



## Module Descriptor

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |                                        |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------|----|
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Heritage And Cultural Tourism    |                                        |    |
| Session                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2025/26                          | Status                                 |    |
| Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TOUR09033                        | SCQF Level                             | 8  |
| Credit Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20                               | ECTS (European Credit Transfer Scheme) | 10 |
| School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Business and Creative Industries |                                        |    |
| Module Co-ordinator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dr. Kalyan Bhandari              |                                        |    |
| <b>Summary of Module</b><br><br>Heritage and culture are important concepts to understand the tourism phenomenon. This module draws on a range of academic disciplines to critically analyse practices in heritage and cultural tourism introducing to students to both historical and contemporary debates about culture, power relationships, and social changes and how they underpin the development of tourism products. The module aims to discuss the conflicts and tensions between the concepts of heritage, culture, and tourism. Using international case studies students will be able to develop a critical approach to the niche of heritage and cultural tourism as well as enhance the awareness regarding the importance of these concepts to the development of the tourism industry. |                                  |                                        |    |

|                                     |                                                                     |                                                                                                                        |                                                                                                 |                                                                     |        |                          |
|-------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------|--------------------------|
| <b>Module Delivery Method</b>       | <b>On-Campus<sup>1</sup></b><br><input checked="" type="checkbox"/> | <b>Hybrid<sup>2</sup></b><br><input checked="" type="checkbox"/>                                                       | <b>Online<sup>3</sup></b><br><input type="checkbox"/>                                           | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |        |                          |
| <b>Campuses for Module Delivery</b> | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries   | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |                                                                     |        |                          |
| <b>Terms for Module Delivery</b>    | Term 1                                                              | <input checked="" type="checkbox"/>                                                                                    | Term 2                                                                                          | <input type="checkbox"/>                                            | Term 3 | <input type="checkbox"/> |

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

|                                                   |                 |                          |                 |                          |                 |                          |
|---------------------------------------------------|-----------------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |
|---------------------------------------------------|-----------------|--------------------------|-----------------|--------------------------|-----------------|--------------------------|

| <b>Learning Outcomes</b> |                                                                                                                  |
|--------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>L1</b>                | To critically analyse the role played by heritage and culture in the tourism industry                            |
| <b>L2</b>                | To evaluate the growth and development of heritage and culture tourism within the natural and built environments |
| <b>L3</b>                | To review the place of culture and heritage in post-modern societies                                             |
| <b>L4</b>                | To discuss and evaluate the relevance of heritage and culture in an international and globalised world           |
| <b>L5</b>                |                                                                                                                  |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCQF Headings</b>                                                       | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>                                                                                                                                                                                                                                                                                                     |
| <b>Knowledge and Understanding (K and U)</b>                               | <p><b>SCQF 9</b></p> <p>Demonstrate an understanding of the role and development of heritage and cultural tourism.</p> <p>Demonstrate a critical understanding of a range of the principles, concepts and debates in the area of heritage and cultural tourism</p> <p>Exhibit knowledge of the international case studies of this niche segment and its links to natural and built environments.</p> |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <p><b>SCQF 9</b></p> <p>Apply knowledge and skills in making a comparative analyses of cultural and heritage tourist products that have been developed in different social and historical contexts.</p>                                                                                                                                                                                              |
| <b>Generic Cognitive skills</b>                                            | <p><b>SCQF 9</b></p> <p>Critically evaluate and synthesise ideas, concepts, information and issues, drawing on a range of sources in coming to particular conclusions regarding heritage and cultural tourism.</p>                                                                                                                                                                                   |
| <b>Communication, ICT and Numeracy Skills</b>                              | <p><b>SCQF 9</b></p> <p>Use a wide range of skills to communicate effectively and appropriately in speech and writing.</p> <p>Present information on mainstream topics in heritage and cultural to a range of audiences.</p> <p>Make effective use of information technology applications to support and enhance work.</p>                                                                           |
| <b>Autonomy, Accountability and Working with Others</b>                    | <p><b>SCQF 9</b></p> <p>Take initiative and demonstrate autonomy in undertaking activities related to the the subject area of heritage and cultural tourism.</p> <p>Be able to work with others to for a range of activities that include preparing information associated with the analysis of critical issues regarding heritage and cultural tourism.</p>                                         |

|  |                                                                                                                                                                                                                                                                                                |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Reflect on the relationship with other modules and considering their personal and career development within the niche market.</p> <p>Seek guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Prerequisites | Module Code  | Module Title |
|---------------|--------------|--------------|
|               | <b>Other</b> |              |
| Co-requisites | Module Code  | Module Title |

| Learning and Teaching                                                                                                                                                                    |                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. |                                                                                                |
| Learning Activities                                                                                                                                                                      | Student Learning Hours                                                                         |
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:                                                           | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery                                                                                                                                                          | 24                                                                                             |
| Tutorial / Synchronous Support Activity                                                                                                                                                  | 12                                                                                             |
| Independent Study                                                                                                                                                                        | 164                                                                                            |
| Please select                                                                                                                                                                            |                                                                                                |
| Please select                                                                                                                                                                            |                                                                                                |
| Please select                                                                                                                                                                            |                                                                                                |
| <b>TOTAL</b>                                                                                                                                                                             | <b>200</b>                                                                                     |

| Indicative Resources                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Dallen, T. 2011. Cultural Heritage and Tourism: an Introduction. Bristol: Channel View</p> <p>Cross du H. and McKercher, B. 2020. Cultural Tourism 3rd Edition. Abingdon: Routledge.</p> <p>Bhandari, K. 2014. Tourism and National Identity. Heritage and Nationhood in Scotland. Bristol: Channel View</p> |
| <b>(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</b>                                                                                                                                                                                                            |

| Attendance and Engagement Requirements                                                                                                                                               |
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| In line with the <a href="#">Student Attendance and Engagement Procedure</a> , Students are academically engaged if they are regularly attending and participating in timetabled on- |

campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

### Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Students will be encouraged to consider a broad range of theories, particularly including feminist and post-colonial critiques and apply these to a range of events. Students will be encouraged to bring their own experiences to the material and use examples from their own country in assessment.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

|                                         |                                                                                                                                                                                                                                                                                          |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Divisional Programme Board</b>       | <b>Please select</b>                                                                                                                                                                                                                                                                     |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded                                                                                                                                                                                                          |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details. |
| <b>School Assessment Board</b>          | MITE                                                                                                                                                                                                                                                                                     |
| <b>Moderator</b>                        | Dr. Masood Khodadadi                                                                                                                                                                                                                                                                     |
| <b>External Examiner</b>                | A Miller                                                                                                                                                                                                                                                                                 |
| <b>Accreditation Details</b>            |                                                                                                                                                                                                                                                                                          |
| <b>Module Appears in CPD catalogue</b>  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                                                                                                      |
| <b>Changes / Version Number</b>         |                                                                                                                                                                                                                                                                                          |

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Case Study Presentation (40%)

#### Assessment 2

Individual Essay (60%)

#### Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

| Component 1     |                          |                                     |                          |                                     |                          |                                     |                          |
|-----------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1                      | LO2                                 | LO3                      | LO4                                 | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 40%                                 |                          |

| Component 2     |                                     |                          |                                     |                          |                          |                                     |                          |
|-----------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1                                 | LO2                      | LO3                                 | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 60%                                 |                          |

| Component 3                       |                          |                          |                          |                          |                          |                                     |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type                   | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| Combined total for all components |                          |                          |                          |                          |                          | 100%                                | hours                    |

#### Change Control

| What | When | Who |
|------|------|-----|
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |