# BSc (Hons) Travel and Tourism

# Module Specifications

**SECTION A: DEFINITIVE MODULE RECORD**. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: ACSK4001* | MODULE TITLE: Academic Skills |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 4 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module serves as an introduction to the core academic skills required of students embarking on undergraduate studies in a range of courses and modules. Students will embed academic literacy, alongside the development of technical and interpersonal skills, as appropriate to study in specific disciplines. It takes a task-based and reflective learning approach to develop students' existing skill sets, exploring and strengthening new skills and focusing on social and emotional skills.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
The aims of this module are to develop knowledge and understanding of academic literacy/skills and to discuss and build cognitive and intellectual skills in the areas of critical thinking, problem solving, and communication skills.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Show evidence of understanding core components of academic literacy/skills.
2. Apply critical thought to a range of tasks, and do so with a minimum of external guidance in particular situations.
3. To reflect, analyse and discuss strengths, weaknesses, and opportunities personally and academically.
4. Use appropriate technologies to facilitate the completion of self-analysis/reflection.

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: | TERM: Autumn/Spring/Summer |

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

*For external examiner and delivery breakdown:

      A - BSc (Hons) Business Management

      A - BSc (Hons) Business Management with Creative Industries

      A - BSc (Hons) Business Management with E-commerce

      A - BSc (Hons) Business

      A - BSc (Hons) Professional Management

      B - BSc (Hons) Economics

      A - BSc (Hons) Enterprise and Small Business Development

      C - BSc (Hons) Travel and Tourism

      D - BSc (Hons) Oil and Gas Management

      E - BSc (Hons) Human Resources with Management

      F - BSc (Hons) Events and Entertainment Management

      G- BSc (Hons) Marketing

      H - LLB (Hons)

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

**Summary of Module Content**

This module is designed to provide students with the personal and practical skills needed to support their academic development at undergraduate level, with a view to building their awareness of the skills and attributes they will need in their future professional lives. The module is preparatory and developmental, but features practical tasks, with a view to building student autonomy and increasing basic academic literacy.

There is a focus of giving students an awareness of the core components of academic literacy, whilst at the same time students will be supported through academic mentoring.

Whilst this is a common skills module, seminar and workshops will support students in the application of these skills as appropriate to the degree subject areas being studied.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| Scheduled Activities | Hours | Comments/Additional Information |

| | | | | |
|---|---|---|---|---|
| Lecture | 20 | Lectures focus on understanding and development of skills. | | |
| Tutorials | 20 | Provides students with the required knowledge and skills with a focus on practical work. Includes a mixture of formative assessments. | | |
| Guided Independent Study | 110 | Group project work for portfolio and assignment tasks. Guided independent study researching and reflecting on social, cultural, and commercial issues in the world outside of the classroom. | | |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** | | |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Portfolio** | 100% | This will entail the development of a portfolio. |

| **Updated by**: Grace Allen 12/07/2017 | Date: | **Approved by**: Liz Larner 13/07/2017 | Date: |
|---|---|---|---|

## SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: MORG4038 | MODULE TITLE: Management and Organisations |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 4 | JACS CODE: N/A |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
Managers are responsible for planning, organising, leading and controlling human and other resources. This module introduces and explains the main business functions and considers the contribution made by theories to the practice of management. The module considers how management has evolved within an external environment of turbulent change. Management, leadership styles and motivational theories are considered.

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**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| E1 (Formally scheduled) | | C1 | 100% | P1 | |
| E2 (OSCE) | | C2 | | P3 | |
| T1 (Test) | | A1 | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
The aim of this module is to give an introduction to the characteristics of organisations and to provide familiarity with business aims, objectives, strategy, planning and corporate social responsibility. Whilst exploring the main functional areas of business, the principles of management, culture, leadership and motivation are areas of focus. Further, it aims to demonstrate the importance of management effectiveness on the relationship between corporate strategy and functional management. It also aims to identify the leadership and motivational styles and techniques needed to engage employees and ultimately to encourage employees to demonstrate advocacy in the organisation in which they are employed.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Understand the structures and characteristics of organisations
2. Recognise the principles of modern management
3. Identify the relationship between strategic objectives, functional management and the business environment.

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION:   October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: | TERM:  Autumn/Spring/Summer |

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.*

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
| :-- | :-- |
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

| Summary of Module Content |
| :-- |
| Organisations, management and stakeholders; the internal environment; the external environment; management and corporate responsibility; planning and change; managing people; motivational/leadership theories and techniques; employee engagement strategies; communication- process, barriers, cultures; groups and teams; change management. |

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
| :-- | :-- | :-- |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | This will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation. |
| Guided independent Study | 120 | directed activities/ formative assessments |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
| :-- | :-- | :-- | :-- | :-- |
| Coursework | C_ | **Written Assignment** | 100 % | Linked to learning outcomes 1, 2, and 3. One piece of coursework focused on the organisation and management approaches (suggested word count of 2000 words) |

| **Updated by**: Grace Allen 12/07/2017 | Date: | **Approved by**: Liz Larner 13/07/2017 | Date: |
| :-- | :-- | :-- | :-- |

| **MODULE CODE:** MCOM4040 | **MODULE TITLE:** Marketing and Communications |
|---|---|

| **CREDITS:** 30 | **FHEQ LEVEL:** 4 | **JACS CODE:** NA |
|---|---|---|

| **PRE-REQUISITES:** None | **CO-REQUISITES:** None | **COMPENSATABLE:** N |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**

This module focuses on the importance of marketing in its role in driving success and delivering results. It provides an introduction to the functions of marketing within the organisation, examines key marketing concepts and explores their application in the context of organisations. Students will examine the theories, processes and practices of good business communications to facilitate an understanding of the importance of effective internal and external communications in a business context.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
PART I: Marketing
To develop an understanding of the role and function of marketing in an organisation; to identify factors and trends in the marketing environment and how they affect marketing planning (principles
of market planning including segmentation, targeting and positioning); to enable students to identify the key elements of the marketing mix 7Ps (product, price, place, promotion, people, process and physical evidence) and its application in meeting customer needs; to understand factors that influence the customers and how customer relationships can be managed; to be able to communicate to both internal and external customers using a variety of different means.

PART II: Communication
To introduce key terms, definitions, concepts, current theories and practices used in communications; to
enable the successful identification of solutions to resolve issues and challenges in business communications to improve impact and outcomes; to enable students to develop and implement communications activity both internally and externally, to equip students with frameworks to critically assess communications activity;  to develop skills to communicate effectively across a range of audiences and contexts.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:
1. Identify and explain the marketing concept, the marketing mix and the components of

the marketing communications mix.
2. Explain the relationship between the marketing environment, its impact upon organisational decision making and consumer behaviour.
3. Discuss the factors that determine competitive advantage within organisations
4. Explain key theories, concepts and models underpinning business communication to create effective communications.
5. Examine and discuss organisational issues and challenges that impact on the effectiveness of business communication through the use of pre-defined criteria to assist in improving communication within the organisation.
6. Demonstrate an application of concepts and techniques related to business communication processes used within the workplace.

| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
|---|---|
| **DATE OF IMPLEMENTATION**: October 2015 | **SCHOOL/PARTNER:** GSM LONDON |
| **DATE(S) OF APPROVED CHANGE:** | **TERM:** Autumn/Spring/Summer |

Additional notes (for office use only):

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

| **ACADEMIC YEAR: 2017/2018** | **NATIONAL COST CENTRE: NA** |
|---|---|
| **MODULE LEADER: See module handbook** | **OTHER MODULE STAFF:  See module handbook** |

**Summary of Module Content**
Modules split in two parts (Part I: Marketing and Part II – Communication)

PART I: Marketing
Understand the role and function of marketing – what do marketers do? ; the evolution of marketing orientation; customer orientation – Influence of customer behaviour; the marketing environment and impact on marketing planning - internal and external; customer relationship management.
Marketing in different sectors B2B (business to business), B2C (business to consumer), the service sector, profit and not for profit; understanding buyers and marketing - consumer behaviour; segmentation, targeting and positioning; global marketing and e-business; the marketing mix – applying the 7P's.

PART II: Communication
Introduction to communication  and its role within business; the communication process and integrated marketing communications; communication tools– written, verbal and other mediums of communication;
the marketing communications mix; communicating online; corporate communication; transnational communication; issues in communication and regulation and ethics.

This module will include Formative assessment based on group work
Links to learning outcome 1,2,3,and 4
This module maps to CIM Level 4 core modules

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lectures | 10 | Lectures focus on understanding and development of knowledge and skills. |
| Tutorials | 40 | 2 x 2-hour tutorials each week. These will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation. |
| Guided Independent study | 250 | Self - directed and guided reading, activity |
| **Total** | **300** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 50% | Part I – Marketing Report Part I 50% – assessed through written report /produce a 'Marketing Report' based on a given scenario. Indicative word count 2,000 |
| | | **Written assignment** | 50% 100% | Part II 50% - assessed through Communications Campaign creation / analysis - based on a given scenario and an organisation of choice. Indicative word count 2,000 All learning outcomes assessed |

| **Updated by**: | Date: | **Approved by**: | Date: |
|---|---|---|---|
| Grace Allen 12/07/2017 | | Liz Larner 13/07/2017 | |

**SECTION A: DEFINITIVE MODULE RECORD**. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: PRSK4048* | MODULE TITLE: Professional Skills |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 4 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module serves as an introduction to the professional skills required of students embarking on undergraduate studies across all programmes. The module focuses on embedding professional skills needed to relate to specific disciplines. It takes a task-based and reflective learning approach to develop students' existing skill sets, in both practical and theoretical terms, as well as exploring and strengthening new skills.

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**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| E1 (Formally scheduled) | | C1 | 100% | P1 | |
| E2 (OSCE) | | C2 | | P3 | |
| T1 (Test) | | A1 | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
The aims of the module are to provide and develop the knowledge and understanding of professional skills within specific disciplines, while developing and understanding personal strengths. The module provides a platform for self-reflection with an emphasis on continual improvement and personal development planning.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Understand and have knowledge of professional skills and continual awareness in a business environment.
2. Use appropriate technologies to facilitate the completion of self-analysis/reflection.
3. To reflect, analyse and discuss strengths, weaknesses, and opportunities personally and academically.
4. Understand, improve and reflect upon their own personal strengths in relation to the professional environment.

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: | TERM:  Autumn/Spring/Summer |

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

*For external examiner and delivery breakdown:

  A - BSc (Hons) Business Management
  A - BSc (Hons) Business Management with Creative Industries
  A - BSc (Hons) Business Management with E-commerce
  A - BSc (Hons) Business
  A - BSc (Hons) Professional Management
  B - BSc (Hons) Economics
  A - BSc (Hons) Enterprise and Small Business Development
  C - BSc (Hons) Travel and Tourism
  D - BSc (Hons) Oil and Gas Management
  E - BSc (Hons) Human Resources with Management
  F - BSc (Hons) Events and Entertainment Management
  G- BSc (Hons) Marketing
  H - LLB (Hons)

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
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| **ACADEMIC YEAR:** 2017/2018 | **NATIONAL COST CENTRE:** NA |
|---|---|
| **MODULE LEADER:** See module handbook | **OTHER MODULE STAFF:** See module handbook |

**Summary of Module Content**
This module is designed to give students the skills needed to support their professional development at undergraduate level, with a view to building their awareness of the skills in the business world.  The module builds on students' academic skills, and scaffolds the students towards the completion of specific tasks and assignments on which they will be assessed.
There is a focus on giving students an awareness of the core generic skills needed in the professional world. In addition, with input from discipline specialists, specific vocational skills are developed. For example, students on the LLB programme are taught by a law specialist in conjunction with the Learning and Skills department, and the content includes practical debating, mooting and other law related skills.

