



PROGRAMME OF STUDY HANDBOOK

Postgraduate Certificate Heritage Tourism: Sense of Place

LEVEL 7

SCHOOL OF BUSINESS

2012-2013

CONTENTS PAGE

	Page No
Introduction	1
Current Members of Staff	1
Pastoral Support	1
Administrative Procedures	1
Academic Year 2012/13	2
Modular Terminology	3
Assessment (General)	4
Criminal Records Bureau (CRB) – Enhanced Disclosure	4
Programme of Study:	6
• Programme Specification	6
• Level 7 Programme Structures	9
VLE (Virtual Learning Environment)	10
Additional Information for Distance Learners	10
Accreditation of Prior Learning (APEL)	10
Quality Assurance Policy	10
Programme Monitoring	10
Student Representation	11
Assessment Processes	11
Coursework Deadlines	11
Level 7 Modules	13
Policies – University Attendance Policy	23
Referencing in Written Assignments, Dissertations and Bibliographies	24
Plagiarism	24
Study Skills and Information Research Skills	25
Graduate Skills for Employment	26

INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study in the academic year 2012-2013.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

CURRENT CONTACT DETAILS FOR MEMBERS OF STAFF

UoW Trinity Saint David

Ms Conny Matera Rogers (Head of School of Business)	c.matera-rogers@tsd.ac.uk	01570 424952
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Mr Chris Keil	tbc	tbc

PASTORAL SUPPORT

Each student will be allocated a personal tutor at the beginning of the academic year. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Postgraduate Student Guide*, and reference is also made to it in the *Student Survival Guide*.

ADMINISTRATIVE PROCEDURES

Details of the administrative procedures are contained in the *University Regulations – Postgraduate Student Guide*.

All relevant forms (e.g. essay submission form, dissertation form, extension request form) can be found in the postgraduate student section on the University's VLE and / or on the University's intranet.

ACADEMIC YEAR 2012/2013

The academic year 2012/2013 will be divided up as follows:

Induction Session Week of 24 September 2012

Semester 1: 24/09/12 - 25/01/13

Semester 2: 28/01/13 - 12/07/13

Examination Boards: normally November, March and June annually

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Each academic year, you will need to register as a student **and** you will need to register on the modules that you will be studying during the academic year. Failure to register properly or to inform the Registry of any changes to your personal details is likely to cause some or all of the following problems;

- failure to keep you generally informed;
- not being able to borrow materials from the Learning Resources Centre;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in progressing from Part I to Part II;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

You are also required to provide the Registry with a Medical Certificate if you are unable to complete your coursework by the published deadline or to attend an examination for medical reasons. Your doctor may charge a fee for producing a Medical Certificate if you have been ill for less than 7 days. Since coursework assessment tasks are set at the start of each Semester, it should be possible for you to plan your work in such a way that production of a Medical Certificate is unnecessary unless you have been ill for more than 7 days. In other words, you should aim wherever possible to complete each coursework assessment task at least a week before the hand in date.

For regulations regarding extenuating circumstances and extensions to assessment submission dates see Chapter 7 of the *Academic Quality Handbook*.

If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that they can be taken into account as the assessment is planned.

MODULAR TERMINOLOGY

Programme of Study (course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master's level, which is called Level 7 in the National Qualifications Framework, may be defined as follows:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions.	Conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments Exercise broad autonomy and judgement across a significant area

	planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.	Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work. Understand different theoretical and methodological perspectives and how they affect the area of study or work.	research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods and results and their short- and long-term implications.	of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.
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Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

ASSESSMENT (GENERAL)

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each academic year. Note that any marks released prior to formal approval by the summer Progression / Award Examination Board are provisional.

CRIMINAL RECORDS BUREAU (CRB) – ENHANCED DISCLOSURE

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a CRB check (Enhanced Disclosure). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to CRB, continuing students will normally be required to inform their Programme Co-ordinator immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self declaration during the registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for CRB checks.

PROGRAMME OF STUDY

Postgraduate Certificate Heritage Tourism: Sense of Place

Programme Specification

Educational Aims

The following educational aims recognise that the PG Cert Heritage Tourism: Sense of Place is a new qualification which draws from aspects of heritage, tourism and sustainable thinking to engender students in sustainable approaches to understanding and interpreting the places they live and work in.

