

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Programme delivered by:</b>	Glyndŵr University; Glyndŵr University London (GUL); Reliance College (Malaysia), SHRM College (Singapore) (SHRM approved only to deliver Level 6 Top Up)
<b>Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)</b>	<b>Chartered Management Institute (CMI):</b> <a href="http://www.managers.org.uk/">http://www.managers.org.uk/</a> Graduates of the Honours programme listed below will be able to gain accreditation towards a CMI Level Five qualification
<b>Final award/s available</b>	BA (Hons) BA Ordinary Diploma of Higher Education Certificate of Higher Education
<b>Award title</b>	BA (Hons) / BA (Hons) (Level 6 Top Up)/ BA / Dip HE / Cert HE Hospitality, Tourism and Event Management
<b>UCAS code</b>	P0L2 BA (Hons) Hospitality, Tourism and Event Management 4A74 BA (Hons) Hospitality, Tourism and Event Management (2 year fast track) 2SKW BA (Hons) Hospitality, Tourism and Event Management (with foundation year)
<b>Relevant QAA subject benchmark statement/s</b>	Business and Management
<b>Other external and internal reference points used to inform the programme outcomes</b>	The following reference points were used in designing the programme: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland QAA guidelines for programme specifications QAA Code of Practice for the assurance of academic quality and standards in HE University's Regulations ACCA professional framework CIM professional framework
<b>Mode/s of study</b>	<b>Wrexham campus:</b> BA (Hons) Hospitality, Tourism and Event Management: Full-time only - 2 year fast-track or 3 year or with foundation year  <b>London campus:</b> (note: available as a 3 year full time programme only): BA (Hons) Hospitality, Tourism and Event Management

	<p><b>Reliance College, Malaysia:</b> (note: available as a 3 year full time programme only): BA (Hons) Hospitality, Tourism and Event Management</p> <p><b>SHRM College:</b> BA (Hons) Hospitality, Tourism and Event Management (Level 6 Top Up)</p>
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	<ul style="list-style-type: none"> <li>- September 2014</li> <li>- October 2015</li> <li>- December 2015</li> <li>- February 2016</li> <li>- July 2016</li> <li>- September 2016</li> <li>- November 2016</li> <li>- January 2017</li> <li>- July 2017 (BUS431 and BUS435 replacing YCW401 and BUS418 in Sports Mgt programme)</li> <li>- August 2017 Programme spec modified and separated to separate prog spec; additional delivery site added</li> <li>- August 2017 - Reliance College Malaysia added as a delivery site</li> <li>- September 2017 – SHRM added as a delivery site and L6 Top Up added</li> </ul>

### **Criteria for admission to the programme**

Entry requirements are in accordance with the University regulations.

For the Honours degree programme, the entry requirements are:

- GCSE passes at Grade C in English or Welsh and Mathematics, or key/essential skills in communication and application of number at level 2

In addition, for all of the Honours degree programmes, one of the following is normally required:

- A minimum of 240 UCAS points at A level or equivalent;
- Equivalent qualifications from an overseas country;

In addition to the academic entry requirements, overseas students require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5. If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

Applicants, who do not meet the criteria above, will be assessed on an individual basis according to the following process. The applicant is interviewed by a member of the academic team within the Business School. The team member will be seeking evidence that the applicant has: an appetite

for learning and personal development; demonstrated in their past a degree of motivation and enthusiasm to reach a specific goal; a broad interest in the world of business and an ability to think critically about themselves and their environment. If the academic member of staff is satisfied that the applicant satisfies these criteria, then an offer will be made. Alternatively, if the academic feels that more evidence is required then they can request that the applicant completes a 500-word written essay, in their own time, on a current topic related to business. The applicant may choose to write this essay according to an agreed deadline. Once received, the academic team member should make a final judgement on whether to make the applicant an offer.

All successful applicants who choose the two-year degree option will be advised before enrolment that it is a fast track delivery programme and continuation on it has specified criteria. For students on all two-year programme duration routes, particular emphasis will be placed on the need to work intensively and consistently throughout the course with a commitment to high attendance and the meeting of all deadlines.

Level 5 and Level 6 entry:

Students may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University regulations.

Foundation Year:

These programmes are also available in the form of four-year kick-start degrees. The kick-start will be offered where an applicant does not meet the entry requirements for the three year honours degree above, or where the department/applicant feels they would benefit from an additional year to gain some additional experience before progression to the full three-year degree. Upon successful completion the student will automatically progress to the degree programme. Entry to the four-year kick-start programme will be conditional on interview and review of applicants to conform that students are able to satisfactorily complete the programme. The principal criteria for entry will be based on the academic judgement of the admission tutor and members of the programme team that the applicant will be able to satisfactorily complete the programme. All applicants must however be able to demonstrate a minimum level of competence in English/Welsh language and in mathematics or science, with a pass of grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

- Those who do not meet the entry requirements for the full degree
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

### **Aims of the programme**

Today's graduates face unprecedented challenges in respect of employability and career development. The economic consequences of the recent double dip recession, the sharp increase in graduate competition and the changing nature of workplace jobs has impacted negatively upon the prospects following the attainment of a University education.

It is perhaps for these reasons that the popularity of Business related degrees has increased so significantly over recent years. According to UCAS figures, domestic Business applications have risen 17% from 2008 to 2013 alone. The subject of Business and Administrative Studies is now the second most popular subject area in the UK (based on applications), behind only 'Subjects Allied

to Medicine'. It could be argued that students view a Business related degree as an attractive option in which to maximise the chances of securing future employment.

This context has heavily influenced the re-validation of our undergraduate suite of programmes. Due to the rising popularity of Business as an area of study, high priority must be placed on ensuring that students are well prepared to deliver value for a prospective employer beyond graduation. Therefore, the key aims of our new undergraduate suite are to equip our graduates with:

1. The relevant skills and self-confidence to increase their employability/ career enhancement prospects.
2. Contemporary business knowledge. This is essential if they are to contribute towards creating future economic growth for their respective country of residence.
3. A stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent thinkers and influencers.
4. The capacity to make a valuable contribution to the global business environment by raising awareness of current thinking and leading-edge intelligence in areas such as consumer psychology, entrepreneurship and hospitality. This will be achieved by connecting our research outputs to the teaching syllabus of our undergraduate programmes.
5. For those who wish to pursue an academic career or continue their studies, the foundations of the research and analytical skills required for study at level 7 and above.

### **Distinctive features of the programme suite**

The programme is founded upon seven critical factors that make the modules distinctive and add value to the overall student experience:

#### **1. Leading-edge Content for Future Business Professionals**

The world of business is ever changing and our curriculum has changed to reflect latest thinking. A good example of this is Consumer Psychology, which brings our future marketing graduates much closer to what today's blue chip organisations demand from their professionals. Other examples include Food and Drink Tourism for Hospitality students and Comparative Politics for Global Business students. The result is a curriculum that combines rigour and credibility with innovation and market-led differentiation.

