

# University of the West of Scotland

## Module Descriptor

Session: 2023-24

Title of Module: Tourism Operations & Management			
Code: TOUR08012	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Jacqui Greener		
Summary of Module			
<p>This module will provide insights into the management and operations of tourism in the contemporary context. It will provide introduction to the growth and development of tourism, and tourism's engagement with associated sectors including transportation, accommodation, events &amp; attractions, adventure &amp; outdoor recreation, entertainment &amp; food services, travel trade sector and other services. The module will also explore the management of tourism operations like HRM, Finance, and Marketing; and provides a critical appraisal of the role of government, DMOs, NGOs and INGOS in the planning and development of tourism. The module will help the students to develop critical understanding of the challenges associated with tourism management on a national and international level.</p> <ul style="list-style-type: none"> <li>• Definition, evolution and growth of tourism</li> <li>• Tourism's association with transportation, accommodation, food services, attractions, events, adventure and outdoor recreation, entertainment, travel trade sector and tourism services</li> <li>• The role of governments, DMOs, NGOs and INGOS in tourism development</li> </ul>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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	Demonstrate an awareness of the nature of tourism and its operating systems
L2	Appraise and critique the role of various stakeholders in the development and management of tourism destination
L3	Demonstrate an understanding of the key challenges in the operation and management of tourism in the domestic and international contexts.

### 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)	<p>SCQF Level 8.</p> <p>Demonstrate a critical understanding of tourism from the perspectives of operations and management and key issues associated with tourism management.</p> <p>Examine the role of government, NGOs and INGOS, destination management organisations and various ways in which destinations engage with them.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8.</p> <p>Investigate a range of practices to identify the effects of tourism on development on a specific destination.</p> <p>Identify the implications of these effects and suggest propositions for the future.</p>
Generic Cognitive skills	<p>SCQF Level 8.</p> <p>Critically evaluate and synthesise ideas, concepts, information and issues, drawing on a range of sources in coming to particular conclusions about the development of tourism.</p> <p>Use problem-solving techniques to assess the ways in which destinations and tourism sectors across the globe might improve their performance.</p>

Communication, ICT and Numeracy Skills	SCQF Level 8. Be able to access, understand and evaluate a range of tourism data sources. Interpret complex primary materials and make effective use of information technology applications to present documents in an appropriate presentation format.	
Autonomy, Accountability and Working with others	SCQF Level 8. Work individually and with others to prepare research information associated with the analysis of management issues in tourism.  Develop awareness of individual and collective responsibility for effective performance within a team.	
<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	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	36
Independent Study	128
Choose an item.	
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Page S.J. (2019) *Tourism Management* (6th Edition). London: Routledge.

Fletcher, J., Fyall, A., Gilbert, D. & Wanhill, S. (2017). *Tourism: Principles and Practice* (6th edition). Pearson: Harlow

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*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)

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#): 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:

**Free Text – to add detail**

### **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](#).

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..

(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>	Marketing Innovation Tourism Events
-----------------------------------	-------------------------------------

<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	MITE
<b>Moderator</b>	Masood Khodadadi
<b>External Examiner</b>	A Miller
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	

**Assessment: (also refer to Assessment Outcomes Grids below)**

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).

**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.**

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. [Click or tap here to enter text.](#)

Assessment 1 Written Report 40%

Assessment 2 Written Report 60%

(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.)

### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Report		x				40%	

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

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

#### Change Control:

What	When	Who
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)**