

Validation Document		
1	Title of Programme	Tourism and Business Management Top-up
2	Award (e.g. FdA, BA)	BA (Hons)
3	Contained Award	BA Tourism and Business Management Top-up
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	TBM1
6	HECOS codes	100100 50% 100079 50%
7	Mode of Study (full and/or part-time)	Full-time/Part-time
8	Duration (total number of years)	One year full-time/Two years part-time
9	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
10	Accrediting Professional / Statutory Body (if applicable)	N/A
11	Location of delivery and Faculty	Grimsby Institute Faculty of Commercial Enterprise
12	Entry requirements	
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. Accreditation of prior learning. TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (APcL) or work/life experience or other uncertificated learning (APeL). Please refer to the HE21 Student Transfer and the Accreditation of Prior Learning. International admissions TEC Partnership recognises a wide range of entry qualifications as being equivalent to A' level standard and the need for a Level 5 equivalent; if students hold a qualification not listed above please contact TEC Partnership's admissions team on +44 (0) 1472 311222 ext 434.		

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 UK Visas and Immigration.		
13	Minimum number of students required for the programme to run	6
14	Degree classification weighting	
Bachelors Top-Up Degree The degree classification is awarded based on the average percentage mark achieved at level 6 of the degree.		
15	Aims of the programme and distinctive features/fit with existing provision	
Tourism is at the beginning of new, exciting frontier after the catastrophic impacts of the covid-19 pandemic. The industry has had to change and adapt its entire approach to remain current and relevant in this new modern world, with sustainability at the centre of everything it does. The economic demand for tourism is still there and has actually increased as the world moves towards beginning to cope with exiting the pandemic and entering the new normal. There has never been a better time to enter this diverse and exciting industry. 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 tourism industry is a dynamic, fast-changing and exciting industry to be part of, and the team have an excellent, contemporary understanding of the industry. We 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 the industry locally, nationally and internationally. This is reflected throughout the development of the programme. 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. 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. 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 area’s diverse tourism industry, alongside both a national and international demand for educated tourism managers. However, students with the equivalent from other HEI’s are not at a disadvantage because they will already have gained understanding up to level 5. Aims of the programme: • 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.

The programme is designed to give learners an insight into both tourism and business management, preparing them to work in multiple sectors and industries.

Students are able to pursue careers in management in both business and tourism. These include attractions management, hotel management and the promotion of tourism within local authorities and other public sector organisations or within business. Graduates are able to work right across the tourism industry at a local, national and international level in this multi-national dynamic industry.

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.

Subject related postgraduate programmes are available at University of Hull and University of Lincoln locally, with others available nationally.

Many current students have gone on to postgraduate qualifications in tourism at the University of Lincoln, and others have used the business part of their programme at both Lincoln and Hull. Others have completed the Postgraduate Certificate in Education here at Grimsby.

16a	Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i>	
	Programme Learning Outcome	Subject Benchmark Reference
1	Demonstrate a coherent and detailed knowledge of business management practices and tourism activity.	B&M 3.2, 3.6; 3.7ii, 3.7iii; 3.7v; 3.7vi; 3.7xi; 3.7xiii; 3.9iv; 3.9v. EHLST 3.22; 3.25i; 6.22i; 6.22vi; 6.24i; 6.24ii; 6.24iv.
2	Critically evaluate the changing business environment in which tourism and management operates.	B&M 3.2; 3.4; 3.5; 3.7ii; 3.7vi; 3.7xii; 3.9v; 3.9xiv. EHLST 3.25vii; 6.25ii.
3	Critically evaluate all factors that affect the strategy, behaviour and management of organisations at all levels within a tourism context.	B&M 3.2; 3.4; 3.5; 3.7xi. EHLST 3.25iii; 3.27; 6.22ii; 6.25i; 6.25ii.
4	Critically analyse current and cutting edge theories in tourism and business management practice.	B&M 3.2; 3.6. EHLST 3.25i; 6.22ii; 6.22vii; 6.25ii.
5	Identify, demonstrate and apply the skills with judgment and understanding in a tourism and business working environment.	B&M 3.9i; 3.9ii; 3.9v; 3.9vi; 3.9vii; 3.9viii; 3.9xii; 5.4ii. EHLST 3.25x; 3.25xii; 3.25xiii; 5.2v; 5.2vii; 6.22xiii.
6	Communicate effectively complex issues and arguments based around tourism and business management.	B&M 3.7ix; 3.9i; 3.9v; 3.9xii. EHLST 5.2ii; 5.2iv; 5.2v.

7	Identify and manage own strategies for future development within tourism and business management and future employment.	B&M 3.8; 3.9xv; 3.9xvi. EHLST 3.25x; 5.2viii; 6.22xiii.
8	Research and actively engage with current topic areas in tourism and business management.	B&M 3.9iii. EHLST 5.2i; 5.2iv; 6.25i; 6.25ii.
16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards	
1	N/A	
2		
3		
17	Graduate Attributes and Threshold Characteristics	
A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics: • The ability to critically evaluate the key theoretical ideas of the discipline such as tourism operations. • The ability to research up to date issues in the tourism and business sectors. • The ability to communicate complex issues regarding business and tourism in various formats. • The ability to critically understand factors that affect tourism and business. • The ability to analyse current issues in tourism and business in a dynamic and changing environment. • The ability to work as part of a team within the tourism and business sectors. • The ability to interact with others in a professional manner.		

18	Programme Structure – Full time				
Module Title		Core/ Option	Credits	Level	Delivery T1/T2/T3
Social Media and Digital Marketing		C	20	6	T1
Management of the Tourism Environment		C	20	6	T1 & T2
Management in Practice		C	20	6	T2
Event Based Tourism		C	20	6	T2 & T3
Dissertation		C	40	6	T1, T2 & T3

18	Programme Structure – Part time				
Module Title – Year One		Core/ Option	Credits	Level	Delivery T1/T2/T3
Social Media and Digital Marketing		C	20	6	T1
Management of the Tourism Environment		C	20	6	T1 & T2
Event Based Tourism		C	20	6	T2 & T3
Module Title – Year Two		Core/ Option	Credits	Level	Delivery T1/T2/T3
Dissertation		C	40	6	T1, T2 & T3
Management in Practice		C	20	6	T2

19	Teaching and Learning Strategy
Lectures, interactive lectures, seminars, workshops, group work, student-led seminars, tutor-led seminars and peer support. Throughout the teaching, emphasis will be made on context and application of theory to practice in a tourism and business management environment. Students are able to embrace the co-creation model of teaching and learning through discussion and being able to shape these discussions in seminars, plus be able to explore their own specific areas of tourism and business management through modules like the dissertation. They are also encouraged to engage in extensive use of academic journals and other relevant original materials. In the learning and teaching approach we will utilise the tourism team's 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 the Event Based Tourism module. Assessments are 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: the Management in Practice module embraces experiential learning, and the Social Media & Digital Marketing module has 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.	

20	References used in designing the programme
QAA Subject Benchmark Statement: Business and Management (2019); QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2019).	
21	Indicators of quality and standards
The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points. TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision. External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report. Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.	
22	Particular support for learning
The needs of disabled learners are taken into account in the design of all learning programmes. Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required. Students will also be invited in for advice and support through the DSA procedure. Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition to study skills embedded in the programme, TEC Partnership employs an Academic Achievement Coach. The Academic Achievement Coach is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one-to-one support as well as timetabled study skill workshops.	
23	Methods for evaluating and improving the quality of learning
All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring	

report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually (or whatever the agreed current policy is). Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses – on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis and their remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions of the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

24	Identify any ethical issues that relate to this programme's teaching and assessment	
----	---	--

Ethical approval may be required dependent upon the nature of subject of projects. This is achieved through submission to the Institute's Ethics Committee which meets regularly throughout the academic year.

25	For Foundation Degrees is the programme Work Based or Work Related?	Not appropriate
----	---	-----------------

26	How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support	
----	---	--

N/A

27	Resources Supplied to the Student	
----	-----------------------------------	--

No extra resources are supplied.

28	Resources needed to pass the programme	
----	--	--

The resources that students need to acquire in order to pass the programme are up to date books/information sources.

29	Revision History	
----	------------------	--

Version	Details of major modification	Date of approval
---------	-------------------------------	------------------

1		
---	--	--

2		
3		
4		
5		

Curriculum Map																		
Key	Work – State WB or WR or blank Comp = Compensatable Y or N P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome 																	
Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8					
Social Media and Digital Marketing	6		Simon Bryson	Written Report (70%) Creation of Digital Platform (30%)	Y	F	F		F	F	F		F					
Management of the Tourism Environment	6		Simon Bryson	Group Digital Production Presentation (40%) Evaluation (10%) Written Report (50%)	Y	F	F	F	F	F	F		F					
Management in Practice	6		Ian Rodwell	Written Report (50%) Individual Presentation (50%)	Y	F	F		F	F	F	F	F					
Event Based Tourism	6		Ian Rodwell	Written Report (50%) Individual Presentation (50%)	Y	F	F	F	F	F	F		F					
Dissertation	6		Ian Rodwell	Dissertation (100%)	N	F	F	F			F	F	F					

TEC Partnership Graduate Mapping				
TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	• Adaptability to changing situations		Social Media & Digital Marketing covers the changing nature of technology involved in marketing and how to be adaptable in this changing environment.	
	• Being productively disruptive		The Management of the Tourism Environment covers theories and encourages debates within the area of tourism.	
	• Resilience	The assessment for the dissertation module is a 10,000 words piece of independent study.		
	• Preparing for unknown futures	The presentation for Management in Practice encourages students to research around their specific future after the degree.		
	• Finding alternative solutions to problems		Management in Practice and Event Based Tourism modules covers issues and how to deal with them in both a theoretical and practical way.	
Teamwork	• Human interaction skills	In the dissertation module students have to interact with other people researching their specific subject area.		

	• Leadership and followership skills		Management in Practice covers issues such as management and leadership skills. It's done through experiential learning and the use of management/leadership activities.	
	• Project development and/or management	The dissertation is essentially a 10,000 word project into anything relevant to the business and/or tourism of the student's choice.		
Presentation	• Confidence in communication	In the Management in Practice and Event Based Tourism modules the students have to deliver an individual presentation. In the Management of the Tourism Environment module students have to produce a group film.	Management in Practice – MIP Management of the Tourism Environment - MTE	
	• Digital skills and adaptability		Social Media & Digital Marketing module develops cutting edge and relevant digital skills in an ever changing world.	
	• Time Keeping		All modules have specific summative deadlines which the students must meet.	
	• Self-Presentation	In the Management in Practice individual presentation students must present in a coherent and professional manner.		

Personal Values	• Professional attitudes and values		All the modules covered have professional attitudes running through them demonstrating their importance to both business and tourism.	
	• Ethics and morals	In the dissertation module students must complete an ungraded ethics form demonstrating ethical research.		
	• Self-Care and care of others	In the Management of the Tourism Environment this is covered in the group film through having to work collaboratively and sensitively to produce their film.		