



# Course Specification

<b>A. Course Information</b>				
<b>Final award title(s)</b>	BA (Hons) Tourism and Hospitality Management BA (Hons) International Tourism and Hospitality Management			
<b>Intermediate exit award title(s)</b>	Certificate HE Tourism and Hospitality Management			
<b>UCAS Code</b>	<b>N821</b>	<b>Course Code(s)</b>	4847	
	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS			
<b>Division</b>	UELS			
<b>Course Director</b>				
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time	3 years	September	June
	Full time with placement/ sandwich year			
	Part time			
	Part time with Placement/ sandwich year			
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.			
<b>Approval dates:</b>	Course(s) validated /	February 2017		
	Course specification last updated and signed off	September 2020		

<b>Professional, Statutory &amp; Regulatory Body accreditation</b>		
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ol style="list-style-type: none"> <li>1. A course that studies the management of tourism and hospitality operations from the heart of a World City</li> <li>2. 2x week long residential field trips included in the course fees</li> <li>3. 2x 450 hour placements during level 4 and 5 of the programme which gives students practical work experience and research that will be integrated into taught modules.</li> <li>4. A wide range of guest speakers from all parts of the tourism and hospitality sectors</li> <li>5. A course that considers the management of tourism and hospitality operations with the underpinning of a sustainability ethic</li> <li>6. Half day visits to a range of tourism and hospitality operations, destinations and trade fares in London</li> <li>7. Strong focus on developing students' employability skills</li> </ol>	
<b>Course Aims</b>	<ol style="list-style-type: none"> <li>1. To develop students' understanding of processes of management of tourism organisations and resources through the provision of modules that explore management and social science theory;</li> <li>2. Offer an up to date curricula that reflect current issues faced by the tourism and hospitality sector underpinned by scholarship and academic practice;</li> <li>3. To equip students with employability skills for a range of careers and/or future study within the tourism and hospitality sector;</li> <li>4. To provide an exciting and enjoyable learning environment that stimulates intellectual curiosity and allows students to attain their full potential;</li> <li>5. To underpin the curricula with research, scholarly activities, consultancy and/or relevant industry/sector input;</li> <li>6. To provide students with knowledge, skills and techniques to identify and investigate contemporary issues and challenges in the management of the tourism and hospitality sectors;</li> <li>7. To develop students core skills in critical thinking, literacy, numeracy, communications and self-managed learning to enhance employability or progression to further study;</li> <li>8. To build academic and professional key skills and competencies via field work in London, the UK and Europe;</li> </ol>	

	<p>9. Support students from a variety of backgrounds in order to achieve their academic and employability potential; To facilitate a range of personal attributes, including academic and personal confidence, to help students achieve success in all their life endeavours</p>
<p><b>Course Learning Outcomes</b></p>	<p>A1: Analyse and evaluate the structures, concepts and characteristics of the tourism, events and hospitality industries from a multi-disciplinary perspective including the fields of politics, social science and management studies.</p> <p>A2: Analyse and evaluate the interaction between tourism/events/hospitality markets, suppliers, clients, resources and other stakeholders in the global economy.</p> <p>A3: Interpretation of business and research data to the development of tourism, events and hospitality strategies and plans. For example, business plans, destination management, hospitality, event and marketing planning.</p> <p>A4: Evaluate the impacts of changes in the political, social environmental technological environment on the tourism, hospitality and events sectors</p> <p>A5: Understand the practical contribution of tourism and hospitality concepts, techniques and understanding to forging more socially just and environmentally sustainable futures.</p> <p>A6: Understand the logistics and operational processes required to manage hospitality and tourism businesses including, hotels, restaurants and tour operators.</p> <p>B1: Become critical and reflective learners drawing on their academic and employability experiences and using these to develop their career pathways.</p> <p>B2: Undertake fieldwork observation and data collection in a responsible and safe manner, and sensitive to the impact of investigations on the environment and stakeholders.</p> <p>B3: Use a range of quantitative and qualitative survey techniques and interpretive methods for the analysis and understanding of social, environmental and business environments.</p> <p>B4: Use of interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems.</p> <p>B5: Evaluate and apply theories and concepts from generic management areas to the operation and planning of the tourism, events and hospitality industries.</p> <p>B6: Identify and respond appropriately to diverse and conflicting interests within the tourism, events and hospitality sector applying the principles of sustainability, ethics and good business practice.</p> <p>C1: Communicate effectively in written, graphic, oral and multi-media forms in ways which are appropriate to the relevant audience and which respect intellectual property and copyright.</p> <p>C2: Access, select and synthesise data from library and internet sources to achieve a given purpose.</p> <p>C3: Work effectively in group and team work situations, respecting the viewpoints of others.</p> <p>C4: Work autonomously and manage one's own time, behaviour, motivation and initiative.</p> <p>C5: Demonstrate personal, practical, intellectual skills and knowledge required to perform effectively in the workplace.</p> <p>C6: Demonstrate interpersonal and employability skills of listening, negotiating, persuasion and presentation.</p>

