PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University London
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BA (Hons)/BA (Ord) /DipHe/CertHE
Award title	International Tourism Management
JACS 3 code	N832
UCAS code (available from Admissions)	
Relevant QAA subject benchmark statement/s	QAA Benchmark Standards for General Business and Management (2007) & QAA Benchmark standards for Hospitality, Leisure, Sport and Tourism (2008)
Other external and internal reference points used to inform the programme outcomes	
Mode/s of study *(p/t, f/t, distance learning)*	Full Time
Language of study	English
Date at which the programme specification was written or revised	February 2013 Updated May 2014

Criteria for admission to the programme

Entry to Level 4:
Normally, five GCSEs at grade C or above including English language/Welsh language and Mathematics, plus one of the following

- 240 UCAS points with at least two A2 passes or equivalent
- 24 points (pass) International Baccalaureate
- Pass in a recognised Access Course or International Foundation Programme

Opportunities for entry are also available for applicants without formal qualifications who must demonstrate through an interview process (according to agreed criteria), that they have the necessary skills to be successful on the programme and can make a positive contribution to the programme. Applications are also welcomed from mature students with relevant work experience.

Foundation Degrees/HND/Dip HE Students from relevant subject areas will be considered for:

Entry to Level 5/6
Students may be admitted to Level 5 through normal Accreditation of Prior (Experiential) Learning (AP(E)L) processes. Entry to level 6 is available for students seeking to integrate into a degree level programme via a 180 credit top-up incorporating 60 credits of L5 study. Students may not directly enter Level 6 and may only be exempted via AP(E)L) from a maximum of 60 credits at Level 5.

Students, where English is not their first language require IELTS (English proficiency) 6.0 overall (or above) with no sub-part less than 5.5.

Aims of the programme

The programme aims to:

- Enable students to develop an understanding of tourism management as an area of both applied and academic study

- Enable students to develop critical knowledge and understanding of the principles and practices of tourism management

- Enable students to develop knowledge and understanding of business and marketing operations and the ability to apply these to tourism facilities

- Engage students with a body of specialist and general theory and knowledge, and foster their understanding of the changing nature of the tourism management industry

- Provide focused, multi-disciplinary and progressive core and option units directly related to a successful career in a wide variety of tourism management related fields

- Provide students with an enhanced understanding of key business concepts, theories and skills in the context of tourism management

- Provide students with the opportunity to develop a range of subject-related and transferable skills to prepare themselves for future employment.

Distinctive features of the programme

The International Tourism Management degree is designed to enable students to acquire the knowledge and skills for a career in the tourism industry. The curriculum explores the structure and significance of this dynamic and complex sector from the perspectives of the tourism businesses that deliver the products, the governments that plan tourism development, the tourists that travel and the destinations that receive them.

A key aim of the programme team is to deliver an academically robust and business-relevant programme. Students research, analyse and present complex information and examine and compare academic theories. They build upon this knowledge listening to guest speakers, participating in student trips, studying real-world business case studies and engaging in problem-solving exercises; effectively combining theory and practice to deepen their understanding and hone their transferable skills.

The curriculum takes an international perspective, with modules utilising tourism management case studies from around the world. Students study the significance of international cultures to the tourism industry, and the importance of managing tourism responsibly. Several modules also have a field work component which will normally involve travel to a local tourism destination, though occasionally it can involve travel further afield and may involve overnight stays.

Programme structures and requirements, levels, modules, credits and awards

There are 3 separate intakes to the programme per year (October, February, and June). Please see appendix for more detail of how the separate intakes will operate.

The programme is divided into study modules, each having value of 20 credits apart from the Dissertation which is 40 credits. Students complete 120 credits at each level 4, 5 and 6. Each 20 credit module represents 200 hours of student learning and assessment.

Year 1 (Level 4)

Sem 1	Introduction To Travel and Tourism (20c) BUS414	Academic and Personal Development (20c) BUS406	Tourism and Hospitality Marketing (20c) BUS415
Sem 2	Managing Financial and Statistical Data (20c) BUS409	Tourism Impact (20c) BUS416	People Management and Organisational Behaviour (20c) BUS410

Year 2 (Level 5)

Sem 1	Travel And Transport (20c) BUS515	Sustainable Tourism Operations (20c) BUS516 OR Entrepreneurship (20c) BUS510	Managing Finance and Information (20c) BUS552
Sem 2	Tourism Research Methods (20c) BUS517	Strategic Management in Tourism (20c) BUS518	Visitor Attraction Management (20c) BUS519

Year 3 (Level 6)				
Sem 1	Project (40c) BUS611	Tourism Policy And Planning (20c) BUS612	Tourism in the Developing World (20c) BUS613
Sem 2		Contemporary Issues in Tourism Management (20c) BUS614	Destination Branding (20c) BUS615

The programme has been designed in accordance with the Glyndŵr University Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

The named awards governed by these Regulations are:

Certificate of Higher Education
120 credit points at level 4 or above.

