

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>• Bachelor of Arts with Honours - Tourism Management</li> <li>• Bachelor of Arts with Honours - Tourism Management with Professional Experience</li> <li>• Bachelor of Arts with Honours - Tourism Management with International Experience</li> </ul> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>• Bachelor of Arts (BA) - Tourism Management</li> <li>• Diploma of Higher Education (Dip HE) - Tourism Management</li> <li>• Certificate of Higher Education (CertHE) - Tourism Management</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Central London
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	
<b>Professional statutory or regulatory body</b>	
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>• Tourism Management, Full-time, September start - 3 years standard length with an optional year abroad or placement</li> </ul>
<b>Valid for cohorts</b>	From 2025/6

## Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

## Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

## Aims of the programme

The course explores the role of tourism within the global community, with a strong commitment to sustainable development. It will support students' development as tourism professionals within the complexity of the tourism industry. By the end of this course our graduates will have the competencies and skills to be innovative, ethical, and resilient leaders in the face and emerging challenges and opportunities when leading, managing, and delivering tourism.

This course offers students a unique opportunity to learn in central London, positioning them as future leaders in the dynamic field of tourism. London and the UK are known for their competitiveness and leadership in tourism and students will be immersed in an ideal environment to gain insights into responsible tourism and its impacts.

Students will develop a deep understanding of leadership, management, and business skills, focusing on collaborative work and managing impacts to deliver responsible tourism practice. The course covers all aspects of the tourism system, destinations, and management, with an emphasis on innovation and entrepreneurship, as well as the consideration of social values throughout the decision-making process, ensuring an ethical approach to strategies that consider the well-being of people and the planet within the context of the climate crisis.

Students will have the chance to explore various tourism sectors, including tour operations, destination management and the airline industry. Furthermore, the course provides students with authentic and experiential learning experiences through partnerships with leading organisations in the public, private and third sectors, allowing them to apply their skills in real-world workplace settings.

## Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

Today's tourism organisations prioritise graduates with strong academic qualifications and workplace-relevant skills as well as an entrepreneurial mindset and competency in leadership. The course offers career development and work-related learning activities for a solid foundation in the industry, preparing students for careers in various areas such as tourism management, tourism operations, tourism marketing, visitor services management, and more.

The university will also develop partnerships with industry bodies and tourism service providers to help place students and progress them to internships and full-time employment. At level 5 students also have the opportunity to take an optional 60-credit semester-long placement module abroad.

Work experience is a very useful way of gaining relevant, professional experience and can greatly improve students' employability. As part of the University of Westminster's Employability Strategy, the course offers a core module incorporating work-based learning at levels 5 and 6 and an optional year-long placement.

### Professional Experience:

The Westminster Business School encourages students to take a placement year in industry. During the year students will identify skills' goals to work towards achieving whilst on placement; carry out research to develop an awareness of the tourism sector they are working in, using a range of data sources; and familiarise themselves with techniques and processes, which help effectively deliver key initiatives and business objectives.

### International Experience:

Students can choose to undertake an international experience year as part of their degree at one of our partner overseas institutions. They will study and reside in the country of a host institution during the course of the year. The content of the study is agreed upon through a Learning Agreement between them, the home institution, and the Westminster Business School.

## What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are

threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

**Level 4 course learning outcomes:** upon completion of Level 4 you will be able to:

- 1 Describe the characteristics of the tourism industry by exploring a range of structures and professional roles. (PPP) ( PPP )
- 2 Draw from a range of disciplinary approaches to understand the principles of tourism management. (KU) ( KU )
- 3 Analyse the social, ethical and environmental impacts within the wider context of the tourism industry. (KU) ( KU )
- 4 Manage information, collect appropriate data from a range of sources, and undertake simple research tasks with guidance (KTS CS) ( KTS CS )
- 5 Work collaboratively, building positive relationships with others as a member of a team and meet obligations to others. (GA, KTS) ( GA KTS )
- 6 Show self-awareness and key transferable skills (study and employability) and reflect upon individual and teamwork competencies and experiences. (PPP, GA, KTS) ( GA PPP KTS )
- 7 Show an outward looking focus, understanding how to manage personal digital identity. (PPP) ( PPP )
- 8 Act with increasing autonomy accepting responsibility for achieving personal and team outcomes (PPP KTS SS) ( PPP KTS SS )