### C. Teaching and Learning Strategy

The course follows the University Learning and Teaching Strategy. Acquisition of A1 – 6 takes place through a combination of taught modules from the UELS Division and through independent study supported through interactive use of the Virtual Learning Environment (VLE), the library, the Learning Resource Centre and in the workplace.

A wide range of teaching and learning strategies are adopted, which normally include:

- lectures, including invited speakers
- discussion groups
- practical workshops
- tutorial/seminar group activities
- self-assessment/auditing and action-planning
- individual and group presentations
- directed reading activities
- supported self-study and self-directed research
- practical experience within the workplace
- e-learning and blended learning using the VLE
- case studies

Additional learning support is provided through the University VLE. There will be a variety of personal and academic tutorials. Students will receive oral and written feedback (formative and summative) on performance and assessments that support student learning at all levels throughout the programme.

**Intellectual skills** are modelled within most taught sessions. Outcomes B1 – 6 are demonstrated through participation in structured individual and group tasks and presentations which support the questioning of knowledge and theories relating to industry practice.

#### ***Transferable Skills and Personal Attributes***

C1 – 6 will be acquired through the teaching and learning strategies outlined previously, but with an emphasis on applying learning to their workplace and exposure to professional practice through the placement experiences. Personal tutorials and oral and written feedback on assessments support student learning at all levels of the programme.

### D. Assessment

The different forms of **subject knowledge and understanding** gained through the programme are assessed in a variety of ways within the University. The book of modules outlines which learning outcomes will be tested for each module. Assessment methods include: essays, reports, portfolios, case studies, posters, videos and presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

The different forms of **intellectual and research skills** gained through the programme are assessed in a variety of ways within the University. The book of modules outlines which learning outcomes will be tested for each module. Assessment methods include: essays, reports, portfolios, case studies, posters, videos and presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

These will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: an extended essay, poster, debate, management report, case studies, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements. The extended essay is the culmination of students' ability to demonstrate their application of research, project planning and problem-solving skills. Self-reflection is a key element of assessment of practical skills and knowledge and is demonstrated in the professional development module, research for management and the management challenge.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

### **F. Entry Requirements**

In order to be considered for entry to the course applicants will be required to have the following qualifications:

GCSE grade "C" or above in 5 subjects (including Mathematics and English Language) plus one of the following:

- A Level BCC (or equivalent);
- BTEC National Diploma DMM; in Tourism, Hospitality or Events Management
- Access to HE Diploma with 9 Distinctions and 36 Merits (or equivalent);
- Other equivalent level 3 qualifications

Mature students will be considered on the basis of their overall qualifications and prior work experience.

Applicants seeking direct entry into level 6 will be required to have:

- HND Merit achieved in Tourism, Hospitality or Events Management

Mature students will normally be considered on the basis of their overall qualifications and prior work experience.

Articulation Agreements will be in place for advanced entry at Levels 5 and 6 from graduates of the Confederation of Tourism and Hospitality programmes.

