
- B2. Critically evaluate corporate and global business policies and practices and contribute to the formulation of strategies within the context of the international hospitality industry.
- B3. Utilize enhanced employability skills in developing a career within the area of hospitality management.
- C2. Use self-awareness and creativity in problem solving and reasoning.
- C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.
- D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.
- D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

| | |
|--|--|
| 13. Awarding Institution / Body | University of Central Lancashire |
| 14. Teaching Institution and Location of Delivery | University of Central Lancashire, UK Hugh Baird College |
| 15. University School/Centre | Lancashire School of Business and Enterprise |
| 16. External Accreditation | |
| 17. Title of Final Award | BA (Hons) Management in Events |
| 18. Modes of Attendance offered | Full Time |
| 19. UCAS Code | N822 N820 (HBC) |
| 20. Relevant Subject Benchmarking Group(s) | Unit 25 Benchmark Group |

| | |
|---|--|
| | |
| 21. Other external influences | Association for Events Management Education (AEME) |
| 22. Date of production/revision of this form | March 2017 |
| 23. Aims of the Programme | |
| <ul style="list-style-type: none"> To provide a broad based and intellectually challenging programme which will enable students to gain skills, knowledge and experience that will prepare them for a successful career in the international events industry. | |
| <ul style="list-style-type: none"> To support a range of compulsory and optional modules directed at vocational and academic development with specific reference to the subject of event management. | |
| <ul style="list-style-type: none"> To promote an ethos of self-development, self-management, and reflective self-assessment throughout the curriculum in order to foster greater awareness and confidence to engage in management. | |
| 24. Learning Outcomes, Teaching, Learning and Assessment Methods | |
| A. Knowledge and Understanding | |
| <p>A1. Critically analyse and evaluate contemporary issues within the subject area of international Events management.</p> <p>A2. Appreciate the importance of both theory and practice for effective and efficient management within the Events sector.</p> <p>A3. Explain why reflective practice is essential for effective managerial performance within the Events sector.</p> | |
| Teaching and Learning Methods | |
| <p>Knowledge is acquired through a combination of lectures, seminars, action-learning projects, workshops, presentations and other formal sessions. Students engage in directed personal studies and independent learning tasks aimed at enhancing both knowledge and understanding</p> | |
| Assessment methods | |
| <p>A range of assessment methods are utilised to assess the learning outcomes. Formative assessment is a feature on all modules through formal assessment as well as verbal feedback and discussions in seminars. Detail of assessment methods and individual briefs are provided in the Assessment Handbook and the Module Information Pack respectively.</p> | |

B. Subject-specific skills

B1. Assess and apply solutions to managerial problems within the Events sector using academic models and theories.

B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of event management.

B3. Utilize enhanced employability skills in developing a career within the area of Events Management.

Teaching and Learning Methods

Individual modules involve students developing and utilising one or more of these skills in preparing material for seminars, participating in activities and preparing assignments.

Assessment methods

Assessment of subject specific skills is undertaken both formatively and summatively through workshops, presentations and formal coursework and exams.

C. Thinking Skills

C1. Critically analyse issues and problems and develop rational solutions to a range of managerial and business concerns.

C2. Utilize critical self-awareness and creativity in problem solving and reasoning.

C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.

Teaching and Learning Methods

Students are encouraged to challenge and present alternative approaches to different management concepts within events. This is further developed by in-depth analysis and evaluation in a critical context.

Assessment methods

Intellectual skill development is assessed through a variety of assessments. Successful completion of most coursework and exams requires demonstration of analytical abilities.

D. Other skills relevant to employability and personal development

D1. Explain the importance of reflective practice for continual professional development and career progression.

D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.

D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

Teaching and Learning Methods

The module of TL3055 Management Development in TH&E is specifically designed to develop and assess these skills in a progressive manner. Additionally, the development of such skills is embedded in the teaching, learning and assessment strategies of all modules on the programme.

Assessment methods

Students will be able to demonstrate these skills through the submission of different types of assessment, including presentations, which involve different forms of communication and different work settings. Formative assessment will involve analysis of practical situations through case studies and exposure to professional practice.

