

## ACADEMIC SERVICES




### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Critical Issues in Tourism and Events Management				
Module Code	UMKCYP-15-M		Level	M	Version 1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	FBL		Field	Marketing	
Department	BBS, Business and Management		Module Type	Standard, Project, or Professional Practice	
Contributes towards	MSc International Tourism Management; MSc Events Management; MSc Events Management (Sports); MSc Events Management (Conferences and Exhibitions); MSc Events Management (Arts and Cultural Events)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	QMAC 2011		Valid from	September 2011	
Revision CAP Approval Date	18 November 2015		Revised with effect from	September 2015	

<b>Review Date</b>	September 2017
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the economic, social and cultural significance of tourism and events, at a variety of scales (global-local, society-the individual). [Components A and B]</li> <li>2. Explain, apply and critique theories, concepts and ideas drawn from various disciplines – notably anthropology, business and management, economics, geography, hospitality, psychology and sociology – that are relevant to understanding the production, consumption and regulation of international tourism and events. [Components A and B]</li> <li>3. Critically analyse a range of emerging issues in the subject areas of tourism and events management, with reference to leading edge research and current practice in the field. [Components A and B]</li> <li>4. Evidence advanced analytical ability in relation to a single issue of interest. [Component B]</li> <li>5. Seek and evaluate data/information from a range of secondary sources (e.g. academic literature, market intelligence). [Component B]</li> </ol>

	<p>6. Sustain an argument, or defend a particular position, in speech as well as writing. [Component A &amp; B]</p> <p>In addition, the educational experience may explore, develop and practise, but not formally assess, the following learning outcomes:</p> <ul style="list-style-type: none"> <li>• Demonstrate intercultural competence, in circumstances that require it.</li> <li>• Creatively utilise ICTs to support independent learning and continuing professional development.</li> </ul> <p>This module aims to expose students to knowledge at/near to the forefront of tourism and events as subject fields, and encourage them to engage with contemporary issues of relevance and substance – including their implications for the provision and management of tourism and events. It assumes no prior study of tourism or events, although the treatment of the subject matter – whilst broad – is suitable for Level M (with an emphasis on ‘troublesome knowledge’, threshold concepts, deep learning and the development and practising of higher order cognitive and intellectual skills).</p>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Tourism and events as global industries, phenomena, spectacles, and fields of study.</li> <li>• Tourism and events as part of a wider Experience Economy Experience Economy.</li> <li>• Visitor/participant motivations and experiences.</li> <li>• Impacts of international tourism and events, in the context of triple-bottom-line-sustainability (TBLS).</li> <li>• Public policy, tourism and events in a range of national contexts?</li> <li>• Intercultural communication for tourism and events managers.</li> <li>• ‘Tourism and Events 2.0’ – the role and implications of new media for producers and consumers.</li> <li>• Future challenges/prospects for tourism and events.</li> </ul>
Contact Hours	<p>Module delivery will be based on an average of 3 hours of scheduled learning and teaching activities per teaching week over 12 weeks. This will consist of a mixture of formal lectures; problem-based project workshops, news/current awareness session, classroom discussions and exercises, and student-led seminars for the exploration and application of core syllabus concepts.</p>
Teaching and Learning Methods	<p>Learning in the module is achieved through contact sessions comprising of keynote lectures interspersed with participatory learning activities on campus and online (made available via Blackboard) and independent study. The classroom sessions are designed to actively support the development of independent learning strategies by the students. Resources such as the University Library, as well as the FBL Study Skills Web Site will also aid learning.</p> <p>Students will be engaged in weekly student-led seminars and breakout discussion sessions, as well as undertaking blog exercises that feed directly into the assessment strategy.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits.</p>

	<b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.																																														
Key Information Sets Information	<table><tr><th colspan="5">Key Information Set - Module data</th><td></td></tr><tr><td colspan="5"></td><td></td></tr><tr><td colspan="4">Number of credits for this module</td><td>15</td></tr><tr><td colspan="5"></td><td></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td><td></td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td><td></td></tr><tr><td colspan="5"></td><td></td></tr></table>						Key Information Set - Module data												Number of credits for this module				15							Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150							
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	The table below indicates as a percentage the total assessment of the module which constitutes a -																																														
	<b>Written Exam:</b> Unseen written exam, open book written exam, In-class test <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam																																														
Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:																																															
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Reading Strategy	Students are not expected to purchase a core text for this module, insomuch as there is no one textbook available on the market that serves as such. Instead, they will be provided with a set of essential readings specific to each issue addressed in the learning and teaching programme (in the form of a Reader), which they are expected to consult throughout the duration of the module.																																														
	<p>Further reading will be required to supplement the above, with the purpose of ensuring that students are familiar with seminal and state-of-the art works of relevance. A list of readings to accompany each contact session will be posted on Blackboard, but students are also expected to use their initiative in selecting literature that is appropriate to their studies. (Much of this will take the form of research articles in journals such as <i>Annals of Tourism Research</i>, <i>Current Issues in Tourism</i>, <i>International Journal of Event &amp; Festival Management</i>, <i>Mobilities</i>, <i>Tourism Management</i> and <i>Tourist Studies</i>.). To this end, they will receive training in the use of the library catalogue, bibliographic databases and other electronic resources, as part of their induction.</p> <p>The following list is provided for validation panels/accrediting bodies as an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as</p>																																														

	indicated above, current advice on what to read will be available via other, more frequently updated mechanisms.
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Andrews, H. and Leopold, T. (2013) <i>Events and the Social Sciences</i>, Abingdon: Routledge.</p> <p>Ateljevic, I., Pritchard, A. and Morgan, N. (eds.) (2007) <i>The Critical Turn in Tourism Studies: Innovative Research Methodologies</i>, Oxford: Elsevier.</p> <p>Benckendorff, P., Moscardo, G. and Pendergast, D. (eds.) (2009) <i>Tourism and Generation Y</i>, Wallingford: CABI Publishing.</p> <p>Bladen, C., Kennell, J., Abson, E. and Wilde, N. (2012) <i>Events Management: An Introduction</i>, Abingdon: Routledge.</p> <p>Bowen, D. and Clarke, J. (2009) <i>Contemporary Tourist Behaviour: Yourself and Others as Tourists</i>, Wallingford: CABI Publishing.</p> <p>Coles, T. and Hall, C. M. (eds.) (2008) <i>International Business and Tourism: Global Issues, Contemporary Interactions</i>, Abingdon, Routledge.</p> <p>Getz, D. (2015) <i>Event Studies: Theory, Research and Policy for Planned Events</i>, Oxford: Butterworth-Heinemann.</p> <p>Hannam, K. and Knox, D. (2013) <i>Understanding Tourism: A Critical Introduction</i>, London: Sage.</p> <p>Morgan, M., Lugosi, P. and Brent Ritchie, J. R. (eds.) (2010) <i>The Tourism and Leisure Experience: Consumer and Managerial Perspectives</i>, Wallingford: CABI Publishing.</p> <p>Page, S. J. and Connell, J. (2014) <i>Leisure: An Introduction</i>, Harlow: Pearson.</p> <p>Urry, J. (2007) <i>Mobilities</i>, Cambridge: Polity.</p>

Part 3: Assessment	
Assessment Strategy	<p>Students will be invited to produce a portfolio of (written) work using blogs, wikis and other collaborative technologies, in response to a series of directed learning activities. This will be formatively assessed. The summative assessment for this module takes the form of a literature review, focussing on an issue that features in the learning and teaching programme (or another of the student's choosing, so long as the Module Leader agrees to it), which has attracted significant coverage in books, book chapters and journal articles. Students are also required to participate in an end-of-module viva, which will appraise what they have learnt from engaging in both formative and summative assessment.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Viva (20 minutes)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Literature Review (2500 words)	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Viva (20 minutes)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Literature Review (2500 words)	100%
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	