Programme Specification

Course record information

Name and level of final award	• Master of Arts - Tourism Management The award is Bologna FQ-EHEA second cycle degree or diploma compatible
Name and level of intermediate awards	• Postgraduate Diploma (Pg Dip) - Tourism Management • Postgraduate Certificate (Pg Cert) - Tourism Management
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	N/A
Professional statutory or regulatory body	N/A, but we aim for endorsement by the Tourism Management Institute or other similar tourism body
Westminster course title, mode of attendance and standard length	• MA Tourism Management FT, Full-time, September start - 1 year standard length • MA Tourism Management PT, Part-time day, September start - 2 years standard length
Valid for cohorts	From 2025/6

Admissions requirements

There are standard minimum entry requirements for all postgraduate 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/courses/postgraduate/how-to-apply.

Aims of the programme

The MA Tourism Management course integrates an extensive curriculum to prepare students for leadership in the dynamic tourism industry. Combining core and optional modules, the program equips students with specialised knowledge, critical thinking, and strategic skills to design and deliver sustainable, responsible and resilient tourism initiatives. The interdisciplinary approach fosters employability, ethical awareness, and innovative solutions for real-world challenges.

This curriculum aligns with Level 7 learning outcomes by applying advanced techniques in tourism design, addressing complex challenges with ethical approaches, promoting interdisciplinary collaboration, encouraging research-driven strategies, and fostering professional leadership skills. The program prepares students for diverse roles in tourism, events, and related sectors.

The MA Tourism Management has been designed to:

1. Develop Expertise in Tourism Theory and Practice: Equip students with specialised knowledge and advanced techniques to design, deliver, and monitor tourism experiences. Foster a deep understanding of contemporary trends, theoretical frameworks, and practical applications within the global tourism industry.

2. Promote Strategic and Ethical Decision-Making: Train students to act autonomously and make informed strategic decisions in complex and unpredictable tourism environments. This includes navigating policies and ethical dilemmas and promoting sustainable solutions.

3. Develop Advanced Research and Analytical Skills: Enhance students' ability to conduct systematic research, employing both qualitative and quantitative methods to address real-world tourism challenges. Enable students to synthesise data from diverse sources for critical analysis and strategic proposal development.

4. Integrate Interdisciplinary Knowledge and Practical Application: Encourage students to apply interdisciplinary approaches to develop innovative tourism projects that promote community well-being, resilience, and economic growth.

5. Enhance Professional Skills and Employability: Foster professional growth through the development of strong interpersonal, communication, and leadership skills. Provide practical experiences, such as fieldwork, case studies, and simulations, that prepare students for effective teamwork and leadership roles in the tourism sector.

6. Advance Sustainable and Regenerative Tourism Practices: Prepare students to lead initiatives that prioritise environmental sustainability and social justice in tourism development. Address the challenges posed by over-tourism, climate change, and other global issues while promoting regenerative strategies for urban and rural settings.

7. Promote Reflective Practice and Lifelong Learning: Inspire the ability to critically evaluate personal and team performance, fostering continuous professional development and adaptability in a rapidly changing global tourism landscape.

   These aims collectively ensure that graduates of the MA Tourism Management programme are well-equipped to innovate, lead, and contribute responsibly to the constantly evolving tourism industry.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses

- Opportunities for part-time work, placements and work-related learning activities are widely available to students

- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision

- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

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

- **Critical and Creative Thinkers**

- **Literate and Effective Communicators**

- **Entrepreneurial and Innovative**

- **Global in Outlook and Engaged in Communities**
- **Ethically and Environmentally Responsible Professionals**

The University of Westminster capitalises on its location in London, a global hub for creativity, commerce, and culture, to provide students with an enriched learning environment. Students benefit from the city's international networks, diverse communities, and access to world-class tourism and event industries.

Critical and Creative Thinking

Central to the course is the development of critical and creative thinking skills, essential for strategic decision-making in the tourism industry. Students are challenged to critically analyse tourism systems, global challenges, and industry trends. They develop creative solutions for complex issues like climate change, overtourism, and cultural preservation. Project-based modules enhance students' ability to generate innovative strategies that are socially, economically, and environmentally sustainable.

