

# FdA Tourism Management 2025

## 1. Programme Summary

Title of Programme	Tourism Management
Award Types	FdA
Contained Awards	Certificate of HE for successful completion of 120 credits at Level 4
Awarding Body	TEC Partnership
UCAS Codes	N832
HECOS Codes	100100
References used in the design of the programme	QAA Subject Benchmark Statement: Business and Management (2023) QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (2019)
Accrediting Professional or Statutory Body (if applicable)	N/A
Mode of study (full and part time)	Full-time
Duration of study (in years)	Two years
Number of weeks per academic year	31
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education HE Business, Arts and Media
Minimum numbers to start the programme	10

## 2. Entry Requirements

### Standard offer

Applicants will require 64 UCAS points in a tourism/business-related subject or 60 Access-to-HE Credits (of which a minimum of 45 must be at Level 3). Applicants are required to hold an English GCSE (or equivalent) at Grade C/4.

### Non-standard offer

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance, A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector, which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work (an 800-word essay – the title to be changed each year), and a judgement made based on their academic potential and relevant work/experience.

#### Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience, or other uncertificated learning (RPeL). Please refer to HE21 Student Transfer and the Recognition of Prior Learning.

### 3. Degree Classification Weightings

#### Foundation Degree

The degree classification is awarded based on the average percentage mark achieved at level 5 of the degree.

### 4. Aims of the Programme

The programme aims to provide students with high-quality skills, knowledge and experience to flourish within the tourism industry locally, nationally, and internationally. It also enables students who wish to pursue further academic study entry onto a Top Up Degree in Tourism and Business Management. It seeks to do this by providing students with the knowledge and critical understanding of the well-established principles within tourism management, including the concepts and principles needed in the workplace at management level. The programme has been developed with both the local industry and international tourism organisations.

The programme aims to enable students to enter the ever-expanding tourism industry equipped with the essential management and professional skills and knowledge needed to succeed. Furthermore, the programme has opportunities for work placements locally, nationally and internationally, which will enable students to be 'work ready' for a future career in the industry.

Students can gain the experience of organising events within the Grimsby Institute at level 4 before gaining the opportunity of working with the local industry at level 5, and there is an expectation that students will volunteer within our local tourism industry and/or further away. Grimsby is well placed, with a vibrant and expanding tourism seaside resort on our doorstep – Cleethorpes, with an 'area of outstanding natural beauty' and the Lincolnshire Wolds close by. In recent years, Cleethorpes has undergone a process of development and regeneration through various funding streams, both locally and nationally.

This programme is aimed at those individuals who want to develop a career in one of the world's fastest-growing sectors of the economy – the tourism industry.

The unique element of this foundation degree is the opportunity to travel to the United States and work in a busy tourist destination on the eastern seaboard in a choice of two locations. However, for those students who are unable to go, there are also excellent opportunities at both the local and national levels through a variety of contacts that have been developed over many years.

Students develop their knowledge of this varied global multi-billion-pound industry through the diverse modules that they undertake on both levels of the Foundation degree. Students will have the opportunity to undertake a work placement (which is part of the programme) locally, nationally or internationally.

The programme is taught by a knowledgeable team of enthusiastic academics with strong connections to local and international tourism industries. Students will study a variety of modules, giving them an understanding and knowledge of a rapidly changing and dynamic industry. On successful completion of the Foundation degree, students will be able to progress on to a final year – the BA Tourism and Business Management Top Up at Grimsby.