#### **2. Flexible Study Options**

We recognise that all students have different study needs and demands on their time and this is reflected in their appetite for degree completion. Therefore, at the Wrexham campus (not currently available at GUL) we are leading the way by introducing two-year fast-track degrees across our entire undergraduate programme suite. Of course, the conventional three-year degree option remains for students at Wrexham and GUL.

#### **3. Focus on Real Life Business Experience**

If we are to lay claim to providing future employers with recruits that are "workplace-ready" then we need to build a level of real-life experience into their schedule. We have achieved this in two ways. Firstly, we offer work placements to most of our domestic students that achieve certain standards of performance and attitude (it should be noted that work placements are not currently available to international students or those studying the programme at Reliance College Malaysia). Secondly, we have endeavoured to build project work into a number of our

degrees. This is particularly true of Sports Management, Hospitality, Tourism and Event Management and Entrepreneurship.

#### **4. Use of Business Experts in Module Delivery.**

The University has prioritised sourcing and recruiting leading business practitioners to support the delivery of modules in the role of guest speakers. For example, professional individuals from the Abode hotel in Chester, the Dale Carnegie Institute, a leading consumer insight consultancy and the Salford Reds Rugby League club have all been consulted.

#### **5. Professional Qualification Mapping**

Graduates of the Honours programmes will be able to gain accreditation towards a **Chartered Management Institute (CMI)** Level Five qualification.

#### **6. Blended Learning Style**

The traditional approach of time-consuming lectures is not conducive to good learning. We propose to build our degrees on a model of digital lectures broken down into smaller bite-size pieces (for example 3 x 20mins per week) that students watch electronically before attending classes. Those classes are then more tutorial focused using learning strategies such as case studies, facilitative discussion, example practice and group work to embed learning. This provides a richer student experience since they have the opportunity to replay lectures or absorb the knowledge transfer as part of their work-life balance. Lectures can also be revisited throughout the duration of the module. Further, the greater opportunity for reflection between lecturer and tutorial has the potential to enhance the learning experience through more advanced progression of understanding. The composition and style of each digital lecture will vary according to the subject being taught.

#### **7. Embracing Modern Assessment Methods**

In the professional workplace, individuals are expected to communicate in a variety of ways. This can include writing management reports, delivering visual presentations and having in depth one-to-one meetings. As part of our commitment to preparing our graduates for the professional workplace, we recognise the need to provide a variety of assessment methods that retain academic rigour, but also offer students opportunities to develop themselves in a variety of ways. Consequently, , students will be assessed by methods such as traditional exam, oral exam, case study evaluation, presentation, blog writing and management report writing.

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

#### **Structure**

The structure for each programme is described separately from page 21 onwards.

Glyndŵr University regulations permit mixed level study but students still need to progress formally at the end of each level. They are allowed to study modules at the higher level at their own risk until they complete the previous level and progress.

## **Composition of Awards**

For the degree, the following applies:

1. The Certificate of Higher Education is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.
2. Higher National Certificate is an award available for a student who has completed 150 credits at level 4 and level 5.
3. The Diploma of Higher Education is an exit award available for a student who has completed 240 credits of which 120 credits were studied at level 5 or above and who is unable or chooses not to continue on the programme.
4. The Ordinary Degree is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. These 60 credits can be taken from any of the available modules.
5. The Honours Degree is an exit award available for a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

## **Intended learning outcomes of the programme**

The intended Programme Learning Outcomes are described separately later in this document for the programme (from page 24 onwards).

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

In accordance with sound educational research and current best practice, the programme will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy with particular emphasis on:

- The development of autonomous learners.
- Provision of learning opportunities that are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

The Business School recognises the need to develop more flexible programmes that meet the needs of a more diverse student body. This is reflected in the learning and teaching strategy that we have employed. In particular, they have at their heart the aims and distinctive features of the programme suite, as described previously.

Against this backdrop, our strategy is to:

1. Provide our students, on each module, with advanced digital lecture content through Moodle. This material will be made available to students at least three days in advance of their classroom based contact time. The format and duration of this material may vary from module to module. However, typically it is expected that most lectures will be around one hour in duration, broken down into blocks of approximately 20 minutes. This *chunking* of material will enhance learning since it provides the students with a natural break. Students are expected to take notes, write down questions and bullet point areas for concern or misunderstanding in advance of the classroom sessions. The great advantage this provides students with is the opportunity to watch the lecture multiple times or rewind to certain sections of the lecture. In a traditional lecture format, many students feel reluctant or embarrassed to ask lecturers to repeat what they have heard or watched. In this way students are free to learn in their own time and at their own pace.

The digital lecture approach may not apply to every module. The precise Learning and Teaching strategy to be employed on each module is described in their respective module specification document. The Panopto production software is available within the University for the purpose of recording lectures. Each lecturer can either access the facility remotely or use one of the lecture rooms with an electronic white board that are available across the both the Wrexham campus and at GUL. Full training on the use of the software and guidance on good practice for delivering lectures to camera will be given in advance. Lecturers will be required to record the sessions in September in order to ensure that the material is edited and available for upload in advance of the first semester/trimester. Lecturers will be expected to upload their own content onto Moodle, however a nominated support lecturer will be selected to act as a back-up in the event of unforeseen circumstances. In all cases it is expected that the lecturer will be the module leader and could be based at either Wrexham or London.

At GUL, internal consultations were held with academic and IT operational staff to assess the practicalities, risks and implications of proposed digital lecture approach. A context of predominantly international calibre of London-based students was taken into account, as well as development of the required infrastructure in London campus and staff training. Representatives from selected Universities who already launched or are considering the practice, took part in these discussions. The Universities consulted included London Regent's University, London South Bank University, Brunel University, Cranfield University, Cambridge University and UCL.

To ensure familiarity with the digital lecturing medium, staff at both Wrexham and London will receive training throughout August and September. Induction week will include introductory sessions to familiarise students with the format and accessibility of this new delivery method. An assessment of the success of this method of delivery will be implemented at the end of the first semester and any modifications necessary will be implemented.

