

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: International Tourism Perspectives

Code: TOUR10010	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Kalyan Bhandari		

Summary of Module

This module is designed to provide an overview of the key perspectives that have significance in international tourism. It begins with an overview of key perspectives and current issues of international significance. It goes on to consider global concerns and their relationship with tourism; globalisation and industry perspectives; responses to demand and supply; measuring tourism responses to global issues; tourism research perspectives. Population growth, poverty, climate change, shifting consumer demands, technological developments; international threats and risks.

Political and Economic Perspectives in tourism have implications for international relations, political events and tourism, tourism and peace, opportunities and barriers. The impact of terrorism; security threats; warring nations; international disagreements are critically examined. The role of tourism in economic growth and the differences between developed nations and the vulnerability of developing economies are considered from various perspectives.

Social and cultural issues in tourism are considered including: health and welfare issues, analysis of current practice, travel for health, consideration of physical, emotional and spiritual well-being of tourists.

International environmental and technological perspectives and initiatives are critically evaluated including the identification of desirable and undesirable activities, resource management, waste, recycling, environmental quality, awards and requirements. Finally, communications trends, etravel and etourism, virtual tourism, innovations and implications for tourism in the future are reviewed.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓					✓	✓

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Critically evaluate how the key international perspectives relate to the study and practice of tourism.
- L2. Critically analyse documented research and literature regarding the relationship of tourism and specified international issues of significance.
- L3. Discuss the implications of global trends on the future of international tourism

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 10. Demonstrate a critical understanding of the key perspectives in international tourism. Understand ideas at the forefront of current thinking on the ways these issues have evolved Acquire knowledge of the reasons for their development and the implications for the future.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Execute a defined individual piece of work on a key perspective in international tourism Investigate the impacts of a range of factors on the international tourism industry through a range of sources Identify the implications of these issues and recommending propositions for the future.
Generic Cognitive skills	SCQF Level 10. Critically evaluate and synthesize ideas, concepts, information and issues, drawing on a range of sources in coming to particular conclusions about key perspectives in international tourism. Use problem-solving techniques to assess the ways that issues impact on the international tourism industry and consider ways in which these can be effectively managed.
Communication, ICT and Numeracy Skills	SCQF Level 10. Use standard and more complex applications to present and display data 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 10. Work with others to prepare research information associated with the analysis of issues in international tourism. Reflect on the relationship with other modules and considering their personal and career development Develop individual and collective responsibility for effective performance within a team	
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	
<p>The emphasis of learning activities at Level 10 is on encouraging a high level of learner autonomy supported by appropriate directed learning resulting in critical analysis, synthesis and evaluation. Formative assessment is included in the delivery of this module. This is primarily developmental in nature and is designed to give feedback to learners on their performance and how it can be improved.</p> <p>For this module: Lecture/Core Content Delivery hours (24) include interactive learning experiences; discussion; debates; critical analysis of case study material - both written and recorded. Tutorial/Synchronous Support Activity hours (12) include weekly activities involving peer discussions; research and review of academic papers; completion of seminar activities. During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	36
Independent Study	128
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cheer, J.M., (2017), Tourism, Resilience and Sustainability: Adapting to Social, Political and Economic Change, Routledge (ebook)</p> <p>Tribe, J., (2020), The Economics of Recreation, Leisure and Tourism, Routledge (ebook)</p> <p>Walker, J.R. and Walker, J.T., (2011), Tourism Concepts and Practices, Prentice Hall</p> <p>On-line Moodle based learning material Journals and articles referred to by tutors</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)

Engagement Requirements

In line with the Academic Engagement 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 the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Marketing, Innovation, Tourism & Events
Assessment Results (Pass/Fail)	No
Subject Panel	Marketing, Innovation, Tourism & Events
Moderator	Masood Khodadadi
External Examiner	A Miller
Accreditation Details	
Version Number	1.06

Assessment: (also refer to Assessment Outcomes Grids below)

Summative assessment - Students will undertake two pieces of assessment:

- 1) An individual academic essay worth 50% of the total module mark.
- 2) An individual case study assignment worth 50% of the total mark.

(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
Essay	✓	✓		50	4

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study		✓	✓	50	4
Combined Total For All Components				100%	8 hours

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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.

<http://www.uws.ac.uk/equality/>

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)