Communication and Presentation Skills

Literate and effective communication skills are cultivated through both written and oral assessments across the course's modules. For example, students refine their ability to articulate complex ideas through presentations. Modules encourage collaboration and dialogue, preparing students to effectively engage with diverse stakeholders, including communities, governments, and businesses. Digital communication skills are also honed in modules class, where students create professional-standard reports using industry-focused tools and analysis.

Entrepreneurial Skills

Entrepreneurship and innovation are embedded within the program. Modules encourage students to think creatively and inventively about tourism products, services, and spaces. The focus on experiential tourism, destination branding, and sustainable event design fosters a mindset of opportunity-seeking and problem-solving, mirroring real-world scenarios. Students are also offered the chance to independently explore tourism challenges and propose innovative solutions, supporting their entrepreneurial potential in a capstone project.

Global Perspective

The course places a strong emphasis on engaging with the global context of tourism and events. Modules encourage students to consider diverse cultural values, sustainable practices, and global industry trends. Site visits, case studies, and international guest lectures provide students with first-hand exposure to global tourism systems, allowing them to apply theoretical frameworks to real-world contexts.

Ethical and Sustainable Values

Ethical awareness and sustainability are core to the course's philosophy. Modules inspire an understanding of the tourism industry's impact on climate change, community well-being, and cultural preservation. Students are introduced to principles of social and environmental justice, equipping them to make responsible decisions and advocate for sustainable solutions in tourism. The programme's strong emphasis on sustainability, crisis management, resilience and regenerative and community tourism prepares students for impactful careers in a rapidly evolving industry.

Professional and Industry Engagement

The MA Tourism Management course emphasises professional engagement, offering students opportunities to connect with industry experts, alumni, and academics. Modules incorporate guest lectures, industry visits, and real-world consultancy projects. The course will include

- case studies and workshops led by practitioners.
- site visits and practical exercises.
- work on industry-relevant challenges under expert supervision.

Regular opportunities to present work to peers, industry experts, and faculty help students build confidence and professionalism. The program culminates in the final dissertation or project presentation, where students showcase their findings to an audience of industry practitioners and academics.

Career and Further Study

The course prepares students for a diverse range of careers in tourism, events, and related private and public sectors, both in the UK and globally, such as:

- Tourism Planning and Development

- Event Management and Design

- Destination Marketing and Branding

- Design and Marketing of Tourism & Destinations Experiences

- Airline and Airport Operations

- Urban Regeneration and Sustainability

For those interested in academia or further study, the programme's comprehensive focus on research methodologies, critical analysis, and reflective practice supports the pursuit of doctoral studies. Graduates may contribute to academic research, join policy think tanks, or engage with international organisations and Non-Governmental Organisations addressing tourism development and sustainability.

The MA Tourism Management course not only prepares students for immediate entry into professional roles but also ensures they possess the adaptability and continuous learning mindset necessary for long-term career progression in an increasingly complex and interconnected global tourism landscape.

What will you be expected to achieve?

Course learning outcomes

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 7 course learning outcomes: upon completion of Level 7 you will be able to:

- CLO1 Apply specialised knowledge and advanced techniques in the design, delivery, and monitoring of the tourism offer and experiences. (KU PPP SS)

- CLO10 Apply advanced ethical awareness and professional values in collaboration with peers, staff, and industry to promote ethical, responsible, and EDI-conscious solutions in complex tourism contexts. (PPP KTS CS)

- CLO2 Critically reflect on personal performance and development while demonstrating leadership in addressing sustainability and climate challenges in tourism through ethical and proactive solutions in complex, unpredictable contexts. (PPP KTS CS)

- CLO3 Act autonomously to make strategic decisions and ensure the successful delivery of actions informed by a deep understanding of both theoretical frameworks and industry practices for responsible outcomes in unpredictable and complex contexts (PPP KTS)