**SUMMARY OF TEACHING AND LEARNING** *[Use HESA KIS definitions}*

| Scheduled Activities | Hours | Comments/Additional Information |
|---|---|---|
| Lectures | 20 | Lectures focus on understanding and development of skills. |
| Tutorials | 20 | Mixed method approach including use of VLE. |
| Guided independent study | 110 | Group project work for portfolio and assignment tasks Guided independent study researching and reflecting on social, cultural, and commercial issues in the world outside of the classroom. This will include use of the VLE. |
| Total | 150 | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.) |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Portfolio** | 100% | This will entail the development of a portfolio that demonstrates the development and reflection of professional skills using indicative examples. |

| **Updated by**: Date: Grace Allen 12/07/2017 | **Approved by**: Liz Larner 13/07/2017 | Date: |
|---|---|---|

**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

| MODULE CODE: CSMT4014 | MODULE TITLE: Customer Service Management for Travel and Tourism |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 4 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**

This module equips students with essential customer service management knowledge and skills such as customer service operations, resolution of customers' complaints and queries and analysis of the effectiveness of customer service. It further delivers knowledge of customer satisfaction, customer value proposition, customer service improvements and use of quality systems to enhance customer service provision.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions}**

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| E1 (Formally scheduled) | | C1 | 100% | P1 | |
| E2 (OSCE) | | C2 | | P3 | |
| T1 (Test) | | A1 | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
A very important component in the delivery of products and services to consumers is the quality of customer service given. This module aims to introduce students to different customer service functions and their importance to the overall success of organisations within the Travel and Tourism Industry. Students will be able to identify how best these customer service functions can be developed and maintained in an effort to create and/or sustain an advantage over competing organisations in the Travel and Tourism Sector.

**ASSESSED LEARNING OUTCOMES: (additional guidance below)**
At the end of this module students will be expected to be able to:
1. Define the types of customers in the travel and tourism industry.
2. Analyse the effectiveness of customer service and the use of quality systems in the travel and tourism industry.
3. Examine the solutions of customer queries' and complaints in travel and tourism.

| DATE OF APPROVAL: 14-15/01/15 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: | TERM: Autumn/Spring/Summer |

**Additional notes (for office use only):**

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**
Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. **Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.** Further details for current students should be provided in module guidance notes.

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

| Summary of Module Content |
|---|
| This module addresses important knowledge and skills in the management of customer services within the Travel and Tourism industry.  Students learn the importance of anticipating customers' needs, setting customer service targets and allocating resources to enable efficient customer services. They learn to identify the cause of complaints and handle them in accordance with service standard.  Additionally, there is emphasis on implementing an evaluation plan to assess the effectiveness of customer services and suggesting necessary improvements. |

| SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions} | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | Seminars will incorporate a range of activities including workshops, visits, guest speakers and tutorials. |
| Guided Independent Study | 120 | Structured activities including reading, observations, research, group meetings, assessment preparation, reflection and self-directed study. |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|---|---|---|---|---|
| **Coursework** | **C_** | **Report** | 100% | Students will be required to complete a report which could take the form of a case study. (2,500 words) |

| Updated by: Date:  Grace Allen 12/07/2017 | Approved by: Liz Larner 13/07/2017 | Date: |
|---|---|---|

## SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

| MODULE CODE: FDMT4027 | MODULE TITLE: Financial Decision Making for Travel and Tourism |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 4 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
Financial management is a key part of any organisation's success. It is imperative for an organiser/manager of travel and tourism activities to understand where and how to use different tools to determine this. This module demonstrates the key tools used throughout the financial management process and also examines the mechanisms used to explore the options of where the profit will be derived from.

**.**

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions}**

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| E1 (Formally scheduled) | | C1 Report | 70% | P1 Presentation | 30% |
| E2 (OSCE) | | C2 | | P3 | |
| T1 (Test) | | A1 | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module aims to introduce students to the factors that influence the pricing of travel and tourism services and the types of decisions that one would need to make in determining the commercial viability of travel and tourism ventures. The module focuses on the complexity of services, and how to derive the many types of profit available and methods of achieving success.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:
1. Identify major areas of consideration when looking at financing a Travel and Tourism ventures.
2. Define the scope and structure of profit and where it can be derived from.
3. Explain the types of decisions and considerations a manager would need to make in order to ensure their venture is financially viable.
4. Outline the key characteristics and concepts of pricing and the tools in which to use in order to determine the price of a service.

| DATE OF APPROVAL: 14-15/01/15 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | TERM: Autumn/Spring/Summer |

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

**Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.**

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
| --- | --- |
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

| Summary of Module Content |
| --- |
| This module demonstrates the key tools used throughout the financial decision making processes and examines the mechanisms used to explore the options of where the profit will be derived from. Each of these decisions carries an element of risk associated with them and the use of key models will support the decision making process and will identify the risk when organising different travel and tourism ventures. Lack of knowledge of basic financial planning and pricing can cause ventures to fail.  Pricing of services is an essential knowledge set as this often needs to carry the weight of covering associated costs. This module shows students  not only how to price but also at what point the venture becomes profitable.<br>Module syllabus is considering three blocks: (1) Financial information (Balance Sheet, Profit & Loss) and basic cost accounting; (2) Decision-making models (including pricing and operations); (3) Market research (surveying and research techniques, data sources, and economic information). |

| SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions} | | |
| --- | --- | --- |
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | These incorporate a range of activities including lectures, workshops, visits, guest speakers and tutorials. |
| Guided independent study | 120 | Structured activities including reading; observations, research, group meetings, assessment or exam preparation, reflection and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
| --- | --- | --- | --- | --- |
| Coursework | C1 | **Report** | 100 % | 2000 words report assessing LO1, 2, 4 |
| Practice | P1 | **Oral assessment and presentation** | 100% | 10 minutes presentation assessing LO3 |

| Updated by:                                    Date: | Approved by:                                    Date: |
| --- | --- |
| Grace Allen 12/07/2017 | Liz Larner 13/07/2017 |

| MODULE CODE: FFTO4030 | MODULE TITLE: Fundamentals of Travel and Tourism |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 4 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**

This module introduces the nature of tourism, setting an historical context to its development. It explains the nature and development of tourism and the travel sector. It discusses the patterns and characteristics of travel and tourism supply and demand and the influential factors on them. It explores the structure, operation and organisation of the private, public and voluntary sectors and their activities.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions}**

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Examination) | | **C1 (Coursework)** | 100% | | |
| **E2** (Clinical Examination) | | | | | |
| **T1** (Test) | | | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module aims to provide an introduction to tourism as a subject area and explains the nature and development of tourism and the travel sector. It discusses the patterns and characteristics of travel and tourism supply and demand and the influential factors on them. Additionally, there is an exploration of the structure, operation and organisation of the private, public and voluntary sectors and their activities.

**ASSESSED LEARNING OUTCOMES: (additional guidance below)**
At the end of this module students will be expected to be able to:

1. Identify significant factors influencing the historical development of UK travel and tourism
2. Demonstrate an understanding of the concepts and characteristics of tourism as an area of academic and applied study
3. Examine the different agents and elements of tourism development
4. Outline the key private and public/voluntary organisations which make up to UK travel and tourism industry

| DATE OF APPROVAL: | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|

| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM London |
|---|---|
| DATE(S) OF APPROVED CHANGE: | TERM: Autumn/Spring/Summer |

| Additional notes (for office use only): |
|---|

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
**Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.**

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF: See module handbook |

| Summary of Module Content |
|---|
| Definitions of travel and tourism; the structure of travel and tourism sectors; the history and development of travel and tourism sectors; the role of supply and demand in a business context, as relevant to travel and tourism; factors impacting on supply and demand; travel and tourism organisations, their structure and operations; the role of private, public and voluntary organisations in travel and tourism. |

| SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions} | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | This will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation. |
| Guided Independent study | 120 | Structured activities including reading, observations, videos, research, group meetings, assessment preparation and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

| Category | Element | Component Name | Component weighting | Comments Include links to learning objectives |
|---|---|---|---|---|
| **Coursework** | **C1** | **Written assignment** | 100% | Learning outcomes 1,2,3 & 4 (2,500 words) |

| Updated by: Date: Grace Allen 12/07/2017 | Approved by: Date: Liz Larner 13/07/2017 |
|---|---|

**SECTION A: DEFINITIVE MODULE RECORD**. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: PPTI5036 | MODULE TITLE: Policy and Planning in the Tourism Industry |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 5 | JACS CODE: NA |
|---|---|---|

| **PRE-REQUISITES:** None | **CO-REQUISITES:** None | **COMPENSATABLE:** Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module is designed to ensure that students develop an understanding of the tourism policy-making processes. They gain skills in the evaluation of tourism plans and policies and in the development of strategic tourism plans. Students develop their knowledge of these issues and how they relate to the increasing trends within the industry to identify specialised markets.

.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module provides students with the knowledge and understanding of how to critically examine tourism planning as a process and as a set of techniques for sustainable tourism development. It focuses on the physical environment and the social, cultural and political realities of tourism planning and policy making. Public and private sector roles are evaluated, as well as the nature of, and parameters and constraints relating to tourism development in specific settings**.**

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:
1. Analyse the influence of local and national governments and international agencies on the travel and tourism industry.
2. Define and explain key concepts and issues concerning tourism planning, tourism public policy and tourism management.
3. Critically evaluate several important tourism planning approaches and models.
4. Assess government and industry roles and responsibilities in tourism planning and policy-making.

| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
|---|---|
| **DATE OF IMPLEMENTATION**: October 2015 | **SCHOOL/PARTNER:** GSM LONDON |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **TERM:** Autumn/Spring/Summer |
| Additional notes (for office use only): | |

# SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF: See module handbook |

**Summary of Module Content**

Introduction to tourism planning and policy; tourism planning and policy: Responding to change; the changing dimensions of tourism planning; tourism planning systems; the integrated and strategic tourism planning process: Dealing with interdependence; tourism planning and policy at the international and supranational levels; tourism planning and policy at the national and sub-national levels; planning destinations: Competition and cooperation; planning sites: Sustainable design; implementation, instruments and sustainable planning.

## SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

| Scheduled Activities | Hours | Comments/Additional Information |
|---|---|---|
| Seminars | 30 | Seminars involve a variety of activities to enhance students' understanding of the theories and concepts. |
| Guided independent study | 120 | Structured activities including reading; observations, research, meetings, assessment preparation and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* Include links to learning objectives |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | This will cover all learning outcomes (3000 words) |

| Updated by: Grace Allen 12/07/2017 | Date: | Approved by: Liz Larner 13/07/2017 | Date: |
|---|---|---|---|

**MODULE CODE:** EMSK5012    **MODULE TITLE:** Employability Skills

**CREDITS:** 15          **FHEQ LEVEL: 5**          **JACS CODE: N/A**

**PRE-REQUISITES:**      **CO-REQUISITES:**      **COMPENSATABLE:** Y
**None**                 **None**

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

A compulsory module in which students develop the knowledge and apply professional skills to achieve employability outcomes within the context of the local, regional and global marketplace. The content allows students to critically reflect upon their career journey, share and explore ideas and interests, analyse graduate stories, develop an action plan and build self-confidence when making successful career transitions through and beyond completion of their programmes.

| **ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment* | | | | | |
|---|---|---|---|---|---|
| **E1** (Examination) | | **C1** (Coursework) | 100% | **P1** (Practical**)** | |
| **E2** (Clinical Examination) | | **A1** (Generic assessment) | | | |
| **T1** (Test) | | | | | |

**SUBJECT ASSESSMENT PANEL to which module should be linked**:

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

This module aims to provide students with highly practical, relevant and meaningful opportunities to reflect upon their career journey, allow them to understand the concept of employability, increase self-awareness and develop the confidence and skills to effectively navigate within, across and beyond their degree discipline when making effective career decisions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

| **Assessed Module Learning Outcomes** | **Award/ Programme Learning Outcomes contributed to** |
|---|---|
| 1. Develop employability skills and increase self-awareness within a range of contexts to demonstrate a commitment to lifelong career development learning<br>2. Apply and critically appraise a range of theories of career development<br>3. Analyse and evaluate sources of local, | Knowledge and understanding:<br><br>K1.0  Knowledge and understanding of the key aspects of business management and in their chosen field of study.<br><br>K1.2  Critical understanding of the need to collect, manipulate and interpret relevant |

| | |
|---|---|
| regional and global opportunities relevant to career ideas, interests and ambitions<br>4. Produce a professional CV, online profile, action plan and develop digital literacy skills for work | quantitative and qualitative data in relation to basic business issues.<br><br>Cognitive and Intellectual Skills:<br><br>C2.0 Engagement in meaningful debate and analysis of topics related to the subject of business, management and in their chosen field of study.<br><br>C2.2 Application of the correct concepts and frameworks to clearly defined problems while beginning to appreciate the complexity of the decision-making involved in business activity.<br><br>C2.4 Collection and synthesis of business ideas and information in a formal manner.<br><br>Transferable Skills:<br><br>T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries<br><br>T3.1 The ability to operate in predictable defined contexts using standard, recognised techniques.<br><br>T3.2 Working with limited autonomy within agreed and defined parameters.<br><br>T3.3 The development of responsibility for their own learning.<br><br>T3.4 Effectiveness with others while meeting the required obligations involved.<br><br>Employment:<br><br>E4.0 Skills required for graduate employment in the areas of business management and chosen field of study including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.<br><br>E4.1 Identification of the career specialism that reflects their interests and abilities.<br><br>E4.2 Understanding of careers' pathways and the professional expectations of the behaviour required to achieve these. |

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM London |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | SEMESTER:  Autumn/Spring/Summer |

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications.  More detailed schemes of work are available for each student within the individual module handbooks each semester.

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018
MODULE LEADER: See Module Handbook

NATIONAL COST CENTRE: N/A
OTHER MODULE STAFF: see Module Handbook

### Summary of Module Content

This module allows students to develop their professional skills and employability to help them make effective and informed career transitions during and after their programme. They reflect upon their career journey to date, use a range of self-assessment and employability tools, explore career options and analyse the career paths of alumni.  They are given opportunity to network with industry professionals, create a professional CV and develop digital skills for work in the context of the local, regional and global marketplace.

Whilst this is a common skills module, seminar and workshops will support students in the application of these skills as appropriate to the degree subject areas being studied.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]* | | |
|---|---|---|
| Scheduled Activities | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
| Lecture | 20 | Induction, introduce employability model, theoretical frameworks for career development |
| Tutorials | 20 | Apply theory to case studies and employability portfolio production. Employability assets will be expected to be |

| | | produced by students to build the components of the employability portfolio. |
|---|---|---|
| Guided independent study | 110 | Wider reading, preparation for sessions, e-learning, webinars and attending GSM London careers' seminars. |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

**SUMMATIVE ASSESSMENT**

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | | Journal entries on employability experiences within and alongside this module. (900 words). | 30% |
| LO1, LO2, LO3, LO4 | Coursework | Critical reflection on components of employability portfolio and what this says about the student to a potential recruiter. Word count: 1,600 words | 70% |
| | | | 100% |

**REFERRAL ASSESSMENT**

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | | Journal entries on employability experiences within and alongside this module. (900 words). | 30% |
| LO1, LO2, LO3, LO4 | Coursework | Critical reflection on components of employability portfolio and what this says about the student to a potential recruiter. Word count: 1,600 words. | 70% |
| | | | 100% |

| To be completed when presented for Minor Change approval and/or annually updated ||
|---|---|
| **Updated by**:   Grace Allen | **Approved by**:   Liz Larner |
| Date:  12/07/2017 | Date: 13/07/2017 |

<u>SECTION A: DEFINITIVE MODULE RECORD</u>. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: ATAT5001 | MODULE TITLE: Airline, Travel Agency and Tour Operations |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 5 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
In the Travel and Tourism sector, the effectiveness of operations is as essential as in other forms of business. This module examines the context of the Travel and Tourism Industry and its impact on airlines, travel agency and tour operations.

.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module aims to introduce students to the environment in which airlines, tour operators and travel agencies operate. They gain an understanding of the factors that influence customers'/passengers' decisions, how tour operators create and sell holidays and the strategic decisions involved in managing tour operations. Additionally, they develop an understanding of how airlines operate to meet passenger needs and deal with the complex and ever changing external environment. Students develop a clear knowledge and understanding of the retail environment, are able to evaluate and select holidays to meet customer needs and to examine the legal framework which governs retail operations in the travel industry.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:
1. Analyse the key elements that influences passengers' travel decisions.
2. Evaluate strategies employed by airlines to respond to the changing external influences.
3. Investigate the tour operations sector within the travel and tourism industry.
4. Explain the retail travel environment; examining the different types of travel agencies and the different relationships that exist within retail sector.

| DATE OF APPROVAL:    14-15/01/15 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION:   October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: | TERM:  Autumn/Spring/Summer |

Additional notes (for office use only):

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.*

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

**Summary of Module Content:**
This module will look at airlines, travel agencies and tour operations and examine the impact they have on the Travel and Tourism industry. Students gain an understanding of the effects of recent developments on airline operations, factors that influence customers/passengers decisions and strategic decisions involved in managing tour operations.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | These will incorporate a range of activities including workshops, visits, guest speakers and tutorials. |
| Guided independent study | 120 | Structured activities including reading; observations, research, group meetings, assessment preparation, reflection and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 15 credits = 150 hours, etc)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | One piece of coursework with related tasks to link the learning objectives (3000 words). |

| **Updated by**: | Date: | **Approved by**: | Date: |
|---|---|---|---|
| Grace Allen 12/07/2017 | | Liz Larner 13/07/2017 | |

**SECTION A: DEFINITIVE MODULE RECORD**. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: ETOU5015 | MODULE TITLE: E-Tourism |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 5 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**

This module demonstrates the profound impact of the ongoing developments in ICT and the internet on the Travel and Tourism industry. It reviews the uses of ICT and the internet in related operations such as accommodation, travel, transport, attractions and tourism destinations. It highlights the importance of social networking and other informal ICT systems in tourism marketing and information sharing.

.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 50% | **P1** | 50% |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module aims to provide students with an understanding of the impacts of ICT and the internet on the travel, tourism and hospitality sectors.

**ASSESSED LEARNING OUTCOMES:**

At the end of this module students will be expected to be able to:

1. Identify the features of TTH and how these relate to ICT and the internet.
2. Apply information communication concepts and the internet and their application to the tourism sector.
3. Examine the uses and impacts of ICT in all TTH related operations, such as accommodation, restaurants, travel and attractions sectors.
4. Analyse the impact of information communication technology concepts and the internet on the travel and tourism industry.

| DATE OF APPROVAL: 14-15/01/15 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |

| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | TERM: Autumn/Spring/Summer |
|---|---|

Additional notes (for office use only):

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
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| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

**Summary of Module Content**
Topics covered in the module will include:
An introduction to E-Tourism - includes impact of ICTs on tourism, the tourism system and ICTs and technological convergence and new ICT developments; demand driven E-Tourism - includes leisure versus business travel demand and the Internet applications, barriers and a catalyst for online consumers and travellers and quantitative and qualitative growth of tourism demand, supply driven E-Tourism - includes E-Tourism and requirements of the tourism industry, SMTEs versus large tourism organisations, private and for-profit organisations, public and not-for-profit tourism organisations and destinations, ICT empowered strategic decisions and directions ' strategic alliances and partnerships, distribution strategies, customer relationship management and dynamic marketing and building and maintaining sustainable competitive advantage, ICT, internet and mobile communications and application in various tourism sectors.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | These will be made up of varying activities regarding the application of relevant concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework |
| Guided Independent Study | 120 | Structured activities including reading; observations, research, group meetings, assessment preparation, reflection and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | Learning outcomes 3&4  (2,500 words) |
| Practice | P_ | **Oral assessment and presentation** | 100% | Learning outcomes 1&2 (15 minutes) presentation |

| Updated by: | Date: | Approved by: | Date: |
|---|---|---|---|
| Grace Allen 12/07/2017 | | Liz Larner 13/07/2017 | |

| **MODULE CODE:** DMKT5008 | **MODULE TITLE:** Digital Marketing |
|---|---|

| **CREDITS:** 30 | **FHEQ LEVEL:** 5 | **JACS CODE:** NA |
|---|---|---|

| **PRE-REQUISITES:** None | **CO-REQUISITES:** None | **COMPENSATABLE:** N |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module recognises how digitality enables organisations to be agile and how digital channels and digital communications' tools can help to achieve business objectives. It recognises that digitality is now one of the most important sales and marketing tools available to businesses. This is a practical digital marketing module which enables students to effectively use digital skills in a business context.

.
**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module aims to give students a clear understanding of the role and value of digital marketing across organisations. Students assess the role that various channels and activities play in the planning, implementation and management of digital business models, and channels of communication. Practical digital marketing skills are gained to be applied in all working environments.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Explain the foundation principles of digital marketing, and be able to distinguish between traditional and digital marketing.
2. Identify the relevant laws and guidelines that pertain to the different aspects of digital marketing.
3. Apply digital marketing tactics to develop integrated and effective digital marketing approach across different digital domains.
4. Analyse the role of content within digital channels.
5. Examine the value of ongoing analysis and measurement as a way of managing and evaluating their digital marketing efforts and budgetary spend.

| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
|---|---|

| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
|---|---|
| DATE(S) OF APPROVED CHANGE: | TERM: Autumn/Spring/Summer |

Additional notes (for office use only):

Students may also opt to sit an additional professional exam with the Digital Marketing Institute for their Professional Diploma in Digital Marketing. An additional cost will be incurred to sit this online exam.

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
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| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF: See module handbook |

**Summary of Module Content**
This module will introduce students to a framework that outlines the foundation tenets of Digital Marketing and an approach that provides the basis for implementation of the different channels. Digital Marketing channels covered include, but are not limited to: Search Engine Optimisation; Web Analytics; Pay Per Click Marketing; Email Marketing; Social Media Marketing; Affiliate Marketing; Digital Display Advertising; Mobile Marketing; Online Video Marketing; Online PR.

