



**Course Handbook**

**FdA Visitor Attraction and Resort Management**

2016/2017

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# Sources of Additional Information

This handbook provides useful information about your course, how it will be delivered and how you will be assessed. It does not try to give you all the information you will need during your time at the university. More information can be found in the following places:

## On-Line Student Guide

The on-line student guide (<http://www.staffs.ac.uk/student/guide>) provides important information about the university and the services available to students, including:

- Welcome Week
- Student Cards
- e:VisionStaffs Portal
- Our Student Charter
- The Staffordshire Graduate
- Term Dates
- Timetabling
- Student accommodation
- Campus and travel information
- Finance, fees and support
- Disclosure and Barring Service applications
- Visas
- Course and module enrolment
- Changing your award or modules
- Withdrawing or intermitting from your course
- University rules and regulations
- Disciplinary matters including academic misconduct
- Appeals and complaints
- Referencing and study skills (including guidance on completing assessments)
- What to do if you can't hand in work due to circumstances beyond your control
- Examinations
- Getting feedback on your work
- The student voice
- Employability and careers
- IT services and support
- Disability and dyslexia
- Counselling
- The Nursery
- The Multi-Faith Chaplaincy
- Graduation
- Certificates, Transcripts and Verification Letters

## Module Handbooks

Your course is made up from a number of individual modules. Detailed information on each module is provided in separate module handbooks. Your module tutor will tell you how to access the handbook for their module.

## The Blackboard On-Line Learning Environment

Information and learning materials for your modules will be provided on the Blackboard on-line Learning Environment. Blackboard will form an important part of your learning experience. Please let your module tutor know if you encounter any problems accessing this material.

## 1. Welcome

### Welcome to the Faculty

Welcome to the Faculty of Business and Law. You join us at a really exciting time, as we are transforming our campus into a modern and vibrant environment that will enhance the academic and social life of the university and your learning experience.

Through the “Staffordshire Graduate” programme, we focus on you, our students. We will help you to become independent thinkers, to debate, question and discuss key issues in your chosen subject. You will be encouraged to be enterprising and entrepreneurial, to be an effective communicator and successful team worker. We will focus on supporting your development through your course, so that you will have the best opportunity for successful graduate employment on completion.

Employability, enterprise and entrepreneurship are important to us at the university and are integral to the design of all our courses. This means that we have close connections with employers, business practitioners and professional bodies that help us make our courses relevant, interesting and up to date.

The people you will meet in the Faculty are friendly and approachable. They are all keen to help you succeed. Our aim is to nurture and inspire you, to help you grow, to build your potential through working in a vibrant, thriving, and sustainable international academic environment.

Our academic staff are passionate about their subjects, their teaching, research and enterprise. They will help you to build your knowledge, understanding and expertise through sharing with you experiences of their academic research, their work with local communities and their work with organisations, local, national and international.

The Faculty of Business and Law is international in its perspective. The people that you meet will inspire you through the international perspective they have gained through studying at or working in partnership with other universities and colleges, both in this country and around the world. There are many opportunities for you to learn and gain a global perspective; from other students and the academic staff. We will help you to see new possibilities and to bring new horizons into view.

Above all, our strongest partnership is with you, our students. We put our students at the heart of everything that we do and we are committed to giving you the best possible experience we can. We understand the importance of the commitment you have made to us and we value the time you spend with us, and remember, we are always pleased to hear what you have to say.

I hope you have a successful, exciting and fulfilling time with us.

Dr Peter Jones

Acting Dean of the Faculty of Business and Law

## Welcome to your Programme

This handbook gives you information about the FdA Visitor Attraction and Resort Management award. In it you will find details on key personnel, the award structure, learning and teaching on the award, communication between the Business School and students, plus links to other useful information contained within the University student handbook.

Work experience is very valuable to prospective employers so there is a section on how to find out more about the School's placement and internship scheme, plus information on how to get help when things go wrong.

This is for your reference and will be useful to you throughout your course.

I hope you have an enjoyable, rewarding and stimulating time with us on our FdA Visitor Attraction and Resort Management award.

Good luck and very best wishes with your studies,

Carol Southall

**Senior Lecturer and Course Leader – Tourism and Events Management and FdA Visitor Attraction and Resort Management**

## 2. Your Course Team

**Academic Group Leader and Principal Lecturer:** Linda Phillips

**Room:** B368

**Tel:** +44 (0)1782 294184

**Email:** [L.A.Phillips@staffs.ac.uk](mailto:L.A.Phillips@staffs.ac.uk)

Academic Group Leaders are responsible for key academic groups within the Faculty. Enterprise, Marketing and Services is the academic group in which your award is located.

Course leaders are responsible for the overall course and its development. They are there to give you advice and guidance on aspects of the course and its delivery and any issues you may have related to it. You will also be able to have specialist advice and guidance from module tutors in their modules and more general assistance from your personal tutor.