2. The classroom tutorial sessions will then be conducted by either the module lecturer or another lecturer with comparable skills and knowledge. A minimum of two tutors will be required – one for Wrexham and one for GUL. Where modules are shared across different programmes, the classroom groups may, in some cases, be broken down into programme cohorts, which may necessitate an additional tutor. This is dependent to some degree upon cohort sizes and the extent of the difference in content between the programmes. Where the tutor is not the lecturer then it is the tutor's responsibility to be fully prepared for delivering the tutorial by having watched the lecture material and planned out the session. It is equally the responsibility of the lecturer to communicate with the tutor(s) to ensure that this preparation has taken place. To support this process a tutorial plan document will be

created to record and disseminate an overview of all intended tasks and activities to be undertaken in each tutorial. The sessions will typically break into two formats:

- i. 'Lectutorial'. This is effectively a Q&A session with the lecturer, providing students with an opportunity to probe the theory from the lecture further and answer any questions they may have. In cases where students are taking a module shared by different programmes, it also provides an opportunity for the lecturers to provide a specific spin on the lecture material, applying it to the relevant programme.
  - ii. Regular tutorial work. This may constitute a variety of activities such as discussing a case study, completing sample questions (in an accounting class for example), working in groups to discuss a particular topic or planning a particular project the students are involved in.
3. Promote active learning throughout the course, by applying knowledge and skills back to a real business scenario.
4. Deploy a variety of other learning and teaching methods including:
- i. Guest lectures – this will typically be business practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. The Business School has some experience already of using these sessions. For example, a long-standing relationships with Georgetown University in the US also provides our students with an opportunity to engage with some highly distinguished academics. Our Entrepreneurship and Event Management programme cohorts have also been given access to professionals through the think-tank sessions. These activities will be extended into all of the other programmes. Such sessions will not replace planned tutorial time and students will be given advanced notice of the date and time to aid personal planning.
  - ii. Site/workplace visits - these involve taking the students to a variety of venues or organisations to enhance the applied learning aspect of their studies. These types of activities are typically funded either by the University or through accessing external funding. The future delivery of these activities therefore assumes funding will be available. Again, the Business School has experience of such activities. In recent years, students have been taken to Media City in Manchester on a field trip, a local business to have a Q&A with an entrepreneur and one of the leading hotels in the area.
  - iii. Participate in student competitions or attend student events. In recent years we have invited students to participate in the popular IBM Business Challenge, with both of our teams succeeding in reaching the semi-finals. The University is also sometimes given access to funding to send students on organised workshops or competitions.
  - iv. Engaging in practical activities to enhance their experience of real life scenarios. Such modules are particularly fundamental to the Hospitality, Tourism and Event programme and the Sports Management Programme. For example, this year students have undertaken a 'Made in Wrexham' exhibition project, providing them with the important experience of undertaking a real life event.
  - v. Laboratory work.
  - vi. Work placements. Where available students are encouraged to get involved in work placements – see the 'Placement' module specification and the strategy described below. Further, support will be given to students throughout their studies to prepare them for interviews and self-promotion in a professional capacity. It should be noted that work placements are not currently available to international students.
  - vii. Engaging in student societies. This year, a Business Student society has been created by one of our key academic members of staff. This provides an opportunity for students to professionally socialise not just amongst themselves but also with members of the academic team.



Some modules are given additional learning hours than the standard breakdown. This has been at the instigation of the module leader to reflect their experience of the required direct contact hours to maximise knowledge transfer for that specific module.

As students progress through the levels, they are encouraged to take more responsibility for their own learning with staff facilitating the learning process. The aim is to encourage a high level of student autonomy in learning. These overall aims are achieved through the use of a variety of learning and teaching techniques, which includes lectures, seminars, workshops, discussions, debates, group tutorials, case studies, problem-based learning and guest speakers.

Optional modules will be subject to university wide baselines for enrolments, although it is recognised that the University will be obliged to run certain specialist optional modules at level 6 with enrolments less than this baseline. Income from the overall full-time enrolments across the programmes as a whole would more than compensate the need to subsidise these modules.

### **Work Placement Strategy**

In order to reflect the change in the profile of undergraduate students since the last validation in 2009, a new Level 6 work placement module is introduced for the majority of the Honours suite of programmes. This will negate some of the growing criticism which is directed at business schools, at a global level, which queries the extent to which they prepare students effectively for a business career through the extension of organisational knowledge, context and culture. The majority of students now either take part-time jobs as a means of contributing towards their studies, or are already employed and retain the job for continuity in a volatile job market whilst they study.

Previous experiences with work placements have highlighted a number of challenges with obtaining work placements for international students, though many are enterprising in seeking employment. To avoid issues with regulatory bodies, placements will not be offered to international students and they will all complete the dissertation module at Wrexham and GUL.

That said, with increasing numbers of home/EU students joining the London campus, establishing a network with local businesses in Greater London has advanced significantly. Academic staff are in discussions with the relevant bodies, including London based professional organisations, to engage the business community more in enhancing GUL student learning opportunities.

A work placement module is the equivalent of the innovative 'flipping the classroom' approach to teaching in comparison to the current level 6 Dissertation module. The dissertation requires the student to actively seek out a business problem to research whilst the work placement approach gives the student ready access to practitioner problems and takes on the identity of a practitioner research insider undertaking real work activities.

Both modules require a formal proposal to establish the objectives and parameters of the project or report. This demonstrates equity in the initial stages of both modules. As expected at level 6, there is considerable autonomy in the setting of objectives, however guidance would be provided by a member of the academic staff in conjunction with the work placement contact in the same way as organisations that are the subject of dissertation research are communicated with. This dual approach ensures the objectives are written using level 6 language and have sufficient stretch to meet the prevailing academic guidelines for this level of study. Adopting this early modular strategy may indicate specific issues that suggest a student is not able to take up a placement and allow sufficient time for transfer to the dissertation module with minimal delay.

Students will be asked to consider their preference for placement over dissertation right from the commencement of their studies at level 4, although a final decision will not be required until mid-way through level 5. This dialogue will take place via the personal tutor. A personal

recommendation from the personal tutor will be required before a student can be considered for a work placement. Personal tutors will need to assess their aptitude and appetite for undertaking a role within an organisation. This includes reviewing their levels of attendance and punctuality in classes, notwithstanding any mitigating circumstances, their communication skills and contribution to team exercises as well as their capacity to commit to their studies and perform to the best of their abilities. High levels of academic performance are not a pre-requisite for consideration; however, ability to complete assignments to deadline will be more relevant. All students will be made aware of this process from their induction on joining the Business School. Personal tutors will be expected to consult with other programme and module leaders to gain the necessary information to make a student recommendation. Without the recommendation from the personal tutor then a student will not be able to progress onto the work placement. However, students that do not receive a positive recommendation from the personal tutor will have the right to appeal. This will require a meeting with the Academic Head who will make the final decision.

Placements opportunities will be identified and formalised through liaison with the Business School and the Careers Service. This dialogue has already commenced and is on-going. At the time of writing, the Business School have more than ten employers within the region that are willing to create a work placement project for Glyndwr University business students. A member of the academic team within the Business School will be appointed as the Work Placement leader.

During the beginning of the second trimester of level 5 a series of meetings will be organised by the Work Placement leader with academic members of the Business School and a representative from the Careers Service. The purpose of these meetings will be match suitable students to work placement projects that are available. This process will be completed in an objective fashion to maximise the success of the placement for both the student and the employer. If it becomes clear that a shortfall in the number of placements exists, then the Business School and Careers Service will attempt to source and secure more work placements during that trimester.