- Accreditation of Prior (and Experiential) Learning AP(E)L
- Prospective students with extensive work experience or non-standard or overseas qualifications may be accepted onto the programme subject to assessment of their knowledge and abilities by course staff. In doing this we shall apply the universities policies on AP(E)L. As prospective students' background may vary enormously prospective candidates are required to meet the Course Director to discuss AP(E)L arrangements. A Curriculum Vitae and a portfolio of evidence that demonstrates your knowledge and skills may be asked of these candidates. An interview may be called for or to write an essay or any combination of these.

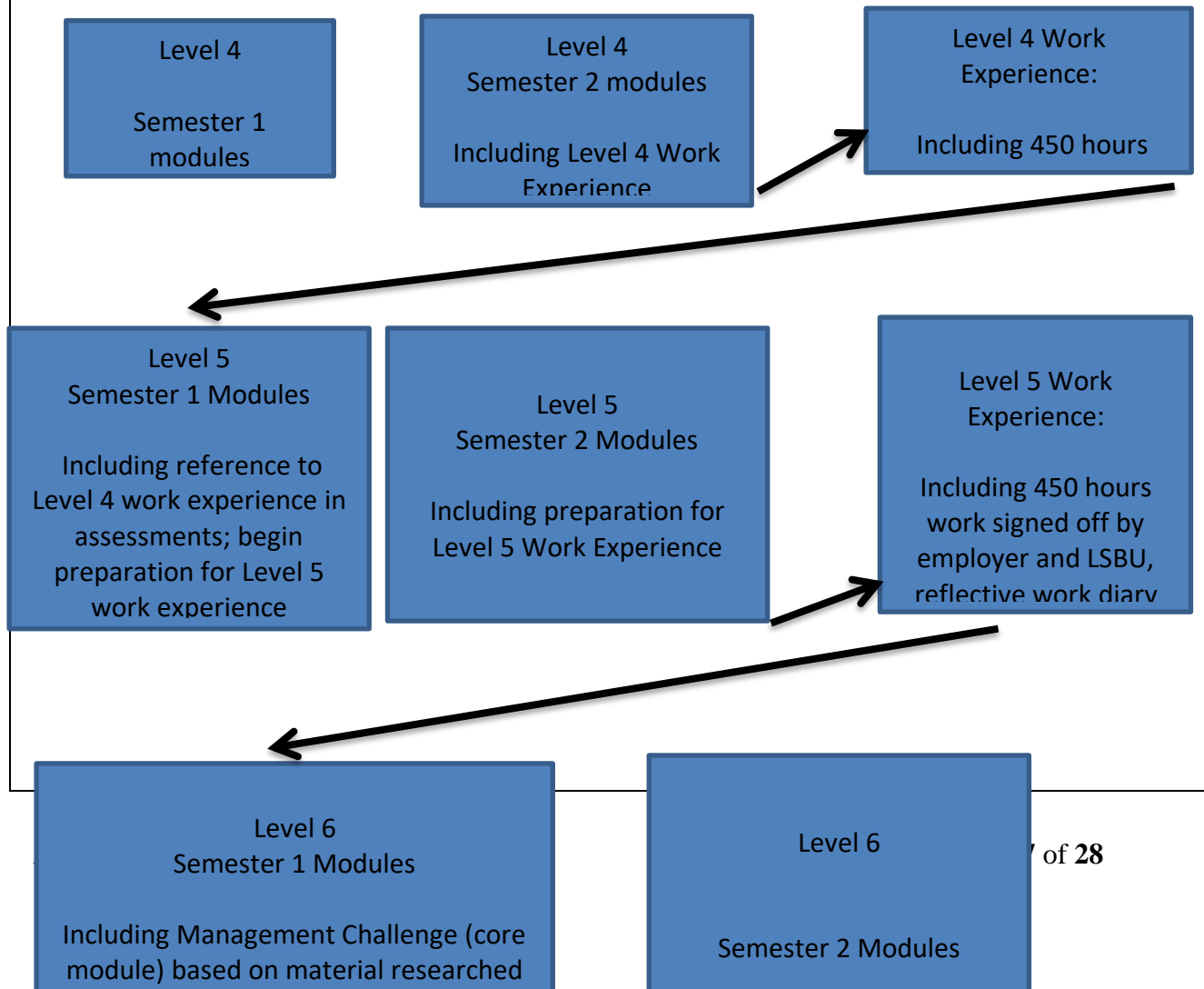
**G. Course structure(s)**

**Course overview**

	<b>Semester 1</b>	<b>Semester 2</b>
<b>Year 1</b>	Skills for Sustainability  Fundamentals of Hospitality  Leisure and Consumption	Geographies of Tourism  Management and Leadership  Professional Development
<b>Year 1</b>	Level 4 Work Experience	
<b>Year 2</b>	Business Development  Marketing Strategy and Communications  Destination management or Trends in Food and Beverage	Research for management  Travel distribution or Hospitality operations  Tourism in the Global South or Hospitality design
<b>Year 2</b>	Level 5 Work Experience	
<b>Year 3</b>	Human Resource Management  Management Challenge  Major and Mega Events or Destination Marketing	Extended essay  Choose <i>two</i> from: Tourism and Social Justice  International Hospitality Operations  Urban Tourism

## Work Experience information

### *The Role of Work Experience in Curriculum*



- There is a requirement to complete two 450-hour zero credit work experience modules of agreed, monitored and assessed work placement both at Levels 4 and 5.
- This will involve a system in place where the employer and the placement tutor sign off the hours worked;
- The number of hours completed to date will be presented at the September resit Examination Board. Any hours that need to be made up to reach 450 will be carried over and required to be completed by the end of Week 12 of Semester 1 of the following academic year. If the hours are not made up by the end of Week 12 the student will be required to make up the hours by Easter. Failure to do this will require the student to resit Level 4 or Level 5 work experience module as Repeat Year.
- Students who do not complete the Work Experience module at Level 4 will not be able to begin Work Experience at Level 5.