**Senior Lecturer – Tourism and Events Management:** Carol Southall

**Room:** B372

**Tel:** +44 (0)1782 294269

**Email:** [C.Southall@staffs.ac.uk](mailto:C.Southall@staffs.ac.uk)

Carol is currently course leader for BA (Hons) Tourism Management, BA (Hons) Events Management and the FdA Visitor Attraction and Resort Management, Carol will be involved in the delivery of modules including 'Managing the Customer Experience' and 'Current Issues in Visitor Attraction and Resort Management'.

<http://www.staffs.ac.uk/staff/profiles/cs27.jsp>

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**Senior Lecturer – Events Management and Marketing:** Isabel Clarke

**Room:** B388

**Tel:** +44 (0)1782 295909

**Email:** [Isabel.Clarke@staffs.ac.uk](mailto:Isabel.Clarke@staffs.ac.uk)

Isabel is currently final year '*Events Project*' Tutor and Module Leader on the BA (Hons) Events Management programme. She also delivers on a range of additional Events and Tourism modules, including '*International Tourism Marketing*' and '*Events Planning and Strategy*'. Isabel will also be delivering modules on the FdA. A Cambridge University graduate in Social Anthropology, Isabel's academic career is informed and enhanced by significant marketing and events industry experience, having worked in advertising and PR at Silverstone as well as McLaren Formula One as Editor of their in-house magazine, Racing Line. More recently, as Head of Regional Affairs for ITV Central in Birmingham, Isabel covered all PR, marketing and events activity for the Central region. As chair of the Royal Television Society (Midlands) Isabel is responsible for organising the annual RTS awards.

<http://www.staffs.ac.uk/staff/profiles/icc1.jsp>

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A full list of staff contacts can be found at

<http://www.staffs.ac.uk/directory/>

### 3. An Introduction to your Course

In order to enrol on the FdA Visitor Attraction and Resort Management you will have successfully passed a joint interview with Alton Towers and Staffordshire University. It is a requirement of the course that you sign a contract of employment with Alton Towers for the duration of the course. The contract of employment is non-negotiable and in the event that you are required to leave the employment of Alton Towers, either through dismissal or resignation, you will be unable to continue on the FdA Visitor Attraction and Resort Management. Furthermore, should you fail your course, your contract of employment with Alton Towers may be rescinded. In the event that you are unable to continue your employment with Alton Towers, and therefore unable to continue on the FdA Visitor Attraction and Resort Management, the course team will discuss with you the possibility of a transfer to another award within the Business School. Clearly this will be dependent upon performance and achievement in modules.

Your award has a set of written learning outcomes that describe what you should be able to do by the end of the course. These statements are designed to help you understand what you need to do to pass your course and receive your award. The outcomes for your course can be found in appendix A of this handbook.

Each module you study has separate learning outcomes which join together to enable you to demonstrate that you have achieved the overall learning outcomes for your award. The learning outcomes for your modules can be found in your module handbooks.

The specific learning outcomes for your award and modules have been matched to eight university wide learning outcome statements (knowledge and understanding; learning; enquiry; analysis; problem solving; communication; application; and reflection). These standard statements describe the abilities and skills all Staffordshire University students should demonstrate in order to pass their course. The statements have been designed to meet national expectations contained within the [Framework for Higher Education Qualifications](#). This ensures that the learning outcomes for your course are equivalent to similar courses at other UK universities and colleges. A table showing how your module learning outcomes have been aligned with the eight university learning outcome statements can be found in appendix B.

The design of your course has been guided by the national subject benchmark for Hospitality, Leisure, Sport and Tourism. Written by national experts, the benchmark describes the defining characteristics of the subject area and the abilities and skills you should be able to demonstrate by the end of the course.

#### 4. The Structure of your Course

##### FdA Visitor Attraction and Resort Management

###### Year 1 - Level 4

<b>TB 1</b>	<b>Professional Skills in the Workplace</b> (15 credits)	<b>Managing the Customer Experience</b> (15 credits)	<b>Visitor Attraction and Resort Management Operations</b> (15 credits)	<b>Conference and Event Management</b> (15 credits)
<b>TB 2</b>	<b>Visitor Attraction and Resort Management Business Environment</b> (15 credits)	<b>Human Resource Management</b> (15 credits)	<b>Hospitality and Hotel Management</b> (15 credits)	<b>Placement 1</b> (15 credits) <b>Spans both TB1 and TB2</b>

###### Year 2 - Level 5

<b>TB 1</b>	<b>Business Development &amp; Sales Management</b> (15 credits)	<b>Current Issues in Visitor Attraction &amp; Resort Management</b> (15 credits)	<b>Understanding Legal Liability in Visitor Attraction &amp; Resort Management</b> (15 credits)	<b>Finance &amp; Revenue Management in the Leisure Industry</b> (15 credits)
<b>TB 2</b>	<b>Leadership and Change Management</b> (15 credits)	<b>Marketing &amp; Digital Communications</b> (15 credits)	<b>Strategic Visitor Attraction &amp; Resort Management</b> (15 credits)	<b>Placement 2</b> (15 credits) <b>Spans both TB1 and TB2</b>

## 5. The Staffordshire Graduate and Employability

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

### **The Staffordshire Graduate will:**

#### **Discipline Expertise:**

- Have an understanding of the forefront of knowledge in their chosen field

#### **Professionalism:**

- Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial

#### **Global Citizenship:**

- Have an understanding of global issues and of their place in a globalised economy

#### **Communication and Teamwork:**

- Be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

#### **Reflective and Critical Learner:**

- Have the ability to carry out inquiry-based learning and critical analysis
- Be a problem solver and creator of opportunities

#### **Lifelong Learning:**

- Be technologically, digitally and information literate
- Be able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning and life-long success.