13. Programme Structures*

14. Awards and Credits*

| Level | Module Code | Module Title | Credit rating | |
|---------|-------------|--|---------------|---|
| Level 6 | TL3155 | The Future of the Events Industry (Comp) | 20 | BA (Hons) Management in Events requires 120 credits at Level 6 BA Management in Events requires a minimum of 80 credits at Level 6. |
| | TL3556 | Festivals in Society and Culture (Comp) | 20 | |
| | TL3050 | Managing for strategic success in Tourism, Hospitality and Events (Comp) | 20 | |
| | TL3055 | Management Development in Tourism Hospitality & Events (Comp) Choose one of the following options from the RESEARCH STRAND (TL3525, TL3925, TL3923, TL3924) | 20 | |

| | | | |
|--------|---|----|--|
| TL3525 | Single Research Project (O) | 20 | *Modules compulsory at Hugh Baird College only |
| TL3925 | * Enterprise for TH&E (O) | 20 | |
| TL3923 | Dissertation (O) | 40 | |
| TL3924 | Consultancy Project for TH&E (O) | 20 | |
| TL3011 | Sport Tourism Management(O) | 20 | |
| TL3012 | * Managing Quality in Service Organisations (O) | 20 | |
| TL3067 | Dark Tourism: Managing Difficult Heritage(O) | 20 | |
| TL3137 | Contemporary Issues in Food and Drink (O) | 20 | |
| TL3139 | International Fieldwork (O) | 20 | |

15. Personal Development Planning

Personal Development Planning is a key feature of the programme and is facilitated through the core Personal Development module - Management Development.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

Students are expected to have attained a Foundation Degree or equivalent prior to entry onto the top-up programme. Students where English is not the first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.0 or above or equivalent.

17. Key sources of information about the programme

- Course Factsheets
- www.hughbaird.ac.uk
- UCAS Handbook and Website
- www.uclan.ac.uk
- TH&E Leaflets
- Open Days and Applicant Days

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes | | | | | | | | | | | |
|---------|-------------|---|---|-----------------------------|----|----|-------------------------|----|----|----|-----------------|----|----|---|----|
| | | | | Knowledge and understanding | | | Subject-specific Skills | | | | Thinking Skills | | | Other skills relevant to employability and personal development | |
| | | | | A1 | A2 | A3 | B1 | B2 | B3 | C1 | C2 | C3 | D1 | D2 | D3 |
| LEVEL 6 | TL3155 | The Future of the Events Industry | (COMP) | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3556 | Festivals in society & culture | (COMP) | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3050 | Managing for strategic success in Tourism, Hospitality and Events | (COMP) | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3055 | Management Development in TH&E | (COMP) | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | TL3011 | Sport Tourism Management | (O) | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| | TL3012 | * Managing Quality in Service Organisations | (O)* COMP (Hugh Baird) | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3925 | * Enterprise for THE | (O)* COMP (Hugh Baird)) | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | TL3139 | International Fieldwork | (O) | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | TL3067 | Dark Tourism: Managing difficult heritage | (O) | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | TL3137 | Contemporary Issues in Food and Drink | (O) | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3011 | Sport Tourism Management | (O) | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | ✓ |
| | TL3923 | Dissertation | (O) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | TL3924 | Consultancy Project | (O) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | TL3525 | Single Research Project | (O) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: **Bachelor Degree Management in Events**

- A1. Critically analyse and evaluate contemporary issues within the subject area of international Events management.
- A2. Appreciate the importance of both theory and practice for effective and efficient management within the Events sector.
- A3. Explain why reflective practice is essential for effective managerial performance within the Events sector.

- B1. Assess and apply solutions to managerial problems within the Events sector using academic models and theories.
- B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of event management.
- B3. Utilize enhanced employability skills in developing a career within the area of Events Management.

- C2. Utilize critical self-awareness and creativity in problem solving and reasoning.
- C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.

- D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.
- D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

| | |
|---|---|
| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | UCLan, Preston |
| 3. University School/Centre | Lancashire School of Business and Enterprise |
| 4. External Accreditation | None |
| 5. Title of Final Award | BA (Hons) Tourism, Hospitality and Event Management (Foundation Entry) – non award-bearing programme: first stage of 4 year degree course |
| 6. Modes of Attendance offered | Full Time/Part Time |
| 7. UCAS Code | LEVMG110 (Events Foundation entry) ULINTO110 (Tourism Foundation Entry) ULIHPM110 (Hospitality Foundation Entry) |
| 8. Relevant Subject Benchmarking Group(s) | QAA Subject Benchmarking Statement: Hospitality, Leisure, Sport and Tourism |
| 9. Other external influences | QAA Academic Codes of Practice, |
| 10. Date of production/revision of this form | March 2016 |

| |
|---|
| 11. Aims of the Programme |
| <ul style="list-style-type: none"> • To enable students to develop key academic skills so that they can gain confidence as learners in an HE context in order to work both independently and as part of a group. • To equip students with the key subject-specific knowledge, understanding and skills to enable them to successfully progress onto an appropriate undergraduate programme of study. • To enable students to build an awareness of personal development needs and potential career pathways and to develop their transferrable skills. |
| 12. Learning Outcomes, Teaching, Learning and Assessment Methods |
| A. Knowledge and Understanding |
| <p>A1. Describe and explain the management principles required for the study of tourism, hospitality and events at degree level.</p> <p>A2. Be able to select and collate information from a wide range of sources to analyse the business environment</p> <p>A3. Demonstrate basic skills in information technology allied to practical assessment when analysing the business environment</p> <p>A4. Enable the communication of information using written, oral and visual techniques.</p> |
| Teaching and Learning Methods |
| <p>Core knowledge acquisition occurs principally through tutor-led lectures (teaching) and directed study of textbooks and electronic resources. This is followed up by student led learning activity using text (books and e-resources), media (software, video, technical articles).</p> <p>The understanding comes by way of application. This is aided by tutorials/workshops, fieldtrips. The use of independent study to consolidate understanding is encouraged through research based tasks built into assignments.</p> <p>The Teaching and Learning strategies employed deliver opportunities for the achievement of the learning outcomes, demonstrate their attainment and recognise the range of student backgrounds. Delivery methods, activities and tasks are aligned with the learning outcomes for this programme, taking account of the learning styles and stage of the student.</p> |
| Assessment methods |
| <p>Assessment is through examination of key facts using a variety of methods. These may include in class tests, however written work will form the majority of the assessment process, including essays, reports and portfolios. Presentations and posters may also be used. Formative assessment is promoted within the programme to promote achievement. This is a structured application of knowledge derived from the tutor-led and individual student activities. The grades achieved are according to the Principles of Assessment, and results moderated by peer lecturers. Consideration of results at Module and Course Assessment Boards lead to recommendations for student Progression or Awards.</p> |
| B. Subject-specific skills |
| <p>B1. Apply management principles to the analysis of problems.</p> <p>B2. Make effective use of information technology tools for presentation and analysis of findings.</p> <p>B3. Demonstrate a logical approach to problem solving and basic research questions.</p> |
| Teaching and Learning Methods |

A combination of tutorials/workshops and practical work are used to bolster the subject-specific skill development. For all coursework, timely feedback is used to reinforce the specific learning outcomes, nurture confidence and facilitate engagement with the learning process. This is allied to formative feedback for certain elements of work. Greater emphasis is placed on independent learning in the second semester of the course.

Assessment methods

As mentioned previously, a combination of written work, practical reports and in class tests are used to assess individual achievement. This is supplemented, where appropriate, with group based work, including posters and presentations.

C. Thinking Skills

C1. Select and interpret information from relevant sources

C2. Use information in order to be able to draw inferences, make decisions and reach conclusions

C3. Recognise and apply the appropriate concepts and techniques to the solution of problems.

C4. Clarify, explain and summarize ideas.

Teaching and Learning Methods

General intellectual skills are developed through the teaching and learning programme as outlined above. These include traditional lead lecture, allied workshops and seminars, practical and some field-based work.

Applied numeracy and literacy skills are developed by tutorial support, with an increasing emphasis on independent study as the year progresses. Research skills (C3) are developed by applying them to specific tasks and practical exercises. An appreciation of the wider context of tourism, hospitality and event management (C4) is developed through directed research, seminars and assignment work.

Formative and evaluative feedback is used as an essential part of the learning process.

Assessment methods

Formative feedback through the process of in-class interaction is valued in the development of the above intellectual skills. The skills outlined above are assessed through a combination of written, visual and oral assessments such as essays/reports, negotiated group assignments, presentations, in-class tests and practical portfolios.