This module maps the Digital Marketing Institute (DMI) Professional Diploma in Digital Marketing, which focuses on a principles-based iterative framework for the application of digital marketing to achieve business goals.

## SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

| Scheduled Activities | Hours | Comments/Additional Information |
|---|---|---|
| Lectures | 20 | Tutor led lectures on key subject areas as indicated in scheme of work |
| Practical classes and workshops | 30 | Workshops to reinforce practical skills aspect of the module, largely conducted in computer lab |
| Guided independent study | 250 | This will include guided reading, preparation for lecture sessions and workshops, access to a range of online learning materials and group work |
| **Total** | **300** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| or Coursework | C_ | **Report** | 100% | 4,000 word brief and report responding to a digital marketing scenario. |

| | | | | |
|---|---|---|---|---|
| | | | | |

**SECTION A: DEFINITIVE MODULE RECORD**. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: CUTO5007 | MODULE TITLE: Cultural Tourism |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 5 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module examines the nature and extent of the cultural tourism industry from local, national and global perspectives. It investigates the range of cultural tourism types and key concepts surrounding these products and the market. This module explores issues of authenticity and globalisation, cultural awareness and impacts, tourist experiences of cultural tourism and the history and future trends for this market.

.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

| **SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE |
|---|

| **Professional body minimum pass mark requirement:** NA |
|---|

**MODULE AIMS:**
This module aims to introduce cultural tourism products and analyse the market on local, national and global scales. Students will be equipped to utilise market knowledge on the cultural tourism market, understand the key issues and concepts and be able to provide suggestions and recommendations for development of the cultural tourism market.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Identify a range of cultural tourism products and their markets.
2. Analyse and evaluate the key issues and concepts surrounding the cultural tourism industry.
3. Demonstrate an understanding of the future trends and development of the cultural tourism market.

| DATE OF APPROVAL: 14-15/01/15 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | TERM: Autumn/Spring/Summer |

| Additional notes (for office use only): |
|---|
| |

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.*

| | |
|---|---|
| **ACADEMIC YEAR:** 2017/2018 | **NATIONAL COST CENTRE:** NA |
| **MODULE LEADER:** See module handbook | **OTHER MODULE STAFF:** See module handbook |

| Summary of Module Content |
|---|
| This module explores cultural tourism and the many facets within this industry. Content includes the history of cultural tourism, the range of cultural tourism products on the market and their key concepts. Issues of authenticity and globalisation, cultural awareness and impacts, tourist experiences of cultural tourism as well as the future trends for this market will also be explored. This module provides students with knowledge of how the cultural tourism has developed and its future outlook using case studies of cultural tourism visitor attractions to better understand the management and issues with such tourist attractions. |

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | These will be made up of varying activities regarding the application of relevant concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework |
| Guided independent study | 120 | Structured activities including reading; observations, research, group meetings, assessment preparation and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | Individual report that meets all learning outcomes (3,000 words) |

| **Updated by**: Grace Allen 12/07/2017 | Date: | **Approved by**: Liz Larner 13/07/2017 | Date: |
|---|---|---|---|

. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** PPDI5039    **MODULE TITLE:** Project/Placement Design and Implementation

**CREDITS:** 30        **FHEQ LEVEL: 5**        **JACS CODE: N/A**

**PRE-REQUISITES:**       **CO-REQUISITES:**       **COMPENSATABLE: N** *(if No identify* None                None                *programmes in notes box below)*

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Whilst many higher education studies have focused on the importance of developing subject knowledge and the critical and analytical skills relevant to the study, it has become increasingly important for students to be able to apply this knowledge and these skills within a work context. Thus, this module provides students with the opportunity to either undertake a work placement or engage in a work-related learning project implemented within a specified timescale.

| **ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions]* – see <u>Definitions of Elements and Components of Assessment</u> | | | | | |
|---|---|---|---|---|---|
| **E1** (Examination) | | **C1** (Coursework) | 100% | **P1** (Practical**)** | |
| **E2** (Clinical Examination) | | **A1** (Generic assessment) | | | |
| **T1** (Test) | | | | | |

**SUBJECT ASSESSMENT PANEL to which module should be linked**:

GSMEE

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

The aim of this module is to provide students with the knowledge, skills, and resources required to develop and implement a work related project or undertake a work-based learning placement. Both will have a clearly defined purpose, measurable objectives, and an achievable timescale.

This module also aims to provide students with the appropriate foundation for work based/related learning to support their development as independent life-long learners. It will provide students with training workshops and master classes to support the skills and knowledge required for the project or placement.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|---|
| 1. Build a portfolio of evidence using a range of methodologies and activities (log books; critical incident diaries; employer or supervisor feedback)<br>2. Identify and articulate the development of work related skills mapped to evidence drawn from either the project or placement.<br>3. Demonstrate knowledge and understanding of the background and context relative to the chosen project or placement opportunity.<br>4. Evaluate the effectiveness of preparation and planning undertaken prior to the placement or project implementation. | Knowledge and understanding:<br><br>K1.0  Demonstrate knowledge and understanding of the key aspects of business management.<br><br>K1.1  Apply a factual and conceptual knowledge-base to such creative business areas as finance, people, their behaviour and communications.<br><br>K1.2  Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions.<br><br>K1.3  Identify how different cultural and business contexts affect the field of study.<br><br>Cognitive and Intellectual Skills:<br><br>C2.0  Engage in meaningful debate and analysis of topics related to business management within field of study<br><br>C2.1  Carry out an analysis of the business environment with guidance to provide satisfactory responses to issues.<br><br>C2.2   Apply the correct concepts and frameworks to clearly defined problems, while beginning to appreciate the complexity of the decision-making involved in the field of study.<br><br>C2.4  Collect and synthesise business ideas and information to support strategic decision making.<br><br>Transferrable Skills:<br><br>T3.0  Utilise the transferable skills necessary to work within areas of management in field of study.<br><br>T3.1  Operate and adapt management practices using standard, recognised techniques.<br><br>T3.2  Work with limited autonomy within agreed |

| | and defined parameters. |
|---|---|
| | T3.3 Develop responsibility for their own learning and reflect on their professional practice. |
| | T3.4 Work effectively with others while meeting the required obligations involved. |
| | <u>Employment:</u> |
| | E4.0 Demonstrate possession of the skills required for graduate employment including the use of initiative, complex decision making, and the ability to recognise the need for further professional development. |
| | E4.1 Identify the career specialisms available and progression routes that reflect their interests and abilities. |
| | E4.2 Understand careers pathways and the professional expectations, behaviours and values required to achieve these. |
| | <u>Practical:</u> |
| | P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts. |
| | P5.1 Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes. |
| | P5.2 Apply relevant methods and frameworks to clearly-defined business problems. |
| | P5.3 Undertake research tasks with minimum guidance to investigate and identify solutions to business problems within the field of study. |
| | P5.4 Communicate effectively to explain business issues in a clear and concise manner. |

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM London |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | SEMESTER:  Autumn, Spring, Summer |

Additional notes (for office use only):

The delivery of this module is provided through each programme's specific teaching team and subject specialists. Students will be required to undertake a project within their subject area. Students will receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.


## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018
MODULE LEADER: See Module Handbook

NATIONAL COST CENTRE: N/A
OTHER MODULE STAFF:  See Module Handbook

### Summary of Module Content

The projects are defined by the programme team to ensure that they are related to the students' programmes of study. Projects will be undertaken within a group setting to create opportunities for collaborative working, however, each student has a clearly defined role and responsibilities.  The project could take a range of formats such as a simulation activity, extended case study, and consultancy project briefed by an SME or social enterprise. Students opting for work-based learning will have attended workshops in the previous semester designed to guide and support them in securing a placement opportunity.

The overall theme of this module is independent work based/related learning. Therefore, students will be assigned project supervisors who will act as critical friends and guardians to the work being undertaken. As part of this process, students are required to produce a satisfactory learning agreement, reflecting work undertaken during the project/placement preparation stage. To support these, workshops are delivered to assist students with their preparation for either the project or the placement.

Indicative content of sessions may include:

Preparation for work-based/related learning; developing the learning contract; tool kits: securing a placement; managing personal development; managing teams; project and consultancy skill sets; action learning methods; portfolio methodologies; reflective practice models and approaches; establishing key performance indicators for independent learning.

In order to scaffold students' learning for the implementation of the projects or placements, master-classes will be delivered via webinar. These could include the following:

Market research methods to support the projects; starting a business; business plan development; project management; academic/professional writing; customer relationship management; client and consultation (client interviewing); people development (performance development review).

In addition to the specialist master-classes above, students are expected to develop their business skills using courses available on Lynda.com.  Each student selects and completes a course in consultation with their supervisor or host employer. Examples include:
Microsoft Project or Excel for producing a project plan; risk assessment; budgeting; social media for communication; digital content creation; SAP training.

The module also further develops key transferable skills, such as oral communication, and personal development planning, including career planning.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information (briefly explain activities, including formative assessment opportunities)** |
| Lectures | 20 | Scheduled: Formal classroom sessions. |
| Practical classes and workshops/Supervision | 30 | Scheduled: This involves attendance of relevant skills-acquisition workshop, and group meetings with other project participants. Meetings arranged with assigned project supervisor. |
| Guided independent study | 250 | Independent: Guided independent study relevant to the student's project – this will also include the time required to develop / produce the project proposal. |
| **Total** | **300** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

**SUMMATIVE ASSESSMENT**

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | This will include a range of evidence including:<br><br>Review of project/placement context<br><br>Description of preparatory activities<br><br>Learning contract<br><br>Project plan or job description<br><br>Evidence of activity e.g. Log book; critical incidents, minutes of meetings, outputs<br><br>Development of work related skills mapped to activities<br><br>Critical review (master classes; workshops or on-line courses) and assess impact on practice<br><br>This could be presented in a variety of ways, such as presentations, artefacts videos, reports, or formal proposal documents. | 100% |

**REFERRAL ASSESSMENT**

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | This will include a range of evidence including: Review of project/placement context Description of preparatory activities Learning contract Project plan or job description Evidence of activity e.g. Log book; critical incidents, minutes of meetings, outputs Development of work related skills mapped to activities Critical review (master classes; workshops or on-line courses) and assess impact on practice This could be presented in a variety of ways, such as presentations, artefacts videos, reports, or formal proposal documents. | 100% |

| To be completed when presented for Minor Change approval and/or annually updated | |
|---|---|
| **Updated by**:    Grace Allen<br>Date:  12/07/2017 | **Approved by**:    Liz Larner<br>Date: 13/07/2017 |

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:** EVRE5017    **MODULE TITLE:** Evaluation and Reflection –

Work Based /Related Learning

**CREDITS:** 30        **FHEQ LEVEL:** 5        **JACS CODE: N/A**

**PRE-REQUISITES:**   **CO-REQUISITES:**   **COMPENSATABLE:  N** *(if No identify*
None            None           *programmes in notes box below)*

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Students undertaking this module are expected to be engaged (or have recently engaged) in a project or work placement, and thus should evaluate their work and reflect critically.

Reflection is a key aspect of the learning process as it involves examining experiences, actions, feelings, and responses in order to interpret and analyse them so as to learn from them.

| **ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see* <u>Definitions of Elements and</u> <u>Components of Assessment</u> | | | | | |
|---|---|---|---|---|---|
| **E1** (Examination) | | **C1** (Coursework) | 100% | **P1** (Practical**)** | |
| **E2** (Clinical Examination) | | **A1** (Generic assessment) | | | |
| **T1** (Test) | | | | | |

**SUBJECT ASSESSMENT PANEL to which module should be linked**:

GSMEE

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

The overall aim of this module is to enable students to evaluate the significance of their learning derived from the project or placement.  It should enhance their commitment to life-long learning and reflective practice. The module also aims to support the production of reflective writing and career development planning.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

| **Assessed Module Learning Outcomes** | **Award/ Programme Learning Outcomes contributed to** |
|---|---|

| | |
|---|---|
| 1. Demonstrate the ability to relate academic theory to the work environment and recognise the contribution of practice to the development of theory.<br>2. Confidently apply work related skills in a professional context.<br>3. Demonstrate a critical approach to evaluation techniques and reflective practice.<br>4. Produce a career and personal development plan to support their level 6 studies and entry to graduate employment. | Knowledge and understanding:<br><br>K1.0  Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.<br><br>K1.1  Apply a factual and conceptual knowledge-base to such creative business areas as finance, people, their behaviour and communications.<br><br>K1.2  Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions.<br><br>K1.3  Identify how different cultural and business contexts affect the creative industries.<br><br>Cognitive and Intellectual Skills:<br><br>C2.0  Engage in meaningful debate and analysis of topics related to business management and in their chosen field of study.<br><br>C2.1  Carry out an analysis of the business environment with guidance to provide satisfactory responses to issues.<br><br>C2.2   Apply the correct concepts and frameworks to clearly defined problems, while beginning to appreciate the complexity of the decision-making involved in field of study.<br><br>C2.4  Collect and synthesise business ideas and information to support strategic decision making.<br><br>Transferrable Skills:<br><br>T3.0  Utilise the transferable skills necessary to work within areas of management and in their chosen field of study.<br><br>T3.1  Operate and adapt practices to the field of study using standard, recognised techniques. |

| | |
|---|---|
| | T3.2 Work with limited autonomy within agreed and defined parameters. |
| | T3.3 Develop responsibility for their own learning and reflect on their professional practice. |
| | T3.4 Work effectively with others while meeting the required obligations involved. |
| | Employment: |
| | E4.0 Demonstrate possession of the skills required for graduate employment including the use of initiative, complex decision making, and the ability to recognise the need for further professional development. |
| | E4.1 Identify the career specialism and progression routes that reflect their interests and abilities. |
| | E4.2 Understand careers pathways and the professional expectations, behaviours and values required to achieve these. |
| | Practical: |
| | P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts. |
| | P5.1 Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes. |
| | P5.2 Apply relevant methods and frameworks to clearly-defined business problems. |
| | P5.3 Undertake research tasks with minimum guidance to investigate and identify solutions to business problems within the field of study. |
| | P5.4 Communicate effectively to explain business issues in a clear and concise |

| | |
|---|---|
| | manner. |

| | |
|---|---|
| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
| **DATE OF IMPLEMENTATION**: October 2015 | **SCHOOL/PARTNER:** GSM London |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **SEMESTER:  Autumn, Spring, Summer** |

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students are required to undertake a project within their subject area. Students receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2017-2018**  **NATIONAL COST CENTRE: N/A**
**MODULE LEADER:** See Module  **OTHER MODULE STAFF:**  See Module Handbook
Handbook

### Summary of Module Content

The overall theme of this module is independent learning and students are expected to carry out the evaluation and reflection of their project or placement activity. Classroom sessions focus on supporting students to complete the evaluation and become a reflective practitioner.

The indicative content is expected to include the following:

The virtuous circle that is work based/related learning, evaluation methodologies, building a reflective mind-set; evaluative and reflective writing; theoretical perspectives and models of reflection; sources of evidence for evaluation and reflection; writing a critical evaluation and reflection; developing professional values; developing a career and personal development plan.

Project groups and placement students are given the opportunity to present their experiences to tutors and peers.  This is a formative activity to encourage critical reflective practice

## SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

| Scheduled Activities | Hours | Comments/Additional Information (briefly explain activities, including formative assessment opportunities) |
|---|---|---|
| Seminars | 20 | Scheduled: sessions designed to support students in evaluating and reflecting on the project or work-based learning. Learning from work, Learning from each other. |
| Practical Classes and Workshops/ Project Supervision | 30 | A series of workshops and activities to encourage a sophisticated approach to reflective practice and career development planning. |
| Guided independent study | 250 | Independent: guided independent study relevant to the student's project – this essentially involve the time required to deeply evaluate and reflect on the project undertaken. |
| **Total** | **300** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

## SUMMATIVE ASSESSMENT

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | Portfolio – Evaluation, reflective report and career planning including a professional values statement. This utilises the portfolio produced for the module Project / Placement Design and Implementation. It uses this as the evidence base for reflection and also draw on 'Learning from work - Learning from each other' workshops. The mentoring sessions with the supervisor and host employer could also be used. 4000 words | 100% |

## REFERRAL ASSESSMENT

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | Portfolio | 100% |

| To be completed when presented for Minor Change approval and/or annually updated | |
|---|---|
| **Updated by**:    Grace Allen <br> Date:  12/07/2017 | **Approved by**:    Liz Larner <br> Date: 13/07/2017 |

**SECTION A: DEFINITIVE MODULE RECORD***. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

**MODULE CODE:**
EMTH6013

**MODULE TITLE:** Emerging Themes

**CREDITS:** 15          **FHEQ LEVEL: 6**          **JACS CODE: N/A**

**PRE-REQUISITES:**
None

**CO-REQUISITES:**
None

**COMPENSATABLE:  Y**

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Change is not only likely, it's inevitable. This module critically reviews theories, concepts and practices applicable to emerging issues that exemplify the dynamic working environment confronting organisations and workers today.  The identification and analysis of these emergent issues provides students with a functional knowledge of current issues and a critical understanding of how these affect the shaping the overall organisational strategy and decision-making. This will focus on the specific emerging themes relating to students' disciplines of study and will change to reflect the contemporary debates of the day.

| **ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment* | | | | | |
|---|---|---|---|---|---|
| **E1** (Examination) | | **C1** (Coursework) | 100% | **P1** (Practical**)** | |
| **E2** (Clinical Examination) | | **A1** (Generic assessment) | | | |
| **T1** (Test) | | | | | |

**SUBJECT ASSESSMENT PANEL to which module should be linked**:

GSMEE

**Professional body minimum pass mark requirement:**

**MODULE AIMS:**

This module aims to:

develop a deep understanding of the emerging themes within business and organisations; critically evaluate themes and assess their impact on business strategy and decision-making; apply a range of techniques to critically evaluate the appropriateness of existing organisational policies and practices;

provide practice in application through assessment of organisational impact of emergent themes and the development of strategies and policies to manage change.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|---|
| 1. Demonstrate a critical understanding of emerging themes as informed by research and the marketplace.<br>2. Critically analyse evolving trends in business management in order to provide robust strategic solutions to organisations.<br>3. Proactively source and apply research to inform operational and strategic decisions in different organisational contexts.<br>4. Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations. | <u>Knowledge and understanding:</u><br><br>K1.0 Knowledge and understanding of the key aspects of business management.<br><br>K1.2 Critical understanding of the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic business issues.<br><br>K1.4 Critical awareness of ethical issues in core business activities and the ability to discuss these in relation to personal beliefs and values.<br><br><u>Cognitive and Intellectual Skills:</u><br><br>C2.0 Engagement in meaningful debate and analysis of topics related to the subject of business, management, and field of study.<br><br>C2.1 Competence in carrying out an analysis of the business environment with guidance to provide satisfactory responses to issues.<br><br>C2.2 Application of the correct concepts and frameworks to clearly defined problems while beginning to appreciate the complexity of the decision-making involved in business activity.<br><br>C2.3 Evaluation of the reliability of data using recognised and appropriate techniques.<br><br>C2.4 Collection and synthesis of business ideas and information in a formal manner.<br><br><u>Transferable Skills:</u><br><br>T3.0 Utilisation of the transferable skills |

| | necessary to work within areas of management across sectors and industries. |
|---|---|
| | T3.1 The ability to operate in predictable defined contexts using standard, recognised techniques. |
| | T3.2 Working with limited autonomy within agreed and defined parameters. |
| | T3.3 The development of responsibility for their own learning. |
| | T3.4 Effectiveness with others while meeting the required obligations involved. |
| | Employment: |
| | E4.0 Skills required for graduate employment in the areas of business management including the use of initiative, complex decision making, and the ability to recognise the need for further professional development. |
| | E4.1 Identification of the career specialism that reflects their interests and abilities. |
| | E4.2 Understanding of careers' pathways and the professional expectations of the behaviour required to achieve these. |
| | Practical: |
| | P5.0 The acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts. |
| | P5.1 An understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes. |
| | P5.2 Application of the relevant methods and frameworks to clearly defined business problems. |
| | P5.3 Undertaking of research tasks with minimum guidance to investigate and |

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM London |
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | SEMESTER: Autumn/Spring/Sumer |

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students are required to undertake a project within their subject area. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programme for more information.

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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**ACADEMIC YEAR: 2017-2018**　　　　**NATIONAL COST CENTRE: N/A**
**MODULE LEADER:** See Module　　　**OTHER MODULE STAFF:**　See Module Handbook
Handbook

### Summary of Module Content

This module will be developed around key themes in current environment as relevant to the degree subject across the various disciplines. Students will look at underpinning methods and techniques such as horizon-scanning, scenario-planning and sea-change planning.  Indicative content may include current impact of technology or integrated-post-technology, demographic shifts, political environments, and global power redistribution.

Whilst this one module sits across a range of programmes, the content will be tailored as suitable to the degree subject area of study.  For example; Emerging Themes in Marketing is likely to be different to Emerging Themes in Oil and Gas.  The focus of the content for the emerging themes will be developed from the students own research and reading. So enabling students to study the impact of emerging themes on their own discipline.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information (briefly explain activities, including formative assessment opportunities)** |
| Seminars | 30 | Each seminar explores an emergent issue related to the area within the award subject. Each focuses on the specific tools of |

| | | critical reading and evaluation tools particularly related to information synthesis. |
|---|---|---|
| Guided Independent Study | 120 | The Independent guided hours are primarily spent in three areas: preparation for the workshop, specified reading relating to a topic, undertaking of critical reading and writing tasks in preparation for the workshop. |
| **Total** | **150 Hours** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

## SUMMATIVE ASSESSMENT

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| Lo1, Lo2, Lo5 | | Seen Article Analysis<br><br>Questions related to a provided article. 1,000 words. | 50% |
| Lo1, Lo3, Lo4 | Coursework | Seen Case Analysis<br><br>Questions related to a provided organisational case study. 3,000 words. | 50% |
| | | | 100% |

**REFERRAL ASSESSMENT**

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| Lo1, Lo2, Lo5 | | Seen Article Analysis | 50% |
| | | Questions related to a provided article. 1,000 words. | |
| Lo1, Lo3, Lo4 | Coursework | | |
| | | Seen Case Analysis | 50% |
| | | Questions related to a provided organisational case study. 3,000 words. | |
| | | | 100% |

| To be completed when presented for Minor Change approval and/or annually updated ||
|---|---|
| **Updated by**:    Grace Allen<br>Date:  12/07/2017 | **Approved by**:  Liz Larner<br>Date: 13/07/2017 |

| MODULE CODE: SPTT6063 | MODULE TITLE: Strategic Planning for Travel and Tourism |
|---|---|

| CREDITS: 30 | FHEQ LEVEL: 6 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: N |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module assists students to understand the nature and significance of strategic management. It introduces them to theories, insights and methods which helps them to think strategically, gives them an opportunity to integrate what they have learned in a strategic setting and reflect critically on their direct and indirect experience of the strategic behaviour of tourism organisations.

