



INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – single honours degree*
- b. BSc Computer Science (Part-time) – single honours variant*
- c. BSc Computer Science with a Year in Industry – single honours variant*
- d. BSc Computer Science with a Year Abroad – single honours variant*
- e. BSc Computer Science with a Foundation Year – single honours variant*
- f. BSc Computer Science (Games Development) – single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – single honours with pathway with variant*
- h. MEng Computer Science – integrated masters*
- i. MEng Computer Science (Games Development) – integrated masters with pathway*
- j. Diploma Computer Studies – named exit award*
- k. Diploma Computer Studies – named exit award*
- l. BSc Computer Science (Apprenticeship) – apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	Partner institution <i>Please state the name of the partner institution.</i>
	Grimsby Institute of Further and Higher Education
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.</i> <i>Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.</i>
	a. BA (Hons) Tourism and Business Management Top-up
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>
	BA (Hons) Tourism and Business Management Top-up
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>



	<table border="1"> <tr><td>UG Single honours</td><td></td></tr> <tr><td>Integrated Masters</td><td></td></tr> <tr><td>PG Cert</td><td></td></tr> <tr><td>PG Dip</td><td></td></tr> <tr><td>Taught Masters</td><td></td></tr> <tr><td>Apprenticeship/Work Based Learning</td><td></td></tr> <tr><td>Dual Award</td><td></td></tr> <tr><td>Foundation Degree</td><td></td><td><i>Please indicate articulation routes:</i></td></tr> <tr><td>Honours Stage (Top-up)</td><td>a</td><td></td></tr> <tr><td>Other</td><td></td><td><i>Please detail:</i></td></tr> <tr><td>Is this programme being used to underpin a Higher/Degree Apprenticeship</td><td>Y/N</td><td><i>Please ensure that Annexe 1 is completed</i></td></tr> </table>	UG Single honours		Integrated Masters		PG Cert		PG Dip		Taught Masters		Apprenticeship/Work Based Learning		Dual Award		Foundation Degree		<i>Please indicate articulation routes:</i>	Honours Stage (Top-up)	a		Other		<i>Please detail:</i>	Is this programme being used to underpin a Higher/Degree Apprenticeship	Y/N	<i>Please ensure that Annexe 1 is completed</i>
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Is this programme being used to underpin a Higher/Degree Apprenticeship	Y/N	<i>Please ensure that Annexe 1 is completed</i>																									
5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>																										
	<table border="1"> <tr><td>Franchised</td><td></td></tr> <tr><td>Consortium</td><td></td></tr> <tr><td>Validated</td><td>a</td></tr> </table>	Franchised		Consortium		Validated	a																				
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6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>																										
	NN18																										
7	HECoS codes <i>If known, please include the appropriate HECoS codes for the programmes.</i>																										
	100100/100079																										
8	Awarding Institution																										
	University of Hull																										
9	Locations within Partner Institution <i>State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>																										
	School of HE Business Faculty of Commercial Enterprise																										
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>																										



	Ian Rodwell rodwellis@grimsby.ac.uk												
11	University Link Faculty and School <i>Please state the primary link faculty and school at the University of Hull</i>												
	Hull University Business School Faculty of Business, Law and Politics												
12	University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i>												
	Jean Kellie j.kellie@hull.ac.uk Lecturer in OB and HRM 01482 463337												
13	Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i>												
	<table border="1"> <tr> <td>Hull</td> <td></td> </tr> <tr> <td>Off campus UK</td> <td>a</td> </tr> <tr> <td>Off campus overseas</td> <td></td> </tr> <tr> <td>Online</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td></td> </tr> </table>	Hull		Off campus UK	a	Off campus overseas		Online		Other (please specify)			
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14	Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i>												
	<table border="1"> <tr> <td>Full-time</td> <td>a</td> </tr> <tr> <td>Part-time</td> <td></td> </tr> </table>	Full-time	a	Part-time									
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Part-time													
15	Modes of study <i>Please place the relevant programme identifiers (a,b,c etc.) against each mode of study.</i>												
	<table border="1"> <tr> <td>On campus/blended</td> <td>a</td> </tr> <tr> <td>Blended (face-to-face & online)</td> <td></td> </tr> <tr> <td>Distance-taught (online only)</td> <td></td> </tr> <tr> <td>Distance-taught (flying faculty)</td> <td></td> </tr> <tr> <td>Off-campus delivery</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td></td> </tr> </table>	On campus/blended	a	Blended (face-to-face & online)		Distance-taught (online only)		Distance-taught (flying faculty)		Off-campus delivery		Other (please specify)	
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Other (please specify)													
16	Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i>												



