BA (Hons) Business (Tourism) (Top-Up) Programme Handbook

Published September 2025
V12.1

Introduction to the Programme

Welcome to the BA (Hons) Business (Tourism) (Top-up) degree programme.

As you are studying a final year top-up programme you will be required to complete the level 6 modules.

Each 20-credit module is equivalent to 200 hours of self-guided learning.

CMI

This course is accredited by the Chartered Management Institute (CMI). The Institute aims to boost career development across the management sector and connect you with like-minded professionals across diverse sectors.

As the CMI possesses a Royal Charter, they are the only organisation in the UK that can award Chartered Manager status to their members – the gold standard in management. They are also active in business policy making across the globe and ensure that their more than 140,000 members are represented in policy decision making.

As an Arden student, you'll have free CMI Membership throughout your studies, giving you access to a range of additional resources including a mentoring service and invitations to networking events both online and offline.

Upon completion of your course, you will be eligible to gain a CMI qualification, which is offered at 3 different levels: an Award, Certificate or a Diploma. The final award you receive upon completion of your degree will depend on your level and length of study, whether you entered your course with Recognition for Prior Learning (RPL) or if you accept any compensation on your modules.

Core Modules

	Module	Credits	BA (Hons) Business	BA (Hons) Business (Finance)	BA (Hons) Business (HRM)	BA (Hons) Business (Marketing)	BA (Hons) Business (Tourism)
Level 6	Contemporary Management Issues	20	x	x	x	x	x
	Strategic Management	20	x	x	x	x	x
	Managing Self and Others	20	x	x	x	x	x
	International Management	20	x				
	Financial Decision Making	20		x			
	Strategic Issues in Human Resource Management	20			x		
	International Marketing	20				x	
	International Destination Management	20					x
	Independent Study	20	x	x	x	x	X
	Project Management	20	x	x	x	x	X

Please note that modules may not be delivered in this order, please refer to the module delivery schedule on ilearn.

Programme Specifications

1. **Target Award**	BA (Hons) Business (Tourism)
2. **Programme Title**	BA (Hons) Business (Tourism) (Top-up)
3. **Exit Awards**	BA Business (Tourism)
4. **Programme Leader(s)**	Terfot Ngwana/Blessing Otabor-Olubor
5. **Delivery Model**	Online
6. **Start date**	September 2015
7. **Programme Accredited by** *(PSRB or other, if applicable)*	
8. **UCAS Code** *(If applicable)*	
9. **Relevant QAA subject benchmark statement**	General Business Management 2023 Hospitality, Leisure, Sport and Tourism

10. Programme Aims

The overall aim of the Arden University BA (Hons) Business (Tourism) (Top-up) is to enable students to acquire knowledge, understanding and a range of practical skills relating to key tourism disciplines which are applicable to a range of commercial and non-commercial sectors, and in a variety of geographical and cultural settings. More specifically it is the aim to develop skills and understanding specific to tourism management and to enable managers to respond to changes in the external environment through effective decision making. Simultaneously they will develop a range of transferrable skills that will aid them as they pursue business careers or further relevant study. More specifically it will:

- enable students to build upon their areas of strength, existing knowledge and prior experience, career aspirations and current challenge using innovative and flexible distance learning strategies.

- facilitate students in developing professional level skills in tourism, supplemented by an understanding of a range of associated business disciplines. For example, Hospitality

- develop knowledge of the nature of the tourism environment and students will be able to recognise the strategies and decision-making processes required to manage changes effectively.

- promote understanding of the key aspects of current practice in the field of tourism while acknowledging current and emerging developments in related disciplines.

- equip students with the essential skills and tools to work professionally in a tourism business situation and to be effective and professional practitioners, when working independently and when collaborating with others as part of multidisciplinary teams.

- enable students to communicate effectively through a variety of media and presentational forms to specialist and non-specialist audiences.

- prepare students to work within diverse settings and to appreciate the complexity of decision making in such contexts, local, national and international.

- develop an awareness of those entrepreneurial skills which best encourage the growth of enterprise and support the creation of new businesses.