- CLO4 Develop and apply advanced interpersonal, team, networking, and communication skills, along with strong analytical and research abilities. (KU PPP KTS SS)

- CLO5 Apply a systematic understanding of theoretical and methodological approaches in tourism experience design, delivery, and management. (KU KTS SS)

- CLO6 Design and execute interdisciplinary specialist and consultancy projects aimed at improving tourism practices and experiences, fostering resilience in complex, unpredictable environments. (KU PPP KTS SS CS)

- CLO7 Design and implement advanced projects and initiatives to enhance personal and collective professional learning, practices and growth while ensuring equality, diversity, and inclusion are fully considered. (PPP KTS SS CS)

- CLO8 Identify and adapt problem-solving strategies, research methods, and techniques to design systematic investigations and actions in response to emerging challenges in tourism. (PPP KTS SS CS)

- CLO9 Synthesize knowledge from a wide range of primary and secondary sources to critically analyse and propose strategic recommendations that support the development of sustainable tourism benefiting local communities, economies, societies, and the environment. (KU PPP KTS SS CS)

How will you learn?

Learning methods

The MA Tourism Management program employs a diverse range of teaching and learning strategies that align with postgraduate-level expectations and industry demands. These methods are designed to equip students with the theoretical knowledge, practical skills, and professional attributes needed to excel in the global tourism industry while addressing the course's Level 7 learning outcomes.

The MA Tourism Management course fosters student independence, self-development, and critical engagement with complex tourism topics. By integrating theoretical insights and practical applications, students gain a comprehensive understanding of management-level roles within the tourism industry and beyond. The curriculum emphasizes adaptability, resilience, and innovative thinking, preparing students for strategic decision-making and leadership.

- The program employs student-centered and interactive learning approaches, encouraging active engagement through a mix of lectures, workshops, and collaborative activities. Students critically evaluate tourism systems, sustainability challenges, and stakeholder dynamics, applying theoretical knowledge to real-world scenarios. Small group activities and teamwork are integral, fostering collaboration and problem-solving skills.

- Hands-on, project-based learning is a cornerstone of the program. Students work on industry-relevant projects and case studies, designing and critiquing innovative tourism strategies. Reflective learning is encouraged through assignments like reflective journals and collaborative exercises, promoting deeper understanding and personal development.

- The Capstone Project provide opportunities for independent research under expert supervision. Students develop analytical, research, and project management skills while addressing real-world tourism issues. Outputs include professional-grade presentations, reports, or journal articles.

- Digital tools and platforms, such as the virtual learning environment, support flexibility and accessibility. The program integrates technology to explore advancements like AI and VR in tourism, ensuring students are prepared for future industry trends.

- Field visits, guest lectures, and industry workshops connect theory with practice. Students engage directly with industry stakeholders and have the option to participate in field studies, gaining hands-on experience and contextual understanding. Site visits enhance their ability to apply classroom concepts to real-world settings, fostering critical analysis and sustainable tourism solutions.

- Teamwork is a key component, with group projects and assessments promoting collaboration and communication skills. Reflective practices help students identify growth areas, aligning with their career aspirations. Graduates are equipped with the skills necessary for roles across the tourism sector, including events, planning, government, and international organizations.

Teaching methods

The teaching methods in the MA Tourism Management course are designed to facilitate a rich, student-centred learning experience that supports a range of learning styles and promotes deep engagement with course content. Each module leverages a combination of teaching techniques, including interactive lectures, guest speaker sessions from industry professionals, seminar discussions, tutorials, and collaborative workshops. These methods are enhanced by problem-based learning, allowing students to engage in critical analysis and develop practical solutions based on real-world scenarios.

Case studies, fieldwork, and experiential learning activities such as site visits and hands-on projects are integrated throughout the curriculum to provide students with opportunities to apply theoretical knowledge to practice. This approach helps bridge academic concepts and industry applications, fostering students' ability to assess and address complex tourism challenges.