	<p><i>For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)</i></p>						
	<p>a. One year full-time</p>						
17	<p>Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i></p>						
	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td>a</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a</td> </tr> <tr> <td>Trimester 3 – T3</td> <td>a</td> </tr> </table>	Trimester 1 – T1	a	Trimester 2 – T2	a	Trimester 3 – T3	a
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Trimester 3 – T3	a						
18	<p>Number of weeks per academic year <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i></p>						
	<p>Trimester 1 – 9 weeks plus 2 assessment weeks Trimester 2 – 8 weeks plus 2 assessment weeks Trimester 3 – 8 weeks plus 2 assessment weeks</p> <p>Total 31 weeks</p>						
19	<p>Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i></p>						
	<p>60 credits per trimester</p>						
20	<p>Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).</i></p>						
	<p>100 (Honours)</p>						
21	<p>Progression arrangements for Integrated Masters and/or Preliminary Stage <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i></p>						
	<p>N/A</p>						
22	<p>Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i></p>						



	N/A																											
23	<p>Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i></p>																											
	<p>QAA Subject Benchmark Statement: Business and Management (2015); QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2016).</p>																											
24	<p>Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i></p>																											
	<p>The programme has been written after consultation with both the current (Councillor Gaynor Rogers) and former (Councillor Matt Patrick) portfolio holders for tourism at NELC.</p>																											
25	<p>Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i></p>																											
	<table border="1"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>10</td> <td>0</td> <td>12</td> <td>0</td> <td>12</td> <td>0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	A	10	0	12	0	12	0							
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26	<p>Minimum number of students <i>Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.</i></p>																											
	10																											
27	<p>Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i></p>																											
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B	<p>PROGRAMME DESIGN <i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i></p>																											
28	Programme Rationale and Overview																											



	<p><i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the 'big ideas' that thread through their design. Please identify three to five high level 'big ideas' articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p>
	<p>The aims of the programme are to enable the students to enter the dynamic tourism industry, equipped with the necessary skills and knowledge, at management level. The team have looked at the major issues and changes that have impacted upon the tourism industry, especially within the UK but at an international level as well. We have developed close links with the NELC's tourism and events team, and this is reflected within the development of the programme, along with many tourism based organisations locally and internationally. However, the issues and changes affecting the local resort of Cleethorpes are replicated across the tourism industry both in the UK and abroad. These links will be utilised through guest lectures and other opportunities locally.</p> <p>Students will gain a knowledge and critical understanding of the well-established principles of Business Management within a Tourism and Business context including the concepts and principles needed in the workplace at management level.</p> <p>The BA Tourism and Business Management (Top Up) has been developed to meet the educational and training needs of those who wish to progress beyond Foundation Degree, particularly the Foundation Degree in Tourism Management, and the Foundation Degree in Events Management. There is a local need for this with the areas diverse tourism industry alongside both a national and international demand for educated tourism managers. These two Foundation Degrees give the students an underpinning of the main tourism related issues at local, national and international level. As part of their Foundation Degree they have to undertake a work placement, and this can be done within our local tourism industry, nationally or internationally utilising the team's extensive contacts in the US.</p>
<p>29</p>	<p>Programme Aims <i>As a guide, you should have four to six programme aims.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p>
	<p>The programme aims upon successful completion of this degree;</p> <ul style="list-style-type: none"> • graduates will be equipped with the knowledge and skills to pursue a new career, or advance an existing one within the Tourism industry/and or business sectors; • graduates will be able to pursue a wide range of roles within the tourism sector and/or business sector, such as customer service roles within tourism, marketing for tourism, e-marketing and sales, new product development for tourism/tourist attractions, IT and administration; • graduates will have the opportunity to develop these roles locally, nationally or internationally; • graduates will also be able to seek senior positions and management positions within the generic tourism industry within hotels, holiday resorts, attractions and cruise ships and/or the general business environment.
<p>30</p>	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes.</i></p>



Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.

Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.

Reference: University of Hull Learning Outcomes Tool

On successful completion of this programme, students will be able to:

POs	Programme Outcome Text	Programme/ Variant Identifier
PO1	Appraise processes and practices to link business management with tourism activity.	B&M 3.6; 3.7iii; 3.7v; 3.7vi; 3.7xi; 3.7xiii; EHLST 3.22; 3.25i; 6.22vi; 6.24i; 6.24ii; 6.24iv
PO2	Critically evaluate the changing business environment in which tourism and management operates.	B&M 3.2; 3.4; 3.5; EHLST 3.25vii; 6.25ii
PO3	Critically evaluate the external environment, the influencing factors and their effects on strategy, behaviour and the management of organisations at local, national and international level within a tourism context.	B&M 3.2; 3.4; 3.5; 3.7xi; EHLST 3.27; 6.22ii; 6.25ii
PO4	Critically analyse current theories in tourism and business management practice.	B&M 3.2; 3.6; EHLST 3.25i; 6.22ii; 6.22vii; 6.25ii
PO5	Identify, justify, demonstrate and apply the skills necessary within a tourism and business working environment.	B&M 3.9i; 3.9ii; 5.4ii; EHLST 3.25xii; 3.25xiii; 6.22xiii
PO6	Communicate complex issues and arguments based around tourism and business management.	B&M 3.7ix; 3.9i; EHLST 5.2ii; 5.2iv; 5.2v
PO7	Identify and manage own strategies for future development within tourism and business management	B&M 3.8; EHLST 5.2viii; 6.22xiii
PO8	Research and actively engage within tourism and business management.	B&M 3.9iii; EHLST 5.2i; 5.2iv; 6.25i; 6.25ii