### H. Course Modules

Core modules are highlighted in **Black** in the table below and optional modules are highlighted in **Blue**.

Optional modules will not run when there is no demand for them and this will be based on the size of the cohort and the choices made by these cohorts. Towards the end of level IV and level V students will be issued with option forms by the course director. A chance to discuss options will be provided to students so they can pick the options that best suit their career destination and learning requirements. Students will be informed prior to the start of the academic year if their option is not running.

Module Code	Module Title	Level	Credit value	Assessment
UEL 4 SFS	Studying for Sustainability	4	20	<p>This module is assessed through 2 elements, coursework 1 is worth 50% of the module and coursework 2 is worth 50% of the module.</p> <p>Coursework 1 (with 50% of the module) A 1500-word essay on the complex nature of sustainability in the tourism, hospitality and events sectors.</p>



				<p>Coursework 2 (worth 50% of the module) A 1500-word report reflecting upon and reviewing sustainable issues and how they are interpreted by industry.</p>
UEL 4 LAC	Leisure and Consumption	4	20	<p>This module is assessed 100% through coursework. Coursework 1 is worth 50% of the module and coursework 2 is worth 50% of the module.</p> <p>Coursework 1 – 50% of the module is a verbal presentation on the structure of a given segment of the leisure or events industry and its contribution to society and skills required of managers in that segment.</p> <p>Coursework 2 – 50% of the module is a 1500-word essay on the role of leisure and consumption within modern society.</p>
UEL 4 MLS	Management and Leadership	4	20	<p>This module is assessed through 2 elements. Coursework 1 worth 40% and coursework 2 worth 60% of the module</p> <p>Coursework 1 (worth 40% of the module) A 1000-word essay reviewing leadership styles used in the management of the tourism, hospitality and events workforce.</p> <p>Coursework 2 (worth 60% of the module) A 2000-word report reviewing how key management techniques contribute towards internal customer job satisfaction.</p>
UEL 4 GTO	Geographies of Tourism	4	20	<p>This module will be assessed via 100% coursework. Coursework 1 worth 50% of the module and coursework 2 worth 50% of the module</p> <p>Coursework 1 A 1500-word essay on the implications of the existing structures of the tourism industry on the management and coordination of operations.</p>