All students will have many opportunities to develop and achieve these attributes. These will include learning opportunities within their chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

## **Employability, Enterprise and Entrepreneurship:**

### **Being employable...**

... involves the development of a set of skills, knowledge and personal attributes that makes graduates more likely to gain employment, have the capability of being effective in the workplace and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

### **Being Enterprising ...**

...involves a set of skills and attitudes that can enable a culture of identifying opportunities, creativity, risk taking and innovation. It can involve many activities – for instance organising an event, planning an overseas trip or involvement in a social enterprise. Equally it can be about finding new solutions to old problems in your workplace, conducting a piece of research in a resourceful way, starting a new society or being involved in a community project. Employers value enterprising people!

### **Being Entrepreneurial...**

...very often involves using enterprise skills to create new businesses and bring them to market. There is considerable support for those wishing to do so while at University. However, being entrepreneurial is not just about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy in terms of mindsets, behaviours, skills and capabilities to come up with new ways of doing things well and the flexibility to change career direction.

The Staffordshire Graduate is embedded within your course, across a range of modules. Please refer to Appendix C to see how your course enables you to develop the Staffordshire Graduate attributes.

More information on the Staffordshire Graduate can be found at:

<http://www.staffs.ac.uk/study/staffordshiregraduate/>

Engaging in the opportunities presented to you on your FdA Visitor Attraction and Resort Management programme will significantly enhance your employability. Modules are designed and delivered to encourage you to interact with others and develop teamwork skills, as well as address complex and real-world issues. Throughout your programme there will be range of opportunities to volunteer on internal and external projects, alongside compulsory placements with Alton Towers.

## 6. Professional Recognition

The FdA in Visitor Attraction and Resort Management is recognised by the Tourism Management Institute and the Institute of Travel and Tourism.

## 7. Learning, Teaching and Assessment on your Course

### 7.1 Learning and Teaching

Recognising the diverse skills and styles of our student community places an emphasis on ensuring that a range of learning environments and media are available and enabling you to engage in learning in a variety of ways. The emphasis on experiencing business creates the need for additional learning environments such as conference, learning in work through the placement weeks at Alton Towers which works in combination with the more traditional approaches of lectures, guest speakers including staff from the Merlin group, tutorials, workshops, seminars and VLE to complement and enhance traditional, face-to-face learning experience. Knowledge and skills will be developed through case-studies, role-plays, simulations, presentations, projects (work-based and academic), reflective portfolios and the extended use of technology supported activities.

The curriculum will develop and evolve so that knowledge and skills learned in core modules will be transferred, re-applied and developed in related option modules and at higher levels. You will be guided through your studies through a teaching support network of module tutors, personal tutors, award leaders and supporting academic and business managers, and dedicated and involved support and pastoral staff. Learning and teaching will be an enriching experience for you that reflects the value the school places on effective, innovative and research informed teaching. Learning and teaching will foster your critical intellectual development and the business capabilities required to engage in contemporary organisations.

In your learning situations you will be acting in partnership with module deliverers and facilitators who, through a programme of study designed to develop an evolving body of knowledge and portfolio of skills will be:

- Encouraging active learning and a confidence to learn
- Making explicit the skills to be developed through the curriculum
- Stimulating intellectual curiosity and excitement in learning through engagement with up-to-date and contemporary, well researched subjects.
- Encouraging critical reasoning about the world of business to achieve well informed judgements and conclusions
- Challenging and shaping new learning experiences and opportunities through application of research informed pedagogy

And you will be:

- Engaging with complex, challenging problems and real world issues

- Proactively using available resources, technical, digital and paper-based to address problems, construct solutions and identify new topics for research
- Engaging in constructive reflection on learning and new ideas
- Communicating and sharing with others in effective teams and collaborative activities, demonstrating a sense of community through active involvement with individuals and groups from differing backgrounds, communities and value systems

### **Enquiry Based Learning**

Graduate study emphasises an enquiry style of learning. Enquiry Based Learning is based on you experiencing a wide range of assessment outcomes and learning processes. As such it is quite contextual and based on the situation of the subject. It is very much based around academic staff defining the area of learning involved but then it is up to you to read around the subject using such sources as the academic text, journal or professional articles and material on the news. It requires you to be reflective and critical in developing evidence based solutions founded on both theory and referenced opinion from other sources and you putting these together to address the assessment topic. It is not simply descriptive but requires you to show understanding, interpretation and judgement - all skills needed to be successful in employment. Assessment can take a number of forms here including logs, group work, presentation as well as exams and assignments

### **Teaching and Learning Methods**

You will experience a variety of teaching and learning methods which incorporate both formal types of teaching and independent learning.

Examples of the types of learning experiences that you will encounter on the award include:

- Lectures
- Tutorials and seminars
- Group tasks
- Student-led and tutor-led independent exercises
- Workshops
- Examinations
- Assignments
- Case based assignments
- Presentations
- Investigations
- Literature review

At the start of each module you will be given a Module handbook. This should contain further details about the specific teaching and learning methods employed advice on how to manage your own learning and how you will be assessed. Each module has a specified module leader all module-related enquiries should be directed to the module leader in the first instance.

## 7.2 Placements and Work-Based Learning

It is becoming increasingly important for students to gain relevant work experience to support their degree. A significant percentage of graduate employers are saying that they will not even shortlist candidates unless they have relevant work experience.

You will undertake a 10-week placement at Alton Towers in each of the two years of the programme enabling you to contextualise learning. It is anticipated that this placement will allow you to apply theory explored in taught sessions directly to the work environment. The placement weeks will be spread across the academic year in blocks of one, two and three week periods, to enable exposure to, and experience of the resort during peak periods. During the placement period you will receive support from a placement supervisor who will ensure that you are fully supported throughout the placement. A copy of the academic calendar will be issued during the induction programme.

Prior to commencing your placement, you will be required to sign a contract of employment contract with Alton Towers. This is non-negotiable and in the event that you are required to leave the employment of Alton Towers, either through dismissal or resignation, you will be unable to continue on the FdA Visitor Attraction and Resort Management. Furthermore, should you fail your award, your contract of employment with Alton Towers may be rescinded.

### Student Testimonials

'As a placement student, I have had experience within industry and completed a work-based project enabling me to gain a certificate in continuing professional development...the skills I have gained throughout my degree and placement...have empowered me to secure a managerial role within an educational charity in London, where I will be leading a team of up to 16 full-time volunteers and coordinating corporate and recruitment events.' **Luke Fairbrass**

'As sole member of the marketing team at Langer, I was given a large amount of responsibility. My initial task was to present a marketing plan for the forthcoming 12 months and then put the plan into practice. The high levels of freedom allowed me to put the theory I had learnt during university into practice and gave me a great insight into the life of a full time business professional. Overall, I found that my placement was an excellent baptism of fire. I had the opportunity to take confidence from the positives and learn from my mistakes. My placement helped

me to realise the importance of the theory I have learnt at university and taught me new life skills such as telephone mannerisms and how to approach people in the correct manner. I would advise all...students to take a placement...as the experience prepares you for life outside university and teaches you the basic etiquette that is needed whilst working in a professional environment.' **Sam Wright**

### 7.3 Assessment

The programme of assessments has been designed to allow you to demonstrate knowledge and skills appropriate to the world of work. They are underpinned by high academic standards and informed by relevant awarding bodies. We will ensure that you are able to engage confidently in the assessment process by developing appropriate skills. A range of assessment methods will allow you to demonstrate the key skills expected by employers in the workplace. This will include, for example, presentations demonstrating skills such as effective communication and public speaking, as well as group debates which demonstrate teamwork and the ability to analyse key topics and contextualise theory.

Assessment design will reflect the skills needed to engage in business with a focus on Visitor Attraction & Resort Management and will include report presentation through a variety of media, case-study analysis and feedback, reflective portfolios, assignments, research projects, examinations, pod-casts and technology supported presentations, poster presentations and web-based design tasks. The assessment programme will also build in a feedback programme to enable students to engage with and benefit from meaningful and timely feedback to help develop confidence in meeting the demands of different approaches to assessment. We will develop a partnership approach so the assessment enables our learners to demonstrate their potential

Appendix C provides details of the assessment strategy for the course. Assessments include debates, reports, presentations, team events, essays and portfolios. All work should be Harvard referenced, the guidelines for which may be found on the library website:

[http://www.staffs.ac.uk/support\\_depts/infoservices/learning\\_support/refzone/harvard/index.jsp](http://www.staffs.ac.uk/support_depts/infoservices/learning_support/refzone/harvard/index.jsp)

Where you are required to undertake research requiring ethical approval please follow the ethical review procedures published on the university website. You may require ethical approval when working on internal or external projects as part of your programme of study.

### 7.4 How to Submit Assessments

The majority of assignments will be required to be submitted online, however there may be instances where written assignment submission is required.

## **Submitting Assignments Online**

Online assignments will be submitted through BlackBoard, using one of a number of methods. In each case, the module handbook and BlackBoard site for that module will make it clear how and when you are required to submit your work. All assignments should be submitted through the Module space in Blackboard, and not through the award space.

In some cases you may be asked to submit your work via email or another online process. In each case, this will be made clear in your module handbook.

All electronic submissions via Blackboard should have an e-version of the coversheet cut-and-pasted into the front of your assignment document.

## **Written Assignment Submission**

Written assignments will either be submitted as a hard copy to your Faculty Information Point, or submitted online through Blackboard. Each module handbook will make it clear how you will be expected to submit your work.