Once students and placements have been matched the employer will be sent a biography of the student (written by the student) and supporting statements by their personal tutor. If required by the employer, the student may be required to meet a representative of the organisation for an informal interview. Necessary paperwork will be completed once all parties are satisfied.

All selected work placement students will then attend a collective induction meeting with the work placement leader to discuss the expectations and operational issues ahead. This will include all aspects of how the process will work and what will be expected of them.

Once the student begins the work placement a series of feedback sessions will be required with the personal tutor to monitor and assess progress. These meetings also provide an opportunity for the personal tutor to facilitate the transfer of learning from practical to academic. In other words, to encourage the student to think critically about how their practical experience connects with relevant academic theory and provide the student with direction for undertaking necessary research. Any significant problems will be flagged to the work placement leader who will take necessary steps. It is anticipated that the personal tutor will visit the organisation at least once during the placement to ensure that the student feedback is consistent with that of the organisation.

Upon completion of the work placement the student will then have the following trimester to write the academic report that will replace the dissertation. During this phase it is anticipated that the personal tutor will also become their academic supervisor, although circumstances may dictate that another member of staff is required to take this role. During the writing phase, particular attention will be placed upon encouraging the student to research the relevant academic areas that apply to the work placement conducted. The student will be required to make the appropriate connections in order to ensure equity between placement and dissertation.

## **Electronic Learning Platform**

The Moodle virtual learning environment (VLE) will be a key resource in terms of the learning process. Moodle will be used in the following ways:

1. As a resource centre for all of material from each module. This includes access to the video content of the module lectures and the links to the additional resources such as bibliography and relevant journal and online articles.
2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are expected to regularly access the forum in order to respond to any material posted. Further the tutors are expected to regularly start debates on the forum to continue discussion and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.
3. Web chat. Chat rooms have been set up for every module on the programme. These chat rooms provide an opportunity for students to 'meet' electronically and discuss topics that are not covered specifically in the forum. It is anticipated that both students and module tutors will agree specific dates and times on which they will come together to chat. The purpose of the web chat facility is to provide an opportunity for students to share experiences, pose questions and discuss thoughts on the module with fellow students. Tutors will also be encouraged to utilise the chat room facility to harness a team-work ethic amongst the students to fully utilise the benefits derived from e-learning support tools. This might involve replicating aspects of the classroom delivery within a virtual environment. For example, asking students to engage in a debate with certain students being 'for' or 'against' a particular topic. The tutor would act as a facilitator and judge the team providing the most compelling argument. Whilst this would not be assessed, its purpose is to maintain engagement and interaction amongst students.
4. As a repository for additional links and video material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. Ted sessions) and webcasts or podcasts available for download.
5. As an opportunity for tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.
6. As a repository for all other content relating to the programme as a whole. This includes the student handbook and particularly once students reach dissertation stage, material relating to academic writing and research methods.

## **Welsh Medium Provision**

Although the programme is delivered through the medium of English, Welsh speakers may request to submit assignments through the medium of Welsh. Provision will then be made to have the assignments translated into English prior to marking.

## **Assessment strategy used to enable outcomes to be achieved and demonstrated**

The approach to assessment has been guided by the QAA Code of Practice for the assurance of academic quality and standards in Higher Education (2006) (Section 6: Assessment of students) and Glyndŵr University Assessment Guidelines.

Students will receive formative assessment, particularly during the practical and self-study elements of each programme to ensure they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

The practical nature of our programmes is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework of a module typically carries 50% weight of the assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes, but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects.

A significant change has taken place, from the previous undergraduate suite of programmes, in respect of the variation of assessment types. For example, oral examinations, blog writing and website creation have all been introduced. Whilst this provides students with opportunities to evidence their learning in different ways and fits well with the University's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure equity across modules. To address this, module tutors have been careful to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification.

Wherever possible, module tutors have ensured that learning outcomes are only assessed once, for all modules where multiple assessments apply. However, in a small number of cases, particular learning outcomes are assessed twice. In the incidences where this occurs, it is deemed that breaking the learning outcome down into separate strands was not appropriate. However, in these cases, the particular learning outcome has sufficient breadth to ensure that different aspects of it are being assessed separately.

Emphasis will be placed upon students to undertake independent study activities, in particular when completing the dissertation or placement element. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each module.

Feedback is provided continuously to students through informal contact with subject lecturers and tutors in the seminar/tutorial sessions. In accordance with University Guidance, feedback is provided on all assessed work within three weeks of submission of the work.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students. An overview for each programme is provided from page 20 onwards in this document.

### Assessment regulations that apply to the programme

Academic Regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at Level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40-credit dissertation/placement module is within the higher classification.

The two-year degree has some regulations that are specific only to them.

### Academic Delivery Schedule

The programme suite will adhere to the generic University academic calendar.

### Programme Management

Whilst most of the modules for this programme are from the Business School, some modules are taken from other departments. Further, our Business programmes will be available across a number of campuses and partner colleges around the world. At present, Glyndŵr University delivers its Hospitality, Tourism and Event Management programme across two University campuses – one in Wrexham and one in London (GUL), and at approved partner institutions.

It will be the responsibility of the Programme Leaders for the appropriate programme to liaise with colleagues in other departments and other partners to ensure that the fit of Business School students into their modules is as seamless as possible.

The Head of the School of Social and Life Sciences is currently Simon Stewart. Overall responsibility for the programme suite rests with the Head of School. However, he/she will be supported by the curriculum leader for GUL. These two individuals will liaise closely to ensure appropriate feedback and communication exists across both campuses. As a minimum, they will meet once a month to discuss and resolve key issues, although substantial dialogue will be expected to take place over email, telephone and videoconferencing. Whilst specific local issues will arise, and in most cases will be managed locally, there may be occasions where problems need to be escalated.

At programme level, two teams of programme leaders will be appointed across both campuses. This represents a deviation from the previous structure where one academic was responsible for the full undergraduate programme. The new structure recognises the increased workload and management needs of seven programmes. Where programmes are taught at both Wrexham and GUL, regular dialogue between the two programme leaders will be essential in order to ensure programmes run smoothly and consistently. The provisional Programme Leaders for the Wrexham and London campuses are detailed below:

Programme	Wrexham	London
BA Hospitality, Tourism and Event Management	Jacqueline Hughes-Lundy	Bushan Mohan

Module leaders, who in most cases will also be the lead lecturer, will be based at either Wrexham or GUL. Details of the module tutors are given in the individual programme specifications. However,

each campus (as well as partner colleges) will have their own localised tutor who will lead the classroom sessions. The local tutor will deal with localised questions in relation to the module. They will work closely with the module tutor at the other campus (who may be the module leader) and act as an interface to the module leader (where applicable).