31 Learning and Teaching Approach



	<p><i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p>
	<p>Lectures, interactive lectures, seminars, workshops, group work, student-led seminars, tutor-led seminars and peer support.</p> <p>Throughout the teaching the emphasis will be made on context and application of theory to practice in a tourism and business management environment.</p> <p>In the learning and teaching approach we will utilise the tourism teams experience and contacts throughout the tourism industry both locally and internationally in the public and private sectors. The students will have the opportunity of producing ‘real life’ projects to benefit tourism in our locality which will hopefully be used by the local tourism industry. The opportunity for this is in both the Management of the Tourism Environment module; and Event Based Tourism module.</p>
<p>32</p>	<p>Assessment Approach</p> <p><i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p>
	<p>The assessment is a mixture of practical and academic work. There is a dissertation where students are able to engage either in writing a business or tourism based dissertation on a specific question of their choice. The two business based modules have more practical aspects to them, with the Management Consultancy module based around a case study, and the digital marketing module have an innovative assessment based around social media. The two tourism modules have more traditional forms of assessment with presentations and reports but they are linked wherever possible to the actual industry.</p>
<p>33</p>	<p>Key Areas of Study</p> <p><i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>In the BA Tourism and Business Management top-up students will develop further the skills of management and digital-marketing, and how this relates to the modern tourism industry locally, nationally and internationally. The programme is split into two with two tourism modules – Event based tourism; and the Management of the tourism environment. Event based tourism looks at how events are used as lead into various tourist destinations as a marketing tool for that particular area and the associated impacts. Management of the tourism environment looks at tourism and the attractions that exist along with the tourism environment they are part of. The second part of the programme is the business part – Management Consultancy; and digital-marketing. The Management Consultancy modules develops the management skills using case studies. The Digital-marketing module looks at cutting edge marketing and the new online techniques which have been developed and are widely used in the tourism industry. The</p>

	final module is the dissertation which is a double module and can be based on either a business or tourism topic of the student's choice with help from their supervisor.
34	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy; • Coherence and Integrity: the overall coherence and intellectual integrity of the programmes and student experience. <p><i>Note: A diagrammatic structure is often helpful to establish the composition of a programme.</i></p>
	The BA Tourism and Business Management top-up has run for a number of years and is updated regularly and kept relevant through the team's contacts with the local tourism industry. The structure of the programme allows students to develop their knowledge of tourism throughout the academic year, whereas, the business modules are self-contained in each semester. The reason for this is that the majority of students go on to the programme from existing tourism foundation degrees, and their interest is tourism. It also helps the independent study which is the dissertation and is undertaken during the entire year which assists any time management issues from the student's perspective.
35	<p>Compensation/Condonement rules</p> <p><i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).</i></p>
	Dissertation
36	<p>Internationalisation</p> <p><i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p>
	Tourism is a global industry and even though the programme does fit and contribute to both the local and national tourism industry, by the nature of the industry this is transferable to the global industry as well. The modules across the programme look at tourism as a global international industry and covers cultural diversity and how this impacts.
37	<p>Inclusivity</p> <p><i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p>
	The programme is fully inclusive regarding how the programme is delivered with the Equality Act 2010 in mind. The assessments are of varied nature and the support mechanisms are there both embedded within the delivery and also specifically signposted.
38	Employability

	<i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i>
	Employability skills are embedded in the delivery, especially when considering the specific modules which develop both relevant tourism management skills along with general business management and marketing skills. This builds upon the work experience that the students already have having come on to the programme via the relevant foundation degree.
39	Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i>
	Students have been, and will continue to be, involved in curriculum and pedagogic design via staff-student meetings, and the module evaluation questionnaires.
40	Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i>
	Grimsby Institute has clear and transparent policies and procedures in place for ethical review of research. An appropriate ethical framework is incorporated throughout programme and module design to uphold the highest standards of academic integrity. The Institute's Ethics Committee is made up of a panel of academic and Quality representatives. It is responsible for the ethical scrutiny of research proposals and practical project work, which ensures that a discussion of potential issues of ethical concern takes place before a project commences. It also ensures consistency of approach to ethical concerns. The ethical framework is used alongside the Institute's existing codes, policies and guidance documents, and guides students in how to act with integrity and use good judgement at all times.
41	Sensitive issues and safeguarding <i>Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.</i>
	None
42	Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i>
	N/A