				Coursework 2 A 1500-word essay based on a case study analysis of the impacts of tourism on the natural and cultural environments.
UEL 4 FOH	Fundamentals of Hospitality	4	20	Worth 100% of the module coursework one is a 3000-word report.
UEL 4 PDV	Professional Development	4	20	Coursework 1 (60% weighting) You are required to write an overall reflection of the skills, competences and knowledge that you have developed since starting the course and which will be of benefit to you in future jobs, 2000 words.  Coursework 2 (40% weighting) An assignment designed to help you reflect on your development and to sell yourself at job interviews and assessment centres. Students are required to submit a 5-minute video.
UEL 4 PLA	Level 4 Work Experience	4	0	The completion of at least 450 hours of work experience which is signed off by the Placement Tutor and the Employer and the completion of the placement evaluation form.
UEL 5 BDM	Business Development	5	20	Coursework 1 is worth 25% of the module. A poster and defence of the market assessment of the potential new or turn-around venture.  Coursework 2 is worth 75% of the module. Coursework 2 is the full business plan report which is 2500 words long.
UEL 5 MSC	Marketing Strategy and Communications	5	20	The module is assessed through two pieces of coursework, each element worth 50% of the module and consists of 1750 words. Coursework 1 is an exercise on segmentation and coursework 2 is a report on promotional plans.
UEL 5 DMG or UEL 4 FAB	Destination Management or Trends in Food and Beverage	5	20	UEL 5 DMG The module is assessed 100% by coursework:  Coursework 1: an individual coursework essay critically analysing the main destination planning philosophies justifying, through case examples, when each philosophy

				<p>may be appropriate. Worth 50% of Module.</p> <p>Coursework 2 is a destination management plan aimed at making a destination within London more dynamic and livelier. Group work, 2000 words equivalent, done as a 10-slide power point presentation as if presenting a consultancy report outcome to a Destination Management Organisation client. Worth 50% of the module.</p> <p>UEL 5 FAB The module is assessed 100% by coursework. Students will be required to prepare a written report assessing either food viability/sustainability or production methods. Word length 3500.</p>
UEL 5 RFM	Research for Management	5	20	<p>Two courseworks weighted at 50% each:</p> <p>A 1500-word research proposal worth 50% of the module.</p> <p>A 2000-word research report worth 50% of the module.</p>
UEL 5 TRD or UEL 5 HSO	Travel Distribution or Hospitality Operations	5	20	<p>UEL 5 TRD This module is assessed 100% by coursework, there are two elements to the assessment, coursework 1 worth 50% of the module and coursework 2 worth 50% of the module.</p> <p>Coursework 1 worth 50% of the module is a 1500-word essay based on issues of ethical management in the supply chain.</p> <p>Coursework 2 worth 50% of the module is a 1500-word essay on the changing nature of consumer behaviour on travel retail.</p> <p>UEL 5 HSO The module is assessed 100% by coursework, there are two elements to this assessment, coursework 1 worth 50% of the module and coursework 2 worth 50% of the module.</p>

				<p>Coursework 1 is the PowerPoint presentation and detailed academic notes worth 50%.</p> <p>Coursework 2 is the delivery of a 20-minute presentation.</p>
<p>UEL 5 TGS or UEL 5 HDE</p>	<p>Tourism in the Global South or Hospitality design</p>	<p>5</p>	<p>20</p>	<p>UEL 5 TGS</p> <p>Coursework 1, worth 100% of the module is a 3500-word discursive essay on why destinations in the global South struggle to gain benefits tourism promise.</p> <p>UEL 5 HDE</p> <p>This module is assessed 100% by coursework, there are two elements to the assessment. Coursework 1 is worth 40% of the module and coursework 2 is worth 60% of the module</p> <p>Students are required to develop plans for a food and/or beverage business.</p> <p>Coursework 1 worth 40% of the module a 10-minute presentation.</p> <p>Coursework 2 a 2000-word report worth 60% of the module.</p>
<p>UEL 5 PLA</p>	<p>Level 5 Work Experience</p>	<p>4</p>	<p>0</p>	<p>The completion of at least 450 hours of work experience which is signed off by the Placement Tutor and the Employer and the completion of the placement evaluation form.</p>
<p>UEL 6 HRM</p>	<p>Human Resource Management</p>	<p>6</p>	<p>20</p>	<p>The module is assessed 100% by coursework, there are two elements to the assessment. Coursework 1 worth 50% of the module and coursework 2 worth 50% of the module</p> <p>Coursework 1, worth 50% of the module. A 2000-word report requiring students to evaluate the management tools used by human resource departments in delivering quality service in the tourism, hospitality and events industries.</p> <p>Coursework 2 worth 50% of the module. A 2000-word report requiring students to evaluate the philosophical underpinnings of Total Quality Management tools used by</p>