Guided reading and asynchronous online activities via the University's virtual learning environment, Blackboard, support

independent study and reinforce in-class learning. This platform provides access to essential resources, discussion forums, recorded lectures, and supplementary materials that enhance learning flexibility.

Students benefit from close support from personal tutors and research supervisors, who provide guidance through one-on-one consultations, group feedback, and tailored mentorship throughout the course. This comprehensive support structure, combined with peer feedback and collaborative teamwork, enriches an environment where students can refine their research, presentation, and analytical skills.

These teaching methods collectively aim to equip students with the critical thinking, strategic decision-making, and professional skills necessary to thrive in the field of tourism management, aligning with the programme's focus on resilience, innovation, and responsible leadership.

Assessment methods

The MA Tourism Management program uses a diverse range of assessments to foster critical thinking, creativity, and professional development. These methods are aligned with program learning outcomes and aim to prepare students for leadership roles in tourism and related sectors by integrating real-world practices with academic rigor.

- Assessment methods include formative activities, such as presentations, group discussions, and peer reviews, which provide students with feedback to refine their work. Summative assessments evaluate final outputs, including written reports, portfolios, and project deliverables, demonstrating students' strategic thinking, research, and problem-solving capabilities.

- The program encourages reflective learning and creative expression through assignments like reflective journals, digital outputs (e.g., video pitches, research posters), and innovative project designs. These assessments promote personal growth, critical analysis, and digital literacy, preparing students for modern industry challenges.

- Practical, real-world scenarios are central to the assessment strategy, with tasks such as consultancy reports, strategic plans, and tourism proposals. These projects mirror industry practices and emphasize actionable solutions supported by research and analysis. Teamwork and communication skills are developed through group projects, oral presentations, and simulated stakeholder engagements. These activities allow students to articulate ideas, present recommendations, and demonstrate professionalism in collaborative settings.

- Capstone assessments, including the Research Dissertation and consultancy projects, provide opportunities for independent investigation into industry-relevant topics. These assessments emphasize advanced research, critical analysis, and problem-solving, culminating in professional-standard outputs, such as journal articles or digital presentations.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO8, CLO9
Literate and effective communicator	CLO10, CLO2, CLO3, CLO4, CLO7
Entrepreneurial	CLO3, CLO4, CLO7, CLO8
Global in outlook and engaged in communities	CLO10, CLO2, CLO5, CLO6, CLO8, CLO9
Socially, ethically and environmentally aware	CLO1, CLO10, CLO2, CLO3, CLO5, CLO6, CLO8, CLO9

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Additional free text information on the choices may also be included, for example where students must choose one of two modules.. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules

Level 7

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

- **Core Modules**: These modules are compulsory and must be undertaken by all students on the course. There are 5 core modules in total. The modules cover foundational and advanced topics critical to tourism learning and experiences. There are five core modules in total.

- **Optional and Elective Modules**: Students can select three modules out of the eight offered optional and elective modules to broaden their wider understanding and diversify their experiences and skills of the tourism areas or specialise in areas such as event experience design, and management, urban design, city planning, airline and heritage. Not all optional modules may run every year due to timetabling or resource constraints.

This structure ensures a tailored yet comprehensive education, preparing graduates for leadership roles in the tourism industry while aligning with the program's Level 7 learning outcomes.

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.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
7TOUR013W	Designing and Marketing Tourism Experiences	Core		20	10
7EVMN013W	Research Consultancy Project	Core		40	20
7TOUR016W	Responsible Destination Development	Core		20	10
7TOUR014W	Sustainable Planning for the Visitor Economy	Core		20	10
7TOUR015W	Exploring Tourism: Systems and Stakeholders	Core	1	20	10
7EVMN015W	Global Events	Option		20	10
7TRAN034W	Airline and Airport Management	Option		20	10
7ASHE002W	Contexts of Sustainable Heritage and Intervention	Option		40	20
7TOUR018W	Crisis Management and Resilience for Tourism and Events	Option		20	10
7EVMN018W	Designing Event Spaces and Places	Option		20	10
7PLAN029W	Environmental Policy, Assessment and Climate Change	Option		20	10
7TOUR017W	Regenerative Tourism in Cities	Option		20	10
7EVMN017W	The Social and Cultural Value of Community Events	Option		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

Tourism Management Institute (TMI)
The TMI is the professional organisation for anyone working in tourism destination management. It supports destination management professionals throughout their career, from students setting out through to established senior practitioners. Memberships spans sectors, including destination management organisations, local government, national tourist organisations, visitor attractions, consultancies and the higher education sector.

Course management

The management structure supporting the **MA Tourism Management** course ensures a well-coordinated and supportive environment for both students and staff. The structure integrates academic, administrative, and pastoral roles to deliver a comprehensive and high-quality educational experience. The course is designed and delivered by a team of permanent academic staff with specialist knowledge in tourism and related disciplines. i.e., events, architecture, urban design, city planning, regeneration and community planning, public policy, business, marketing, and airlines, Additionally, part-time staff and visiting speakers are used to offer additional expertise and industry experience.

- **Course Leader**

The **Course Leader** is responsible for the overall management of the MA Tourism Management course. Their duties include:

- Overseeing the development and delivery of the curriculum.
- Coordinating module leadership and ensuring alignment with the program's learning outcomes.
- Managing student induction and orientation processes.
- Liaising with admissions and marketing teams to promote the course and recruit students.
- Monitoring the academic progress and welfare of students throughout their studies.
- Ensuring the effective use of resources, such as teaching spaces and digital platforms.

The MA Tourism Management course is managed by the Course Leader, who is also a member of the academic staff and a Senior Lecturer in the course. The main point of contact on any course-specific questions is the Course Leader.

- **Module Leaders**

Each module is led by a **Module Leader** who is responsible for:

- Designing and delivering the content of their module in alignment with the course's aims and Level 7 outcomes.
- Coordinating teaching activities, including lectures, seminars, workshops, and field visits.
- Managing assessments, including formative and summative feedback.
- Ensuring alignment with professional and industry standards where applicable.
- Liaising with the Course Leader to address any issues related to module delivery.

All teaching staff members will publish their availability for tutorials. Information on the days, times, and how to book a meeting will be communicated to you directly by the teaching staff via email signature, the module's Blackboard site, and/ or module guidance.

- **Residential Field Trip Coordinator**

The course includes a residential field trip the coordinator of which is responsible for:

- Planning and organizing the fieldtrip in collaboration with relevant Module Leaders.
- Ensuring that field trip is aligned with module objectives and learning outcomes.
- Coordinating logistics, such as transportation and accommodation.

- **Personal Tutors**

Each student is assigned a **Personal Tutor**, who is a member of the teaching staff and provides pastoral support and academic guidance throughout their studies. The role of the Personal Tutor includes:

- Helping students navigate challenges related to their studies and personal development.
- Providing advice on module selection, research topics, and career opportunities.
- Acting as a point of contact for students needing additional support, such as referrals to university counselling services or the Wellbeing and Disability Learning Support team.

More information is available on the Student Hub, [Personal tutors | University of Westminster](#), including the Personal Tutoring Policy.

- **Course Team and Academic Liaison**

The **Course Team**, composed of teaching staff across the modules, meets regularly to ensure consistency and alignment of teaching practices and assessments. The team works collaboratively to address student feedback and enhance the course experience.

- **School and College-Level Support**
- **Head of School**: The Head of School holds overall responsibility for all courses within the school, including the MA Tourism Management course. They ensure the program aligns with the school's academic vision and resources.
- **Assistant Head of School**: Provides operational and academic support, particularly in matters related to quality assurance, timetabling, and staff development.
- **Head of College**: Oversees all schools within the college, ensuring alignment with the university's strategic objectives and facilitating inter-departmental collaboration.
- **Senior Tutor:** Oversees broader student support initiatives within the school, offering guidance on academic and pastoral concerns beyond what your personal tutor may address.
- **Disability Tutor**: Provides tailored support for students with disabilities, ensuring appropriate accommodations are in place and liaising with the Disability Learning Support team to meet individual needs.

This management structure ensures that the MA Tourism Management course is effectively delivered, offering a cohesive and supportive learning environment that prepares students for professional success in the tourism and relevant sectors.

Academic regulations

The current Handbook of Academic Regulations is available at [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](#).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students1 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

1. **Equality, Diversity, and Inclusion (EDI)**

The MA Tourism Management course is committed to fostering an inclusive, equitable, and empowering environment that reflects the diversity of its student body and the global nature of the tourism industry. This commitment is embedded across the course design, delivery, and assessment. This commitment is informed by the University of Westminster's broader goals for accessibility, diversity, and community engagement while addressing global industry challenges and local community impacts.

We share information with you in a number of ways – via the Tourism and Events Blackboard site, using announcements and direct messages/emails as well as via module sites for more specific information.

- **Inclusive Teaching and Assessment Practices**

To ensure that every student is empowered to excel, the program incorporates a range of teaching methods and assessment formats that are designed to accommodate diverse learning styles, backgrounds, and professional goals. Authentic assessments, a hallmark of the course, simulate real-world challenges, including consultancy reports, case studies, creative group projects, and professional presentations. These assessments model industry standards, ensuring that students develop skills directly transferable to their future roles.

Modules emphasise collaborative learning, encouraging students to share their perspectives in an open and supportive setting. The **Capstone Project** enables students to explore topics relevant to their interests, accommodating diverse professional goals.

Panopto is used to record lectures, and all teaching materials are shared on the university's Blackboard platform, providing students with access before and after class. This ensures flexibility and accessibility for all students, including those balancing studies with other commitments.

Feedback on coursework is not just a measure of performance but a tool for growth. All assessments are accompanied by detailed, constructive feedback that highlights strengths, identifies areas for improvement, and provides actionable advice for future success. In alignment with the needs of our diverse student body, the program works closely with the Disability Learning Support team to adapt assessments, teaching methods, and resources where necessary.

- **Reflecting and Celebrating Diversity**

The diversity of the student cohort is regarded as one of the program's greatest strengths, enriching discussions, perspectives, and collaborative projects. Modules encourage students to explore tourism's role in fostering intercultural understanding, inclusivity, and community well-being. Site visits, guest lectures, and practical workshops expose students to a wide array of cultural and professional contexts, preparing them for global engagement in their careers.

- **Decolonising the Curriculum**

The program actively works to decolonise the curriculum, ensuring that reading lists, case studies, and examples reflect voices and perspectives from a wide range of cultural and professional backgrounds. Modules prioritise ethical tourism practices, addressing issues like social justice, community empowerment, and environmental sustainability. These efforts aim to dismantle stereotypes and amplify underrepresented voices in tourism research and practice, preparing students for ethical decision-making in their careers.

- **Accessibility and Support**

The program takes proactive steps to ensure accessibility for all students, recognizing and responding to diverse needs. This includes tailored support for students with disabilities, guidance from the Disability Learning Support team, and modifications to teaching formats. Peer mentoring, the laptop loan scheme, and collaborative group work further ensure that all students can fully participate in and benefit from their learning environment.

The importance of mental health and well-being is also acknowledged, with students encouraged to access university resources, such as counselling and academic mentoring, to support their personal and professional growth.

2. Anti-Racism and Social Justice

The program adopts an anti-racist stance in both its teaching and employability initiatives. Employability and professional development sessions actively challenge stereotypes, emphasising the importance of representation, diversity, and inclusion within the tourism industry. By highlighting diverse examples of successful practitioners and ethical case studies, modules encourage students to think critically about how they can contribute to creating equitable, inclusive workplaces.

This commitment extends to addressing systemic inequities, such as the awarding gap identified in UK universities. The program actively seeks to close this gap by creating a supportive academic environment where all students, regardless of background, have equal opportunities to succeed. This is achieved through mentorship, personal tutoring, active listening to student voices, and continuously refining assessment practices to eliminate bias.