Diploma of Higher Education
240 credit points, of which a minimum of 120 credit points must be at Level 5 or above.

Ordinary Degree
300 credit points, of which a minimum of any 60 credits and a maximum of any 80 credits shall be at level 6. A minimum of 100 credits and a maximum of 120 credits shall normally be at level 5.

Honours Degree (based on 3 years full-time study, or part-time equivalent)
360 credit points, of which:

a maximum of 120 must be at Level 4

AND

120 must normally be at level 5 and 120 at level 6.

Minimum Credits	Award
120	eligible for the award of Cert HE
240	eligible for the award of Dip HE
300	eligible for the award of BSc (Ord)
360	eligible for the award of BSc (Hons)

Intended learning outcomes of the programme

LEVEL 4 – CERTIFICATE OF HIGHER EDUCATION

The objective of level 4 is to provide a foundation for Honours degree level work in the context of tourism along with an initial understanding of the principles and practices of the tourism industry and its environment.

It is recognised that students come into level 4 from a variety of educational and experiential backgrounds and by the end of the academic year all students will be required to reach the required level of learning in a wide range of units. A high level of practical involvement through field trips, case studies and practical scenarios developing required skills is facilitated

in level 4. This has the following aims:

    a) to facilitate a better understanding of their subjects through practical experience;

    b) to ensure students gain a realistic understanding of the industry in which they have chosen to pursue a career as early as possible.

Subject knowledge and understanding
Students will be expected to:
A1   demonstrate a firm understanding of the nature of tourism and its functional components;
A2   display a rigorous grounding in the appropriate terminology and concepts of tourism and also of selected tourism-related disciplines;
A3   place the tourism industry in the micro and macro economic environment;
A4   identify the aims of the experience economy within the context of the international tourism industry;
A5   identify the physical, social and environmental impacts of tourism and tourists on host areas and develop an understanding of how to manage it.
A6   demonstrate an understanding of cross-cultural issues affecting behaviours and communication.

Intellectual Skills
Students will be expected to:
B1   produce and rationalise basic data using given classifications and/or principles;
B2   identify and utilise appropriate information sources and ideas;
B3   communicate and support results of enquiry accurately and reliably, and with structured and coherent argument;
B4   develop independent reading, learning and investigative strategies;
B5   develop analytical skills.

Subject-specific skills
Students will be expected to:
C1   understand relevant theories, concepts and principles in the fields of tourism and appropriately selected disciplines;
C2   produce and interpret basic financial data;
C3   evaluate organisational and operational issues and outline the functions of the private, public and voluntary sectors of the industry;
C4   demonstrate problem solving skills and the application of knowledge.

Practical, professional and employability skills
Students will be expected to:
D1   communicate effectively in a variety of oral, written and visual forms;
D2   manage time effectively within defined guidelines and constraints;
D3   work in collaboration with others;
D4   use IT effectively for presentations, spreadsheet, word processing and research;
D5   begin to develop the skills to be independent reflective learners.

LEVEL 5 - DIPLOMA OF HIGHER EDUCATION

The objective of level 5 is to provide the opportunity for a more detailed examination of specific aspects of tourism, tourists and tourist destinations.

Underpinned by level 4 development of student skills, level 5 aims to develop students' intellectual skills through critical analysis and early decision making. A strong theme is the learning of theory and its practical application in a specific tourism context, which is practiced and assessed through the use of the real working environment, practical project work and

presentations, case studies and company visits.

Subject knowledge and understanding
Students will be able to:
A1   develop a fuller understanding of how international tourism organisations operate, are managed and can be developed;
A2   develop an appreciation of the framework of decision-making within international tourism-related organisations;
A3   understand the terminology used in and the ability to apply the concepts of a number of applied managerial subjects related to tourism organisations;
A4   apply the theories that pertain to the successful management of people in an international tourism business context;
A5   discuss ethical, moral and social issues associated with international tourism;

Intellectual Skills
Students will be able to:
B1   generate ideas through the analysis of concepts at an abstract level;
B2   compare and contrast alternative methods and techniques for obtaining data, evaluating the significance and relevance of the data collected;
B3   utilise diagnostic and creative skills in a range of technical, professional and/or management functions;
B4   exercise appropriate judgment in planning, design, technical and/or supervisory functions related to products/services, operations or processes;
B5   critically appreciate the limits of their knowledge and how this influences analysis and interpretation;
B6   develop skills in analysis and synthesis and be able to make and defend judgements.

Subject-specific skills
Students will be able to:
C1   develop a deeper understanding of relevant theories, concepts and principles in the fields of tourism and appropriately selected disciplines and apply them appropriately;
C2   develop the ability to use appropriate research techniques to collect and analyse primary data in the field of tourism;
C3   prepare management reports;
C4   analyse, prepare and utilise financial data in more detail;

Practical, professional and employability skills
Students will be expected to:
D1   accept responsibility and accountability for determining and achieving personal and/or group outcomes;
D2   be reflective learners and analyse their own strengths and weaknesses;
D3   analyse numerical information within the context of their industry using appropriate techniques in order to make judgements and solve problems;
D4   use IT software to analyse data;
D5   demonstrate problem solving skills;
D6   work effectively both in teams and in individual situations.

LEVEL 6

The philosophy of the programme is reflected in the development of a breadth of knowledge in a range of carefully selected disciplines over the first two years of the programme. In level 6 the objective is to develop further the understanding of tourism through the study of specific aspects or areas and therefore is more specialised in both content and approach and will emphasise more fully the application of principles and approaches from earlier parts of the programme. The emphasis is on the ability to think strategically and to solve complex

problems in an innovative and creative fashion, to work both independently and cooperatively in a responsible, productive way.

ORDINARY LEVEL - BA

Subject knowledge and understanding:
Students will be able to:
A1   adopt a multi-disciplinary approach to study, drawing, as appropriate, from research and professional contexts
A2   apply strategic and long term decision making and planning;
A3   demonstrate a critical understanding of the development of knowledge in tourism and the moral, legal and ethical issues encountered in the contemporary tourism environment
A4   apply general management principles to the fields of business and tourism management

Intellectual Skills
Students will be able to:
B1   research and assess subject specific facts, theories, paradigms, principles and concepts
B2   synthesise relevant literature to research, manage and produce a dissertation/project with the support of a supervisor
B3   critically evaluate and challenge knowledge, concepts and evidence from a range of sources to present coherent arguments
B4   reflect on decisions taken and be able to propose alternative and appropriate courses of action

Subject-specific Skills
Student will be able to:
C1   Develop personal attributes such as self-reliance, adaptability, flexibility, creativity, interpersonal communication and leadership qualities
C2   Take responsibility for own learning and continuing professional development and gain vocationally relevant qualifications where appropriate
C3   Plan, design and execute practical activities using appropriate techniques and procedures
C4   Demonstrate vocationally relevant skills and knowledge by exposure to professional practice

Practical, professional and employability skills
Students will be expected to:
D1   communicate effectively and with confidence by oral, written and visual means;
D2   demonstrate problem solving skills and the application of knowledge in their chosen specialist areas, and in their dissertation;
D3   demonstrate competence in a range of IT skills in order to operate comfortably in a working environment within the tourism industry;
D4   analyse numerical information within the context of their industry using appropriate techniques in order to make judgements and solve problems;
D5   work successfully in collaboration with others, adopting a leadership role where and when appropriate;
D6   plan and manage their own continued personal and professional learning by setting appropriate and achievable goals.

HONOURS LEVEL - BA (Hons)

Subject knowledge and understanding:
Students will be able to:
A1   critically review, consolidate and extend a systematic and coherent body of knowledge;
A2   apply strategic and long term decision making and planning;
A3   further develop, evaluate and synthesise the application of theories and applied managerial concepts to complex tourism businesses;
A4   further develop a critical understanding of the competing physical, social, environmental and economic impacts of tourism and tourists on their hosts and on destination areas;
A5   develop a 'holistic' appreciation of the interdependencies of modules of study throughout the programme.

Intellectual Skills
Students will be able to:
B1   analyse new and/or abstract data and situations, without guidance, using an appropriate range of techniques;
B2   use research skills appropriate to the subject and to this level;
B3   transform abstract data and concepts towards a given purpose, and/or to design novel solutions, with minimum guidance;
B4   identify and define complex problems and develop and design novel solutions based on sound criteria and judgment;
B5   devise and sustain arguments, and solve problems, using ideas and techniques at the forefront of the chosen subject;
B6   investigate contradictory information and identify reasons for contradictions.

Subject-specific Skills
Student will be able to:
C1   critically apply appropriate theoretical issues and frameworks in complex situations;
C2   operate in complex and unpredictable contexts demanding selection and application from a wide range of innovative or standard techniques;
C3   work autonomously in planning and managing resources and processes within broad guidelines;
C4   accept responsibility for determining and achieving personal and/or group outcomes;
C5   identify and respond appropriately to the diversity that prevails within the competitive and global organisations satisfying the tourism and leisure need.

Practical, professional and employability skills
Students will be expected to:
D1   communicate effectively and with confidence by oral, written and visual means;
D2   demonstrate problem solving skills and the application of knowledge in their chosen specialist areas, and in their dissertation;
D3   demonstrate competence in a range of IT skills in order to operate comfortably in a working environment within the tourism industry;
D4   analyse numerical information within the context of their industry using appropriate techniques in order to make judgements and solve problems;
D5   work successfully in collaboration with others, adopting a leadership role where and when appropriate;
D6   plan and manage their own continued personal and professional learning by setting appropriate and achievable goals.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.*)

	Module Title	Core / Opt	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
			Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills																							
Lev 4	Introduction To Travel and Tourism	C	*	*	*	*	*	*	*		*	*				*				*	*	*	*	*	
	Academic and Personal Development	C	*	*		*			*	*	*		*			*		*		*	*		*	*	
	Tourism and Hospitality Marketing	C	*	*	*	*	*	*	*		*			*	*	*					*	*	*		*	
	Managing Financial and Statistical Data	C	*		*		*		*	*	*	*				*		*		*	*		*	*	
	Tourism Impact	C	*	*	*	*	*	*	*	*	*	*	*			*				*	*		*	*	
	People Management & Organisational Behaviour	C	*			*	*							*	*	*				*	*		*	*	
	Module Title	Core / Opt	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
Lev 5	Travel And Transport	C	*	*	*	*	*		*	*	*	*	*	*	*	*				*	*	*		*	*
	Sustainable Tourism Operations	O	*	*	*	*	*		*	*	*	*	*		*	*				*	*	*		*	*
	Entrepreneurship	O	*			*			*															*	*
	Managing Finance and Information	C		*	*				*	*	*	*	*	*	*	*		*		*	*	*	*	*	*

9

Module Title	Core/Opt	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
Tourism Research Methods	C	*		*		*		*			*	*	*	*	*				*	*	*	*	*	*
Strategic Management in Tourism	C		*	*		*		*	*	*	*	*							*	*			*	*
Visitor Attraction Management	C	*		*	*							*		*					*	*			*	*

		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
Module Title	**Core / Opt**	**A1**	**A2**	**A3**	**A4**	**A5**	**A6**	**B1**	**B2**	**B3**	**B4**	**B5**	**B6**	**C1**	**C2**	**C3**	**C4**	**C5**	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Project	C	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Tourism Policy And Planning	C	*	*	*	*	*		*				*			*	*		*	*	*	*	*	*	*
Tourism in the Developing World	C	*	*	*	*	*				*			*		*	*	*	*	*	*	*	*	*	*
Contemporary Issues in Tourism Management	C	*	*	*		*		*							*	*	*	*	*	*	*	*	*	*
Destination Branding	C		*	*		*	*	*	*	*	*	*				*	*	*	*	*	*	*	*	*

Lev 6

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Meeting the aims and learning outcomes of the programme requires a learning and teaching strategy which delivers relevant knowledge, encourages appropriate skills and provides suitable experiences in order that students are equipped to act responsibly and positively in demanding and challenging subject areas. A student-centred approach, under which students are given considerable independence and responsibility and where students' ideas, values and attitudes are valued, is key.

The learning and teaching strategy has been designed to be innovative and flexible and are built upon existing good practice within the University. The approach to teaching will balance the need for delivering a structured curriculum content with providing opportunities for students to innovate, to question and to work towards a critical understanding of their learning and their values in relation to professional practice.

Methods of delivery will include lectures supported by tutorials, seminars, workshops, demonstrations, role-play, and case study analysis enabling students to gain knowledge and understanding.

Students learn cognitive skills through the programme of lectures, seminars, tutorials, workshops, directed reading, coursework and through using case studies, together with the student's own independent study. Each module examines key issues and demonstrates how theory and concepts can be applied to the real world.

Lectures are designed to introduce subject areas and provide a framework for further discussion and reading. Lecture sessions may incorporate interaction, for example through the use of "buzz groups" and class feedback.

Workshops are designed to help guide students through problems, or the analysis of resource material, in class. A typical workshop will have a class working in smaller groups on a task, before feeding back and discussing in plenary. Sometimes this exercise takes the form of a role-play, where students are assigned roles, which requires them to discuss issues from particular perspectives.

Group tutorials and seminars provide an opportunity for the learner to participate more fully in discussion, and to reflect and debate various interpretations of the material being examined. Individual surgeries are normally available by arrangement for students with problems with assignments.

Directed study is usually used to help develop specific knowledge-based areas introduced by lectures. Typically this will require the learner to read set material, or perhaps gather certain information from the internet. Directed study is usually reflected upon and discussed in other teaching sessions.

Self-directed study refers to the situation where learners are asked to read around specific subject material, but with no necessary requirement to refer to a specific text. This approach enables students to follow up on themes which are of particular interest to them, with related assessment designed to enable some flexibility in terms of the content of the material covered.

The seminars and group activities are particularly important in developing thinking skills as

these involve extensive opportunities for the exchange of views and ideas in interactive sessions. Q and A sessions in lectures will also contribute to the development of these skills. In addition small group and tutorial sessions will provide further opportunities for students to engage with and reflect upon their own learning.

Students learn practical skills through a range of learning opportunities, including workshops and seminars.

The programme team will, as applicable, utilise guest speakers and technical experts from both academia and industry to enhance the learning experience of the students and ensure relevancy and currency within the curriculum.

Students have access to Moodle, a 24 hour virtual learning environment accessible online with a username and password. Students can access programme information and current materials uploaded by tutors and lecturers. They can also set up virtual classes or chat rooms to discuss specific issues with classmates and lecturers.

Group Work

The programme team remain committed to including group work within their programmes for the benefits it brings in preparing students for the 'world of work' and ability to enhance their transferable skills such as interpersonal skills, leadership skills, and indeed 'followership' skills which can be even more vital. It should also be recognised that 'peer learning' is one of the most effective methods of learning.

Group work is recognised as:
- improving the overall quality of student learning
- helping the development of specific skills sought by employers
- reducing the workload involved in assessing, grading and providing feedback to students

The University recognises the importance of the quality of the student learning experience, and the necessity for assessments to be regarded as valid, transparent and fair by lecturers and students. Where the assessment of group or team work counts towards the degree classification and comprises 50% or more of the overall module mark, a proportion of the marks awarded to each group member will be derived from an assessment of the individual student's work, carried out either by the module tutor, or by self-assessment on the part of the individual student, or by peer assessment by the other group members.

Depending on the nature of the group work project an individual mark will be derived as follows

Individual Mark - Allocated task

Each student completes an allocated task that contributes to the final group product and gets the marks for that task

Individual Mark - Individual report

Each student writes and submits an individual report based on the group's work on the task/project

Combination of Group Average and Individual Mark

The group mark is awarded to each member with a mechanism for adjusting for individual contributions

Assessment strategy used to enable outcomes to be achieved and demonstrated

A diverse range of assessment methods are employed throughout the programme that are appropriate to the learning outcomes of each of the modules. Formative assessment also features in the modules. Assessment methods are designed not only to grade performance and to allow judgments relating to progression, but to motivate learners and influence their learning strategies. Structured feedback on assessed work, both oral and written, is viewed as fundamental to the strategy.

The overall strategy employed in the programme reflects its ethos. A wide variety of methods are employed in order to enable all students to demonstrate their developing skills, knowledge and understanding. It is recognised that students will come from a range of previous learning experiences and that it is vital to build upon and extend these in the fullest way possible. It is expected that upon successful completion of the programme, all students will have demonstrated their achievements in a range of challenging forms of assessment, irrespective of their previous experiences.

Students will be assessed on programme modules by one or more of the following methods:

- Presentations
- Essays
- Projects
- Time constrained tests
- Portfolio
- Reflective journal
- Case Study
- Formal examinations

Students' knowledge and understanding is assessed by a variety of assessment methods, both formative and summative.

Formal examinations (unseen essay and multiple choice) and a range of coursework submissions (written, oral, individual and group based) allow students to demonstrate their understanding of theory and practice and their ability to sustain a coherent and reasoned argument

Students' cognitive skills are assessed by written examinations and coursework. Coursework enables students to demonstrate their ability to assemble a diverse range of material, show awareness of differing approaches and to make evaluative judgements. Written examinations allow the student to demonstrate their understanding of a range of concepts and issues within a constrained time period. Other coursework methods, e.g. portfolios, assess the student's ability to assemble a range of material and apply it to the resolution of a particular problem. Students are given formative and summative feedback on their coursework, seminar presentations and exams to enable them to further progress their skills.

Students' practical, professional and employability skills are assessed by a variety of methods. All modules seek to develop written communication skills and many also allow students to demonstrate oral presentation skills or group work skills.

Practical, professional and employability skills are also demonstrated and assessed through

the project. The project is an independent piece of work in which students can demonstrate their autonomous learning abilities most fully.

The matching of learning outcomes and assessment methods is under constant review by the programme team and external examiners.

Grading and Marking Criteria

Marking criteria describe the level of understanding and skill demonstration that is expected from students. Level descriptors are drawn from the QAA Quality Code and marking criteria within the level reflect University policy.

Level 4

Grading & Marking Criteria for BA Programmes	
80 +	Excellent work of substantial merit which is original in content or approach and well structured. There is clear evidence of extensive reading and an ability to organise material effectively.
70 – 79	Work which is clearly articulated, based on reading, and demonstrates a very good grasp of the concepts, methodology and content appropriate to the subject and to the assessed task.
60 – 69	Work which demonstrates a very good level of understanding of the concepts and content appropriate to the subject. There is clear evidence of judgement in selecting and ordering material. The work demonstrates some ability to construct responses which reveal some originality.
50 – 59	Work derived from a solid basis of reading and which demonstrates a grasp of relevant material and key concepts. The performance may be rather routine but the work will be accurate, clearly written and include some analysis. There will be no serious omissions or irrelevancies.
40 - 49	Competent and suitably organised work which demonstrates a reasonable level of understanding with minimal interpretation. It covers the basic subject matter adequately and is very descriptive. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of reading.
30 - 39	Work lacks evidence of knowledge relevant to the topic and. Some of the work is irrelevant to the assignment set. Inappropriate choice of references. Invalid conclusions based on anecdote and generalisation only, or no conclusions at all. Lacks thought and reference to theory.
0 - 29	Insufficient level of understanding and knowledge base unacceptably weak. No evidence of structure and poorly presented. Referencing is absent.

