University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Heritage and Cultural Tourism			
Code: TOUR09033	**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:	Kalyan Bhandari		

Summary of Module
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.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☒	☐	☐	☐
See Guidance Note for details.					

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	To critically analyse the role played by heritage and culture in the tourism industry
L2	To evaluate the growth and development of heritage and culture tourism within the natural and built environments
L3	To review the place of culture and heritage in post-modern societies
L4	To discuss and evaluate the relevance of heritage and culture in an international and globalised world
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 an understanding of the role and development of heritage and cultural tourism. Demonstrate a critical understanding of a range of the principles, concepts and debates in the area of heritage and cultural tourism Exhibit knowledge of the international case studies of this niche segment and its links to natural and built environments.
Practice: Applied Knowledge and Understanding	SCQF Level **9** 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.
Generic Cognitive skills	SCQF Level **9** 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.

Communication, ICT and Numeracy Skills	SCQF Level **9** Use a wide range of skills to communicate effectively and appropriately in speech and writing. Present information on mainstream topics in heritage and cultural to a range of audiences. Make effective use of information technology applications to support and enhance work.
Autonomy, Accountability and Working with others	SCQF Level **9** Take initiative and demonstrate autonomy in undertaking activities related to the the subject area of heritage and cultural tourism. 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. Reflect on the relationship with other modules and considering their personal and career development within the niche market. Seek guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

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

*Indicates that module descriptor is not published.

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.
The emphasis of learning activities at Level 9 is on enquiry-based learning. Students will be encouraged to exercise a high level of learner autonomy and at the same time will also be supported by appropriate directed learning on topics that require critical approach, synthesis and evaluation. 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. Students will be able to further develop their understanding via interactive extra material to be made available on the moodle VLE and engagement with guest speakers.

Learning Activities During completion of this module, the learning activities	**Student Learning Hours** (Normally totalling 200

	hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
undertaken to achieve the module learning outcomes are stated below:	
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Choose an item.	
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:

Dallen, T. 2011. *Cultural Heritage and Tourism: an Introduction.* Bristol: Channel View

Cross du H. and McKercher, B. 2020. *Cultural Tourism 3rd Edition.* Abingdon: Routledge

Bhandari, K. 2014. *Tourism and National Identity. Heritage and Nationhood in Scotland.* Bristol: Channel View.

(**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:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure.

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

Divisional Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Marketing, Innovation, Tourism & Events
Moderator	Masood Khodadadi
External Examiner	Amanda Miller
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1

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 - Case Study Presentation

Assessment 2 – Individual Essay

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(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**
Case Study Presentation		X		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**
Individual Essay	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**
Combined Total for All Components						**100%**	**hours**

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: 1 (2024-25)