**Level 5 course learning outcomes:** upon completion of Level 5 you will be able to:

- 1 Evaluate core principles and theory of responsible tourism management in a range of scenarios within varied international contexts. (KU, CS) ( KU CS )
- 2 Examine and explain technological, social, environmental, and ethical issues and practices within varied international contexts. (KU) ( KU )
- 3 Apply sustainable tourism planning and management to a well-defined problem or process and consider the complexity of the situation (CS) ( CS )
- 4 Engage with relevant communities to acquire practical experience including the application of a wide range of techniques, tools and digital platforms (GA, PPP) ( GA PPP )
- 5 Analyse and evaluate information using given principles, comparing data collection, and applying methods within regulatory frameworks and according to multiple stakeholders' requirements (GA) ( GA )
- 6 Applies a range of relevant interpersonal, team and networking skills to contribute to the enhancement of team performance in contexts of varying complexity' (PPP KTS SS) ( PPP KTS SS )
- 7 Apply decision-making to various tourism management contexts that consider the impact on diverse cultures, customs, and values, being mindful of the potentially competing needs of different communities. (KTS) ( KTS )

**Additional Year course learning outcomes:** upon completion of Additional Year you will be able to:

- 1 (International Experience only) Demonstrate insight and understanding of the challenges and opportunities of working and/or studying in an international context. ( PPP ) ( PPP )
- 2 (International Experience only) Apply theories, concepts and research skills related to the cultural context(s) of the society within which the experience takes place. ( KU ) ( KU )
- 3 (Professional Experience only) Demonstrate acquisition of a range of professional and commercial skills required within the contemporary business environment through the completion of an extended period of professional practice in the work placement year. ( PPP ) ( PPP )

**Level 6 course learning outcomes:** upon completion of Level 6 you will be able to:

- 1 Use critical thinking to challenge the tourism industry and suggest ways to make it more responsible. (KU) ( KU )

- 2 Demonstrate a critical understanding of the tourism industry and its inter-relationship with other fields of study, including in-depth knowledge of some specialist areas. (KU KTS CS) ( KU KTS CS )
- 3 Critically engage in global debates about the technological, social, environmental and ethical dimensions of the sustainable management of tourism businesses (GA PPP) ( GA PPP )
- 4 Critically appraise creative and entrepreneurial solutions to the management of responsible tourism (KU PPP) ( KU PPP )
- 5 Applies and develops selected interpersonal, team and networking skills to enhance team performance in complex and inter-related contexts and engages with relevant professional communities (GA PPP) ( GA PPP )
- 6 Analyse new business data, concepts, and situations, using a range of techniques appropriate to the situation, and independently design creative, sustainable tourism business solutions, recognising the needs of a range of stakeholders (GA) ( GA )

## How will you learn?

### Learning methods

The course has a strong vocational focus, with a curriculum applied in an industry context. Learning activities and assessments combine theory and practice in real-world settings, using lectures, seminars, workshops, tutorials, and field trips. Experts from relevant fields provide guest lectures, seminars, workshops, and work experience opportunities for students.

The course team collaborates with industry partners to provide live client briefs, simulating real work environments. Work-based and experiential learning are integral to the curriculum, enhancing employability. This approach allows for innovative teaching methods such as the flipped classroom and field trips promoting active and engaging learning.

Module leaders and lecturers engage with employers from different tourism sectors, involving them in curriculum design and career education. Networking is actively encouraged for career opportunities, research, and knowledge exchange.

State-of-the-art facilities, such as our dedicated digital marketing lab, Switch 23, provide an environment where students can cultivate their creativity and refine their digital skills. Here, they can harness the power of digital tools to develop and present captivating ideas, including the application of AI (Artificial Intelligence) and other innovative digital solutions in the tourism industry.

Self-reflection is encouraged to facilitate student learning, development, and confidence. Authentic experiential learning projects in several types of tourism provide transformational experiences, preparing students for careers in the evolving industry. Emerging themes and authentic learning materials drive meaningful knowledge creation, applied to assessments and future work practices, whilst being mindful of people and the planet, ensuring an inclusive learning experience for all students.

Field trips and site visits allow for evaluation and research from local and global perspectives, with consideration of ethical and sustainable tourism practices.

At level 4, students acquire a foundational understanding of contemporary tourism, mastering key concepts, frameworks, and theories that serve as building blocks for their course, including carbon literacy and digital skill. They develop research and investigative skills to analyse strategies and propose solutions in different tourism contexts.

At level 5, students will hone their specialist responsible tourism management skills and generate innovative ideas through in-depth analysis and evaluation of challenges and issues. They will take on greater responsibility for tasks and make informed judgements to solve problems in several tourism business' contexts while achieving personal or team objectives.

At level 6, students will demonstrate advanced skills in critically reviewing, consolidating, and applying a comprehensive body of knowledge related to contemporary responsible tourism. They will excel in well-researched and substantiated decision-making, critically evaluating concepts and drawing evidence from diverse sources to inform judgement in complex situations. Students will also take accountability for their decisions and actions on stakeholders from multiple backgrounds, allowing for different perspectives to handle challenging scenarios with confidence and competence.