- provide a stimulating online academic environment in which students can develop confidence as practitioners, and as individuals who are part of a highly engaged community of learners and thereby to inspire students to become lifelong learners.

11. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
With due regard to the QAA Hospitality, leisure, sport and tourism Benchmark Statement 2008, the intended programme learning outcomes are for students to: A1 recognise and respond to moral, ethical, sustainability and safety issues which directly pertain to the context of study including relevant legislation and professional codes of conduct. A2 utilise research to evaluate the tourism environment, and analyse and interpret written, visual and graphical data with a view to improving business performance. A3 demonstrate an understanding of the domestic and international nature and dimensions of tourism and apply knowledge to the solution of familiar and unfamiliar problems. A4 Analyse leading issues in tourism and have a clear view of the contemporary issues facing modern tourism managers in diverse contexts, A5 Apply a range of theoretical concepts to practical organisational or industry sector issues or problems, displaying sensitivity to local, national and globally diverse and ethical contexts in decision making.	Learning and Teaching methods and strategy: Acquisition of knowledge and understanding (A1 – A5) at all levels is through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: Asynchronous • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE • Guided group / project based work • Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves • Podcasts and narrated PowerPoints Synchronous • Online seminars facilitated by VOIP's where theory and practice are integrated. • Live chats • Classroom based teaching (lectures, seminars & tutorials) Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience supported by engagement with the specialist tutor and peer engagement.	Assessment strategy: Knowledge and understanding are assessed through in-module assessments of portfolio submissions, presentations, time-constrained examinations, essay and report based assignments.

11b. Intellectual (thinking) skills	The means by which these outcomes are achieved	The means by which these outcomes are demonstrated
B1 Identify issues and formulate appropriate methods of investigation and evaluation. B2 research, select and assess paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems B3 plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of appropriate data. B4 critically interpret data of different kinds and appraise the strengths and weaknesses of approaches adopted B5 Self appraise and reflect on practice and their own impact and effectiveness in a variety of inter- and intra- personal contexts.	Intellectual skills (B1 – B5) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development (B3) is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in online forums/debates). Specific modules support the development of quantitative and qualitative analysis, and the development of self-reflective skills. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of rational thinking and problem solving, analysis, informed judgement and self-reflection in the development of solutions, and a willingness to engage with a range of media. Throughout, the learner is encouraged to develop intellectual skills further by undertaking independent study and research.	Intellectual skills are assessed through a combination of in-course formative exercises and summative assignments, including the submission of portfolios of self-reflective evidence, live case studies, qualitative judgements, and research reports/dissertation.
11c. Practical skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
C1 select effective information collection methods and analytical tools. C2 describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context C3 plan, design, manage and execute practical activities using appropriate techniques and	Practical skills (C1 – C5) are developed throughout the programme by the methods and strategies outlined in section A, above. Practical and professional skills are employed in the production of solutions to real life situations developed through set briefs, exercises and practical activities. The important modern-day skills of managing projects, working within differing organisational and national contexts are provided by specific modules, as are specific inputs with an emphasis upon practical functional decision making skills related to decision making and reporting; managing others and managing knowledge.	To support the development of practical skills students must supply worked materials and evidence in support of their assignments. Critical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all activities and assignments which includes practical