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**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
The aim of the module is to provide an opportunity for students to understand, apply and critically evaluate strategic analysis for tourism organisations and destinations. It demonstrates how long term strategic objectives have a significant impact on both operational policies and planning processes. Students are able to evaluate strategies, their appropriateness and the issues that will determine whether or not they are successful.

**ASSESSED LEARNING OUTCOMES:**

At the end of this module students will be expected to be able to:

1. Identify and critically analyse the internal and external influences on organisational objectives and strategy in travel and tourism
2. Examine the relationship and the need for compatibility between strategic management and functional management policies.
3. Analyse the theory and practice of strategy in tourism
4. Critically evaluate the types and implementation of strategies pursued in different tourism contexts
5. Critically assess the planning techniques used in different tourism contexts.

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|

| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
|---|---|
| DATE(S) OF APPROVED CHANGE: | TERM: Autumn/Spring/Summer |

| Additional notes (for office use only): |
|---|
| |

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

| Summary of Module Content: |
|---|
| Strategic management theory; methods of setting strategic objectives; internal and external factors affecting strategic choices; interrelationship between strategic and functional management; implementation of strategy; crisis management and brand liability strategy; strategic planning techniques; innovation and creativity; ethics and Corporate Social Responsibility; strategic leadership. |

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lectures | 10 | Formal lectures which will provide students with the knowledge and skills needed. |
| Tutorials | 40 | Provides students with the required knowledge and skills with a focus on practical work. Includes a mixture of formative assessments. |
| Guided independent study | 250 | Structured activities including reading; observations, research, group meetings, assessment preparation, reflection and self-directed study |
| **Total** | **300** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | Individual report critically analysing corporate objectives, strategies and management functions with reference to relevant theories. LO1,2,3,4,5   (4,000 words) |

| Updated by: Grace Allen 12/07/2017 | Date: | Approved by: Liz Larner 13/07/2017 | Date: |
|---|---|---|---|

**MODULE CODE:** RPRO6050    **MODULE TITLE:** Research and the Professional

**CREDITS:** 15                **FHEQ LEVEL: 6**           **JACS CODE: N/A**

**PRE-REQUISITES:**     **CO-REQUISITES:**     **COMPENSATABLE: Y**
**None**                **None**


**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

In business, there is a need to seek answers to questions, such as service levels, consumer perceptions or how satisfied employees are. To succeed, businesses need to gather information about their competitors, their consumers and their own performance.

Through the evaluation of different research methods, students apply business research methods in a range of contexts. These methods will not only prove useful in personal and professional development but will form the foundation for work on a Capstone Project.

| **ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment* | | | | | |
|---|---|---|---|---|---|
| **E1** (Examination) | | **C1** (Coursework) | 100% | **P1** (Practical**)** | |
| **E2** (Clinical Examination) | | **A1** (Generic assessment) | | | |
| **T1** (Test) | | | | | |


**SUBJECT ASSESSMENT PANEL to which module should be linked**:

GSMEE

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

This module assists students in gaining an appreciation of the array of methods available to organisations to conduct and commission research.  It develops students' understanding of the range of quantitative and qualitative methods of research that can be applied within a business investigation.  It introduces the complexity involved in conducting research within organisations, including the potential ethical aspects encountered in a professional context.  It develops research skills enabling students to be able to tackle various types of business and academic research in an area of their chosen field, as appropriate to their programme.


**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

| Assessed Module Learning Outcomes | Award/ Programme Learning Outcomes contributed to |
|---|---|
| At the end of this module students will be expected to be able to:<br><br>1. Detailed understanding of the main frameworks and principles of research design<br><br>2. Broad awareness of the various quantitative and qualitative methods that are used to develop business research.<br><br>3. Ability to apply research understanding to the development of a research proposal<br><br>4. Appreciation of the ethical practices involved in managing, conducting and disseminating research | Knowledge and understanding:<br><br>K1.0 Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.<br><br>K1.1 Apply a factual and conceptual knowledge base to such business areas as finance, people, their behaviour and communications.<br><br>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions<br><br>K1.3 Identify the fundamental environmental factors and implications that shape business and commercial environments.<br><br>K1.4 Consider ethical issues in the chosen area of study and discuss these in relation to personal beliefs, behaviour and values.<br><br>Cognitive and Intellectual Skills:<br><br>C2.0 Engage in meaningful critique, debate and analysis of topics to examine a range of business problems.<br><br>C2.1 Carry out critical analysis and evaluate a range of ideas, arguments or theories pertinent to business disciplines.<br><br>C2.2 Apply concepts, frameworks and information to real world problems or practices.<br><br>C2.3 Formulate hypothesis/research questions and identify/interpret sources of data to construct cogent arguments and solutions to problems.<br><br>C2.4 Synthesise and communicate ideas and information in a formal manner. |

| | |
|---|---|
| | Transferrable Skills: |
| | T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries |
| | T3.1 Operate in predictable, defined contexts using standard, recognised techniques. |
| | T3.2 Work with limited autonomy within agreed and defined parameters. |
| | T3.3 Develop responsibility for their own learning and reflect on their professional practice. |
| | T3.4 Work effectively with others while meeting the required obligations involved. |
| | Employment: |
| | E4.0 Demonstrate possession of the skills required for graduate employment and recognise the need for further professional development. |
| | E4.1 Identify the career specialism and progression routes that reflect their interests and abilities. |
| | E4.2 Understand careers pathways and the professional expectations, behaviour and values required to achieve these. |
| | Practical: |
| | P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts. |
| | P5.1 Demonstrate an understanding of the issues involved when working with others and be able to act appropriately to achieve successful outcomes. |
| | P5.2  Apply relevant methods and frameworks to clearly defined business problems. |
| | P5.3 Undertake research tasks with minimum guidance to investigate and develop people performance issues. |
| | P5.4 Communicate effectively to explain |

| | business issues in a clear and concise manner. |
|---|---|

| | |
|---|---|
| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
| **DATE OF IMPLEMENTATION**: October 2015 | **SCHOOL/PARTNER:** GSM London |
| **DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX | **SEMESTER:  Autumn/Spring/Summer** |

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programme for more information.

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2017-2018**          **NATIONAL COST CENTRE: N/A**
**MODULE LEADER:** See Module          **OTHER MODULE STAFF:**   See Module Handbook
Handbook
**Summary of Module Content**

The nature and purpose of research and gathering business intelligence; the role of self-reflection in developing individual learning outcome for research projects; conducting literature reviews to support the development of projects; classification of research projects; the stages of the research process; methods of data collection, evidencing research;  qualitative and quantitative data analysis; presenting and analysing research; communicating research findings; ethical requirements in treating research subjects and conducting research.

Students engage in formative assessment via the presentation of their research outline which receive peer and tutor feedback.

| **SUMMARY OF TEACHING AND LEARNING** *[Use HESA KIS definitions]* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information (briefly explain activities, including formative assessment opportunities)** |
| Lectures | 10 | Tutor exposition of key knowledge areas as outline in scheme of work. |
| Seminars | 20 | Tutor led discussion and classroom sessions focusing on developing topic areas to enable students to engage in |

| | | | |
|---|---|---|---|
| | | discussion and application of subject areas. | |
| Guided Independent Study | 120 | Guided independent reading and research, preparation for sessions, webinars and use of online learning resources and preparation of proposal | |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** | |

## SUMMATIVE ASSESSMENT

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | Written Assignment - Detailed research proposal for project.  word length 2,500 | 100% |

## REFERRAL ASSESSMENT

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | Written Assignment - Detailed research proposal for project.  word length 2,500 | 100% |

| To be completed when presented for Minor Change approval and/or annually updated | |
|---|---|
| **Updated by**:  Grace Allen  Date:  12/07/2017 | **Approved by**:  Liz Larner  Date: 13/07/2017 |

**MODULE CODE:** RMET6053  **MODULE TITLE:** Research Methods

**CREDITS:** 15  **FHEQ LEVEL: 6**  **JACS CODE: N/A**

**PRE-REQUISITES:**
None

**CO-REQUISITES:**
None

**COMPENSATABLE: Y**

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module allows students to undertake supervised research in an area of their chosen field as appropriate to their programmes. The module aims to provide students with the tools and skills for developing their own academic research.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

| **E1** (Examination) | | **C1** (Coursework) | 100% | **P1** (Practical**)** | |
|---|---|---|---|---|---|
| **E2** (Clinical Examination) | | **A1** (Generic assessment) | | | |
| **T1** (Test) | | | | | |

**SUBJECT ASSESSMENT PANEL to which module should be linked**:

GSMEE

**Professional body minimum pass mark requirement: N/A**

**MODULE AIMS:**

This module aims to develop students' understanding of research methodologies and techniques relevant to their chosen field (Business, Management, Law, Oil and Gas etc). It allows students to plan and engage in a substantial piece of supervised research in an area of interest to them.

This module also requires students to evaluate the content of the published literature as relevant to the issue(s) investigated.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

| **Assessed Module Learning Outcomes** | **Award/ Programme Learning Outcomes contributed to** |
|---|---|
| 1. Identify a research topic appropriate to the level and field of study<br>2. Demonstrate a detailed understanding | Knowledge and understanding:<br><br>K1.0  Demonstrate          knowledge          and |

| | |
|---|---|
| of the main frameworks and principles on research design.<br>3. Assess and contribute to the process of research<br>4. Evaluate how quantitative and qualitative methods can be applied in academic research | understanding of the key aspects of business and in their chosen field of study.<br><br>K1.1 Apply a factual and conceptual knowledge base to such business areas as finance, people, their behaviour and communications.<br><br>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions<br><br>K1.3 Identify the fundamental environmental factors and implications that shape business and commercial environments.<br><br>K1.4 Consider ethical issues in the chosen area of study and discuss these in relation to personal beliefs, behaviour and values.<br><br>Cognitive and Intellectual Skills:<br><br>C2.0 Engage in meaningful critique, debate and analysis of topics to examine a range of business problems.<br><br>C2.1 Carry out critical analysis and evaluate a range of ideas, arguments or theories pertinent to business disciplines.<br><br>C2.2 Apply concepts, frameworks and information to real world problems or practices.<br><br>C2.3 Formulate hypothesis/research questions and identify/interpret sources of data to construct cogent arguments and solutions to problems.<br><br>C2.4 Synthesise and communicate ideas and information in a formal manner.<br><br>Transferrable Skills:<br><br>T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries<br><br>T3.1 Operate in predictable, defined contexts using standard, recognised techniques. |

| | T3.2 | Work with limited autonomy within agreed and defined parameters. |
| | T3.3 | Develop responsibility for their own learning and reflect on their professional practice. |
| | T3.4 | Work effectively with others while meeting the required obligations involved. |
| | Employment: | |
| | E4.0 | Demonstrate possession of the skills required for graduate employment and recognise the need for further professional development. |
| | E4.1 | Identify the career specialism and progression routes that reflect their interests and abilities. |
| | E4.2 | Understand careers pathways and the professional expectations, behaviour and values required to achieve these. |
| | Practical: | |
| | P5.0 | Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts. |
| | P5.1 | Demonstrate an understanding of the issues involved when working with others and be able to act appropriately to achieve successful outcomes. |
| | P5.2 | Apply relevant methods and frameworks to clearly defined business problems. |
| | P5.3 | Undertake research tasks with minimum guidance to investigate and develop people performance issues. |
| | P5.4 | Communicate effectively to explain business issues in a clear and concise manner. |

| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |

| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM London |
|---|---|
| DATE(S) OF APPROVED CHANGE: XX/XX/XXXX | SEMESTER: Autumn/Spring/Summer |

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programmes for more information.