## **Learning Support Agreements**

If you have a learning support agreement which recognises dyslexia as a disability make sure that you ask for one of the yellow stickers (available from the Faculty Office) to attach to your work to signal to the tutor that the assignment needs to be marked on content and understanding and not penalised for grammar, spelling or punctuation errors.”.

For online submissions, you will be advised by your Faculty Office, or in the module handbook on how to signal this to your tutor.

Similarly, if your learning support statement specifies that you can negotiate the submission dates of your assessments then please ensure that you have agreed new submission dates with your tutor in advance of the original deadline. On the Faculty assignment cover-sheet there is a box for stating the agreed negotiated deadline and the tutor’s signature. Please be mindful of the fact that you may need to complete the cover-sheet in advance of the submission date to ensure you get the tutor’s signature – rather than assume the tutor will be available on the day / time you intend to submit. If you hand work in after a negotiated deadline, it will be treated as ‘late’, and will be marked at zero. So, if having once negotiated a deadline you find that, as it approaches, you are going to need a further extension, you will need to go back to your Award Leader / Personal Tutor to authorise this. Your Award Leader / Personal Tutor will use the test of ‘reasonableness’ in agreeing to any further extension. If you need to adjust the assignment schedule agreed

with your Award Leader / Personal Tutor for reasons that are unrelated to your disability, then you will need to use the normal Extenuating Circumstances procedure.

### **Keeping a Backup**

Finally, of course, it is good practice to keep a hard or (backed-up) electronic copy of any assignment you submit, whether that assignment is submitted on paper or electronically. Should the assignment you submit get lost, then you will have the receipt to prove that you handed it in, and a copy to replace what has been lost.

### **Extenuating Circumstances**

You must submit all pieces of assessment required for each module on or before the submission date for each piece of assessment. Failure to do so is likely to result in failure of the module overall. There may be occasions when you are unable to submit or undertake a piece of assessment due to circumstances beyond your control. The University has put in place a procedure for dealing with such extenuating circumstances. You can find more information on the university's extenuating circumstances procedure at: <http://www.staffs.ac.uk/extenuating/>

## **7.5 Feedback on your Work**

You will normally receive feedback on all your assessments, other than examinations, within 20 **working** days following the date of submission of your assessment or actual date of the assessment (in the case of class tests). For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module Handbooks or assignment brief.

In order to ensure that feedback is provided within 20 days, in most cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

You should ensure that you understand the feedback you are given in order to inform future assessment submissions. It is your responsibility to make an appointment with the module tutor to discuss your feedback and ways in which you can improve your work. This is good practice and is actively encouraged by module tutors.

**Good feedback should:**

1. Be an interactive process involving student-tutor and student-student dialogue;
2. Facilitate the development of self-assessment and reflection;
3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task;
4. Be developmental, progressive and transferable to new learning contexts;
5. Be ongoing and embedded in the learning process;
6. Motivate, build esteem and confidence to support sustainable lifelong learning;
7. Support the development of learning groups and communities.

**Formal University examinations**

Feedback for examinations will always be provided and should be available as soon as possible after the relevant examination. Where appropriate, feedback on examinations at the end of the last teaching block in the final year should be provided in the form of generic, group feedback through the University VLE. At the latest, feedback should be provided at least four weeks before the next examination period.

The University hopes that you will also play your part by ensuring that you collect feedback from the relevant sources as soon as it is available.

**7.6 External Examiners Appointed to your Course**

External examiners help the university to ensure that the standards of your course are comparable to those provided by other universities or colleges in the UK. More information on the role performed by external examiners can be found at: [www.staffs.ac.uk/externalexaminers/](http://www.staffs.ac.uk/externalexaminers/)

The external examiner for your course is:

**Phil Higson, Senior Lecturer in Tourism and Events**

**Liverpool John Moores University**

It is not appropriate for you to make direct contact with your external examiner.

## **8. Extra Costs**

During your course there may be opportunities to participate in local, regional or national field trips for which a small contribution to costs may be requested. This is likely to be minimal and, where possible, visits will be subsidised by the Business School.

## **9. Communication**

The course team will generally communicate with you via email, Blackboard and a dedicated Tourism, Events and Visitor Attraction and Resort Management Facebook page. They may also contact you via the telephone number you have listed, if they need to speak to you urgently. Please ensure that you access your university email account regularly. You are able to communicate with course team members in a similar way, however please note that it may take up to 48 hours for a response (or longer if a member of the course team is working off-campus, overseas or is on annual leave). Should you receive an 'out of office' email from a member of the course team and your enquiry is urgent, please contact the award leader in the first instance, who may be able to help further. If the award leader is also unavailable, please contact the Business School office directly.

## **10. Support and Guidance**

Each student will be assigned a member of academic staff as a personal tutor. You will be offered at least one personal tutorial per semester, with the opportunity to arrange further meetings with your personal tutor at a mutually convenient date and time, should they be required. The personal tutor will then act as a focus for problems you may encounter and advise on the best way of tackling them. Whenever possible, the personal tutor will also provide advice on a choice of modules within the course.

Your Personal Tutor is the person you should see if you have problems, or need guidance and support. It is important that you feel comfortable talking to your personal tutor, as students normally keep the same tutor throughout the year. If, for some reason, you are not happy with the personal tutor allocated, please see the course leader to investigate whether a change can be made.