### Teaching methods

The course provides a variety of learning experiences, motivates students, and meets diverse learning needs, with staff members working as a team to devise modules that encompass all learning styles and neuro-diverse needs. The course also supports students with additional learning and mentor support to maximise their career opportunities and develop their knowledge, understanding, and skills.

Constant feedback and dialogue occur through contact time with module and course leaders, fostering a learning community. Small-group workshops address individual student needs, using stage-appropriate resources, including ICT resources, to encourage independent learning.

The university's Virtual Learning Environment (Blackboard) complements face-to-face lectures, seminars, and workshops with learning materials such as articles, cases, quizzes, and other activities. The university has also invested in Panopto lecture capture technology, allowing students to access recorded lectures on Blackboard, should they miss a lecture or wish to spend more time studying each week's topic areas. These resources help structure and direct students' independent study time.

Each week, the seminars link to module learning outcomes delivered through the lectures, providing opportunities for group and individual work reflecting important real-world tourism skills.

Industry resources are embedded in appropriate modules, and guest speakers share insights on business best practices.

#### Our commitment to Justice, Equality, Diversity and Inclusion

Inclusive tourism embodies a commitment to creating travel experiences that are accessible, welcoming, and enriching for all individuals, regardless of their physical abilities, cultural backgrounds, or socio-economic status. It encompasses efforts to remove barriers to travel and ensure that destinations, accommodations, attractions, and activities are accessible to people with disabilities, seniors, families with young children, LGBTQ+ travellers, and other marginalised groups. Inclusive tourism goes beyond physical accessibility to embrace cultural diversity, promote social inclusion, and celebrate the unique identities and perspectives of all travellers. It recognises that diversity is an asset and seeks to create environments where everyone feels valued, respected, and empowered to participate fully in the travel experience. By embracing principles of inclusivity, the tourism industry can not only expand its customer base but also foster greater understanding, empathy, and solidarity amongst people from different backgrounds and walks of life.

The inclusivity strategy facilitates an environment for learning that anticipates the varied requirements of learners and aims to ensure that all students have equal access to educational opportunities. Our course curriculum integrates multiple approaches to ensure inclusivity. We adopt inclusive learning, teaching, and assessment methods by blending theoretical and practical elements, to present the course material in diverse and engaging ways. Aligned with the University of Westminster's Black Lives Matter Commitment Plan and broader JEDI agenda and commitment, our inclusive approach respects diversity, encourages active participation, and equips students with skills for a diverse world.

Practical examples of this commitment include providing accessible materials across all modules, offering a range of assessment modes (i.e. Presentations, podcasts, videos, posters, etc.), deploying case studies and real-world examples of contemporary issues and challenges, using inclusive and accessible learning materials, constructing reading lists that ensure diversity and representativeness, and prioritising issues of diversity and inclusion in practice-based seminars for relevant industries. We also draw on the research and collaborative work of specialist organisations working in the tourism industry to promote Justice, Equality, Diversity and Inclusion, ensuring relevant content is integrated into teaching.

Our lectures and seminars avoid just 'talking at' students and rather interact and collaborate with students in most of these sessions, offering a conducive and inclusive environment to all styles of learning.

## Assessment methods

The University is dedicated to upholding its Authentic Assessment policy, fostering an environment where students are motivated to collaborate inclusively while acknowledging the cultivation of a diverse array of insights, abilities, values, and attributes that will serve them well in their future careers.

The concept of Authentic Assessment revolves around employing innovative learning experiences to evaluate students' competencies and knowledge within real-world scenarios. By embracing Authentic Assessment, the University gauges students' achievements in a manner that aligns with the practical skills expected of them upon completing their course or degree programme.

The course team takes an 'assessment as learning' approach and has an inclusive learning, teaching, and assessment strategy to provide culturally inclusive learning materials, varied, innovative teaching methods, and providing flexible pathways to meet learning outcomes.

A variety of assessments are designed to support students in demonstrating their achievement of module learning outcomes. There is an emphasis on industry-focused, 'authentic' assessments that reflect those found in the tourism industry, such as reports, portfolios, presentations, and plans. To cater for diverse student needs, we also offer alternative assessment platforms in relevant modules. These include podcasts, posters, and video presentations, allowing students to showcase their knowledge and skills in formats that suit them best.

The assessments for these modules provide opportunities for students to demonstrate the achievement of their learning outcomes through undertaking work-based and other experiential learning activities to distil the learning and to help plan for future personal and professional development.