Further, personal tutors will be assigned to every student at both campuses, though at GUL this role will be undertaken by the year tutor. This approach has already been piloted within the Business School with some success. The personal tutor will be required to meet with each student they are responsible for on one occasion in each trimester/semester. Tutors will provide designated slots and it will be the responsibility of the student to make an appointment with those slots. The role of the personal tutor will be to provide general academic support to the student and address any issues before they escalate to Programme Leader level. The role of the personal tutor is not to solve personal problems that exist for the student, but instead to signpost them to relevant areas within the University as and when appropriate. Further, the personal tutor is responsible for assessing the capability of the student to undertake the placement module, where appropriate. In addition, given prevailing numbers of students at GUL, year tutors will also be appointed with responsibilities to provide overall support at cohort level. This will enhance programme management practices in London campus where student demographics are traditionally international.

The Programme Leader will have overall responsibility for the operation and development of the programme and will work closely with the module tutors, personal tutors, guest speakers and administrative support personnel to provide the day-to-day general academic support to students. Particular responsibilities of the leader will include, but not be limited to:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and 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
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.

Academic team members in other departments with undergraduate responsibility will be invited to attend Business department meetings. Wherever possible, specific issues that relate to their programmes will be dealt with first to minimise their disruption from their own departmental activities.

Marks for students on modules not within the Business School are anticipated to feature within the module assessment boards of the relevant department. However, their overall award progression will be discussed at the Board within the Business School. Consequently, in both boards, members of both the Business School and the other department should be invited to participate in a monitoring capacity and only for the modules which are applicable. The same Assessment Boards will be considering marks for both Wrexham and London based students, drawing upon the current practice in place.

At module level there is devolved responsibility for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module. In most cases the module leader will also be the lecturer and therefore the creation of digital lecture material will be within their scope.
- 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 re-sit assessments, and submission of student results to the Programme Leader
- Tutorial support for students taking the module which they are responsible
- Collaboration with the module tutor at the other campus. For example, where the module leader sits within GUL, they will be required to liaise on a weekly basis with the module tutor that is assigned at Wrexham to ensure that the classroom tutorials are delivered in a similar style and format to those in GUL.
- Quality monitoring, including processing of annual student feedback; questionnaires and, where appropriate, student feedback for individual modules
- Liaison with part-time members of staff involved in module teaching in the event that sessional support is required for particular modules. This will only become relevant in the event that funding is not available to recruit sufficient full-time staff for all modules. Currently GUL operates with a significant number of sessional staff, however we anticipate this will change towards staff permanent contracts. It is also anticipated GUL will recruit two more new members of staff to deliver Psychology modules in London.

The control of quality will conform to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. The primary indicators of quality come through regular student feedback, module reviews, external examiners' reports, annual and periodic programme reviews and student surveys.

Methods for evaluating and enhancing the quality of learning opportunities:

- Subject/Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through the AMR process
- Peer review/observation of teaching
- The moderation of assessed coursework
- Student Representatives and Staff Student Consultative Committees
- Module, Progression and Award Boards
- External Examiners - External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Feedback mechanisms for the proposed provision ensure that the voice of GUL students is heard. The student representative system has been developed in London, and student representatives received training to ensure that they understand their role and how they can input into University decision-making processes. Student representatives from London are invited to contribute to meetings of the Student Council. It has also been agreed to extend membership of LTSE to include representation from London campus. London-based students are asked to evaluate programmes and modules in the same way as other University students.

Mechanisms for gaining student feedback:

- Student Representation on School Board
- Staff Student Consultative Committees
- Module and Programme level student questionnaires

A newsletter will be provided each semester that provides students with relevant information on how things have progressed and any changes that have been made.

All academic staff with programme leader responsibility will meet formally before the commencement of each semester/trimester. The meeting will be Chaired by the Head of the Business School. For the first part of the meeting, general comments will be raised and discussed. In the second part of the meeting, individual programmes will be discussed on a case by case basis. All participants will remain for the duration of the meeting. Discussions will include all issues that have been raised by students either from the student questionnaires or through normal complaint procedures (where such complaints can be discussed openly). From this discussion an action plan will be drawn up. This action plan will be shared with student representatives on both the subject board and consultative committees.

As part of the policy on teaching qualifications in relation to the UKPSF, the CLTA has introduced a programme of support for staff, the Supporting Student Learning programme, including staff at GUL (and partner institutions). The programme is delivered annually in Wrexham and London. The University also provides a route for teachers in London and Wrexham to gain an HEA Fellowship through an accredited module on the MA Education, HE for FE. This enhances academic credibility of both centres to deliver the proposed provision.

Membership of professional bodies is held by many subject specialist staff including the Association of Chartered Accountants, the Chartered Institute of Marketing and the Chartered Institute of Personnel Development. Academic associations retained by staff include the British Academy of Management and the Academy of Marketing. All these bodies provide opportunities for staff to engage in developmental activities.

The Centre for Management Research, based at Wrexham, encourages staff to engage in research to underpin the curriculum and write scholarly articles, many of which are presented at academic conferences and published as journal articles.

### **Particular support for learning**

The staff offices are currently accommodated conveniently in one section of the university at Wrexham and in the same area within the London campus. This provides an easily identifiable area for students to access the necessary help and support they may require. Tutors will also be available through email and telephone within working hours, subject to availability, as well as open door policy where appropriate.

Every student, at both Wrexham and London, will be assigned a Personal Tutor (PT) whose predominant task is academic support (at GUL this role will be taken by the Year Tutor). PT's are allocated to students in induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PT's at any time without question. This might arise for instance if a student with aspirations to study a particular area of psychology in more depth became aware of an individual team member having expertise in that area; this might lead the student to naturally gravitate to that tutor.

The team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. For academic questions or less pressing issues an appointment process is in place.

Where required, module tutorials on the programme will be delivered in classrooms with electronically equipped facilities, including Wi-Fi. In Wrexham the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Business students when needed. GUL has its own IT laboratories that provides terminals for 120 students. The Student Support Services



provide additional assistance for students with learning differences and any counselling, financial or careers advice needed. This is available to both students at Wrexham and GUL.

At Wrexham students have access to campus facilities including the library, sports centre and student services. In GUL, campus facilities include a small library, and a Study Skills Centre with hot PC desks available to students. The centre is resourced with permanent members of staff. Also, a part time student welfare counsellor was appointed in 2013 and has their offices in the Centre. GUL also has its own Career Services to provide career advice and support to students in developing their job search and CV writing skills. There are 3 learning spaces for students across all 3 floors in London campus and two cafeterias.

Students at both campuses are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method. At GUL, assignments are marked online using Grademark, which will support further introduction of electronic learning platform in the provision.

Students on programmes that share modules with departments such as Psychology and Sports Science will be able to access the same facilities as those students based within the respective departments.

Additional support mechanisms include:

- Extensive induction programme introducing the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- A personal tutor allocated to each student, responsible for sign-posting to University wide support and guidance
- University support services which includes careers, financial advice, accommodation, study skills and counselling
- Excellent library and internet support through the help desk
- Student handbook providing information about course structures, University regulations etc.
- Key Skills for Employability incorporated into all modules
- Written feedback provided for all assessments, normally within three weeks of the hand-in date.

Students at GUL have access mainly to electronic learning resources, and to existing library facilities located in London through the SCONUL access scheme. There is also a limited range of printed texts for students studying at the site. Investment in the IT infrastructure in London has enabled open access PCs suites available across all 3 floors. Increasing use is also made of digitisation, for example to support students in ATI, a collaborative partner in Ireland. This will help with proposed implementation for electronic learning at both campuses.

Student support for learning at GUL is very similar to Wrexham campus. London students extensively use the same resources made available to them, for example IT services, use of VLE and related online services which helps integrating both centres and ensures consistency in approaches. Remote services available to London students in terms of assessing student needs and providing additional student support.

## **Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on equality and diversity, ensuring that everyone who has the potential

to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. Equality and diversity topics are a standing agenda item on the team meeting minutes.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are assessed and acknowledged formally. This is done at induction where introductions to University support services are highlighted. Specialist staff involved in the assessment and support of students with disabilities are members of their respective professional networks and are supported to undertake CPD in order to maintain up-to-date knowledge and skills. In-house training is provided to learning.

Close links to faith groups in the community mean that in Wrexham multi-faith support is available to supplement the chaplaincy support for students. There is provision of a multi-faith space in Wrexham and in London.

At present, assessment and support for students with disabilities at GUL can only be provided remotely, through central services based in Wrexham. The University recognises the need to provide a better service at GUL and is considering what arrangements to put in place.

## **BA (Hons) Hospitality, Tourism and Event Management Programme**

**Programme leader: Jacqueline Hughes-Lundy (Wrexham)**

BA Hospitality, Tourism and Events Management replaces BA Business & Events Management to provide a broader tourism based speciality. Tourism is a key priority, not just for Wales or the UK, but also many countries around the world, in particular areas such as the Middle East and Northern Africa.

The blend of modules available on this new degree is diverse and reflects a contemporary approach to the subject area. For example, students will study *Customer Service Excellence* and *Food & Drink Tourism* as core modules. Practical experience represents a significant aspect of this degree. Across all levels students will be required to design, plan and implement real events, ensuring that they have requisite confidence upon graduating to be able to take a lead role in future tourism or hospitality related projects.

In the final year students elect to take one of two modules on contemporary thinking, either focusing on hospitality or tourism. This provides students with an opportunity to focus their studies onto one of the two areas of either hospitality or tourism, depending upon their preferences and career aspirations. It is anticipated that at this stage of their studies, students will have a clear idea of their future employment sector orientation and this choice will reflect that. As such, these modules become core options, meaning that students must select one, but cannot select both.

This programme will be offered to applicants at both Wrexham campus and GUL. At Wrexham the following programme options apply:

- Full-time, two year fast-track
- Full-time, three year.

At GUL, only the three-year option is available.

Intakes:

At Wrexham campus, two intakes are available for this programme:

1. September (two year; three year)
2. February (three year)

At GUL, two intakes are available for this programme:

1. September (three year)
2. February (three year)

## A. Module Breakdown for BA Hospitality, Tourism and Event Management

Level	Module Code	Module	Trimester	C/O	Tutor
4	BUS428	Business: Past, Present and Future	1	C	Karen Hynes
4	BUS429	Business Communication Skills for Marketing	1	C	Claire Blanchard
4	BUS432	Generating Business Ideas and Innovation	1	C	Kelvin Leong
4	BUS434	Marketing Essentials	2	C	Claire Blanchard
4	BUS435	Data Analytics and Understanding 'Big Data'	2	C	Kelvin Leong
4	BUS436	Creating Events	2	C	Jacqueline Hughes-Lundy
5	BUS560	Competitive Intelligence Research	2/3	C	David Potter
5	BUS541	Customer Service Excellence	2/3	C	George Savva
5	BUS519	Visitor Attraction Management	2/3	C	Jacqueline Hughes-Lundy
5	BUS545	Engaging and Leading People	1	C	George Savva
5	BUS548	Advertising and Branding	1	C	Tracy Powell
5	BUS538	Event Management and Execution	1	C	Jacqueline Hughes-Lundy
6	BUS623	Strategic Thinking	1/3	C	Jan Green
6	BUS637	Food & Drink Tourism	1/3	C	Jacqueline Hughes-Lundy
6	BUS631	Contemporary Issues in Hospitality Management	2	C	Jacqueline Hughes-Lundy
6	BUS628	International Human Resource Management	2	O	Karen Hynes
6	BUS629	Strategic Marketing	2	O	Claire Blanchard
6	BUS635	Dissertation	1&2 / 2&3	O	Neil Pritchard
6	BUS636	Work Placement	1&2 / 2&3	O	Sarah Evans

## B. Programme Structure

### 1. Full-time, Two Year (Fast-Track) Programme (September, Wrexham only)

#### Year 1 Full-time, two-year structure (Level 4 / 5)

Tri 1	Business: Past, Present and Future	Business Communication Skills for Marketing	Generating Business Ideas and Innovation
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Tri 2	Marketing Essentials	Data Analytics and Understanding 'Big Data'	Creating Events
	20 Credits – Core	20 Credits - Core	20 Credits - Core
Tri 3	Competitive Intelligence Research	Visitor Attraction Management	Customer Service Excellence
	20 Credits - Core	20 Credits - Core	20 Credits – Core

#### Year 2 Full-time, two-year structure (Level 5 / 6)

Tri 1	Engaging and Leading People	Advertising and Branding	Event Management & Execution
	20 Credits - Core	20 Credits - Core	20 Credits –Core
Tri 2	Dissertation / Work Placement	Contemporary Issues in Hospitality Management	International Human Resource Management OR Strategic Marketing
		20 Credits – Core	20 Credits – Option
Tri 3	40 Credits - Core	Strategic Thinking	Food & Drink Tourism
		20 Credits - Core	20 Credits - Core

## 2. Full-time, Three Year Programme (September, Wrexham and GUL)

### Year 1 Full-time, three-year structure (Level 4)

Tri 1	Business: Past, Present and Future	Business Communication Skills for Marketing	Generating Business Ideas and Innovation
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Tri 2	Marketing Essentials	Data Analytics and Understanding 'Big Data'	Creating Events
	20 Credits – Core	20 Credits - Core	20 Credits - Core