procedures whilst demonstrating high levels of relevant skills C4 Articulate reasoned evidence and conclusions. C5 Demonstrate flexibility in adapting to different tourism and business contexts, locally, nationally and globally.	Practical skills are further developed and integrated through a series of in-course online activities and projects intended to test skills acquired. (C1 - C3). Group discussion forums provide opportunities to discuss ideas, progress, the work of others and the strengths and weakness in the work presented and particularly support the development of C4. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. The in-course activities and assessment process in the final year particularly emphasised the acquisition of C5 with specific modules devised to highlight the practical differences in tourism development and management skills required in differing contexts.	examples for improvement in the application of theory to practice to help them improve their skill base.
11d. Transferable skills	**The means by which these outcomes are achieved and demonstrated**	**The means by which these outcomes are demonstrated**
D1 demonstrate effective communication and presentation skills and use of a variety of media. D2 utilise appropriate IT software and critically evaluate internet sources. D3 work effectively independently and with others in the spirit of critical and self-reflective enquiry, and demonstrate understanding of being part of a global virtual team, taking personal responsibility for their own efforts and outputs. D4 Utilise problem-solving skills in a variety of theoretical and practical situations including the areas of enterprise and entrepreneurship. D5 Manage time effectively by learning to plan and prioritise work in order to meet specified deadlines.	Personal responsibility (D3) becomes an increasingly important skill as students Progress, culminating in the writing of the Dissertation. Modules in level 5 promote the development of entrepreneurial skills that a student may develop further in their Dissertation topic at level 6 if they wish. The Managing Across Cultures module at level 5, combined with the Contemporary Management Issues module at level 6 provide a focus for the increased internationalisation of the programme that is also evidence in the supporting materials and assessments used throughout the programme. As work becomes more complex at levels 5 and 6, students are tested on their abilities to respond positively to formative feedback from a variety of audiences, as well as to manage increasingly large workloads. (D5). Students are required to complete a number of assignments and a Dissertation in level 6 that reward independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. (D3 – D5)	To develop transferable skills all assignments must meet time deadlines and word count guidelines. All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to adopt a spirit of critical enquiry and self-reflection which is rewarded in marking guides. These guides are shared with students

12. Graduate Attributes and the means by which they are achieved and demonstrated

Graduate Attributes

The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around these attributes:

- Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).

- Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.

- Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.

- Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).

The means by which these outcomes are achieved and demonstrated

The achievement of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks.

13. Learning and teaching methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:

Asynchronous
- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment
- Guided group / project based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves
- Podcasts and narrated PowerPoints

Synchronous
- Online seminars facilitated by VOIP's where theory and practice are integrated.
- Lectures, seminars & tutorials both on line and via classroom based input

Based upon the variety of student undertaking our programmes and our wishes to provide equal opportunity for engagement no matter what their preferred method of learning styles of the student, our strategy has been designed to enable students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.
Independent study is the cornerstone of the learner experience, supported by subject specialist engagement with the tutor and peer engagement.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. Critical analysis is encouraged at all levels culminating in a Dissertation.

14. Assessment methods and strategies

Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a targeted sector plan, time constrained tests, etc.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

16. Entry Requirements

The criteria for admission to the BA (Hons) Business top-up programme are:

− HND in Business. Advanced Diploma in Business or equivalent
− English language competence equivalent to IELTS 6.0

In the case of an equivalent award where this was not studied in English the candidate must demonstrate an ability in English equivalent to IELTS 6.0 (no less than 5.5 in any element). The equivalent award must also be approved through the APL process. Such an award must have provided the applicant with a prior learning consistent with Level 5 of the functional areas of business underpinning the programme. These should include: finance; marketing; HRM; and Operations Management. It is expected that such students will have a familiarity with basic Microsoft Office applications and no other IT skills are required.

17. Programme Structure

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)
BUS6001	Contemporary Management Issues	20	C
BUS6002	Strategic Management	20	C
HRM6001	Managing Self and Others	20	C
TRM6001	International Destination Management	20	C
BUS6017	Independent Study	20	C
BUS6018	Project Management	20	C

18. Subject: N832 Tourism Management	*Select from:* https://www.hesa.ac.uk/component/content/article?id=1787

Annex – Mapping of Intended Programme Learning Outcomes and Modules

	Modules \ Programme Learning Outcomes	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 6	Contemporary Management Issues	x		x		x	x	x	x			x	x		x	x	x		x	x	x
	Strategic Management	x		x		x	x	x	x			x	x		x	x	x		x	x	x
	Managing Self and Others				x	x	x					x	x	x	x		x	x	x		x
	International Destination Management	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
	Independent Study	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	X
	Project Management	x	x			x	x	x	x	x	x	x	x	x	x			x	x	x	X