C RECRUITMENT AND ADMISSIONS INFORMATION													
43	<p>Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i></p>												
	<p>The main student market for this programme are our internal foundation degree students, but anyone with a relevant foundation degree or HND in tourism/events and wants to top up their qualifications to graduate level are invited to apply. Therefore it would be a good idea to market the top-up degree at the colleges etc within one hour commute from Grimsby that does not have the opportunity, and also to those who want to complete a tourism degree based in an area with a vibrant tourism destination.</p>												
44	<p>Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i></p>												
	<p>Successful completion of 240 credits at level 4 and 5; e.g. Foundation degree in relevant area such as FD Tourism Management; or FD Events Management with a 50% average at level 5.</p>												
45	<p>Other entry requirements <i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i></p>												
	<p>International students must evidence they possess a satisfactory command of English language in terms of reading, writing, listening and are expected to have achieved Level B2 on the Common European Framework of Reference for Language (CEFR), as defined by the UK Visas and Immigration.</p>												
D IMPLEMENTATION STRATEGY													
46	<p>Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i></p>												
	<table border="1"> <tbody> <tr> <td>Estates:</td> <td>N/A</td> </tr> <tr> <td>Library:</td> <td>N/A</td> </tr> <tr> <td>Admissions:</td> <td>N/A</td> </tr> <tr> <td>Careers:</td> <td>N/A</td> </tr> <tr> <td>Visa Compliance:</td> <td>N/A</td> </tr> <tr> <td>Other (<i>Please specify</i>):</td> <td>N/A</td> </tr> </tbody> </table>	Estates:	N/A	Library:	N/A	Admissions:	N/A	Careers:	N/A	Visa Compliance:	N/A	Other (<i>Please specify</i>):	N/A
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Visa Compliance:	N/A												
Other (<i>Please specify</i>):	N/A												
47	<p>Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i></p>												
	<p>None</p>												



E	POST PROGRAMME OPPORTUNITIES
48	<p>Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i></p>
	<p>There are currently no postgraduate opportunities in tourism and business available at University Centre Grimsby. Opportunities may be available to undertake a post-compulsory teaching qualification on Postgraduate Certificate in Education.</p> <p>Subject related postgraduate programmes are available at University of Hull and University of Lincoln locally, with others available nationally.</p> <p>Many current students have gone on to postgraduate qualifications in tourism and the University of Lincoln, and others have used the business part of their programme at both Lincoln and Hull. Whereas some have completed the Postgraduate Certificate in Education here at Grimsby.</p>
49	<p>Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i></p>
	<p>Graduates from this programme normally go into managerial positions within the wider tourism industry both locally and nationally. However, many students gain employment within the general business sector from banking to HR. We have had previous students who have worked within airline management locally at Humberside Airport, some who have entered hotel management both in Cleethorpes, Nationally and internationally. We have had previous students who have become resort managers, and public sector tourism professionals.</p>

F

CURRICULUM MAPS

Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.

Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.

In **Columns 1-3**, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value.

In **Column 4**, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.

In **Column 5**, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm) or Optional (Op) *

In **Column 6**, please identify which modules contribute to the achievement of programme learning outcomes

*Definitions:

CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.

COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.

OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.

Note:

- There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC).
- Optionality should be minimised throughout the programme.
- Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.
- Levels of optionality should be clearly linked to the number of students taking the module.

KEY:

P/V= Programme or Variant	PO = Programme Outcome
PW = Pathway	T1,2,3 = Trimester 1,2,3
Co = Core Module	Cm = Compulsory Module
Op = Optional Module	

F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS

Programme/Variant Titles and Identifiers:															
1	2	3	4	5			6								
Module Title	Level	Credit	Assessment Method <i>(e.g. exam, essay, presentation)</i>	P/V	PW1	PW2	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours Stage															
T1															
Digital Marketing	6	20	Written Report (70%) Creation of a digital platform (30%)	Cm				F	F		F	F	F		F
T2															
Management Consultancy	6	20	Individual Consultancy Report (50%) Individual Presentation (50%)	Cm				F	F		F	F	F	F	F
T1 and T2															
Management of the Tourism Environment	6	20	Group Film Presentation and Individual Evaluation (40%) Individual Report (60%)	Cm				F		F	F	F	F		
T2 and T3															
Event Based Tourism	6	20	Individual Report (50%) Individual Presentation (50%)	Cm				F	F		F	F	F		F
T1, T2 and T3															
Dissertation	6	40	10,000 word Dissertation (100%)	Co				F	F	F			F	F	F