				human resource departments in the tourism, hospitality and events industries.
UEL 6 EES	Extended Essay	6	20	100% coursework One piece of Coursework: 4,000-word essay. The extended essay is based on the application of academic theory, models and constructs to a tourism or hospitality topic of the student's choice which cannot be investigated by primary research, given the students available resources.
UEL 6 MGC	Management Challenge	6	20	The module is assessed 100% by coursework both weighted at 50%.  A 15-minute presentation defining the management issues faced by their host organisation and an assessment of why these issues occurred. Worth 50% of the module.  A management report based on research collected while on placement on a management issue faced by the host organisation. Conclusions should relate to management theory (2000 words) worth 50% of the module.
UEL 6 MME	Major and Mega Events	6	20	Coursework (100% of the module mark)  Coursework 1 2000-word assessment of impacts of major/mega events (50% weighting)  Coursework 2 2000 words: a theory-based evaluation of the success or failure of major/mega events and discussion of factors leading to the success or failure of events, (50% weighting)
UEL 6 DEM	Destination Marketing	6	20	The assessment is 100% coursework (4000 words).  For the coursework students are asked to write a 4000-word marketing plan for a destination (country/region/major city) of their choice.
UEL 6 TSJ	Tourism and Social Justice	6	20	Two pieces of coursework comprising:

				<p>Production of a policy briefing paper (2 sides A4) on a subject of the student's choice (50%)</p> <p>Written presentation of a campaign strategy for the issue presented in the briefing paper (50%) equivalent to 3000 words</p>
UEL 6 IHP	International hospitality Operations	6	20	<p>The module is assessed 100% by coursework.</p> <p>The coursework is an individually prepared report of 4000 words in the form of a consultancy report that investigates the feasibility of a hospitality form expanding its operations into a new world region.</p>
UEL 6 HRT	Urban Tourism	6	20	<p>100% Coursework. Two elements worth 50% each.</p> <p>CW1 a report on the effects of tourism in the transformation of a chosen city which can be categorised as a either a post-industrial city, an historic city or seaside resort, (50%) essay 2,000 words</p> <p>CW2 Analyse the nature, scale and role of the night time economy of Central London and make recommendations about its future management. (50%) report 2,000 words</p>

#### I. Timetable information

[indicate:

Provide as much information as possible,

- Provisional timetables are made available upon request and are subject to change. Confirmed timetables are made available when the timetabling system has been made live by the estates division.
- Students will have no classes on Wednesday afternoon leaving free for any SU activities.
- Students are notified of any timetable changes via the Moodle site during the academic year.

#### J. Costs and financial support

##### Course related costs

- There are no extra course -related costs. However, although field trip fees are built within the course fees students will have to pay for their lunch and dinner during field trip commitments. This applies to the level IV and V compulsory field trips. Where students are required to visit an industry partner, visit an industry exhibition or do field research students will have to pay their own travelling expenses.