Information on university support services can be found in the on-line student guide (available at: <http://www.staffs.ac.uk/student/guide/>)

The Student Advice Centre run by the Students' Union provides independent, impartial and confidential advice to students free of charge. More information on the Students' Union can be found at: <https://www.staffsunion.com/>

## **11. The Student Voice**

During the course you will have the opportunity to share your views and opinions on your modules, course and the university. Your feedback is key to ensuring that we get

an accurate picture of what it is like to be a student at Staffordshire University and enables us to enhance the learning experience for current and future students.

A course committee staffed by members of the course team and support staff will meet at regular intervals throughout your award. You will also be invited to contribute to meetings through feedback and comments, and also attendance where necessary. You will be notified of the dates of course committee meetings at the beginning of the academic year and notes of the meetings will be made available via Blackboard.

It is important that student representatives are elected to represent the views of students on the programme. Student representatives are generally elected in weeks 1 or 2 of the programme by their peers. Students will be made aware of who their representatives are via Blackboard and Facebook, and time will be allocated in each semester for the student representative/s to address the student cohort and collate any queries/concerns the group may have. These can then be addressed in students meetings with the course leader and/or course team, as appropriate.

At various times throughout the academic year, you will be invited to complete student surveys, the most significant and important of which are the Student Viewfinder Survey (SVS), the National Student Survey (NSS) and the Destination of Leavers in Higher Education (DLHE) survey. You will be asked to complete the SVS during year 1 (level 4) of your programme, the NSS during your final year and the DLHE after graduation. Your feedback is important to us and it is important to stress that you should raise ANY concerns before completing the surveys, not wait until the end of the academic year or indeed the end of your award, to raise any issues you may have, as only when we are made aware can we address any issues raised.

Issues raised by previous students include a lack of opportunity to engage with industry, too many assessments, delays in feedback and the quality of teaching rooms in some older buildings. The course team addressed these issues in a number of ways, leading to a significant improvement in available volunteer and placement opportunities on the programme, fewer and more focused assessments across all modules, quicker turnaround on assessment feedback and significant investment in the University estate.

## **12. Rules and Regulations**

Your course is delivered and assessed according to the University's Academic Award Regulations. These can be accessed at: <http://www.staffs.ac.uk/regulations>

## Appendix A – Award Learning Outcomes

On completion of each level of study, FdA Visitor Attraction and Resort Management (VARM) students will be able to:-

Common learning outcomes headings	Level 4	Level 5
<b>Knowledge and Understanding</b>	Demonstrate knowledge of the underlying concepts and principles associated with VARM practices that shape the management of people in work organisations.	Demonstrate knowledge and critical understanding of the well-established concepts, principles and their development in VARM.
<b>Learning</b>	Develop lines of argument and make sound judgements in accordance with basic theories and concepts of VARM.	Understand the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge. Develop and exercise higher order thinking abilities and apply them within the context of topics critical to the management of organisations.
<b>Enquiry</b>	Present, evaluate and interpret qualitative and quantitative data.	Demonstrate knowledge of the main methods of enquiry in VARM.
<b>Analysis</b>	Evaluate and interpret concepts and principles of VARM.	Use a range of established techniques to initiate and undertake critical analysis of information.
<b>Problem Solving</b>	Evaluate the appropriateness of different approaches to solving problems relating to VARM	Evaluate critically the appropriateness of different approaches to solving problems in VARM and propose solutions to problems arising from analysis.
<b>Communication</b>	Communicate the results of study/work accurately, reliably and with structured and coherent arguments.	Communicate effectively information and arguments in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.
<b>Application</b>	Display the ability to use knowledge gained in the VARM core modules to the skills module and vice versa.	Apply underlying concepts and principles outside the context in which they were first studied.
<b>Reflection</b>	Demonstrate qualities and transferable skills necessary for further study requiring the exercise of some personal responsibility.	Demonstrate qualities and transferable skills necessary for employment or further training including the development of existing skills, and acquisition of new competencies that will require the exercise of personal responsibility and decision-making and will enable students to assume significant responsibility within the organisation.

## Appendix B – Curriculum Maps

### FdA Visitor Attraction & Resort Management

#### Mapping of Learning Outcomes to Modules

##### Level 4 – Year 1

	Knowledge and Understanding	Analysis	Application	Communication	Enquiry	Learning	Problem Solving	Reflection
Introduction to HRM	*				*			
Professional Skills in the Workplace	*		*	*				
Managing the Customer Experience	*		*					
Visitor Attraction & Resort Management Operations		*	*			*		
Conference & Events Management	*		*	*				*
Visitor Attraction & Resort Management Business Environment		*	*			*		
Hospitality and Hotel Management	*	*		*		*		
Placement 1	*			*				*