Level 5

Grading & Marking Criteria for BA Programmes	
80 +	Excellent work of substantial merit which is original in content or approach allowing a novel perspective, based on a broad range of literature.
70 – 79	Work which is clearly articulated and well substantiated, based on substantial reading, and demonstrates a good grasp of the concepts, methodology and content appropriate to the subject and to the assessed task. There is clear evidence of originality and an ability to synthesise material effectively.
60 – 69	Work which demonstrates a very good level of understanding of the concepts, methodology and content appropriate to the subject and which draws on a good range of referenced sources. There is clear evidence of judgement in selecting,

	ordering and analysing content. The work demonstrates some ability to synthesise material and to construct responses which may offer some occasional originality.
50 – 59	Work derived from a good basis of reading and which demonstrates a grasp of relevant key concepts and an ability to structure and organise material. The performance may be rather routine but the work will be accurate, clearly written and include some analysis. There will be no serious omissions or irrelevancies.
40 - 49	Competent and suitably organised work which demonstrates a reasonable level of understanding with minimal analysis and interpretation. It covers the basic subject matter adequately but is too descriptive and insufficiently analytical. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading.
30 - 39	Work lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology. There is either no evidence of literature being consulted or irrelevant to the assignment set. Inaccurate or inappropriate choice of theory. Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all. Lacks critical thought and reference to theory.
0 - 29	Insufficient level of understanding and knowledge base unacceptably weak. No evidence of logical structure and poorly presented. Referencing is unsystematic or absent.

Level 6

Grading & Marking Criteria for BA Programmes	
80 +	Outstanding work of exceptional merit which is original in content or approach allowing a novel perspective, going beyond what is available in the literature.
70 – 79	Work which is clearly articulated and well substantiated, based on extensive reading, and demonstrates an authoritative grasp of the concepts, methodology and content appropriate to the subject and to the assessed task. There is clear evidence of originality and insight and an ability to sustain an argument, to think analytically and/or critically and to synthesise material effectively.
60 – 69	Work which demonstrates a very good level of understanding of the concepts, methodology and content appropriate to the subject and which draws on a wide range of properly referenced sources. There is clear evidence of critical judgement in selecting, ordering and analysing content. The work demonstrates some ability to synthesise material and to construct responses which reveal insight and may offer some occasional originality.
50 – 59	Work derived from a solid basis of reading and which demonstrates a grasp of relevant material and key concepts and an ability to structure and organise arguments. The performance may be rather routine but the work will be accurate, clearly written and include some critical analysis and a modest degree of original insight. There will be no serious omissions or irrelevancies.
40 - 49	Competent and suitably organised work which demonstrates a reasonable level of understanding with minimal analysis and interpretation. It covers the basic subject matter adequately but is too descriptive and insufficiently analytical. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material so that the work may be flawed by some omissions and irrelevancies. There will be some evidence of appropriate reading but it may be too narrowly focussed.
30 - 39	Work lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology. There is either no evidence of literature being consulted or irrelevant to the assignment set. Inaccurate or inappropriate choice of theory. Unsubstantiated/invalid conclusions based on anecdote and generalisation only,

		or no conclusions at all. Lacks critical thought, analysis and reference to theory.					
0 - 29		Insufficient level of understanding and knowledge base unacceptably weak. No evidence of logical structure and poorly presented. Referencing is unsystematic or absent.					

Indicative assessment schedule

Year 1 (Level 4)							
Sem 1	Introduction To Travel and Tourism	Wk 6	Essay (50%)	Wk 12	Group Project (50%)		
	Academic and Personal Development	Wk 6	Report (30%)	Wk 10	IT task (35%)	Wk 12	Portfolio (35%)
	Tourism and Hospitality Marketing	Wk 7	Essay (50%)	Wk 12	Exam (50%)		
Sem 2	Managing Financial and Statistical Data	Wk 6	Coursework (50%)	Wk 12	Coursework (50%)		
	Tourism Impact	Wk 6		Wk 12	Coursework (100%)		
	People Management & Organisational Behaviour	Wk 6	Coursework (50%)	Wk 12	Coursework (50%)		

Year 2 (Level 5)							
Sem 1	Travel And Transport	Wk 10	Group Project (50%)	Wk 12	Exam (50%)		
	Sustainable Tourism Operations	Wk 6	Essay (50%)	Wk 12	Group Project (50%)		
	Entrepreneurship			Wk 12	Presentation (30%) and Group Project (70%)		
	Managing Finance and Information	Wk 6	Coursework (50%)	Wk 12	Exam (50%)		
Sem 2	Tourism Research Methods	Wk 6	Group Project (50%)	Wk 12	Group Project (50%)		
	Strategic Management for Tourism			Wk 12	Case Study (100%)		
	Visitor Attraction Management	Wk 7	Report (50%)	Wk 12	Essay (50%)		

Year 3 (Level 6)							
Sem 1	Tourism Policy And Planning	Wk 6	Coursework (50%)	Wk 12	Group Project (50%)		
	Tourism in the Developing World			Wk 12	Portfolio (100%)		
Sem 2	Contemporary Issues in Tourism Management			Wk 12	Portfolio (100%)		
	Destination Branding			Wk 12	Case Study (100%)		
Sem1/ Sem2	Project	Wk 11	Poster Presentation (20%)	Wk 24	Report (80%)		

Assessment regulations that apply to the programme

University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

The Level Six Dissertation module is designated as the Borderline Module. That is to say, the marks for this 40 credit module would be used in determining the degree classification in borderline cases at Assessment Board. In considering borderline cases, the Assessment Board shall raise the classification to the next level if the following criteria are met:

- At least 50% of the credits at Level Six fall within the higher classification
- All Level Six modules have been passed at the first attempt
- The Level Six project module mark must be in the higher classification

Programme Management

The programme will be managed within the auspices of Glyndŵr University London and the programme will develop and operate within the terms of the overall management of curriculum within the business department.

The designated Programme Leader is Miguel Dias Costa, who will, with the help of the programme co-ordinator, be responsible for the day-to-day running of the programme, including the following:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data, presentation of data at assessment boards,
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies,
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report

At module level the module leader is responsible for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module,
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules
- The setting, marking and collation of marks for all module assessments and examination papers, including resit assessments, and submission of student results to the Programme Leader
- Tutorial support for students taking the module which they are responsible
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules
- Liaison with other full or part-time members of staff involved in module teaching

Quality Assurance

The programme is managed and quality assured through the University's standard processes. The Programme Board, which includes module leaders and student representatives, is responsible for the programme as a whole, ensuring the coherence of the programme overall, its currency, progression, and alignment between the learning outcomes and modes of teaching, learning and assessment. Student achievement, including progression between levels and degree classification, is kept under review. Modules are overseen by the programme team and each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development as part of the annual monitoring process.

External examiners are appointed to oversee and advise on the assessment of the programme. They verify the comparability of the standards of the programme with the standards of similar programmes elsewhere in the UK and the quality of the assessment process. They are also invited to comment on proposed developments to the programme. Their reports are sent to the University as well as to the programme team; and a response is made on any major issues of concern raised by the external examiner. External examiners attend assessment board which are held at Wrexham

Students' views are sought through module questionnaires and the Staff Student Consultative Committee that meets once per term to discuss student issues, outline their responsibilities, and inform students about developments affecting and supporting their learning. The minutes of these meetings are received by, discussed and acted upon by the Programme Board.

Particular support for learning

Students and their learning are supported in a number of ways:

- Glyndŵr University London has a comprehensive and phased induction process which is tailored for each intake of the programme
- A Programme Leader is assigned for each programme
- A Year Tutor is assigned for each year of the programme
- Personal Development Planning – students have an initial introduction to PDP within a level 4 module and this is supplemented throughout the programme
- A programme handbook provides all necessary information about the programme, the staff teaching on the programme and their contact details
- Each module has a detailed handbook that outlines learning outcomes, assessment

requirements, module content and reading list.

- Academic staff post their contact times and details in their module handbooks and on their office doors
- The Careers Service at the main Wrexham campus helps students to determine their future career
- The Programmes Office assists students in accessing Moodle and in obtaining an email address
- The campus has a Learning Resource Centre
- Students' Association is available for all students – this supports students on both academic and social issues and represents the voice of the student body to the University
- A Chaplaincy service is available to counsel and advise students at the main Wrexham campus

Additional support for International students

There is network of support that is available at many different levels within the University and these combine to provide a supportive framework for the international students. Specifically, this includes three main activities:

- Language provision designed to ensure that the international students have achieved a minimum level of language skills before they embark on their chosen degree programme. This is a six-week pre-sessional intensive English Language for Academic Study course that aims to bring students to an IELTS (International English Language Testing System) level of 6.0 – the standard demanded for entry into degree programmes.

- Glyndŵr University London offers English language classes alongside studies that improve not only spoken and written English but also academic English. Classes take place weekly and are delivered by the University's English language tutors also to help students to integrate into the life of the local community as well as helping them develop transferable skills such as practical, research and report-writing skills.

- An induction / orientation course that precedes the start of formal teaching and that allows the international students to become familiar with and studying at the University whilst at the same time outlining some of the cultural differences that exist between their country of origin and the UK.

English and Academic Writing Support Workshops

These workshops, which are free and open to all Glyndŵr University London students, offer English language and academic writing support. They are run on a "drop-in" basis for students that feel they would benefit from some additional support and advice.

Areas covered include, among others:

- How to use the Harvard Referencing System in your academic writing and presentations
- How to paraphrase or directly quote from published material
- How to cite references in-text in order to avoid plagiarism

Additional Information on plagiarism and Harvard Referencing is also available on Moodle.

Equality and Diversity

Glyndŵr University celebrates and values the diversity of all students and staff. We are a multicultural community that values and promotes equality and diversity. We do not tolerate discriminatory practices of any kind. In line with our strategic aims, we work to continue to deliver a positive environment for the conduct of all our activities, where all members of our community treat one another with mutual respect and dignity. Through our policies and practices we work to ensure that all students and staff are welcome in our community and do not face discrimination with regard to any aspect of their identity, such as age, disability, gender, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion or belief or sexual orientation.

Disability

At Glyndŵr University London we believe that higher education should be available for everyone, and we strive to provide the best possible accessibility for disabled students.

Many students arrive knowing that they have individual needs in relation to a disability or to a specific learning difference, such as dyslexia. Others become aware that they have needs which require individual attention after they have arrived.

Students can disclose a disability at any time during their course of study.

The Disability & Learning Support Team based in Wrexham can help with needs arising from a disability or impairment. Whatever your need, the team seeks to provide guidance and support throughout your course of study. We are also able to offer a range of services to help you right from the point you choose to disclose a disability or learning difference.

APPENDIX - BA(Hons) International Tourism Management - Indicative delivery structure

Term							
Oct 12							
	Feb 13 Intake						
Feb 13	Introduction To Travel and Tourism (L4)						
	Academic and Personal Development (L4)						
	Tourism and Hospitality Marketing (L4)						
			June 13 Intake				
June 13	Managing Financial and Statistical Data (L4)	**June 13**	Introduction To Travel and Tourism (L4)				
	Tourism Impact (L4)		Academic and Personal Development (L4)				
	People Management and Organisational Behaviour (L4)		Tourism and Hospitality Marketing (L4)				
				Oct 13 Intake			
Oct 13	Resit/Holiday	**Oct 13**	Managing Financial and Statistical Data (L4)	**Oct 13**	Introduction To Travel and Tourism (L4)		
			Tourism Impact (L4)		Academic and Personal Development (L4)		
			People Management and Organisational Behaviour (L4)		Tourism and Hospitality Marketing (L4)		
						Feb 14 Intake	
Feb 14	Travel And Transport (L5)	**Feb 14**	Resit/Holiday	**Feb 14**	Managing Financial and Statistical Data (L4)	**Feb 14**	Introduction To Travel and Tourism (L4)
	Sustainable Tourism Operations (L5) OR Entrepreneurship (5) after June 2014				Tourism Impact (L4)		Academic and Personal Development (L4)
	Managing Finance and Information (L5)				People Management and Organisational Behaviour (L4)		Tourism and Hospitality Marketing (L4)
June14	Tourism Research	**June14**	Travel And Transport (L5)	**June14**	Resit/Holiday	**June14**	Managing Financial and

	Methods (L5)						Statistical Data (L4)
	Strategic Management in Tourism (L5)		Sustainable Tourism Operations (L5) OR Entrepreneurship (5) after June 2014				Tourism Impact (L4)
	Visitor Attraction Management (20c)		Managing Finance and Information (L5)				People Management and Organisational Behaviour (L4)
Oct 14	Resit/Holiday	**Oct 14**	Tourism Research Methods (L5)	**Oct 14**	Travel And Transport (L5)	**Oct 14**	Resit/Holiday
			Strategic Management in Tourism (L5)		Sustainable Tourism OR Entrepreneurship (5) after June 2014		
			Visitor Attraction Management (20c)		Managing Finance and Information (L5)		
Feb15	Tourism Policy And Planning (L6)	**Feb15**	Resit/Holiday	**Feb15**	Tourism Research Methods (L5)	**Feb15**	Travel And Transport (L5)
	Tourism in the Developing World (L6)				Strategic Management in Tourism (L5)		Sustainable Tourism Operations (L5) OR Entrepreneurship (5) after June 2014
	Project (40c) (L6				Visitor Attraction Management (20c)		Managing Finance and Information (L5)
June 15	Contemporary Issues in Tourism Management (L6)	**June 15**	Tourism Policy And Planning (L6)	**June 15**	Resit/Holiday	**June 15**	Tourism Research Methods (L5)
	Destination Branding(L6)		Tourism in the Developing World (L6)				Strategic Management in Tourism (L5)
	Project (40c) (L6)		Project (40c) (L6)				Visitor Attraction Management (20c)
		Oct 15	Contemporary Issues in Tourism Management (L6)	**Oct 15**	Tourism Policy And Planning (L6)	**Oct 15**	Resit/Holiday
			Destination Branding(L6)		Tourism in the Developing World (L6)		
			Project (40c) (L6)		Project (40c) (L6)		
				Feb 16	Contemporary Issues in Tourism Management (L6)	**Feb 16**	Tourism Policy And Planning (L6)

					Destination Branding(L6)		Tourism in the Developing World (L6)
					Project (40c) (L6)		Project (40c) (L6)
						June16	Contemporary Issues in Tourism Management (L6)
							Destination Branding(L6)
							Project (40c) (L6)