The main educational aims of the programme are:

- to imbue students with a sustainability lens with which to understand, interpret and promote places;
- to contribute to students' career development in heritage tourism by developing professional skills;
- to enable students to identify and interpret heritage as a resource, both for communities and for tourists;
- the enhancement of lifelong learning skills and personal development to enable students to work with self direction, originality and to contribute to society at large;
- to enhance students' transferable skills of research, interpretation, critical evaluation and their ability to turn theory into practice;
- to develop students' intellectual skills, including critical reasoning, analysis, creativity and reflection;
- to prepare students for further study in the field of heritage and cultural tourism.

Programme Outcomes

Knowledge and Understanding

- The external environment and its effects at local, national and international levels upon behaviour, management and sustainability.
- The concept of Sense of Place and the social construction of places through people's interaction with landscape, each other and their historic and contemporary locality.
- The concepts, principles, theories and techniques relevant to a postgraduate level of study in heritage.
- The management of development issues relating to heritage and its interpretation and promotion.
- The structure, management and marketing of heritage organisations and attractions.

- A detailed understanding of the multi-faceted concept of heritage and its relationship to tourism.
- Development issues relating to heritage tourism, including potential impacts and possible solutions.

Cognitive Skills

- Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
- Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions.
- Using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge.

Practical Skills

- Effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.
- Ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices.
- Ability in project design, development and management.
- Effective performance in the development of a learning community and the ability to recognise and utilise individuals' contributions in group processes and to articulate concepts, negotiate tasks and persuade or influence others based on evidence.
- Effective collaboration with peers in the construction of new context specific knowledge.

Transferable Skills

- Effective use of Communication and Information Technology including the development of skills in social media and the use of virtual learning environments.
- Engage in effective interactive communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media and communications technologies.

- High personal effectiveness: critical self-awareness, self-reflection and self management; time management; sensitivity to diversity in people and different situations and the ability to continue to learn through reflection on practice and experience.
- Learning to be online learners and skills associated with engagement in a collaborative learning environment.

LEVEL 7

All Postgraduate Certificate students must normally pursue 60 credits at Level 7. The credit rating of each module is specified in the module details.

MODULES

Postgraduate Certificate Heritage Tourism: Sense of Place **Programme Co-ordinator: Dr Louise Emanuel**

Semester 1

<i>Compulsory Modules</i>		
SBMA7058	Sensing Place	30 credits

Semester 2

<i>Compulsory Modules</i>		
SBMA7059	Interpreting and Promoting Place	30 credits

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2012, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

VLE (VIRTUAL LEARNING ENVIRONMENT)

Your module may be taught entirely or partly through the University's VLE, Moodle. Information about how to access the VLE is contained in the *University Regulations – Postgraduate Student Guide*. Apart from information relevant specifically to the modules and programme that you are studying, you will also find a general postgraduate section on the VLE.

If you have any difficulties with regard to access to the VLE, please contact Kathryn James, the University's Learning Enhancement Officer (kathryn.james@tsd.ac.uk).

ADDITIONAL INFORMATION FOR STUDENT TAKING THE MODULE THROUGH DISTANCE LEARNING

If you are taking this programme of study by distance learning, additional general information about studying through this mode of study is given to students in the *University Regulations – Distance Student Guide*. The distance learning regulatory framework can be found in Chapter 13 of the *Academic Quality Handbook*.

ACCREDITATION OF PRIOR LEARNING (APEL)

Regulations to apply for APEL can be found in Chapter 10 of the *Academic Quality Handbook*. A copy of the APEL application form can be found on the University's VLE and intranet. Retrospective APEL claims are not normally allowed.

Students who successfully apply for APEL credits, because they can provide evidence that they have already met all the objectives and learning outcomes of the research methods module, for example as a result of the completion of another postgraduate programme in a closely related field, can choose either to have those credits recorded on their record as APEL credits or to take, against payment of the appropriate module fee, an alternative module.

QUALITY ASSURANCE POLICY

The School of Business recognises and adheres to the University's Quality Assurance Policy as set out in the *Academic Quality Handbook (AQH)* and as revised from time to time. Of particular relevance in this respect are those parts of the *AQH* which refer to Validation and Monitoring of Programmes. These sections of the *AQH* set the framework for the development of the School's work.

