

## University of the West of Scotland

## Module Descriptor

Session: 23/24

<b>Title of Module:</b> Tourism & The Experience Economy			
<b>Code:</b> TOUR07007	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:</b> 20	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Sandro Carnicelli		

**Summary of Module**

This module examines the tourism sector and its role in the experience economy. Perspectives on tourism are explored including the inter-relationship with hospitality, recreation, leisure, events and travel. The tourism market-place is considered in terms of place, space and virtual experience, types of tourist behaviours, tourist as a consumer, demand, supply and motivation. The term 'experience economy' was first used by Pine and Gilmore (1999) and famously they said that "all work is theatre and every business a stage" but has been adopted by many business sectors as a short-hand way to understand what customers and visitors need to make their interactions with a business memorable, valuable and worth repeating. The multi-disciplinary nature of tourism experiences are considered, incorporating brand experience; service experience and consumption experience. In addition students are guided through exploring the tourism environment; the components of the industry and the touchpoints with the experience economy. Students will be supported in applying theoretical models illustrating the realms of visitor experience and reviewing current industry practice in tourism-related operations with a view to assessing the experiential offering. This module will address the following topics: Overview of the tourism industry The developing experience economy The role of experience in visitor behaviour Experiences of visitors in specific realms of entertainment; education; aesthetic and escapist The business of tourism experience evaluation and management

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

**Campus(es) for Module Delivery**

The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Evaluate and present examples of specific tourism operations serving the experience economy.
L2	Assess the role of aesthetic, escapist, entertainment and educational experiences in tourism.
L3	Discuss the multi-disciplinary nature of Tourism and the Experience Economy.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7 Demonstrate a broad knowledge of the nature and scope of tourism. Demonstrate an understanding of the multidisciplinary nature of tourism and its relationship to the experience economy.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Apply theoretical models of visitor/customer experience, considering which is appropriate for specific examples of industry practice.
Generic Cognitive skills	SCQF Level 7

	Present and evaluate routine tourism related information and ideas. Use various approaches to address well defined mainstream tourism business operational challenges and issues.	
Communication, ICT and Numeracy Skills	SCQF Level 7 Be able to access, understand and evaluate a range of tourism and the experience economy data sources. Interpret complex primary materials and make effective use of information technology applications to present information in an appropriate format.	
Autonomy, Accountability and Working with others	SCQF Level 7 Work individually and with others to prepare information associated with the analysis of the role of tourism in the experience economy. Develop awareness of individual and collective responsibility for effective performance.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	152

	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Page, S. and Connell, J., (2020) <i>Tourism: A Modern Synthesis</i>, Fifth Edition, Routledge, New York</p> <p>Smith, B. and Melissen, F., (2018), <i>Sustainable Customer Experience Design: Co-creating Experiences in Events, Tourism and Hospitality</i>, 1st Edition, Routledge, London</p> <p>Dredge, D. and Gyimothy, S. (eds), (2017), <i>Collaborative economy and tourism: Perspectives, politics, policies and prospects</i>, Springer International Publishing</p> <p>Pine, B.J. and Gilmore, J.H., (2011), <i>The Experience Economy</i>, Harvard Business Press</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
<p>(*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)</p>	
<b>Attendance and Engagement Requirements</b>	
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>Attending Classes and submitting assessment</p>	
<b>Equality and Diversity</b>	
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p> <p>Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..</p>	
<p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>	

## Supplemental Information

<b>Divisional Programme Board</b>	Marketing, Innovation, Tourism & Events
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Marketing, Innovation, Tourism & Events
<b>Moderator</b>	Kalyan Bhandari
<b>External Examiner</b>	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). <b>NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.</b> Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc ) and keep the detail for the module handbook. <a href="#">Click or tap here to enter text.</a></p>
Assessment 1 – Group Presentation 40%
Assessment 2 – Report 60%
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Group Presentation	x					40	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Report		x	x			60	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)