At each level, students will be assessed on academic knowledge, practical application, and their ability to contextualise knowledge, relate theory to practice and develop their own theory about practice. Often assessed tasks will draw on authentic tourism industry issues/cases such as consultancy exercises and responding to creative and commercial briefs. Other assessments may require students to reflect on work-based and other forms of evidence-based learning.

As students move through the levels of the course the scope and depth of assessment builds, allowing them to incrementally gain confidence and improve their knowledge, skills, and understanding. Assessments are progressively designed to facilitate and develop independent critical thinking skills and the ability to analyse and critically evaluate theories, concepts, and ideas. In the final year of the course, assessment methods test students' ability to synthesise their ideas and take a more holistic view of the discipline.

The course offers both formative and summative assessment and feedback. Formative assessment does not contribute to the overall grade but is used to give students advice and guidance on improvement. Summative assessment does contribute to the grade. Overall, the course approach is to ensure formative feedback in every module. This approach aims to enhance student performance in summative assessments by fostering continuous learning and improvement throughout their academic journey.

## Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

## Modules

### Level 4

Module Code	Module Title	Status	UK credit	ECTS
	Behaviour in Tourism Organisations	Core	20	10
	Destination Marketing	Core	20	10
4TOUR005W	Planning for the Visitor Economy	Core	20	10
	Professional Development for Tourism Management	Core	20	10
	The Tourism System	Core	20	10
		Elective	20	10

## Level 5

**5BUSS016W - WBS Study Abroad Experience:** This module involves the students undertaking a semester of study abroad to an international institution where a formal Learning Agreement is in place. Subject to eligibility.

**5BUSS017W - WBS Work Experience:** This module involves the students undertaking a semester of work experience. Students may also be required to pass an employer selection process (such as an interview) prior to acceptance into the workplace.

Students can choose:

3 x 20 credit options OR;

2 x 20 credit options plus one elective, OR;

1 x 60 credit option module (Study Abroad or Work Experience)

Module Code	Module Title	Status	UK credit	ECTS
	Consumer Insights for Tourism Management	Core	20	10
	Leadership and Development for Tourism Management	Core	20	10
	User Experience Design in Tourism	Core	20	10
	Destination Management	Option	20	10
5ENTP005W	Entrepreneurial Practice	Option	20	10
	Event Logistics	Option	20	10
5TOUR003W	Heritage Tourism	Option	20	10
5BUSS016W	WBS Study Abroad Experience	Option	60	30
5BUSS017W	WBS Work Experience	Option	60	30
		Elective	20	10

## Additional Year

The following modules must be passed for the award title "with International Experience":

5BUSS013W WBS International Experience Year Semester 1 (60 credits)

5BUSS014W WBS International Experience Year Semester 2 (60 credits)

The following modules must be passed for the award title "with Professional Experience":

5BUSS011W Professional Placement Project Part 1

5BUSS012W Professional Placement Project Part 2

Module Code	Module Title	Status	UK credit	ECTS
5BUSS011W	Professional Placement Project Part 1	Option	60	30
5BUSS012W	Professional Placement Project Part 2	Option	60	30
5BUSS013W	WBS International Experience Year Semester 1	Option	60	30

Module Code	Module Title	Status	UK credit	ECTS
5BUSS014W	WBS International Experience Year Semester 2	Option	60	30

## Level 6

Module Code	Module Title	Status	UK credit	ECTS
	Final Major Tourism Project	Core	20	10
	Smart Tourism	Core	20	10
	Strategic Management for Tourism Organisations	Core	20	10
	Sustainable Tourism	Core	20	10
6TOUR007W	City Tourism and Urban Change	Option	20	10
6MARK003W	International Market Planning and Strategy	Option	20	10
6TOUR006W	Tourism and the Mediterranean: Comparative Study	Option	20	10
		Elective	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

### Course management

The course team comprises a Course Leader who is responsible for the overall management of the course and a team of module leaders who are responsible for individual modules that run on the course.

### Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

### Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Students can also securely connect their own laptops and mobile devices to the University wireless network.



## Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of student surveys, student progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with revalidation panels to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess how the course has been running.

## How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through student engagement activities at Course/Module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

## Additional Details

University of Westminster is now equipped with a Grammarly for Education (Grammarly GO) institutional licence, providing every member and students in our academic community access to Grammarly's writing assistance tools. Grammarly is designed to help individuals confidently communicate across various devices and platforms. Grammarly GO comprehensive tool aids in improving correctness, clarity, engagement and the overall delivery of written content. It provides guardrails to ensure adherence to the university's guidelines, enabling students to utilise generative AI in ways that comply with the University's Policy and Guidance on the use of Generative AI.