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Level 5 – Year 2

	Knowledge and Understanding	Analysis	Application	Communication	Enquiry	Learning	Problem Solving	Reflection
<b>Business Development and Sales Management</b>	*	*	*	*			*	
<b>Current Issues in Visitor Attraction &amp; Resort Management</b>	*	*	*			*	*	
<b>Understanding Legal Liability in Visitor Attraction &amp; Resort Management</b>	*		*	*			*	*
<b>Finance &amp; Revenue Management in the Leisure Industry</b>	*	*	*					
<b>Leadership and Change Management</b>	*	*	*	*	*			*
<b>Marketing &amp; Digital Comms</b>	*		*	*				
<b>Strategic Visitor Attraction &amp; Resort Management</b>	*	*						*
<b>Placement 2</b>	*	*		*				*

## Appendix C – The Staffordshire Graduate

### THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21<sup>st</sup> century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The table below indicates where, within your course, these characteristics are addressed:

AWARD TITLE:		FdA Visitor Attraction and Resort Management	
Characteristic	Award Module(s) including level and number of credits	Method of Assessment	
<b>Work-ready and employable</b>	Human Resource Management for Visitor Attractions (15 credits) L4	Case study 2000 words	
	Marketing and Digital Communications (15 credits) L5	Individual 1-hour examination (100%)	
	Professional skills in the workplace (15 credits) L4	Verbal reflective discussion on portfolio (75%) and personal development plan (25%)	
	Placement 1 (15 credits) L4	Individual presentation (100%)	
	Placement 2 (15 credits) L5	Individual presentation (100%)	
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)	
	Current issues in Visitor Attraction and Resort Management	Group debate 15 minutes (30%) and individual debate paper (70%) 1000 words	

	(15 credits) L5	
	Leadership and Organisational Change Management (15 credits) L5	2000 word essay, of which 250 words is a reflective statement (100%)
	Hospitality and Hotel Management (15 credits) L4	Individual written assignment (100%) 1500 words
<b>Understanding of enterprise and entrepreneurship</b>	Human Resource Management for Visitor Attractions (15 credits) L4	Case study 2000 words
	Marketing and Digital Communications (15 credits) L5	Individual 1-hour examination (100%)
	Visitor Attraction and Resort Business Environment (15 credits) L4	Individual written assignment 1500 words consisting of short essay (50%) 800 words, and short questions (50%) 700 words
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)
	Leadership and Organisational Change Management (15 credits) L5	2000 word essay, of which 250 words is a reflective statement (100%)
<b>Understanding of global issues and their place in the global economy</b>	Finance and Revenue Management in the Leisure Industry (15 credits) L5	One hour time-constrained unseen assessment (100%)
	Visitor Attraction and Resort Management Operations (15 credits) L4	Individual written report (100%) 2000 words
	Visitor Attraction and Resort Business Environment (15 credits) L4	Individual written assignment 1500 words consisting of short essay (50%) 800 words, and short questions (50%) 700 words

	Placement 1 (15 credits) L4	Individual presentation (100%)
	Placement 2 (15 credits) L5	Individual presentation (100%)
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)
	Current issues in Visitor Attraction and Resort Management (15 credits) L5	Group debate 15 minutes (30%) and individual debate paper (70%) 1000 words
	Understanding Legal Liability in Visitor Attraction and Resort Management (15 credits) L5	Case study (100%) 2000 words
	Strategic Visitor Attraction and Resort Management (15 credits) L5	Individual written assignment (100%) 2000 words
<b>Communication skills</b>	Marketing and Digital Communications (15 credits) L5	Individual 1-hour examination (100%)
	Professional skills in the workplace (15 credits) L4	Verbal reflective discussion on portfolio (75%) and personal development plan (25%)
	Visitor Attraction and Resort Business Environment (15 credits) L4	Individual written assignment 1500 words consisting of short essay (50%) 800 words, and short questions (50%) 700 words
	Placement 1 (15 credits) L4	Individual presentation (100%)
	Placement 2 (15 credits) L5	Individual presentation (100%)
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)

	Conference and Events Management (15 credits) L4	Engagement with a live event consisting of event inspection (35%) and individual portfolio of evidence on event planning and delivery (65%) 2000 words
	Current issues in Visitor Attraction and Resort Management (15 credits) L5	Group debate 15 minutes (30%) and individual debate paper (70%) 1000 words
	Hospitality and Hotel Management (15 credits) L4	Individual written assignment (100%) 1500 words
<b>Presentation skills</b>	Professional skills in the workplace (15 credits) L4	Verbal reflective discussion on portfolio (75%) and personal development plan (25%)
	Placement 1 (15 credits) L4	Individual presentation (100%)
	Placement 2 (15 credits) L5	Individual presentation (100%)
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)
	Conference and Events Management (15 credits) L4	Engagement with a live event consisting of event inspection (35%) and individual portfolio of evidence on event planning and delivery (65%) 2000 words
	Current issues in Visitor Attraction and Resort Management (15 credits) L5	Group debate 15 minutes (30%) and individual debate paper (70%) 1000 words
<b>The ability to interact confidently with colleagues</b>	Managing the Customer Experience (15 credits) L4	Report on customer service management within an appropriate organisation (100%) 1500 words
	Human Resource Management for Visitor Attractions	Case study (100%) 2000 words