PROGRAMME MONITORING

Programme monitoring entails regular discussion of any programme of study through a representative Board of Study. It includes the scrutiny of the programme of study by an Annual Review, and the detailed evaluation of the programme in a Quinquennial Review, at which external subject advisors are expected to make a thorough and critical examination of all aspects of the programme's functioning. Student feedback is continuous, and is received from specific module questionnaires administered by the School, as well as from General Programme Questionnaires. Students are also represented at annual and quinquennial reviews and revalidation events. Full details of

the programme monitoring arrangements are included in the *Academic Quality Handbook*.

STUDENT REPRESENTATION

All programmes of study have a programme of study representative and the University considers student feedback to be extremely important, irrespective of their mode of study. For further details about the student representative system see the *University Regulations – Postgraduate Student Guide*. Your Programme Co-ordinator will be able to tell you the name of the programme of study representative for this programme.

ASSESSMENT PROCESSES

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes ‘satisfactory progress’ can be found in Chapter 7 of the *Academic Quality Handbook*. Please note that part-time students are expected to complete at least 40 credits each academic year. For further information on ‘progress’ see the *University Regulations – Postgraduate Student Guide*.

All work will normally be marked within the University’s agreed four week turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

COURSEWORK DEADLINES

Assignment deadlines will be provided at the beginning of each module.

Submission of written assignments will be via the Moodle VLE, further instructions and details will be provided separately.

LEVEL 7 MODULES

Postgraduate Certificate Heritage Tourism: Sense of Place

MODULE CODE:	SBMA7058	
TITLE:	Sensing Place	
DATED:	25/05/2012	
MODULE CO-ORDINATOR:	Dr Louise Emanuel	
LEVEL:	7	
CREDITS:	30	
TEACHING METHODS:	Online Activities	15%
	Directed Learning	85%
JACS CODE:	N800 Tourism, Transport and Travel	

AIM(S)

- To engender a critical understanding of the concepts of place, heritage and sustainability.
- To enable students to apply concepts within their own practical contexts.

LEARNING OUTCOMES

By the end of this module, students should be able to:

- critically appraise the concepts of 'place' and 'sense of place,' understanding the social construction of places in both historical and contemporary contexts;
- critically evaluate the complex nature of the concepts of 'heritage' and 'sustainability', demonstrating a detailed understanding of the inter-relationships between the human and physical environments in an historical context;
- demonstrate a critical understanding of the role that heritage and place play in sustainable tourism, and articulate practical solutions within their own contexts.

CONTENT

- The philosophy of place – place and placelessness; the social construction of place; modernism, postmodernism and place.
- Community, place and identity; tourist spaces and places; sense of place in tourism and policy development.
- The ethics and philosophy of heritage and the nature of heritage tourism – the contribution of heritage to culture, identity and community.
- The study of landscape - landscape perception theory and the development of cultural and historic landscapes.
- Authenticity and bias in heritage presentation.

- Origins of the sustainability concept and the emergence of sustainable tourism.
- Community tourism, engendering a sense of place for tourists and the role of the Ecomusee.
- Heritage and sustainable places.

ASSESSMENT

Coursework **100%**

Interview Report **1750 words** **20%**

Exemplar

Conduct an interview with a member of your community to learn about their sense of place. You should use the interview to reflect on how the experience of the person you have interviewed reflects concepts and issues discussed in Block 1: Conceptualising Place. For the assignment, you should submit, as a single Word document:

1. A summary of the context and content of the interview i.e. community, person and their sense of place. (750 words)
2. A reflection on the interview context and content in terms of the reading themes and forum discussions in Block 1 (1000 words)
3. Your interview questions (excluded from word count)

Reflective Essay **3500 words** **40%**

Exemplar

“the past is integral to our sense of identity – the sureness of ‘I was’ is a necessary component of the sureness of ‘I am’” (Lowenthal, 1985, p41)

How important are issues of authenticity and bias in engendering a sense of identity or a sense of place?

Online Discussion **3500 words** **40%**

Exemplar

For this assignment you are required to select ten forum postings you have submitted in response to module activities. The postings should be drawn from all three blocks of the module. The overall word count of all ten messages should not exceed 2000 words.

In addition you should write a reflection of 1500 illustrating how your postings, and those of your fellow students have contributed to an understanding for you of how the concepts of heritage and sense of place have the potential to contribute to sustainable, community focused tourism. You should also draw from academic material and your own context within your reflection.

BIBLIOGRAPHY

Essential

- Creswell, T. *Place: A Short Introduction*, Oxford: Blackwell. 2004.
- Daniels, S. et al., *Envisioning Landscapes, Making Worlds*, Abingdon: Taylor and Francis, 2011.
- Davies, P., *Ecomuseums: A Sense of Place*, London: Continuum International Publishing. 2011.
- Dicks, B. *Culture on Display*, McGraw-Hill Education, 2007.
- Lowenthal, D. *The Past is a Foreign Country*, Cambridge: Cambridge University Press, 1985.
- Massey, D. *For Space*. London: Sage. 2005.
- Urry, J. and Jonas, L. *The Tourist Gaze 3.0*. London: Sage. 2011.

Recommended

- Cosgrove, D. *Social Formation and Symbolic Landscape*, Croom Helm: London, 1998.
- Cosgrove, D. and Daniels, S. *Iconography of Landscape: Essays on the Symbolic Representation, Design and Use of Past Environments*, Cambridge University Press: Cambridge, 1998.
- Dicks, B. *Heritage, Place and Community*. Cardiff: University of Wales Press, 2000
- Hill, J (ed) *Sustainable Development: National Aspirations, Local Implementation*. Aldershot: Ashgate. 2006.
- Howard, P. *Heritage: Management, Interpretation, Identity*, London: Continuum. 2003.
- Liburd, J.J. and Edwards, D., *Understanding the Sustainable Development of Tourism*, Goodfellow Publishers, 2010.
- Moscato, G., *Building Community Capacity for Tourism Development*, CAB International, 2008.
- Mowforth, M. and Munt, I., *Tourism and Sustainability*, Abingdon: Taylor and Francis, 2008
- Richards, G. and Hall, D.R. *Tourism and Sustainable Community Development*. London: Routledge, 2000.
- Tuan, Yi-Fu. *Space and Place: The Perspective of Experience*. University of Minnesota Press. 1979.
- Wearing, S., *Volunteer Tourism*, CAB International, 2001.

Journals

Annals of Tourism Research
Journal of Sustainable Tourism
Tourism Management

Electronic resources are available through the Learning Resources Centre. Students will be directed to them as appropriate

MODULE CODE:	SBMA7059	
TITLE:	Interpreting and Promoting Place	
DATED:	25/05/2012	
MODULE CO-ORDINATOR:	Anthony Samuel	
LEVEL:	7	
CREDITS:	30	
TEACHING METHODS:	Online Activities	15%
	Directed Learning	85%
JACS CODE:	N800 Tourism, Transport and Travel	

AIM(S)

- To develop an understanding of the principles and practices of interpretation, including objectives, audiences, integrated planning, media and techniques.
- To provide opportunities for critical appraisal of interpretation, and foster community based approaches to promoting place through digital media.
- The ability to identify, source and contextualise ones sense of place.

LEARNING OUTCOMES

By the end of this module, students should be able to:

- critically appraise a variety of interpretive techniques and assess their effectiveness for meeting a range of objectives within the context of heritage tourism and place;
- apply the principles of interpretation, community based marketing and unique selling propositions (USP) in the planning and design of interpretive media and on-line marketing communication;
- contribute to the development of interpretive strategies and on-line community based marketing techniques;
- critically interpret the complex inter-relationship of place through the lens of history, culture and sustainability.

CONTENT

This module will examine a number of key themes:

- definitions of interpretation – the need and demand for interpretation and an understanding of its value as part of the visitor experience;
- interpretive objectives: learning, behavioural and emotional objectives; themes and messages; Tilden's interpretative principles; interpretation as a distinctive communication process;

- audiences and access: audience profiles; target groups for forms of interpretation; physical, intellectual and cultural accessibility; interpretation in a changing society;
- integrated interpretive planning: – balancing education and recreation, visitor management, resource protection and cost effectiveness. Developing strategies for interpretation. The role of interpretation in strategies for sustainable heritage tourism;
- interpretive media and techniques such as on-site panels, guided walks, audio-visual presentations, publications, exhibitions, community events, arts and crafts, “living history”. The advantages and disadvantages of each of the techniques and an evaluation of their effectiveness;
- defining landscape, measuring contours and framing the view of a sense of place;
- building community support and promotion capacity through place identity;
- creating and framing effective messages using captivating socially constructed interpretations of place;
- evaluating the suitability of various digital media to promote place.