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2017-2018**  **NATIONAL COST CENTRE: N/A**
**MODULE LEADER:** See Module  **OTHER MODULE STAFF:** See Module Handbook
Handbook

**Summary of Module Content**
This module allows students to undertake supervised research in an area of their interest. The module is intended to provide a robust foundation for the project, including the identification of a suitable research topic; identifying and reviewing significant and relevant literature; identifying, justifying and using appropriate research methodologies; reporting and analysing results; and drawing appropriate conclusions; identifying different types of research classification; the stages of the research process; evaluating literature; methods of data collection; qualitative and quantitative data analysis; presenting and analysing data; communicating research findings; ethical requirements in treating research subjects and conducting research. The skills that students acquire in their projects also equip them for working in a professional environment, aiding them in analysis and decision-making.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information (briefly explain activities, including formative assessment opportunities)** |
| Seminars | 30 | Tutor led discussion and classroom sessions focusing on developing topic areas to enable students to engage in discussion and application of subject areas. |
| Guided independent study | 120 | Guided independent reading and research, preparation for sessions, webinars and use of online learning resources and preparation of proposal |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

## SUMMATIVE ASSESSMENT

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | Detailed research proposal for project. Word length 2,500 | 100% |

## REFERRAL ASSESSMENT

| Assessed Module Learning Outcomes | Element Category | Component Name | Component Weighting |
|---|---|---|---|
| LO1, LO2, LO3, LO4 | Coursework | Detailed research proposal for project. Word length 2,500 | 100% |

| To be completed when presented for Minor Change approval and/or annually updated | |
|---|---|
| **Updated by**: Grace Allen <br> Date: 12/07/2017 | **Approved by**: Liz Larner <br> Date: 13/07/2017 |

| **MODULE CODE:** HVMA6025 | **MODULE TITLE:** Hospitality and Venue Management |
|---|---|

| **CREDITS:** 15 | **FHEQ LEVEL:** 6 | **JACS CODE:** NA |
|---|---|---|

| **PRE-REQUISITES:** None | **CO-REQUISITES:** None | **COMPENSATABLE:** Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**

This module examines the hospitality industry from local and international perspectives.  It investigates various sectors within hospitality including accommodation, food and beverage catering, events and venues.  Key concepts such as internationalisation, management, HRM, operations, sustainability and trends for the industry will be explored.

.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module aims for students to analyse and evaluate the hospitality industry and the market on local and global scales. Students are equipped to apply appropriate theory on market knowledge to the hospitality industry and to critically evaluate key issues and concepts.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:
1. Provide a conceptual understanding of the various sectors within the hospitality industry
2. Analyse and discuss the future trends and development of the hospitality market
3. Critically evaluate the key issues and concepts of the hospitality and event industry

| **DATE OF APPROVAL:** 14-15/01/15 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
|---|---|
| **DATE OF IMPLEMENTATION**: October 2015 | **SCHOOL/PARTNER:** GSM LONDON |
| **DATE(S) OF APPROVED CHANGE:** | **TERM:**  Autumn/Spring/Summer |

Additional notes (for office use only):

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

| Summary of Module Content |
|---|
| This module explores the hospitality industry and the various sectors within it. Students are provided with theory of the hotel and accommodation sector, food and beverage catering, events and venues, and corporate hospitality.  The module investigates key concepts such as management within hospitality, HRM, operations, internationalisation, sustainability, CSR, trends and development.These are discussed at both a local and global level using relevant case studies. |

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | Scheduled: Formal instruction supplemented by case studies, quizzes, group work, etc. |
| Guided independent study | 120 | Structured activities including reading; observations, research, group meetings, assessment preparation and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | Report format covering all learning outcomes (3,500 words) |

| **Updated by**: Date:  Grace Allen 12/07/2017 | **Approved by**: Liz Larner 13/07/2017 | Date: |
|---|---|---|

**SECTION A: DEFINITIVE MODULE RECORD**. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: DEMA6010 | MODULE TITLE: Destination Marketing |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 6 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
The opportunity to create a brand for a region or even a whole country that the rest of the world will see is one of the most challenging and rewarding in the entire marketing field. It requires basic marketing techniques to be applied in a quite unique and creative way. This module considers the journey from destination audit through to measurement of success via brand development and brand management.

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**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module aims to apply marketing knowledge to the marketing of tourist destinations. This will be achieved by the development of marketing intelligence to understand the destination and its potential visitors. This can be utilised to effectively build a brand infrastructure and creative communication approach. It also looks at strategies to overcome the challenges a marketing organisation will face in managing that brand including campaigning, partnership development, stakeholder management and measurement.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Define and explain destination marketing
2. Analyse the marketing environment of any given destination.
3. Apply market intelligence and analysis to create segmentation, positioning and branding of a destination.
4. Develop justified promotional strategies to creatively communicate a destinations brand proposition.

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER:GSM London |
| DATE(S) OF APPROVED CHANGE: | TERM:  Autumn/Spring/Summer |

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.*

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF: See module handbook |

| Summary of Module Content |
|---|
| Why National Image matters; Nation Branding, Destination Marketing, The Travel Ecosystem; Branding; Travel Motivation; Destination Audit; Segmentation, Targeting and Positioning; Brand Models; Creative communication; Brand Management; Promotion; Partnership; Measurement; Future Challenges, Application of marketing communications mix to destination marketing |

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Seminars | 30 | These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks. |
| Guided independent study | 120 | Including guided reading, case analysis, engagement with online activities (discussion forums, podcasts, webinars) |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | Written report outlining destination brand, brand objectives and proposed promotional strategies and campaigns to deliver brand objectives. (word count 3,500) |

| Updated by:          Date: Grace Allen 12/07/2017 | Approved by:          Date: Liz Larner 13/07/2017 |
|---|---|

## SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

| MODULE CODE: STOP6056 | MODULE TITLE: Simulation of Travel and Tourism Operations |
|---|---|

| CREDITS: 15 | FHEQ LEVEL: 6 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module provides an opportunity for students to apply the knowledge and skills learned in a simulated setting. This could take any form of Travel and Tourism operation such as a board taking over an established business.  Students are given the opportunity to put everything they have learned into practice and experience first-hand how their strategic and operational decisions perform in a competitive environment.
.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 70% | **P1** | 30% |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**
Students are given the opportunity to experience the impact of strategic and tactical decision making as a member of the Board of Directors in an established travel and tourism organisation. This requires the application of knowledge from areas such as Strategic Management, Finance and Economics and Marketing and Communications. Each round of the simulation requires the formulation of both strategic and operational decisions. The module simulates years of trading with a changing external environment. It is necessary to adapt and develop strategies to respond to these changes.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Evaluate strategic options and deploy decisions based on management theory
2. Practically apply management theories learnt in the fields of Strategy, Operations and Marketing to a dynamically changing environment.
3. Reflect on and critically evaluate, personal and Board decisions and their outcomes

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: | TERM:  Autumn/Spring/Summer |

Additional notes (for office use only):

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**
*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the*

*KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

| **ACADEMIC YEAR:** 2017/2018 | **NATIONAL COST CENTRE:** NA |
|---|---|
| **MODULE LEADER:** See module handbook | **OTHER MODULE STAFF:** See module handbook |

**Summary of Module Content**
Introduction to the Simulation Tool, Group Structuring and roles; applied knowledge for simulation rounds including: budgets and finance; KPI's, balanced scorecard; strategy - mission, vision and tools and techniques; human resources - workforce planning, learning and development, marketing; operations. Additional elements may be included based on the individual cohorts' development needs to achieve their simulated company goals.

**SUMMARY OF TEACHING AND LEARNING** *[Use HESA KIS definitions}*

| Scheduled Activities | Hours | Comments/Additional Information |
|---|---|---|
| Seminars | 30 | These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks. |
| Guided independent study | 120 | Structured activities including reading; observations, research, group meetings, assessment preparation and self-directed study |
| **Total** | **150** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Portfolio** | 100% | LO1,LO2, LO3 – A Portfolio of Management reports and personal reflections (2,500 words) |
| Practice | P_ | **Practical Skills Assessment** | 100% | LO1, LO2 – This will include participation in Simulation |

| **Updated by**: Grace Allen 12/07/17 | Date: | **Approved by**: Liz Larner 13/07/17 | Date: |
|---|---|---|---|

| **MODULE CODE:** TSOM6066 | **MODULE TITLE:** Tourism Services Operations Management |
|---|---|

| **CREDITS:** 15 | **FHEQ LEVEL:** 6 | **JACS CODE:** NA |
|---|---|---|

| **PRE-REQUISITES:** None | **CO-REQUISITES:** None | **COMPENSATABLE:** Y |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module provides a conceptual understanding of the importance of service operations in the travel and tourism industry. It helps in understanding key outcomes of travel, tourism and hospitality service operations leading to the development of students' knowledge and understanding of the key issues and factors relating to how organisations deliver services to achieve competitive advantage.
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**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** Report | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
The module aims to provide an introduction to the main theoretical and managerial issues relating to the service concept, customer management and the design and delivery of service. It emphasizes the relationship between service design and delivery and customer satisfaction, perception and future behaviour.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:
1. Identify and explain the key influences of human factors on service delivery in the travel and tourism industry
2. Explain the nature of services, the service concept and the importance of service design and delivery in the travel and tourism industry
3. Critically analyse factors for the achievement of excellence in service delivery in travel, tourism and hospitality and key actions for dealing with service problems.
4. Evaluate suitable approaches for the measurement of service quality and customer satisfaction.

| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
|---|---|
| **DATE OF IMPLEMENTATION**: October 2015 | **SCHOOL/PARTNER:** GSM LONDON |
| **DATE(S) OF APPROVED CHANGE:** | **TERM:** Autumn/Spring/Summer |

Additional notes (for office use only):

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
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| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

**Summary of Module Content :**
The nature of services and the service concept; the importance of service design and delivery; the challenges for the achievement of excellence in service delivery; services as processes; service design; human factors in the service delivery; the role of technology: e-services and technology based services; managing customer expectations, perceptions and satisfaction; measuring, controlling and managing service delivery; the management of service capacity; supply chain factors; dealing with service problems and failures; service innovation; achieving and sustaining excellence in service delivery