### Year 2 Full-time, three-year structure (Level 5)

Tri 1	Engaging and Leading People	Advertising and Branding	Event Management & Execution
	20 Credits – Core	20 Credits - Core	20 Credits –Core
Tri 2	Competitive Intelligence Research	Visitor Attraction Management	Customer Service Excellence
	20 Credits - Core	20 Credits - Core	20 Credits – Core

### Year 3 Full-time, three-year structure (Level 6)

Tri 1	Dissertation / Work Placement	Strategic Thinking	Food & Drink Tourism
		20 Credits - Core	20 Credits - Core
Tri 2	40 Credits – Core	Contemporary Issues in Hospitality Management	International Human Resource Management OR Strategic Marketing
		20 Credits – Core	20 Credits – Option

**Full-time, Three Year Programme (February, Wrexham and GUL)**

**Year 1 Full-time, three-year structure (Level 4)**

Tri 2	Business: Past, Present and Future	Business Communication Skills for Marketing	Generating Business Ideas and Innovation
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Tri 3	Marketing Essentials	Data Analytics and Understanding 'Big Data'	Creating Events
	20 Credits – Core	20 Credits - Core	20 Credits - Core

**Year 2 Full-time, three-year structure (Level 5)**

Tri 2	Competitive Intelligence Research	Visitor Attraction Management	Customer Service Excellence
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Tri 3	Engaging and Leading People	Advertising and Branding	Event Management & Execution
	20 Credits – Core	20 Credits - Core	20 Credits –Core

**Year 3 Full-time, three-year structure (Level 6)**

Tri 2	Dissertation / Work Placement	Strategic Thinking	Food & Drink Tourism
		20 Credits - Core	20 Credits - Core
Tri 3	40 Credits – Core	Contemporary Issues in Hospitality Management	International Human Resource Management OR Strategic Marketing
		20 Credits – Core	20 Credits – Option

### 3. Level 6 Top Up Full time

Tri 1	Dissertation / Work Placement	Strategic Thinking	Food & Drink Tourism
		20 Credits - Core	20 Credits - Core
Tri 2	Dissertation / Work Placement	Contemporary Issues in Hospitality Management	International Human Resource Management OR Strategic Marketing
		40 Credits – Core	20 Credits – Core



## C. Programme Learning Outcomes

### Level 4 - CertHE

Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Demonstrate basic understanding of the history and evolution of Business, recognise the challenges facing business today and be able to offer their own opinions on how business may change in the future.	To undertake basic research and be able to capture, analyse and disseminate the outputs of the research in a form which can be understood by the intended audience.	Be able to write and communicate their ideas in a fluid and confidence style.	Communicate in a clear and concise way, in writing and orally, in relatively informal and limited-length pieces of work.
Possess an appreciation of the various models of communication and how to use different techniques for different situations.	Cognitive skills of critical thinking analysis and synthesis in creating communication messages.	Evaluate effective communication and information, reasoned arguments and analysis in a variety of forms to specialist and non-specialist audiences.	Demonstrate competence in technical and business reporting.
Demonstrate understanding of how to set up and implement an event and	Conduct a self SWOT analysis of individual skills and be able to recognise how these skills can be utilised in a group situation	Develop an ability to effectively plan and prioritise activities.	Interact effectively with tutors and fellow students; participate in clearly defined team-based situations.
Develop an awareness of the role and function of marketing, current trends in marketing and the marketing mix.	Carry out market research and analysis and realise the potential in understanding the appropriateness of different approaches to solving problems specific to industry marketplaces.	Ability to offer informed opinion on current business issues.	Demonstrate basic IT skills, including word-processing, spreadsheet and presentation packages. Demonstrate basic skills in using the Internet, accessing data and designing web pages.
Demonstrate an understanding of the importance of big data in the modern business environment and how enterprises could and should be taking advantage of it.	Use a range of analytical techniques to explore and summarise data.	Develop an effective working knowledge of Microsoft Excel.	Understand the opinions of other people; flexibility in considering alternatives and opinions.
Demonstrate an understanding of the elements required to plan a real event.	Demonstrate an ability to generate creative ideas to solve real business problems.	Explain the role and appeal of celebration and events within contemporary society	Study in a systematic, directed way with the aid of appropriate tutor guidance.

Level 5 - DipHe

Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Develop an indepth understanding of the competitive landscape of the corporate world.	Apply critical thinking to scenarios to provide a reliable argument that is substantiated by evidence.	Develop skill in gathering information, analysing and synthesising it to produce fresh insight.	Communicate in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of work of a technical nature.
Demonstrate the required knowledge to launch a business event within a team environment.	Use critical thinking to interrogate an experience from the customer perspective whilst operating at the supply level.	Develop capacity to work effectively within a team and to time constraints.	Demonstrate more advanced interactive and teamwork skills, including effective participation in more demanding team tasks, including projects.
Demonstrate the key factors in delivering the highest standards of customer service across a number of industries.	Evaluate and carry out reflective practice using case studies to develop customer-focused thinking.	Develop strong influencing and negotiating skills in order to develop good professional relationships.	Demonstrate more advanced IT skills, particularly in the area of constructing integrated spreadsheets for financial and operational purposes.
Develop in-depth understanding of what motivates individuals and how great leaders make things happen differently.	Demonstrate the capacity to self-reflect, identifying weaknesses and strengths in their self and others.	Understanding of the emotional transaction and its impact upon scenarios of negotiation and change.	Demonstrate competent use and application of word processing, the integration of text and image in specific contexts for the production of reports.
Explain the current thinking in digital marketing and how an online marketing strategy should be implemented to maximise success.	Demonstrate research skills to find information from a variety of sources.	Develop an ability to set up a website and effectively market that website.	Demonstrate the ability to take the perspective of others into account; identifying the similarities and differences between two approaches to the solution of a given problem.
Demonstrate a wide appreciation of the theory and techniques behind advertising and branding and their influences upon society and the business environment.	Demonstrate an ability to think on their feet and adapt their knowledge to a variety of potential scenarios.	Develop strong awareness of modern advertising campaigns and critique their validity or otherwise from a commercial perspective.	Learn in an effective and purposeful way and develop as an autonomous learner.
Explain the importance of sustainable business practice and provide examples of different practices that exist across the corporate world.	Demonstrate an ability to apply evidence-based research to counter accepted practices.	Ability to present complex issues within a succinct and persuasive style.	
Discuss the rationale and scope for a variety of visitor attractions with confidence. Be able to compare differences and evaluate opportunities across the portfolio.	Develop strong research skills and an ability to draw comparisons.	Independent self-learner	

