

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Tourism Planning and Policy</b>			
<b>Code:</b> TOUR10017	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Business & Creative Industries		
<b>Module Co-ordinator:</b>	Masood Khodadadi		
<b>Summary of Module</b>			
<p>The growth of global tourism is very much dependent on effective policy and strategic planning. Informed tourism policy and planning is born of creative, strategic and resourceful individuals and agencies.</p> <p>Governments, the private sector, international organisations, academic institutions, and non-for-profit agencies play an important role in developing sustainable tourism policies that transcend the economic benefits and embrace the environmental and cultural interests as well. This module aims to develop; strong research, analytical and technical skills, appreciation of theoretical frameworks, concepts, methods and approaches required for successful tourism planning/policy.</p> <ul style="list-style-type: none"> <li>• Develop critical understanding of the relationship between tourism and government policy</li> <li>• Gain critical understanding of the impact of national and international organisations on tourism planning and policy</li> <li>• Develop critical understanding of contemporary tourism policy issues</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
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
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**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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**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 tourism and government policy in a range of different contexts
L2	Critically appraise the impact of national/international organisations on tourism planning and development
L3	Critically evaluate contemporary tourism policy issues
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

**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)	<b>SCQF Level 10</b> Demonstrate a critical understanding of the role and development of tourism planning and policy.  Demonstrate critical understanding of the contemporary policy issues.
Practice: Applied Knowledge and Understanding	<b>SCQF Level 10</b> Investigate the impacts of a range of factors in developing sustainable tourism policy/planning. Identify the implications of these issues and recommending propositions for the future.
Generic Cognitive skills	<b>SCQF Level 10</b> Critically evaluate and synthesise ideas, concepts, information and issues, drawing on a range of sources in coming to particular conclusions regarding international tourism planning and policy.
Communication, ICT and Numeracy Skills	<b>SCQF Level 10</b> Communicate effectively and appropriately in speech and writing.  Interpret complex primary materials and make effective use of information technology applications to present documents in an appropriate form.

Autonomy, Accountability and Working with others	<b>SCQF Level 10</b> Work with others to prepare research information associated with the analysis of tourism policy/planning.  Work both individually and in groups in practical tutorial based activities	
<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>	Tourism Management Students Only
<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	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:

Edgell, D. L. Swanson, J. R. (2019). *Tourism Policy and Planning*. Routledge: Oxon.

Andriotis, K., Styliadis, D., & Weidenfeld, A. (Eds.). (2018). *Tourism Policy and Planning Implementation: Issues and Challenges*.

Hall, C. M. (2007). *Tourism Planning: Policies, Processes and Relationships*. Pearson: Harlow.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Moodle.

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>	Marketing, Innovation, Tourism & Events
<b>Moderator</b>	Sandro Carnicelli
<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>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
<p>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). <b>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.</b> 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. <a href="#">Click or tap here to enter text.</a></p>
Assessment 1 Case Study
Assessment 2 – Free Text
Assessment 3 – Free Text
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

## Assessment Outcome Grids (See Guidance Note)

Component 1 Case Study							
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
	✓	✓	✓			100	0

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

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)