**SUMMARY OF TEACHING AND LEARNING** *[Use HESA KIS definitions}*

| Scheduled Activities | Hours | Comments/Additional Information |
|---|---|---|
| Seminars | 30 | These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks. |
| Independent study | 120 | Structured activities including reading; observations, research, group meetings, assessment preparation, reflection and self-directed study |
| **Total** | 150 | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Report** | 100% | An analytical report  – research, analysis & implementation plan assessing all learning outcomes (3,500 words) |

| Updated by: Allen 12/07/2017 | Date:  Grace | Approved by: Date: Liz Larner 13/07/2017 |
|---|---|---|

| **MODULE CODE:** SUTO6064 | **MODULE TITLE:** Sustainable Tourism |
|---|---|

| **CREDITS:** 30 | **FHEQ LEVEL:** 6 | **JACS CODE:** NA |
|---|---|---|

| **PRE-REQUISITES:** None | **CO-REQUISITES:** None | **COMPENSATABLE:** N |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
This module is designed to introduce the key concepts and characteristics of sustainable tourism as an area of academic and applied study. It considers that the activity of tourism is a complex interrelationship of positive and negative economic, societal and environmental impacts. It recognises the multi-stakeholder nature of tourism and presents tools that can address day-to-day and policy issues

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**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | 50% | **C1** | 50% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
The module aims to develop an appreciation of sustainable tourism as a solution to the negative impacts of tourism. This is achieved through creating awareness of tourism impacts, indicators and tools that minimise the negative impacts of tourism and maximise the positive impacts.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Differentiate between sustainable tourism perspectives, and examine the concepts of alternative and mass tourism.
2. Assess a range of sustainable tourism indicators and explain the problems of their selection, measurement, monitoring and evaluation.
3. Appraise sustainable related practices and quality control methods employed within the travel industry.
4. Critically analyse impacts on a destination and recommend a plan of sustainable tourism practices to be implemented, with decisions justified.

| **DATE OF APPROVAL**: 14-15/01/2015 | **FACULTY/OFFICE:** Academic Partnerships (AP) |
|---|---|
| **DATE OF IMPLEMENTATION**: October 2015 | **SCHOOL/PARTNER:** GSM LONDON |

| DATE(S) OF APPROVED CHANGE: | TERM: Autumn/Spring/Summer |
|---|---|

| Additional notes (for office use only): |
|---|
| |

| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

**Summary of Module Content:**

Since the mid-20th century, tourism has evolved into one of the world's largest industries and 1.6 billion international arrivals are forecast by 2020. According to the UN World Tourism Organisation "travel and tourism should be planned and practiced as a means of individual and collective fulfilment. When practiced with an open mind, it is an irreplaceable factor of self-education, mutual tolerance and for learning about the legitimate differences between peoples and cultures and their diversity".

Tourism therefore provides benefits for both tourists and destination communities. Tourists can enrich their life experience through observing or engaging with other cultures and traditions. They can also contribute to social and economic development of the destination through the purchase of local handicrafts and products. The local community will genuinely welcome the tourist who is tolerant and respects diversity. Local businesses such as hotels, restaurants, taxis, souvenir shops can offer employment to the locals, with jobs ranging from tourist guide to receptionist and waiter to driver. Quality of life can be improved through regular wage packets and community access to improving infrastructure, such as schools and hospitals. A sense of pride and identity not only benefits the local community but can lead to improvements in the local environment through conservation activities, for example.

Despite the benefits, tourism can also result in  a negative economic, social and environmental impact. Sustainable tourism involves maximisation of the positive impact and minimisation of the negative impact. This module considers the many types of economic, social and environmental impacts, both positive and negative. It reviews the sustainable tourism indicators used to monitor the impacts and which strategies to employ to reduce or prevent those impacts are learned. A reflection on the actual practice undertaken by the travel industry and at the destinations is made, with initiatives including codes of conduct and labelling as quality control methods being considered.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| **Scheduled Activities** | **Hours** | **Comments/Additional Information** |
| Lectures | 10 | Formal lectures which will provide students with the knowledge and skills needed. |
| Tutorials | 40 | Provides students with the required knowledge and skills with a focus on practical work. Includes a mixture of formative assessments. |
| Guided independent study | 250 | Structured activities including reading; observations, research, group meetings, assessment preparation and self-directed study |
| **Total** | **300** | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* Include links to learning objectives |
|---|---|---|---|---|
| Written exam | E_ | **Written exam** | 100% | Examination assessing LO1, LO2, LO3. (3 hours) |
| | T_ | | | |
| Coursework | C_ | **Portfolio** | 100% | Report assessing LO4. (3,000 words) |

| **Updated by**: Date:  Grace Allen 12/07/2017 | **Approved by**: Larner 13/07/2017 | Date: Liz |
|---|---|---|

| MODULE CODE: CAPP6004* | MODULE TITLE: Capstone Project (Dissertation/Consultancy Project/Work Based Learning) |
|---|---|

| CREDITS: 30 credits | FHEQ LEVEL: 6 | JACS CODE: NA |
|---|---|---|

| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: N |
|---|---|---|

**SHORT MODULE DESCRIPTOR:**
A Capstone Project synthesises a student's learning in a single project that demonstrates their fulfilment of the programme learning outcomes.  Each project results in a final product such as a research paper, article, and documented action project, presentation of a body of visual / literary work, written project, dissertation or combination thereof.  It also includes a student's reflection in writing on his or her experience in relation to the material.

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**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions}*

| WRITTEN EXAMINATION | | COURSEWORK | | PRACTICE | |
|---|---|---|---|---|---|
| **E1** (Formally scheduled) | | **C1** | 100% | **P1** | |
| **E2** (OSCE) | | **C2** | | **P3** | |
| **T1** (Test) | | **A1** | | | |

**SUBJECT ASSESSMENT PANEL Group to which module should be linked**: GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**
This module allows students to synthesise their learning in a single project that demonstrates their fulfilment of the programme's learning outcomes.  It integrates their academic knowledge with experiences beyond the classroom and combines their developing knowledge, skills, and personal interests. The project is conceived, designed, and carried out independently, with support and supervision.

**ASSESSED LEARNING OUTCOMES:**
At the end of this module students will be expected to be able to:

1. Demonstrate a detailed knowledge of the major discipline with areas of specialisation. (Specific learning outcomes to be set by student and supervisor).
2. Undertake critical analysis using an appropriate range of techniques - evaluate evidence to support conclusions - application to complex situations.
3. Engage in self-assessment, reflection, and analysis
4. Use creative and critical thinking skills to solve problems.
5. Work and learn both independently and collaboratively
6. **Communicate ideas and the results of their work with clarity and concision as appropriate to the identified audience.

| DATE OF APPROVAL: 14-15/01/2015 | FACULTY/OFFICE: Academic Partnerships (AP) |
|---|---|
| DATE OF IMPLEMENTATION: October 2015 | SCHOOL/PARTNER: GSM LONDON |
| DATE(S) OF APPROVED CHANGE: | TERM:  Autumn/Spring/Summer |

Additional notes (for office use only):

Projects will fall into 4 categories: Research-based dissertation, work based learning, creative or a hybrid of these forms. Content and focus of the project will be as appropriate to meet the learning outcomes of the programme of undergraduate study.

The delivery of this module is provided through each programme's specific teaching team and subject specialists. Students are required to undertake a project within their subject area.  They will receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

*For external examiner and delivery breakdown:

      A - BSc (Hons) Business Management

      A - BSc (Hons) Business Management with Creative Industries

      A - BSc (Hons) Business Management with E-commerce

      A - BSc (Hons) Business

      A - BSc (Hons) Professional Management

      A - BSc (Hons) Enterprise and Small Business Development

      C - BSc (Hons) Travel and Tourism

      D - BSc (Hons) Oil and Gas Management

      E - BSc (Hons) Human Resources with Management

      F - BSc (Hons) Events and Entertainment Management

      G- BSc (Hons) Marketing

      H – BSc (Hons) Accounting and Finance

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
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| ACADEMIC YEAR: 2017/2018 | NATIONAL COST CENTRE: NA |
|---|---|
| MODULE LEADER: See module handbook | OTHER MODULE STAFF:  See module handbook |

**Summary of Module Content**

Capstone Projects are intended to be intensive, active learning projects, requiring significant effort in the planning and implementation by the student, as well as preparation of a substantial final submission.

Whilst subject is likely to be driven by the programme aims, there is a wide scope of opportunity

for students to develop a project or dissertation in a subject area of their choice.  Scrutiny review will be conducted on proposals and will looks to ensure students have covered within their project development and implementation the nature and purpose of research and applied aspects of their research module such as role of self-reflection in planning and implementing a project, effectively communicating project findings and ensuring ethical requirements are met.

When first writing the CP, the student drafts an outline proposal in Research in a Professional Context or Research Methods for traditional dissertations. Prior to the semester during which the student begins to work on CP, he or she revisits and revises this proposal and submits it to the supervisor in advance of the semester.  Some projects may require approval through a project approval/scrutiny committee following the marking of the proposal as part of Research in a Professional Context module.

At the start of the semester the student and Supervisor discuss the plan. Any revisions to this will need to be signed off by the supervisor or approval committee as deemed appropriate.  Once the proposal has been approved, the student will design the early stages of the work that make up Capstone Project (CP) under supervision.

Supervision will be allocated as deemed appropriate through the programme teams. Depending on the project and the student's learning needs, the Supervisor may be supported by an additional tutor with subject specialism.

Building on the work of Capstone Project , the student carries out a substantial, personally meaningful project that demonstrates his or her learning in the field and programme and personal stance toward the project's material or practice in Capstone Project.

Examples might include a research paper and published article, film, documented product development.

| SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}* | | |
|---|---|---|
| Scheduled Activities | Hours | Comments/Additional Information |
| Project Supervision | 10 | Students regularly meet with their supervisors to discuss their progress. The term 'project supervision' is used to refer to the meetings that students have with their supervisors, to plan, discuss, and monitor their work. Meetings can take place either virtually or in person. The size of a project supervision meeting depends upon the number of students involved in the work concerned, and the nature of that work.  Supervision will also frequently take place on a one-to-one basis. |
| Tutorials | 20 | Tutorials involve one-to-one or small group supervision, involving provision of feedback or detailed discussion on a particular topic or project. These may include action learning sets to support students through their studies so that they receive support from peers, as well as direction or feedback from tutors. Tutorials take place either virtually, or face-to-face. |
| Guided Independent Study | 270 | Guided independent study might include preparation for scheduled supervision sessions, follow-up work, wider reading or practice, completion of project related tasks. Students are expected to be responsible for their own learning, with appropriate support being provided by the institution, primarily through supervision. Additional support is provided through peer group based activity, |

| | | | | access to libraries and learning spaces, additional skills training, etc. The focus of this guided independent study is on the execution and completion of students' Capstone Projects. |
|---|---|---|---|---|
| **Total** | | 300 | | **(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)** |

| *Category* | *Element* | *Component Name* | *Component weighting* | *Comments* *Include links to learning objectives* |
|---|---|---|---|---|
| Coursework | C_ | **Dissertation/ Written assignment** | 100% | Project output can be a practical nature, dissertation or written report. Students are assessed on the output of a period of project work (in this instance this may take the form of a dissertation or written report). Examples are diverse and include the documentation of an action based project e.g., an event/product development etc, a peer reviewed article or a film. The potential range of outputs are detailed in an accompanying Capstone Project Student Handbook. |

| **Updated by**: Grace Allen 12/07/2017 | Date: | **Approved by**: Liz Larner 13/07/2017 | Date: |
|---|---|---|---|