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Personal Development Planning (postgraduate courses)
- Appendix D: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

LEARNING OUTCOMES <i>Subject Knowledge and Understanding</i>	Core Modules Level 4							Core Modules Level 5			Core Modules Level 6		
	Level 4 Work Experience	Studying for Sustainability	Leisure and Consumption	Management and Leadership	Geographies of Tourism	Professional Development	Fundamentals of Hospitality	Level 5 Work Experience	Marketing Strategy and Communications	Research for Management	Business Development	Human Resource Management	Management Challenge
A1: Analyse and evaluate the structures, concepts and characteristics of the tourism, events and hospitality industries from a multi-disciplinary perspective including the fields of politics, social science and management studies.		tda	tda	tda			tda			tda		tda	
A2: Analyse and evaluate the interaction between tourism/events/hospitality markets, suppliers, clients, resources and other stakeholders in the global economy.			tda		tda	tda			tda				tda
A3: Interpretation of business and research data to the development of tourism, events and hospitality strategies and plans. For example, business plans, destination management, hospitality, event and marketing planning.									tda	tda	tda	tda	tda



A4: Evaluate the impacts of changes in the political, social environmental technological environment on the tourism, hospitality and events sectors.				tda							tda	tda		
A5: Understand the practical contribution of tourism and hospitality concepts, techniques and understanding to forging more socially just and environmentally sustainable futures.					tda									
A6: Understand the logistics and operational processes required to manage hospitality and tourism businesses including, hotels, restaurants and tour operators.							tda							

LEARNING OUTCOMES <i>Intellectual and Research Skills</i>	Core Modules Level 4						Core Modules Level 5			Core Modules Level 6				
	Level 4 Work Experience	Studying for Sustainability	Leisure and Consumption	Management and Leadership	Geographies of Tourism	Professional Development	Fundamentals of Hospitality	Level 5 Work Experience	Marketing Strategy and Communications	Research for Management	Business Development	Human Resource Management	Management Challenge	Extended Essay
B1: To become critical and reflective learners drawing on their academic and employability experiences and using these to develop their career pathways.						tda				tda				tda
B2: Undertake fieldwork observation and data collection in a responsible and safe manner, and sensitive to the impact of investigations on the environment and stakeholders.														
B3: Use a range of quantitative and qualitative survey techniques and interpretive methods for the analysis and understanding of social, environmental and business environments.		tda						tda	tda	tda				
B4: Use of interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems.		tda		tda							tda	tda		

B5: Evaluate and apply theories and concepts from generic management areas to the operation and planning of the tourism, events and hospitality industries.			tda	tda			tda			tda	tda	tda	tda	
B6: Identify and respond appropriately to diverse and conflicting interests within the tourism, events and hospitality sector applying the principles of sustainability, ethics and good business practice.		tda			tda		tda							

LEARNING OUTCOMES <i>Transferable Skills and Personal Attributes</i>	Core Modules Level 4						Core Modules Level 5				Core Modules Level 6			
	Level 4 Work Experience	Studying for Sustainability	Leisure and Consumption	Management and Leadership	Geographies of Tourism	Professional Development	Fundamentals of Hospitality	Level 5 Work Experience	Marketing Strategy and Communications	Research for Management	Business Development	Human Resource Management	Management Challenge	Extended Essay
C1: Communicate effectively in written, graphic, oral and multi-media forms in ways which are appropriate to the relevant audience and which respect intellectual property and copyright.		tda	tda		tda	tda	tda			tda	tda	tda		tda
C2: Access, select and synthesise data from library and internet sources to achieve a given purpose.		tda	tda	tda		tda			tda		tda			tda
C3: Work effectively in group and team work situations, respecting the viewpoints of others.														
C4: Work autonomously and manage one's own time, behaviour, motivation and initiative.					tda		tda							tda
C5: Demonstrate personal, practical, intellectual skills and knowledge required to perform effectively in the workplace.				tda		tda						tda		
C6: Demonstrate interpersonal and employability skills of listening, negotiating, persuasion and presentation.			tda		tda	tda							tda	