## 5. Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes <i>By the end of this programme students will be able to:</i>	Subject Benchmark Reference
1.	Critically evaluate concepts and principles surrounding the operational management of the organisation from an internal and external perspective within tourism and events management.	B&M 3.2; 3.4; 3.5; 3.7vi; 3.7viii; 4.4iii; 4.5i; 4.6i; 4.7i EHLST 3.22; 3.25i; 3.25viii; 6.22i; 6.22vi; 6.24i; 6.24ii; 6.24iv; 6.25ii. TS1; TS9
2.	Discuss and critically analyse the relationship between key business theories and practical application within tourism and events management.	B&M 3.2; 3.7vi; 3.7viii; 3.10iii; 4.4i; 4.4iv; 4.5i; 4.5iii; 4.6i; 4.6iii; 4.7i; 4.7iii. EHLST 3.22; 3.25i; 6.22i; 6.22vi; 6.24i; 6.24ii; 6.24iv TS4; TS6; TSB
3.	Evaluate the fundamental theories and concepts underpinning core business management functions including marketing, finance, HR, operations and information management.	B&M 3.2; 3.4; 3.6; 3.7ii; 3.7iii; 3.7iv; 3.7v; 3.10i; 3.10ii; 3.10iv; 4.4iii; 4.5i; 4.5ii; 4.5iii; 4.6i; 4.6ii; 4.6iii; 4.7i; 4.7ii; 4.7iii. EHLST 5.2i; 5.2iv; 6.25i; 6.25ii. TS1; TS3; TS9.
4.	Examine the future implications of current practice and establish mechanisms for action within tourism and events management.	B&M 3.4; 3.7v; 3.10v; 4.5iv; 4.6iv; 4.7iv EHLST 3.25i; 6.22ii; 6.22vii; 6.25ii. TS2; TS3; TS6; TS8.
5.	Develop cognitive skills which include critical thinking and analysis which relate to the tourism and events business environment.	B&M 3.2; 3.10iii; 3.11i; 3.11v; 3.11vii; 4.5ii; 4.5iv; 4.6ii; 4.6iv; 4.7ii; 4.7iv EHLST 3.25iii; 3.27; 6.22ii; 6.25i; 6.25ii.

		TS2; TS7.
6.	Demonstrate effective communication and presentation skills across a range of situations, communicating complex concepts and producing logical arguments in a variety of formats and to a range of audiences.	B&M 3.3; 3.9; 3.10iii; 3.11ii; 4.5iv; 4.6iv; 4.7iv. EHLST 5.2ii; 5.2iv; 5.2v. TS2; TS7.
7.	Identify and manage own strategies for future development within tourism, events and business management.	B&M 3.2; 3.9; 3.10ii; 3.10iii; 3.10v; 3.10viii; 3.11vi; 3.11vii; 4.5iv; 4.6iv; 4.7iv. EHLST 3.25x; 5.2viii; 6.22xiii. TS5; TS6.
8.	Manage and organise own time, information, records and resources indicating an appropriate level of personal responsibility and confident decision-making.	B&M 3.10ii; 3.10iii; 3.11i; 3.11vi; 3.11vii; 4.5iii; 4.5iv; 4.6iii; 4.6iv; 4.7iii; 4.7iv. EHLST 3.25x; 5.2viii; 6.22xiii. TS2; TS5.
9.	Demonstrate a critical understanding of the structure of the tourism industry – public, private and not-for-profit sectors.	B&M 3.2; 3.4; 3.7vi; 4.5iii; 4.6iii; 4.7iii. EHLST 3.22; 3.25i; 6.22i; 6.22vi; 6.24i; 6.24ii; 6.24iv. TS5; TS9.
10.	Evaluate the wider impacts of culture and intercultural, global and international dimensions of tourism.	B&M 3.4; 3.6; 3.7i; 3.7v; 4.4v; 4.5v; 4.6v; 4.7v. EHLST 3.25iii; 3.25vii; 3.27; 6.22ii; 6.25ii. TS1; TS4.
11.	Understand and critically evaluate various approaches to tourism development through concepts such as sustainability, ethics, policy and planning.	B&M 3.6; 3.7i; 3.7vi; 3.7viii; 4.5iv; 4.6iv; 4.7iv. EHLST 3.25i; 3.25iv, 5.2ix, 6.22ii; 6.22vii; 6.25ii, 6.25iv TS1; TS4; TS8.
12.	Identify the wide-ranging nature of the tourism industry, its diverse and dynamic nature, and its impacts on various stakeholders.	B&M 3.7v; 3.7vi 3.10viii; 4.5iii; 4.5iv; 4.6iii; 4.6iv; 4.7iii; 4.7iv. EHLST 3.25iii; 3.27; 6.22ii; 6.25i; 6.25ii. TS1; TS5; TS9.

#### 6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	N/A	
2.		

3.		
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## 7. Graduate Attributes and Threshold Characteristics

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to understand key tourism concepts. (TS1)
- The ability to demonstrate competence within a range of generic tourism management skills. (TS2)
- The ability to reflect upon a range of generic tourism and business management skills. (TS3)
- The ability to evaluate a range of tourism management skills and theories. (TS4)

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- The ability to critically analyse the key theoretical ideas of the discipline, such as tourism operations. (TS5)
- The ability to understand the key areas of tourism management and their application. (TS6)
- The ability to evaluate a range of generic tourism management skills. (TS7)
- The ability to demonstrate competence when applying a range of theories and skills related to the management of people and organisations in the tourism industry. (TS8)
- The ability to evaluate tourism management theory and demonstrate a wide range of solutions to industry-specific problems. (TS9)

## 8. Programme Structure

Module Title	Core / Option	Credits	Level	Delivery
Professional Skills and Employability	C	20	4	T1
Fundamentals of the Tourism and Events Industry	C	20	4	T1
Introduction to Marketing and Customer Relations	C	20	4	T2
Global Tourism and Destination Geography	C	20	4	T2
Financial Management and Business Enterprise for Tourism and Events	C	20	4	T3
Organisations, Management and People	C	20	4	T3
Marketing for Tourism and Events	C	10	5	T1
Human Resource Management in the Tourism and Events Industries	C	10	5	T1
Tourism Planning, Development and Regeneration	C	20	5	T1
Vocational Experience and Research Methods	C	20	5	T2
Seaside, Coastal and Rural Tourism Management	C	20	5	T2
Special Interest Tourism	C	20	5	T3
Environment, Culture and Heritage Management	C	20	5	T3

## 9. Teaching and Learning Strategy

### Level 4

At Level 4, core tourism management concepts will be introduced through lectures, with seminars and workshops offering a space in which students may practise these methods of analysis and engage in discussion, facilitating peer learning. Lectures and seminars will also enable students to engage with key professional skills for the employment market and their future development.

Alongside this, students will engage with the academic skills required for undergraduate study, with methods of research and academic writing skills being embedded in the Trimester 1 module Professional Skills and Employability and throughout. It also enables the students to obtain a work placement, which is a key element of the programme.

### Level 5

Level 5 of the programme encourages students to develop the skills acquired at Level 4 and practise these in relation to a variety of different tourism management and business-related contexts. This will also be complemented with crucial core modules that build on knowledge of various aspects of tourism management and the business environment in an international context. Research skills and self-development will also be emphasised through appropriate modules.

There will be a greater emphasis on independent learning and research at this level to complement the lecture and seminar schedule.

## 10. Support for Student 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.

Each student is entitled to one tutorial per trimester 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 provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skills abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

## 11. Quality and Standards Indicators

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 is 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.

## 12. Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience in 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 modifications 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. 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 for 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.

### 13. Management of Ethical issues within the programme.

Students may find it necessary to investigate potentially sensitive topics within their L5 Vocational and Research Methods module. All students will be asked to submit proposals for ethical approval at the local level (within HE Business, Creative and Digital) and, if required, at the institutional level if undertaking any primary research.

Unless specified otherwise (for example, within specific assessment outlines), the copyright for all works produced by students within the programme must reside within the students themselves, thus ensuring that students may, as they progress through the programme, gather a portfolio of work of which they retain full ownership.

### 14. Management of Work-Based Learning Opportunities

This Foundation Degree is Work-Based Learning, with a minimum of 40 credits of Work-Based Learning and 40 credits of Work-Related Learning. The modules that consist of Work-Related Learning at Level 4 are Professional Skills and Employability, in which students develop their employability skills in preparation for their work placement, and Organisations, Management and People, in which there is a live interactive case study presentation.

All students are given detailed information in Professional Skills and Employability and talks by the UCG placements team in the first trimester. Within this, the team covers all aspects and issues around the QA, including management arrangements, learning agreements, mentoring, supervision arrangements and support for employers. This is also covered in tutorials.

Those students who show an interest in working in the USA apply through the programme leader to the various American providers. If successful, Mr. Todd Barry from Moby Dick's Restaurant on Cape Cod, who travels from the USA, will interview potential candidates, while the other providers will conduct interviews via Teams. Successful candidates will then work with the Programme Leader to gain the necessary work visa.

The work placements are selected by the students and approved by the work placement team and the programme leader. The work placement team support the students while they are out on work placement. The work placements consist of a minimum of 60 hours at level 5 in a tourism-related working environment.

At level 5, students are assessed through the Vocational Experience and Research Methods and reflect upon their specific work placement. Then, in the Special Interest Tourism module, students are required to organise an event around tourism, enabling them to further develop their employability skills.

15. Resources needed to pass the programme.

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

If a student gains a place on the US trip, the costs to the students include:

Visa costs and flights

The costs are variable; as of 2025, the visa fee was approximately £1,069, and flights were around £400.

16. Resources supplied to the student.

No extra resources are supplied.

## 17. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12
Professional Skills and Employability	4	WRL	Ian Rodwell	Essay (60%) Individual Reflection (40%)	Y	P				P		P	P				
Fundamentals of the Tourism and Events Industry	4		Simon Bryson	Group Presentation (50%) Individual Report (50%)	Y	P	P			P	P	P	P	P	P	P	P
Introduction to Marketing and Customer Relations	4		Simon Bryson	Presentation of a Mystery Shop (50%) Report (50%)	Y		P	P	P	P	P						
Global Tourism and Destination Geography	4		Simon Bryson	Individual Poster Presentation (100%)	Y			P	P			P				P	P
Financial Management and Business Enterprise for Tourism and Events	4		Ian Rodwell	Financial Enterprise Business Plan (60%) Financial Enterprise Business Pitch (40%)	Y		P	P	P	P	P	P	P	P			
Organisations, Management and People	4	WRL	Ian Rodwell	Individual Report (50%) Individual Case Study Presentation (50%)	Y	P	P	P		P	P				P		

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Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12
Marketing for Tourism and Events	5		Simon Bryson	Case Study Marketing Strategy (100%)	Y	F		F		F		F			F		
Human Resource Management in the Tourism and Events Industries	5		Ian Rodwell	Report (100%)	Y			F		F	F					F	
Tourism Planning, Development and Regeneration	5		Ian Rodwell	Case Study Report (50%) Individual Presentation (50%)	Y	F	F	F	F		F	F	F	F	F	F	F
Vocational Experience and Research Methods	5	WBL	Ian Rodwell	Individual Reflective Diary and Workplace Log (50%) Research Proposal Report (50%)	N		F		F	F	F	F	F			F	F
Seaside, Coastal and Rural Tourism Management	5		Simon Bryson	Group Presentation (40%) Case Study Report (60%)	Y	F	F	F				F				F	F
Special Interest Tourism	5	WBL	Simon Bryson	Group Event based on a specific tourism topic (100%)	N			F	F		F	F		F	F	F	F
Environment, Culture and Heritage Management	5		Simon Bryson	Case Study Report (60%) Individual Presentation (40%)	Y		F		F	F	F		F	F	F		F

## 18. TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations	The Financial Management and Business Enterprise module allows students to be innovative in presenting a specific business idea in a changing environment.		
Being productively disruptive		The Fundamentals of the Tourism & Events Industry covers theories and encourages debates within the area of tourism.	
Resilience	The individual presentation for Organisations, Management & People is based on a specific case study.		
Preparing for unknown futures		The Tourism Planning, Development & Regeneration module looks at how regeneration can transform a location into the future.	
Finding alternative solutions to problems		The Organisation, Management People, and Tourism Planning, Development & Regeneration modules cover issues and how to deal with them in both a theoretical and practical way.	

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills		In the Fundamentals of the Tourism Industry module, students have to interact with colleagues.	
Leadership and followership skills		The Organisations, Management and People module covers issues such as management and leadership skills.	

Project development and/or management	In the Vocational Experience & Research Methods module, the students have to produce a research report on a relevant topic of their choice that they can then develop into a dissertation on the Tourism top-up.		
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Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	In the Vocational Experience & Research Methods module, the students have to produce a research report on a relevant topic of their choice that they can then develop into a dissertation on the Tourism top-up.		
Digital skills and adaptability		In the Organisations, Management & People module, students have to be adaptable to changing situations and demonstrate a good level of digital skills.	
Timekeeping		All modules have specific summative deadlines that the students must meet.	
Self-presentation		In various modules with both individual and group presentations, students must present coherently and professionally.	



Personal Values	Assessment References	Module References	To be covered in tutorial
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		All the modules covered have professional attitudes running through	

		them, demonstrating their importance to both business and tourism	
Self-Care and Care of Others	In the Seaside, Coastal & Rural Tourism modules, this is covered in the group work through having to work collaboratively and sensitively to produce the work.		



The completed validation document must be submitted electronically to [HEQA@tecpartnership.ac.uk](mailto:HEQA@tecpartnership.ac.uk) for final approval.

19. FAP Use only.

Signature of the Chair of the Full Approval Panel	
Date	18.03.2025
Signature of the Chair of HE Curriculum, Quality and Standards	
Date	25.03.2025
Date approved by HE Curriculum, Quality and Standards	21.05.2025

20. Revision history

Version	Details of Major Modification	Date of Approval
1		
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