RDI QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Award	Professional Certificate
2. Programme Title	Professional Certification in Tourism Studies
3. Exit Awards	Professional Certificate
4. Programme Leader(s)	Paulette Wisdom
5. Delivery Model	Blended Learning
6. Start date	September 2015
7. Programme Accredited by *(PSRB or other, if applicable)*	
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	General Business Management (2007) Hospitality, Leisure, Sport and Tourism (2008) The QAA Framework for Higher Education Qualifications (FHEQ)2008

10. Programme Aims

The overall aim of the Arden University Certificate in Higher Education in Tourism Studies is to provide students with the opportunity to obtain a qualification focusing upon tourism studies, and develop an awareness of industry-specific knowledge whilst developing a range of practical skills relating to tourism.. The programme focuses on developing awareness of the external environment and developing skills which enable those involved in decision making to be able to respond to changes in consumer demand, technological development, promote sustainability and understand destination management concepts.

Aims:

- Provide opportunity for students to knowledge and skills in tourism and its related sectors, for example, hospitality and events management.

- Develop knowledge and understanding of the nature and characteristics of the tourism environment and be able to demonstrate how these affect decision making processes at an operational level.

- Promote understanding of the key aspects of current practice in sustainable tourism management and be able to acknowledging current and emerging sustainable development in related disciplines.

- Equip students with the essential skills and tools to work in a tourism business situation and to be effective and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.

- Promote the development of communication skills through effective use of a variety of media and presentational forms in relevant professional contexts

- Facilitate demonstration of a range of transferable skills which enable efficient working practices: using numerical and other data confidently; effective use of selected IT applications; management of workload; and relationships with colleagues

- Enable students to build upon their areas of strength, existing knowledge and prior experience, career aspirations and current challenge using innovative and flexible distance learning strategies.

- Provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
With due regard to the QAA Hospitality, leisure, sport and tourism Benchmark Statement 2008, and the QAA Framework for Higher Education Qualifications (FHEQ)2008 the intended programme learning outcomes are for students to: A1 Gain knowledge in the underlying principles and concepts associated with tourism studies A2 Evaluate and interpret knowledge applying it to tourism A3 Have an critical awareness of the processes involved in tourism studies and decision- making by integrate theory and practice A4 Apply knowledge gained to different approaches to problem solving .	Knowledge and understanding are developed throughout the programme as students are introduced to the core concepts and models related to the study of tourism management. The module's provide opportunity to develop knowledge of these concepts though the course materials, and is reinforced through tutor led discussion, and richer content embedded into the materials. Application (A4) is encouraged within formative and summative assignment tasks. The module sustainable tourism management provides opportunity for development of (A1, A3 and A45) as the students are required to demonstrate application of concepts to diverse and ethical contexts in decision making. Understanding the Tourism Environment focuses on (A3, and A5) as students apply theoretical concepts and their understanding of the nature of tourism to industry sectors. The Contemporary Issues module requires students to analyse current leading issues and provides opportunity for meeting A4.	Assessment strategy: Knowledge and understanding are assessed through in-module assessments of portfolio submissions, live case studies analysis, work-related problem solving, and report based assignments.
11b. Cognitive skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
B1 identify current issues in tourism studies and formulate appropriate methods of investigation and evaluation.	Cognitive skills (B1 – B4) are developed throughout the programme by the methods and strategies outlined in section A, above. Cognitive development (B3) is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and	Cognitive skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of