Level 6 - Ordinary degree

Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Understand what does and doesn't constitute strategy; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing strategic change.	Develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.	Demonstrate effective and rigorous analysis supported by a substantive argument	Engage effectively in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts.
Discuss the concepts behind gastronomy and oenology and be able to identify the alternatives in various situations and make reasoned judgement on which way to proceed.	Develop an ability to conduct SWOT analyses in a novel context.	Recognise the balance between commercial and creative advantage.	Interact effectively within a learning or subject-specific team; demonstrates basic negotiating, role, leadership and team-support skills.
Explain some of the key issues affecting the tourism sector today; recognise the political context within which tourism sits and provide reasoned debate on the future of tourism.	Develop a capacity to interrogate surface issues with an academic authority.	Present ideas with confidence both in group settings and through 1-1 discussion.	Use and accesses a limited selection of more specialist IT skills. This may include the use of social media tools, specialist software packages or specific applications.
Debate the role of hospitality; understand the greater context in which it sits and identify areas of best practice from a theoretical standpoint.	Provide evidence of an ability to think from a management perspective within a service driven industry.	Develop confidence in projecting ideas with authority and recognising the professional code within the industry.	Conduct effective searches for data across a variety of platforms for research purposes.
Demonstrates a deep understanding of the trends and developments within International Human Resource Management.	Able to think critically and sensitively around cultural differences that exist within multinational environments.	Demonstrates strong communication skills in both 1-1 and group situations.	Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes.
Develop strong awareness of how and why organisations take a strategic approach to marketing planning and control.	Apply critical thinking to a variety of situations and theories to gain a deeper insight into strategic marketing.	Demonstrate ability to persuade and innovate with original and commercially advantageous insights within a marketing context.	Adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.
Demonstrate sound knowledge of the context for research and how to write a research proposal and final report through to a conclusion.	Accurately identify the nature and characteristics of a problem within a business domain.	Demonstrate strong capability to problem solve and effectively manage a project.	Seek and make effective use of feedback in addition to critical self-awareness.

Level 6 - Honours degree

Knowledge and understanding	Intellectual	Subject specific	Practical, Professional and Employability
Critically evaluate strategic choices and offer evidence-based alternatives; discuss in depth some of the leading academic proponents of strategy and explain the process of implementing strategic change.	Develop greater ability to think on a level above technical or tactical details and yet still make insightful inferences.	Demonstrate highly effective and rigorous analysis of a variety of scenarios supported by substantive argument	Engage with authority in a variety of roles; debates; produces clear, well-structured technical reports and other extended pieces of work; gives clear, subject-specific presentations in a variety of contexts.
Critically evaluate the impact that gastronomy and oenology can have on the hospitality sector and be able to articulate in depth the current thinking around both disciplines	Develop an ability to conduct SWOT analyses in a novel context.	Recognise the balance between commercial and creative advantage and be able to offer scenarios where one might be preferable over the other.	Interact effectively within a learning or subject-specific team; demonstrates basic negotiating, role, leadership and team-support skills.
Critically appraise the key issues affecting the tourism sector today; recognise the political context within which tourism sits and provide intelligent debate on the future of tourism.	Develop a capacity to critically evaluate surface issues with an academic authority.	Present ideas with further confidence both in group settings and through 1-1 discussion.	Use and accesses a limited selection of more specialist IT skills. This may include the use of social media tools, specialist software packages or specific applications.
Debate the role of hospitality with authority; critically evaluate the greater context in which it sits and identify areas of best practice from a theoretical standpoint.	Provide further evidence of an ability to think from a management perspective within a service driven industry.	Develop confidence in projecting ideas with authority and recognising the professional code within the industry.	Conduct effective searches for data across a variety of platforms for research purposes.
Demonstrate a critical appreciation of the trends and developments within International Human Resource Management.	Able to think critically and sensitively around cultural differences that exist within multinational environments.	Demonstrates very strong communication skills in both 1-1 and group situations.	Demonstrate critical evaluation of specific business situations and is able to define alternative approaches and their potential outcomes.
Develop strong awareness of how and why organisations take a strategic approach to marketing planning and control.	Apply critical thinking to a variety of situations and theories to gain a deeper insight into strategic marketing.	Demonstrate ability to persuade and innovate with original and commercially advantageous insights within a marketing context.	Adopt a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.
Demonstrate sound knowledge of the context for research and be able to write an academically rigorous research proposal and final report.	Accurately identify and critically discuss the nature and characteristics of a problem within a business domain.	Demonstrate strong capability to problem solve and effectively manage a project.	Seek and make effective use of feedback in addition to critical self-awareness.

## D. Assignment Schedule

### 1. Assessment Type

Level	Module	Abstract	Blogs	Case study	Critical Appraisal	Critical Review	Discussion Session	Dissertation	Essay	Experimental	Forum	Group Presentation	Multiple Choice	Oral Exam	Oral Presentation	Peer Assessment	Poster	Practical Exercise	Project Portfolio	Proposal	Report	Research Proposal	Research Report	Spot Test	Unseen Class Test	Unseen Exam	Viva	Writing Exercise
4	Business: Past, Present and Future								X		X	X																
4	Business Communication Skills														X											X		X
4	Generating Business Ideas and Innovation																				X							
4	Marketing Essentials											X											X					
4	Data Analytics & Understanding 'Big Data'								X										X									
4	Creating Events											X											X					
5	Competitive Intelligence																						X					
5	Event Management and Execution														X								X					
5	Customer Service Excellence											X									X							
5	Engaging and Leading People					X						X																
5	Advertising and Branding			X						X																X		
5	Digital Marketing																		X									
5	Sustainable Business Practice															X					X							
5	Visitor Attraction Management								X												X							
6	Strategic Thinking								X												X							
6	Food & Drink Tourism														X						X							
6	Contemporary Issues in Tourism Management																	X										
6	Contemporary Issues in Hospitality Management																	X										
6	International Human Resource Management			X							X																	
6	Strategic Marketing																				X							
6	Dissertation / Placement							X														X	X					

## 2. Submission Week

Level	Module	Semester 1											Semester 2													
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Exam WK	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Exam WK	
4	Business: Past, Present and Future						X					X														
4	Business Communication Skills			X		X		X		X		X														
4	Generating Business Ideas and Innovation						X					X														
4	Marketing Essentials																			X					X	
4	Data Analytics & Understanding 'Big Data'																		X						X	
4	Creating Events																								X	
5	Competitive Intelligence																									X
5	Event Management and Execution																			X						X
5	Customer Service Excellence																			X						X
5	Engaging and Leading People											X														
5	Advertising and Branding						X						X													
5	Digital Marketing											X														
5	Sustainable Business Practice						X					X								X						
5	Visitor Attraction Management						X					X								X						
6	Strategic Thinking						X					X														
6	Food & Drink Tourism						X					X														
6	Contemporary Issues in Tourism Management																								X	
6	Contemporary Issues in Hospitality Management																								X	
6	International Human Resource Management																			X					X	
6	Strategic Marketing																			X					X	
6	Dissertation / Placement						X																			X