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>The tourism and hospitality programme was designed in collaboration with industry partners who were consulted during the validation process. A number of these partners now come into LSBU to provide guest lectures and help us provide up-to-date assessments based on the challenges facing the tourism and hospitality industry. This includes the Marriot, Hilton and TUI organisations. Guest speakers will visit the management and leadership level IV module.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>Modules UEL 4 MLS and UEL 4 SFS have embedded critical thinking and reading, study skills and professional development. Module UEL 4 PDV requires students to reflect on their own development both personal and professional and develop analytical thinking.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity</p>	<p>Group-based experiences are spread across levels IV and V of the degree programme. Some of these experiences are through formative assessment (UEL 4 MLS) and some (UEL 5 DMG, UEL 5 BDM) are through summative assessment. Teamwork is a central theme to the tourism and hospitality</p>

	for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	industries and students are expected to reflect on their own experiences of working in a group and understanding their role within that setting.
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	All course materials are found on Moodle and can be easily adapted to any font should the case arise. Much of the reading required of students (i.e. journal articles) are made available on Moodle sites.
Assessment for learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b> .	Every module has both formative and summative assessments built into the validated documentation. Many of the modules build in seminar programs aimed at the summative assessments in order to assist students and provide opportunity for feedback on work prior to the hand in date.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate	Modules UEL 4 PDV and UEL 5 RFM are specifically designed to enable students to reflect upon their professional practices and prepare for the research process. Specifically, the level V module entitled research for management is designed to provide the academic and critical thinking

	<p>dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>skills necessary to undertake an individual piece of research which will be expected of them into modules at level VI. The level VI modules are the management challenge and extended essay. The assessments for these modules are written reports, essays and presentations.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u>  Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>The link between assessments and current industry practice to be found in modules UEL 4 SFS and UEL 4 MSC which requires students to reflect on their field trip experience. Module UEL 5 HSO and UEL 5 HDE assessments are based on current industry practice. Module UEL 6 MGC requires students to reflect on their industrial experience and identify areas for development based upon their experience in industry and within the organisation where they gained work experience.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u>  An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>The tourism and hospitality industry are diverse, and the course content reflects this. Issues around social justice, diversity, discrimination and sustainability are central themes that run from level IV to the end of the degree programme.</p>

<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>          Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>There are two 0 credit-based work experience modules (UEL 4 PLA and UEL 5 PLA) which have been built into this degree programme. They require students to gain 450 hours work experience each academic year. At both level V and VI the practises that the students gleaned from these work experiences are dissected and analysed in order to develop students understanding of current industry practices and develop their critical thinking and management skills.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u>          The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>Throughout the programme there are a range of different assessment techniques utilised. This includes the use of reports, essays, posters and video journals. The use of case studies and current academic writing to underpin the assessments assists in the development of a wide range of learning skills for the students. The use of the extended essay and management challenge at level VI are intended to demonstrate the knowledge and learning skills developed at levels IV and V.</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p>	<p>The field trip experiences at both levels IV and V promote the use of group-based learning experiences. These are intended</p>

	<p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	<p>to help students expand their network within the student cohort and develop their understanding of what group work and their role within a group will mean when working in industry.</p>
<p>Assessment for learning</p>	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>The assessment strategy taps into a range of assessment techniques including, reports, essays, case studies, field journals, informal class tests, videos, presentations and posters. The assessment strategy is intended to promote the development of academic skills as participants progress within the programme.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	<p>Career management is a central theme to the programme, modules UEL 4 PDV, PLA and UEL 5 RFM, PLA and UEL 6 MGC are specifically aimed at providing participants with work-based experiences, reflecting on those experiences and thinking forward as to how the industry they have worked in can improve current practices.</p>
<p>Curricula informed by employer and</p>	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and</p>	<p>Modules UEL 6 MGC and UEL 6 EEI are the pinnacle of the degree programme. The</p>



<p>industry need / Assessment for learning / High impact pedagogies</p>	<p>synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity and creativity.</b></p>	<p>assessments require students to investigate an area that is of interest to them based on their work experiences and the development of their knowledge of the industry throughout the programme. The module UEL 6 MGC requires participants to investigate an issue they discovered during their work experiences, based on research during this experience and provide practical recommendations. UEL 6 EEI require students to provide an in-depth essay on a subject that is of interest to them but which warrants academic research.</p>
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## Appendix D: Terminology

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions