

LEEDS BECKETT UNIVERSITY

# Course Specification

PG Dip Responsible Tourism Management  
2018-19 (PDRTM)

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## Record of Enhancement

<b>No.</b>	<b>Detail of modification</b> (Provide a brief description of the modification and where the Course Specification has been updated)	<b>Date Effective</b> (Indicate the academic year of entry and course level(s) to which the modification will apply)
	<p>6.</p> <p>Removal of the <i>'Project Planning and Management'</i> Module. Inclusion of a part-time delivery mode in the CAT (previously omitted in error).</p> <p>Change of elective modules to core:</p> <ul style="list-style-type: none"> <li>• Tourism for Local Economic Development and Poverty Reduction.</li> <li>• Natural Resource and Environmental Management.</li> <li>• Communities, Culture and Heritage.</li> <li>• Marketing Responsible Tourism.</li> <li>• Tourism Destination Management: Planning and Policy.</li> </ul> <p>Updating of section 27 of the CAT 'Staff Teaching the Course' to reflect a number of staffing changes. References to these staff removed elsewhere from the CAT.</p>	<p>Level 7 from September 2017.</p>

## Version Control

<b>Version Control</b>	
Version number and date effective	
For completion by Quality Assurance Services only:	
<b>Next Re-validation date</b>	

**Target award, course title and programme code:**  
PG Dip Responsible Tourism Management.

**Level of qualification: 7.**

### **Overview and Aims:**

The aim of the course is to develop individuals' knowledge and expertise in the field of responsible tourism management. Graduates of the course have the skills and knowledge required to make positive change in the field of responsible tourism, in other words making better places for people to visit and to live. The course has a strong identity thanks to its links with those working in relevant professional areas, for instance the high profile activities of key people associated with it. Members of the team are active in research and consultancy in the field and advancement of responsible tourism. For example, Lucy McCombes is a certified Travelife auditor, Dr Davina Stanford has worked for a number of key strategic organisations including UNWTO, UNEP and VisitEngland and Dr Simon Woodward who is chair of the ICOMOS-UK Cultural Tourism Committee and a Trustee of the Landscape Research Centre.

This is a distinctive postgraduate programme for professionals with an interest in tourism, cultural or natural heritage and sustainable development who wish to build on their undergraduate and/or professional experience and who have a desire or professional need to study responsible tourism management at a higher level. The programme draws on the course team's highly respected and cutting edge international research and consultancy expertise in various aspects of responsible tourism. The international expertise of the staff shared through lectures and seminars enhances the ability of students to function effectively at a strategic level within governmental, non-governmental, conservation and private sectors of the international tourism industry.

The target market includes early-career professionals seeking to expand their skills base and develop networks which may enable them to pursue a career in responsible tourism; people already working in tourism CSR roles who wish to professionalise their knowledge of the sector; development practitioners looking to specialise in the design or delivery of responsible or sustainable tourism programmes; and people with no clear background in tourism but with an interest in the sector who wish to 'make a difference' through working in the expanding field of responsible or sustainable tourism. The Postgraduate Diploma is particularly suitable for people who wish to expand the range of their skills and experience but who do not have the time or need to undertake a lengthy research project.

The award is delivered through face-to-face or distance learning supported by tutorials and the VLE. This approach gives the flexibility to accommodate different learning needs and as a consequence widens participation to this programme. It is possible for people to switch between modes as their professional and personal lives change, to alter the pace at which they do modules, or even to do a blend of on-site and distance learning if their geographical circumstances permit this.

Through a programme of one core and five option modules on the distance learning programme or six option modules on the full-time programme, students are able to focus their learning in an appropriate way to facilitate their future career development. In addition to subject knowledge and understanding, students will also develop management skills appropriate for careers in corporate social responsibility and in community based tourism, tourism in protected areas and heritage attractions.

Graduates of the programme will be equipped to work with and within a diverse range of organisations involved in responsible tourism in both developing and developed countries. Career opportunities will be available with organisations involved with the development and promotion of international tourism in the traditional sense, as well as fulfil the growing market for senior and middle managers who understand sustainable and responsible development. These include government and inter- governmental agencies, national, regional and local tourist organisations, cultural and natural heritage attractions, international tourism bodies and associations, as well as with private sector employers (inbound and outbound tour operators, transport operators, and travel distribution intermediaries). It is expected that graduates will be able to progress to middle management positions, with the speed of progression being based on their holistic profile.