D. Other skills relevant to employability and personal development

D1. Coherent, effective communication using written, visual and oral means.

D2. Work effectively both independently and in teams to achieve assigned objectives.

D3. Identify existing skills and recognize needs for further development

D4. Devise a personal development plan based on existing skills and knowledge of progression and career pathways

Teaching and Learning Methods

The teaching and learning methods applied throughout the programme, as outlined above, are used to assist the progress of transferrable skills development. One-to-one tutorials with an Academic Advisor will also be invaluable in the development process.

Assessment methods

A range of assessments will be employed throughout the programme in order to assess communication skills in written (essays/reports, blogs, practical portfolio, in-class tests), visual (posters/presentations) and oral (presentations) forms. The majority of assessments will be individual, but group work is included on some of the modules.

| 13. Programme Structures* | | | | 14. Awards and Credits* |
|---------------------------|-------------|---|---------------|--|
| Level | Module Code | Module Title | Credit rating | |
| Levels 3 (FE) | TLC119 | Contemporary, Tourism, Hospitality and Events Themes in Action | 30 | Certificate of Achievement Requires completion of 120 credits at Level 3. Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades |
| | TLC120 | Study Skills for Success in Tourism, Hospitality and Events (T.H.E) | 30 | |
| | TLC121 | Service Excellence in the Tourism, Hospitality and Events Visitor Economy | 30 | |
| | TLC122 | Professionalism and Management in Tourism, Hospitality and Events (T.H.E) | 30 | |

Successful completion of this programme provides specific progression onto Year 1 of one of the following degree courses within the School of Management at the University of Central Lancashire:

BA (Hons) International Tourism Management

BA (Hons) International Hospitality Management

BA (Hons) Event Management

Additionally, successful completion of this programme can, on a case-by-case basis dependent upon extra-curricular activity and prior relevant experience, lead to consideration for progression onto Year 1 of other appropriate degree courses within the School of Management.

15. Personal Development Planning

Opportunities to develop academic, subject specific and transferrable skill will be presented across the programme. The Study Skills for Success in Tourism, Hospitality and Events module will specifically allow for the development of information searching, sourcing and referencing, academic writing, evaluation, reflection, using feedback and action planning. The Contemporary Tourism, Hospitality and Events Themes in Action module will provide opportunities to undertake industry-based field trips and have interaction with industry professionals and will therefore help students develop an awareness of career pathways. Students will also have one-to-one development sessions with their Academic Advisor.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website*

Applicants will normally be expected to have a minimum of 200 UCAS points or equivalent and a minimum proficiency in English equivalent of IELTS 6.

Given the nature of this programme, applications from individuals with non-standard qualifications, or relevant work/life experience and who have aspirations for professional careers in the fields of sport, tourism, hospitality and event management, but lack all of the requisite academic qualifications, are welcome. Such applications will be reviewed on an individual basis and may require the applicant to be invited to interview.

Applicants will normally be accepted onto this programme who hold the University's minimum entry requirements but have failed to secure the minimum offer for a specified degree within the School of Management.

Students with equivalent international overseas qualifications will also be considered.

17. Key sources of information about the programme

UCLan Website

<http://www.uclan.ac.uk/courses/tourism-hospitality-event-management-fe-route.php>

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

| Level | Module Code | Module Title | Core (C), Compulsory (COMP) or Option (O) | Programme Learning Outcomes | | | | | | | | | | | | | | | |
|---------|-------------|---|---|-----------------------------|----|----|----|-------------------------|----|----|----|-----------------|----|----|----|---|----|----|----|
| | | | | Knowledge and understanding | | | | Subject-specific Skills | | | | Thinking Skills | | | | Other skills relevant to employability and personal development | | | |
| | | | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| LEVEL 3 | TLC119 | Contemporary Tourism, Hospitality and Events Themes in Action | Comp | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | TLC120 | Study Skills for Success in Tourism, Hospitality and Events (T.H.E) | Comp | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | TLC121 | Service Excellence in the Tourism, Hospitality and Events Visitor Economy | Comp | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | TLC122 | Professionalism and Management in Tourism, Hospitality and Events (T.H.E) | Comp | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | |

19. LEARNING OUTCOMES FOR EXIT AWARDS: Not applicable – no exit award