ASSESSMENT

Coursework 100%

Three integrated assignments that incrementally build upon each other.

Proposal 2700 words 30%

Exemplar:

Identify and evaluate a number of information sources which are intended to help you capture and enhance the unique heritage and culture of a chosen place. In your assignment you will include your reasons for your choice of place and will also identify best practice in evaluating information sources.

Interpretive Plan 3500 words 40%

Exemplar:

Prepare an interpretive plan for a location in your community. You should relate your proposals to specific target groups and should consider the appropriateness of specific interpretive media and techniques for the selected site in terms of the education/ recreation balance, resource management and cost effectiveness. In your justification you should draw from academic materials as well as forum/ blog postings of yourself and other students.

Creative Pod casting for promotion 10 minutes 30%

Exemplar:

Produce and digitally distribute a pod cast that identifies captures and critically reflects upon a number of unique selling propositions suitable to effectively promote a chosen place.

BIBLIOGRAPHY

Essential

- Anholt, S. *Places: Identity, Image and Reputation*, Palgrave Macmillan, 2009.
- Egger, R. Buhalis, D. *eTourism case studies: management and marketing issues in eTourism*, Butterworth-Heinemann 2008.
- Meerman, D. *The New Rules of Marketing & PR: How to Use Social Media*. John Wiley & Sons; 3rd Edition, 2011.
- Veverka, J. A. *Interpretive Master Planning*. USA: Acorn, 2011.
- McKenzie-Mohr, D. *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. New Society Publishers; 3rd edition, 2011.

Recommended

- Avraham, E. Ketter, E. *Media Strategies for Marketing Places in Crisis: Improving the image of cities, countries and tourist destinations*. Butterworth-Heinemann, 2007.
- Blockley, M. *Heritage Interpretation Theory and Practice* London: Routledge, 2005.
- Brochu, L. and Merriman T. *Personal Interpretation Connecting Your Audience to Heritage*, U.S.A: National Association for Interpretation, 2002.
- Bromley, P. *Countryside Management*, London: E and FN Spon, 1995.
- Durbin, G. (Ed.), *Developing Museum Exhibitions for Lifelong Learning*, London: GEM/HMSO, 1996.
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- Holloman, C. *The Social Media MBA: Your Competitive Edge in Social Media Strategy Development and Delivery*. John Wiley & Sons, 2012.
- Keirle, I. *Countryside Recreation Site Management: A Marketing Approach*, London: Routledge, 2002.
- Misiura, S. *Heritage Marketing*. Butterworth-Heinemann, 2005.
- Morgan, M. *The Tourism and Leisure Experience: Consumer and Managerial Perspectives (Aspects of Tourism)*. Channel View Publications Ltd, 2010.
- Pierssené, A. *Explaining Our World An Approach to the Art of Environmental Interpretation*, London: E and FN Spon, 1999.
- Prentice, R. *Tourism and Heritage Attractions*, London: Routledge, 1993.
- Shackley, M. *Visitor Management: Case Studies from World Heritage Sites*, Butterworth Heinemann, 1998.
- Taylor, D. Miles, D. *Fusion: The New Way of Marketing*, Ecademy Press, 2011.
- Tilden, F. *Interpreting Our Heritage*. The University of North Carolina Press; (4th edition) 2008

Journals

- Interpretation*
Dehongli Cymru
Interpret Scotland
Journal of Sustainable Tourism
Journal of Social Marketing
International Journal of spaces and flows

POLICIES

UNIVERSITY ATTENDANCE POLICY

Each School or Faculty within the University has a policy on attendance. A copy of the School's policy for this programme of study can be found in the School's Policies Document. In addition the University has a general policy on attendance monitoring of students, a copy of which can be found on the intranet. This general policy also explains how the University carries out its specific obligations for international students who hold a visa under Tier 4 of the points-based immigration system (PBS) and for whom the University is Sponsor. It includes the process for reporting failure to maintain appropriate contact to the UK Border Agency. The particular requirements of the discipline that a programme of study belongs to may mean that its attendance policy is more stringent than what has been detailed in the general University policy. In that case, the School or Faculty policy supersedes the general policy, in all aspects other than those related to visa requirements.