### **Course Learning Outcomes**

1	Critically understand the key concepts of responsible and sustainable tourism and apply them to the management of resources and businesses.
2	Analyse the complex strategic issues and management choices faced in introducing market-led responsible tourism practices.
3	Evaluate the management of responsible tourism in an applied way in a destination and business context.
4	Adopt an autonomous approach to their own learning and continuing professional development.
5	Analyse a situation and plan a process of change through engaging with a range of stakeholders in order to achieve sustainable development objectives through tourism.

## **Course Structure**

This programme in Responsible Tourism Management is an industry-relevant course which delivers an applied yet holistic view of the tourism industry. It covers policy-making, planning and management of commercially viable tourism programmes which deliver net benefits to local communities. Specific aspects covered include practical knowledge such as the structure of the tourism industry, successful business marketing, feasibility studies for tourism businesses and management of cultural attractions, alongside fundamental concepts which inform good practice such as the equitable distribution of the costs and benefits of development, the social anthropology of tourism, and the history and philosophy of protected areas management.

The course is taught by experts in the field who are engaged in research and consultancy activities for a wide range of private, governmental and non-governmental organisations.

The course targets early-career or mid-career professionals and aims to equip graduates with the skills and knowledge to bring about positive change in the tourism industry.

The modules available for study on the PG Diploma are as follows:

- Responsible Tourism Theory & Practice (only available for distance learners).
- Tourism for Local Economic Development & Poverty Reduction.
- Natural Resource & Environmental Management.
- Communities, Culture & Heritage.
- Marketing Responsible Tourism.
- Tourism Destination Management: Planning & Policy.
- Online Marketing: Strategies & Tools (optional for FT students, subject to demand).
- Ethical Tourism Business Management (optional for FT students, subject to demand).

### **Campus based delivery**

For full-time students based in Leeds, the modules are delivered through weekly sessions.

For part-time/distance learners the pattern of delivery is determined on an annual basis at least a year in advance, starting with Responsible Tourism Theory & Practice as the first module.

The table below gives a typical delivery pattern for the full-time mode, although adjustments may be made on an annual basis depending on tutor availability and student feedback.

<b>Autumn Semester</b>	<b>Core</b>	<b>Spring Semester</b>	<b>Core</b>
Tourism for Local Economic Development & Poverty Reduction	Y	Tourism Destination Management: Planning & Policy	Y
Natural Resource & Environmental Management	Y		
Communities, Culture & Heritage	Y	Online Marketing: Strategies & Tools	N
Marketing Responsible Tourism	Y	Ethical Tourism Business Management	N

### **Distance learning delivery**

For part-time distance learners, the course is 100% distance learning. Distance learners will have the opportunity for contact points throughout the year on an ad hoc basis. They will also be supported by the online tutors and by the module tutors, via Skype tutorials.

### **Postgraduate Diploma (distance learning) – September Start.**

<b>Year 1</b>	
Trimester 1	Responsible Tourism Theory & Practice.
Trimester 2	Local Economic Development (available alternate years)
Trimester 3	Destination Management: Planning and Policy (available alternate years).
<b>Year 2</b>	
Trimester 1	Responsible Tourism Marketing.
Trimester 2	Natural Resources and Environmental Management (available alternate years).
Trimester 3	Communities, Culture and Heritage (available alternate years).

## Postgraduate Diploma (distance learning) – January Start.

<b>Year 1</b>	
Trimester 2	Responsible Tourism Theory & Practice.
Trimester 3	Destination Management: Planning and Policy (available alternate years).
Trimester 1	Responsible Tourism Marketing.
<b>Year 2</b>	
Trimester 2	Natural Resources and Environmental Management (available alternate years).
Trimester 3	Communities, Culture and Heritage. (available alternate years)
<b>Year 3</b>	
Trimester 2	Local Economic Development (available alternate years).

Please note: ‘Local Economic Development’ and ‘Natural Resources and Environmental Management’ are delivered in the second trimester in alternate years (starting with LED in January 2017).

‘Communities, Culture and Heritage’ and ‘Destination Management: Planning and Policy’ are delivered in the third trimester in alternate years (starting with ‘Destination Management: Planning and Policy’ in May 2017).

### Contained awards available:

PG Cert	Responsible Tourism Management.
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### Length of programme, FT/PT and mode of study:

Programme	Length	FT/PT (please specify)	Mode (campus based/DL or other)
PG Dip Responsible Tourism Management.	2 Semesters.	FT.	Leeds Beckett University Headingley Campus.
	4-6 Semesters.	PT.	Leeds Beckett University Headingley Campus.
	4-6 Semesters.	Distance learning PT.	Online Distance Learning.

