University of the West of Scotland

Module Descriptor Template

Session: 2024/25

Title of Module: Tourism, Transport and Mobility			
Code: TOUR09031	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business and Creative Industries		
Module Co-ordinator:	Masood Khodadadi		
Summary of Module			

The topic of travel and transport development is very much at the fore of global political debate, intensified by the alarming growth in international travel and the problems and issues associated with this growth. There continues to be concern over noise, nuisance, congestion costs, community severance and landscape loss but this has now expanded to include the accelerated deterioration in environmental quality. Few other economic activities offer such conspicuous social benefits of comfort, accessibility and convenience over longer distances in shorter times as international travel in general, and road transport in particular. However few activities impose such high social and environmental costs as transport and raises questions for the policy makers on how to control these impacts at local, national and international levels while striving to work to the principles of sustainable development. This module will provide an understanding of the complexity and integrative nature of transport and travel policies, whilst also developing a range of employability skills such as team working, data mining and analysis.

- Develop understanding of the relationship between transport and destination development
- Develop understanding of contemporary issues impacting on international tourist transport
- Develop understanding of future opportunities and challenges for international tourist transport

Module Delivery Method		
Face-To-Face	**Blended**	**Fully Online**
☒	☐	☐

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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Campus(es) for Module Delivery

The module will **normally** 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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

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 the relationship between transport and destination development
L2	Critically apply concepts and methods to analyse tourist transport
L3	Critically appraise prospects and challenges for international tourist transport
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:

Knowledge and Understanding (K and U)	SCQF Level **9** Demonstrate a critical understanding of the relationship between transport and destination development Demonstrate a critical understanding of a range issues influencing tourism transport development Demonstrate a critical understanding of the future challenges and opportunities for tourism transport
Practice: Applied Knowledge and Understanding	SCQF Level **9** Applying practical and critical understanding to a range of tourism transport contexts; identifying opportunities for improvement; making justified recommendations.
Generic Cognitive skills	SCQF Level **9** Demonstrate critical analysis and interpretation of tourism transport. Draw on a range of sources to critically evaluate issues impacting on tourism transport.
Communication, ICT and Numeracy Skills	SCQF Level **9** Use standard and more complex applications to present and display data on tourist transport. 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 **9** Working both individually and in groups in order to prepare research information and coursework – thus the individual is accountable to the group for work undertaken.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching

The emphasis of the learning activities at Level 9 is on enquiry based learning. This module requires students to engage with on-line and traditional learning materials in an independent and individual way. This material will be supported by group tutorials with tutors becoming facilitators providing encouragement and support to enable the students to take more responsibility for what and how they learn.

Independent Study consists of various elements which comprises various learning activities including:

Individual preparation for class contact hours - reading and accessing online resources

Preparation for coursework report - research, reading, drafting and completing

Independent study for reflection and contributions to formative assessment

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (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	36
Independent Study	128
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total: 200

**Indicative Resources: (eg. Core text, journals, internet access)

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

Page, S. (2009). *Transport and tourism: Global perspectives*. Pearson education.

Dileep, M. R. (2019). *Tourism, transport and travel management*. Routledge.

Hall, C. M., Le-Klähn, D. T., & Ram, Y. (2017). *Tourism, public transport and sustainable mobility*. Channel View Publications.

(**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 Requirements

In line with the Student Attendance and Engagement Procedure 2023/24: 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.

Please refer to the Student Attendance and Engagement Procedure at the following link: Student Attendance and Engagement Procedure

Equality and Diversity

UWS Equality, Diversity and Human Rights Code

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements.

(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

Divisional Programme Board	Marketing, Innovation, Tourism & Events

Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Kalyan Bhandari
External Examiner	A Miller
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

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: Individual Report 100%
Assessment 2 Click or tap here to enter text.
Assessment 3 Click or tap here to enter text.
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**

Case study	X	X	X	100	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total For All Components				100%	hours

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPREs)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	140921	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