B2 research, evaluate and interpret both qualitative and quantitiative data	discussion of application of module concepts with tutors and peers (in online forums/debates).	self-reflective evidence, live case studies
B3 Apply knowledge and processes in explaining and solving problems to B4 interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted	Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of rational thinking and problem solving, analysis, informed judgement and self-reflection in the development of solutions, and a willingness to engage with a range of media. Throughout, the learner is encouraged to develop cognitive skills further by application of core concepts and associated theories to a range of professional contexts.	
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
C1 select effective information collection methods and use relevant analytical tools. C2 articulate solutions to work based problems effectively and be able to reflect on your own C3 Communicate the results of qualitative and quantitative study accurately and reliably C4 demonstrate flexibility in adapting to different tourism and business contexts,	Practical skills (C1 – C4) are developed throughout the programme by the methods and strategies outlined in section A, above. Practical and professional skills are employed in the production of solutions to real life situations developed through work-related problem solving, case study analysis and practical activities. The important modern day skills of planning, operations management, project management and working within differing organisational and national contexts are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to decision making. Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Students will be encouraged to share ideas using a range of multimedia tools and there will be opportunities to discuss professional practices and problem solving, and collaboration with peers. Tools will be explored to help students discuss the work of others to share examples of professional practice/case study findings and to seek solutions to work	To support the development of practical skills students must supply worked materials and evidence in support of their assignments. Good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all activities and assignments which includes practical examples for improvement in the application of theory to practice to help them improve their skill base.

11d. Transferable skills	The means by which these outcomes are achieved and demonstrated	The means by which these outcomes are demonstrated
	based problems supporting the development of C4. Activities are provided so that students can work both collaboratively and independently to consolidate their knowledge and grasp of practical skills.	
D1 communication and presentation skills using of a variety of media. **D2** utilise appropriate IT software for both professional contexts and academic study **D3** work effectively independently and with others , taking personal responsibility for their own efforts and outputs. **D4** utilise problem-solving skills in a variety of theoretical and practical situations D5	Personal responsibility (D3) becomes an increasingly important skill as students and students are required to work effectively independently and with other as they perform a range of work related activities. Modules in level 5 promote the development of application of tourism concepts within the areas of Contemporary Issues, Sustainable Tourism Management, and Principles of Tourism Marketing. The Sustainable Tourism and the Contemporary Issues in Tourism Management modules provide a focus for the internationalisation of the programme that is also evidence in the supporting materials and assessments used throughout the programme. As work becomes more complex at levels 5 students are tested on their abilities to respond positively to formative feedback from a variety of audiences, as well as to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and are rewarded independence and originality. (D3 – D5)	To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

Discipline Expertise – tourism concepts and models are studied within the Understanding the Tourism Environment module. These concepts are applied to different contexts within the Contemporary Issues and Sustainable Tourism modules and these three specialist tourism modules have been closely mapped to the subject benchmark statements.

Effective Communication –through each module there will be a focus on the development of internal and external communication skills using a wide range of formats is central to this programme and the course is designed to develop students' communication skills in a range of professional contexts.

Responsible Global Citizen – this is developed through the sustainable tourism module, a central theme of this module is for students to understand their contribution to this global issue as an employee/manager within the sector

Professional Skills – opportunity will be provided to practice professional skills within each module, the modules which focus on this as part of the assessment include Developing personal management skills, Sustainable Tourism Management, and Principles of Tourism Marketing.

Reflective Practitioner – students will be encouraged when completing formative and summative assessment, and work based or work related activities to reflect on their performance. They will record this reflection within a blog which will be monitored by the tutor in order to facilitate the development of reflective skills.

Lifelong Learner – the model developing personal management skills explores and develops the students understanding of lifelong learning and tools are introduced to promote this adopting concept.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE
- Guided group / project based work
- Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous

- Online tutorials facilitated by VOIP's where theory and practice are integrated.
- Classroom deliver: lectures, seminars, workshops and tutorials

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.

Independent study is the cornerstone of the learner experience, supported by engagement with the subject specialist tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include in-module assessments of portfolio submissions, live case studies analysis, work-related problem solving, and report based assignments.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

16. Entry Requirements

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

17. Programme Structure

Level 4

Module Code	Module Title	Credits	Module Type (Core/Themed)
	Understanding the Business Environment	20	C
	Developing Personal Management Skills	20	C
	Understanding the Tourism Environment	20	C

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
	Contemporary Issues in Tourism Management	20	T
	Sustainable Tourism Management	20	T
	Principles of Tourism Marketing	20	T

18. Subject: N832 Tourism Management	Select from: https://www.hesa.ac.uk/component/content/article?id=1787

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