## **Learning and Teaching**

### **Learning and Teaching Approaches**

The learning and teaching on the PG Diploma Responsible Tourism Management places the student at the centre of the experience by fostering an inclusive, supportive and challenging environment. Through a curriculum which is informed by research and professional practice students will develop the required skills, knowledge and experience. The course is delivered by tutors who have the passion, energy and commitment to share their skills and knowledge, supporting all students to achieve their full potential. We encourage students to come up with creative ideas, and – as described above – identify opportunities for external contacts through the resources at our disposal. The course focuses on developing sound knowledge of the subject of responsible tourism and will provide ample opportunities for students to apply their learning whilst enhancing learning through problem-solving approaches. The learning approaches will develop students' independent learning capability and critical thinking skills as well as preparing them for employment or to become more effective in their current employment.

Learning and teaching approaches will be continually improved using feedback from module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the students' learning experience is continually enhanced.

Students will be engaged through a variety of teaching and learning approaches whilst studying the PG Diploma Responsible Tourism Management. As explained elsewhere in this document, challenging and authentic tasks are used to stretch the students' capabilities in real world learning and assessment, resulting in a professional and deeper approach to learning.

The following learning and teaching strategies will be used across the modules: Full-time delivery mode:

- Students will attend interactive lectures where they will be expected to contribute having done some preparatory reading.
- Students will participate in one-to-one tutorials and in group activities where they will work to engage with learning activities.
- Students will engage in and contribute to practical sessions.
- Students will organise and conduct field data collection, analysis and interpretation.
- Students will work independently to research the relevant literature predominantly using electronic databases and search engines as well as the resources of the on-site Library.



- Students will complete directed activities/ formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback.
- Students will participate in practical workshops to experience/develop the skills required in, for example, planning for and managing responsible tourism enterprises.
- Students will engage in practical tasks associated with real-life businesses, for example developing an environmental management system for a tourism enterprise.

#### Distance learning delivery mode:

- Students have the opportunity to attend face-to-face networking events and guest lectures organized by the course team on an ad hoc basis. They will be expected to contribute to online discussions and to have done some preparatory reading.
- Students will organise and conduct field data collection, analysis and interpretation.
- Students will work independently to research the relevant literature using electronic databases and search engines.
- Students will complete directed activities/ formative assessments, providing opportunities for feedback.
- Students will engage in practical tasks associated with real-life businesses, for example developing an environmental management system for a tourism enterprise.

#### **Learning and Teaching Activities**

Teaching methods used within the course are diverse and provide variety to the student learning experience; these include lectures, seminars, workshops, tutorials, and field study programmes. Field trips might include visits to national parks to discuss how tourism and conservation can co-exist, enterprises (small or large) run according to the principles of corporate social responsibility, or cultural sites where the demands of preservation have to be reconciled with modern safety standards. It is undoubtedly difficult to create similar experiences for distance learners; the best that can be done is to ask people to visit appropriate sites within their own environment and analyse the site according to a framework of questions. The teaching method deployed matches the aims and learning outcomes of each module, and will vary between modules. Knowledge and understanding, intellectual skills and practical skills are all key skills which are dispersed throughout the modules, and are clearly articulated to students in the module handbooks.

Each 20 credit point module will equate to 200 notional learning hours. The learning gained on the course reflects the 'responsible' element of the title by considering

aspects such as the sustainable management of tourism-related resources and the optimal development and use of social and cultural capital. Learning and teaching activities are developed further within the individual module templates.

The vertical and horizontal integration of the course modules has been specifically designed to enhance the student experience and create engagement, for example the development and assessment of field and research skills in modules such as Ethical Tourism Business Management, Communities, Culture & Heritage, and Masters Research Methods, while work-based learning and problem-solving skills are developed through several of the modules, including Natural Resource and Environmental Management, and Online Marketing: Strategies & Tools. Most of the module assessments focus on the application of acquired concepts and skills to a real-life situation.

Overall the focus of the learning and teaching activities on employability (as evidenced elsewhere in this document) gives this course its credibility, distinctiveness and added value to the student.

The teaching is carried out within an inclusive environment, using examples from around the world to support learning. All members of the core teaching team have considerable cross-cultural experience, which helps to ensure that non-discriminatory behaviour underpins the course design and delivery.

### **Graduate Attributes**

All our undergraduate students will develop three graduate attributes; Enterprise, Digital Literacy, Global Outlook.

### **Use of the Virtual Learning Environment**

The course uses the VLE and other online media (including Adobe Connect and Google Drive) to support, enhance and link physical student facing activity with virtual materials and to provide a space for students to communicate with each other and the course team. Students are introduced to the VLE in induction week. Modules will use the VLE and online delivery in a variety of ways including:

- A repository for teaching materials to support delivery, including module handbooks, lecture slides, multimedia elements, digitised readings, and past sample assignments.
- Electronic submission of assignments using the VLE via formative Turn-It-In drafts and summative submissions.
- Synchronous and asynchronous interactions online such as FAQs, discussion boards and chat rooms to support student learning outside of the classroom and to enable students to support each other and establish a course 'community'.

- Communicating with students using a selection of electronic media via consistent channels.
- Requesting submissions from students in a range of formats such as essays, reports, presentations, blogs and other forms.
- Monitoring student engagement through usage statistics for online activities.
- Providing formative and summative feedback to students on an individual or group basis in a selection of formats including electronic and audio feedback.
- Encouraging students to identify and evaluate other electronic resources from a range of sources internally and externally that will support their studies further.
- Encouraging staff and students to engage in subject-specific professional networks and professional debate on and offline.

The full-time course uses a blended learning approach across all modules, involving a combination of face-to-face facilitated learning, online learning, social media, and self-study which will differ by module. The remaining hours are made up of a mixture of online learning and self-study.

Students are provided with readings and directed activities to support their learning within the classroom and/or from the distance learning online material.

### **Use of Blended Learning**

The delivery of the distance learning course is 100% online and does not involve any blended learning.

### **Student Support Network**

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the

Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is [StudentHub@leedsbeckett.ac.uk](mailto:StudentHub@leedsbeckett.ac.uk).

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

## **Assessment Strategy**

Assessments relevant to the future and/or enhanced employability of students within the tourism industry are used in order to ensure a high level of student engagement, satisfaction and achievement. Many assignments take the form of reports designed to practise a range of applied skills, such as an evaluation or management plan. An example would be the preparation of a report evaluating the management of tourism in a specific protected area. Essays are also included to ensure that students develop the skills needed to write a sustained piece of logically constructed discursive work, for example an essay on a specific socio-anthropological concept as it relates to tourism.

Formative assignments are used in modules taken early on in the course in order to support student learning by giving them confidence in engaging with the material, and in order to identify people who may have returned to academic study after a long break and who may need additional support. Examples include asking students to summarise an article relevant to the module topics in their own words, critiquing a journal article, and reflecting on research carried out within their own organisation or one they have worked in to understand how this relates to the research techniques they are taught.

Assessments are mapped between modules at course development team meetings in order to ensure that a variety of assessment techniques is used and that key learning areas of the course are covered. Assessment deadlines are spaced so that students can plan and submit their work at reasonable intervals. In modules which have two components, the assessments are designed so that learning from the first component is built on for the second one, while the pattern of module delivery is designed so that

knowledge of the subject areas gradually builds throughout students' time on the course. Overall, the assignments are designed to ensure that students are able to develop a range of skills appropriate to Level 7 and which enable them to apply these skills in their future careers.

### **Feedback on Assessed Coursework**

Feedback on student assignments is predominantly delivered by written comments on individual pieces of work and within four weeks after the assignment submission deadline, in accordance with University guidelines. In addition, general feedback is sometimes given in written form or in class (for full-time students). Tutors normally make themselves available for one-to-one sessions with students who appear to be struggling and who would appear to benefit from additional support. These sessions may be initiated either by the module tutor or the student, and may take the form of face-to-face meetings (for full-time students) or Skype sessions (for distance learners).

### **Module Assessment Methods**

	<i>Written Examination</i>	<i>Written Assignment</i>	<i>Report</i>	<i>Dissertation</i>	<i>Portfolio</i>	<i>Project Output</i>	<i>Oral Assessment</i>	<i>Practical Skills Assessment</i>	<i>Set Exercises</i>
Module Titles									
Responsible Tourism Theory & Practice (part-time/distance learners only)		✓ 25% 75%							
Tourism for Local Economic Development & Poverty Reduction		✓ 25% 75%							
Natural Resource & Environmental Management		✓ 40% 60%							
Communities, Culture & Heritage		✓ 40% 60%							
Marketing Responsible Tourism		✓ 25% 75%							
Tourism Destination Management: Planning & Policy		✓ 100%							

## Employability and Professional Context

The increasingly professionalization of the tourism industry means that continuing professional development is essential if people are to advance in their careers, and many students undertake the course for this reason. Furthermore, the specific fields of sustainable or responsible tourism and associated niche sectors such as ecotourism are expanding and diversifying, and people are seeking the knowledge they need to act decisively and effectively in these fields.

Typical career paths for graduates from our programme:

- Promotion to a more senior role within their current organisation, often with specific responsibility for introducing or enhancing responsible tourism measures to the existing portfolio of accommodation or tour provision.

- Internship as a junior member of a consultancy team, followed by independent working as a consultant.
- A move from a junior role within the private sector to an advisory or middle-management role within the public or third sector.

A particular value-added element of the course is the networking opportunities offered through seminars, teaching weekends, online discussion groups and other formal and informal ways of meeting to exchange ideas and build on each other's skills and enthusiasm.

Recent graduates from the Diploma programme include an entrepreneur running her own eco-lodge in Mozambique, and a consultant who was a sales agent with a tour operator when he started the course but became so much in demand for advisory work in sustainable tourism that he decided to accept a Diploma rather than progress to the MSc.

### **Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and where relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA web site at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the Framework for Higher Education Qualifications (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

### **Staff Teaching on the Course**

You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course.

**Regulatory Exemption details:** N/A.



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## Admissions criteria

Applicants are required to have a second class honours degree and at least a year's work experience in tourism or a relevant field. Relevant areas of work experience are: travel & tourism (including hospitality), business, economics, marketing, environmental management, ecology, development, cultural heritage management, project management, planning. Alternatively, applicants who have not previously studied in higher education may be considered if they have equivalent experience or training, such as within the work environment.

For overseas applicants whose native language is not English or who do not already have a higher education qualification in English, the English-language requirement for this course is an average IELTS score of 6.0, with no skill below 5.5 (or equivalent). Applicants may be required to undertake additional English language courses. The University provides excellent support for such students.

## Evidence of Student Engagement in design and development

Student feedback is gained through the following methods:

- Module evaluation for all modules, using paper or electronic questionnaires. The data are passed to the course administration team for collation.
- Informal mid-module feedback.
- Student representatives gather comments from fellow-students and report back to the Course Leader and Module Leaders.
- Student representatives attend annual monitoring review and course enhancement meetings.
- General or ad hoc comments by students are received via several routes including module tutors, the Course Leader or personal tutors. These comments are followed up by the appropriate member of staff.

Student feedback is reviewed and discussed at team meetings, semester planning days, course enhancement meetings, annual review meetings, students' forums and with external examiners. Outcomes are used to inform changes to the modules or course.

## Course Learning Outcomes Mapping

Title and Level	Core	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Responsible Tourism Theory & Practice (part-time/distance learners only)	✓	✓	✓	✓	✓	
Tourism for Local Economic Development & Poverty Reduction	✓	✓	✓	✓	✓	
Natural Resource & Environmental Management	✓	✓	✓	✓	✓	✓
Communities, Culture & Heritage	✓	✓	✓	✓	✓	✓
Marketing Responsible Tourism	✓	✓	✓	✓	✓	✓
Ethical Tourism Business Management		✓	✓	✓	✓	✓
Tourism Destination Management: Planning & Policy	✓	✓	✓	✓	✓	✓
Online Marketing: Strategies & Tools		✓	✓	✓	✓	✓

## Assessment Methods

Module Titles	Written Examination	Written Assignment	Report	Dissertation	Portfolio	Project Output	Oral Assessment	Practical Skills Assessment	Set Exercises
Responsible Tourism Theory & Practice (part-time/distance learners only)		✓ 25% 75%							

Tourism for Local Economic Development & Poverty Reduction	✓ 25% 75%								
Natural Resource & Environmental Management	✓ 40% 60%								
Communities, Culture & Heritage	✓ 40% 60%								
Marketing Responsible Tourism	✓ 25% 75%								
Ethical Tourism Business Management	✓ 60%					✓ 40%			
Tourism Destination Management: Planning & Policy	✓ 100%								
Online Marketing: Strategies & Tools	✓ 40% 60%								

## FINAL SIGN OFF

To be used for:

- Validation
- Re-validation



This must be completed and returned to Quality Assurance Services with definitive validation documentation consisting of:

1. Course Information Form
2. Course Specification
3. Module Specification(s)

<b>Approved by Validation Panel</b>	Yes/ No
<b>Date</b>	
<b>Conditions to Approval</b>	Yes/ No
<b>Date conditions to be met</b>	
<b>Conditions Approved</b>	Yes/ No
<b>Date</b>	
<b>If No, please specify action taken</b>	
<b>Signed (Dean of School or nominee)</b>	
<b>Final sign off date</b>	Updated following modification 28/09/16.