

University of the West of Scotland

Module Descriptor Template

Session: 2024/5

Proposal

Title of Module: Sustainability in Events & Tourism Management			
Code:	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:	Sandro Carnicelli		
Summary of Module			
<p>This module examines the concepts of sustainability and ethics within the contexts of the events and tourism sectors. It explores the theoretical concepts of sustainability starting with the traditional elements of social, economic, and environmental impacts and critically evaluates a range of management tools and guidelines designed to minimise negative impacts of events and maximise the positive impacts in the experience and visitor economies. The module discusses the concept of sustainable development in the context of tourism and events and examines how they are important for both emerging and established destinations.</p> <p>The module also aims to develop awareness of civic responsibilities and agency in students. It covers the following main topics:</p> <ul style="list-style-type: none"> • the concepts of sustainability, responsibility, and care applied to tourism and events, • sustainable development in the context of experience and visitor economies, • management Tools and Policy Guidelines designed to achieve sustainability, • ethical considerations of each phase of the event and tourism lifecycle, • the concepts of civic engagement and agency in events planning and tourism development 			

Module Delivery Method

Face-To-Face	Blended	Fully Online
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>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.</p> <p>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.</p> <p>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</p>		

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:
<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		Term 2		Term 3	
	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<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 conceptual knowledge regarding sustainability theories and their interaction with tourism, events sectors in the global context.
L2	Critically appraise the range of policy guidelines and management tools designed to achieve sustainability in tourism and events.
L3	Critically discuss paths for civic engagement and agency development in communities related to event planning and tourism development
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)	<p>SCQF Level 9</p> <p>Demonstrate a broad knowledge of the scope, main areas and boundaries of sustainability and ethics in an events and tourism contexts;</p> <p>Demonstrate a critical understanding of the theory and practice relating to managing sustainability and ethics in tourism and events.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9</p> <p>Examine sustainability and ethical issues related to events planning and tourism development;</p> <p>Examine the routes to civic engagement and agency development that can support sustainability agendas in tourism and events</p>	
Generic Cognitive skills	<p>SCQF Level 9</p> <p>Demonstrate critical analysis and interpretation of sustainability and ethics information.</p> <p>Draw on a range of sources to critically evaluate sustainability and ethical issues in tourism and events.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Use a variety of electronic and other sources of information to gather research material on sustainability and ethics in tourism and events.</p> <p>Convey research information, findings and proposed courses of action to an audience in a clear and accessible manner.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Develop autonomy and accountability to prepare research information and coursework aligning close with concepts of civic engagement and agency.</p>	
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, employing small group teaching with lecturers becoming facilitators providing encouragement and support to enable the students to take more responsibility for what and how they learn.

Material and learning will be delivered through lecture, tutorial and access to internet sites including YouTube and Aula. Lectures in particular rely heavily on multimedia presentations to illustrate experiences within class.

Independent study consists of; individual reading preparation for class contact hours, preparation for coursework assignments and independent reading and research for subject area.

Asynchronous activity consists of unsupervised group student led group seminar work meetings and online activities.

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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	18
Independent Study	146
	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:

- Edgell, D.L. (2020). Managing Sustainable Tourism: A legacy for the future, 3rd Edition. London: Routledge.
- Fennell, D.A. and Cooper, C. (2020). Sustainable Tourism Principles, Contexts and Practices. Clevedon: Channel View Publications.
- Holmes, K, Hughes, M, Mair, J and Carlsen, J (2015) Events and Sustainability, Routledge OXON
- Jones, M, (2014) Sustainable Event Management: A Practical Guide, Earthscan Routledge
- Mowforth, M. and Munt, I. (2015) Tourism and Sustainability. London: Routledge

(**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](#)

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

Please click to add specifics.

Equality and Diversity

[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	MITE
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	
Moderator	Jacqui Greener
External Examiner	
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	02/02/2024

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: Class test (written) (20%)

Assessment 2: Reflective Essay (80%)

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
Class test (written) (20%)	x			20	12
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Reflective Essay (80%)		x	x	80	24
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