	(15 credits) L4	
	Professional skills in the workplace (15 credits) L4	Verbal reflective discussion on portfolio (75%) and personal development plan (25%)
	Placement 1 (15 credits) L4	Individual presentation (100%)
	Placement 2 (15 credits) L5	Individual presentation (100%)
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)
	Conference and Events Management (15 credits) L4	Engagement with a live event consisting of event inspection (35%) and individual portfolio of evidence on event planning and delivery (65%) 2000 words
	Hospitality and Hotel Management (15 credits) L4	Individual written assignment (100%) 1500 words
	Current issues in Visitor Attraction and Resort Management (15 credits) L5	Group debate 15 minutes (30%) and individual debate paper (70%) 1000 words
	Leadership and Organisational Change Management (15 credits) L5	2000 word essay, of which 250 words is a reflective statement (100%)
<b>Independence of thought</b>	Managing the Customer Experience (15 credits) L4	Report on customer service management within an appropriate organisation (100%) 1500 words
	Marketing and Digital Communications (15 credits) L5	Individual 1-hour examination (100%)
	Visitor Attraction and Resort Management Operations (15 credits) L4	Individual written report (100%) 2000 words

	Conference and Events Management (15 credits) L4	Engagement with a live event consisting of event inspection (35%) and individual portfolio of evidence on event planning and delivery (65%) 2000 words
	Understanding Legal Liability in Visitor Attraction and Resort Management (15 credits) L5	Case study (100%) 2000 words
	Strategic Visitor Attraction and Resort Management (15 credits) L5	Individual written assignment (100%) 2000 words
<b>Skills of teamworking</b>	Human Resource Management for Visitor Attractions (15 credits) L4	Case study (100%) 2000 words
	Professional skills in the workplace (15 credits) L4	Verbal reflective discussion on portfolio (75%) and personal development plan (25%)
	Placement 1 (15 credits) L4	Individual presentation (100%)
	Placement 2 (15 credits) L5	Individual presentation (100%)
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)
	Hospitality and Hotel Management (15 credits) L4	Individual written assignment (100%) 1500 words
	Conference and Events Management (15 credits) L4	Engagement with a live event consisting of event inspection (35%) and individual portfolio of evidence on event planning and delivery (65%) 2000 words
	Current issues in Visitor Attraction and Resort Management	Group debate 15 minutes (30%) and individual debate paper (70%) 1000 words

	(15 credits) L5	
<b>Ability to carry out inquiry-based learning and critical analysis</b>	Managing the Customer Experience (15 credits) L4	Report on customer service management within an appropriate organisation (100%) 1500 words
	Finance and Revenue Management in the Leisure Industry (15 credits) L5	One hour time-constrained unseen assessment (100%)
	Current issues in Visitor Attraction and Resort Management (15 credits) L5	Group debate 15 minutes (30%) and individual debate paper (70%) 1000 words
	Leadership and Organisational Change Management (15 credits) L5	2000 word essay, of which 250 words is a reflective statement (100%)
	Understanding Legal Liability in Visitor Attraction and Resort Management (15 credits) L5	Case study (100%) 2000 words
	Strategic Visitor Attraction and Resort Management (15 credits) L5	Individual written assignment (100%) 2000 words
	<b>Skills of problem solving and creation of opportunities</b>	Finance and Revenue Management in the Leisure Industry (15 credits) L5
Visitor Attraction and Resort Management Operations (15 credits) L4		Individual written report (100%) 2000 words
Professional skills in the workplace (15 credits) L4		Verbal reflective discussion on portfolio (75%) and personal development plan (25%)
Placement 1 (15 credits) L4		Individual presentation (100%)

	Placement 2 (15 credits) L5	Individual presentation (100%)
	Business Development and Sales Management (15 credits) L5	15 minute group-based poster presentation, including a 2000 word feasibility study (100%)
	Conference and Events Management (15 credits) L4	Engagement with a live event consisting of event inspection (35%) and individual portfolio of evidence on event planning and delivery (65%) 2000 words
	Strategic Visitor Attraction and Resort Management (15 credits) L5	Individual written assignment (100%) 2000 words
<b>Technologically, digitally and information literate</b>	Finance and Revenue Management in the Leisure Industry (15 credits) L5	One hour time-constrained unseen assessment (100%)
	Marketing and Digital Communications (15 credits) L5	Individual 1-hour examination (100%)
	Placement 1 (15 credits) L4	Individual presentation (100%)
	Placement 2 (15 credits) L5	Individual presentation (100%)
<b>Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning</b>	Finance and Revenue Management in the Leisure Industry (15 credits) L5	One hour time-constrained unseen assessment (100%)
	Human Resource Management for Visitor Attractions (15 credits) L4	Case study (100%) 2000 words
	Professional skills in the workplace (15 credits) L4	Verbal reflective discussion on portfolio (75%) and personal development plan (25%)

Placement 1 (15 credits) L4	Individual presentation (100%)
Placement 2 (15 credits) L5	Individual presentation (100%)
Leadership and Organisational Change Management (15 credits) L5	2000 word essay, of which 250 words is a reflective statement (100%)