Details of the School's policies for Ethics and other areas can also be found in the School's Policies Document.

REFERENCING IN WRITTEN ASSIGNMENTS, DISSERTATIONS AND BIBLIOGRAPHIES

You must acknowledge all sources of information and ideas from which you have drawn in the preparation of your work. Acknowledgments identify the intellectual owners of the ideas you have used, and failure to provide them constitutes a type of theft known as plagiarism. Plagiarism is a very serious academic offence. Your School will provide you with a Reference Guidance Handbook which will provide detailed guidelines on referencing.

PLAGIARISM

Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another *without acknowledgement*, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at University of Wales: Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle or via a dedicated email address. Academic Staff have been required, as part of your Moodle induction to alert you to JISC Turnitin software, through which both the student and the tutor can check for instances where the assignment contains sections that exactly mirror material found elsewhere on the internet. It is important that you use this system to check your work prior to final submission. In this way you can ensure that you have properly acknowledged all of your sources of information.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

PLAGIARISM: REGULATIONS, PROCEDURE, AND PENALTIES

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 7 of the *Academic Quality Handbook*, which can be seen on the University intranet and website or obtained from the Faculty Offices.

These details are also summarised in the *University Regulations – Postgraduate Student Guide*.

AVOIDING PLAGIARISM

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

STUDY SKILLS AND INFORMATION RESEARCH SKILLS

All students have access to study skills and information research skills support to assist them in their studies. Details of provision are available from the Learning Resources Centre and Student Services.

Topics covered include:

Learning Resources Centre

Searching the Internet for academic resources

Using the LRC catalogue, electronic journals and e-books

Referencing and using reference management software
Using Moodle
Athens accounts
One-to-one, group and drop-in sessions available.

Student Services

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions are available on both the Carmarthen and Lampeter campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services webpages for further details.

Subject Librarian

Subject Librarians act as a contact point between students and the Learning Resource Centre (LRC). Please feel free to contact the Subject Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

The Subject Librarian for your programme of study is:

Ms Sarah Jones (s.b.jones@tsd.ac.uk / 01267 676775).

GRADUATE SKILLS FOR EMPLOYMENT

Upon graduation most students will begin the process of looking for paid employment. At one level, and a very important one, your University career should be seen as preparing you for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which you are able to reflect upon and analyse your personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities for you to acquire and develop your personal skills and plan your professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of your work in this School could be categorised under this heading. It could require you to:

- define and identify the core of a problem
- investigate what resources are available to solve it
- enquire of, and research into, the available resources
- assess the relevance of data/information
- analyse data/information
- evaluate data/information
- display independent judgement of data/information
- relate data/information to a wider context
- data appreciation: draw conclusions from complex arrays of data
- organise and synthesise complex and disparate data
- apply knowledge and theories
- consider alternative strategies
- show flexibility/versatility in approach
- use observational/perceptive skills
- show resourcefulness

Managing/Organising

This heading relates basically to time- and work-management. It is concerned with the ability to:

- identify which items need to be done and the time scales involved
- evaluate each item
- formulate objectives, bearing in mind those evaluations
- plan work to achieve objectives/targets
- carry out work required
- cope and deal with change, i.e. new items
- withstand and deal with pressures
- ensure appropriate resources are available
- organise resources available
- show initiative
- demonstrate sustained effort
- make quick, appropriate decisions
- show personal motivation
- execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

- listen to others
- be aware of one's own performance
- observe others' performance, and use perceptions gained

show assertiveness (set own agenda)
co-operate with others
constructively criticise
produce new ideas or proposals
clarify, test or probe others' ideas or proposals
elaborate on own/others' ideas or proposals
summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

explain clearly
deal effectively with conflicting points of view
develop a logical argument
present data clearly and effectively
take account of audience/reader in speech/writing
show evidence of having marshalled facts
give appropriate examples
show enthusiasm and interest
show critical reasoning
use appropriate presentation techniques
compare and contrast effectively
listen and query where necessary
discuss ideas, taking alternatives into account