



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Tourism Destination Management				
Module Code	UMKD76-15-2	Level	2	Version	1
Owning Faculty	FBL	Field	Marketing		
Contributes towards	BA (Hons) Tourism Management, BA (Hons) Business Studies with Tourism				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	N/A		Co- requisites	N/A	
Excluded Combinations	N/A		Module Entry requirements	Stand alone	
Valid From	September 2012		Valid to		

<b>CAP Approval Date</b>	
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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 relevant demand and supply side considerations (reasons and motivations for travel, tourism resources and services, etc). (Component B)</li> <li>2. Identify the factors that influence tourism development in a variety of destinations and destination regions (e.g. seaside resorts, world cities, historic towns, national parks). (Components A &amp; B)</li> <li>3. Evaluate the economic, and other, costs-benefits of tourism development from the perspective of different stakeholders. (Components A &amp; B)</li> <li>4. Understand the need for destination management (market failure, urban and rural regeneration, sustainable development, etc). (Component A)</li> <li>5. Demonstrate knowledge of the inter/national tourism policy context, and tourism planning and management at the destination level. (Component B)</li> <li>6. Identify and appraise techniques for managing visitors to destinations and their impacts. (Component A)</li> <li>7. Apply marketing concepts and theories in a tourism destination context. (Components A &amp; B)</li> </ol>

	8. Apply and critique relevant models and analytical schemes. (Component B)
Syllabus Outline	<ul style="list-style-type: none"> <li>• Elements of tourism destinations (viz. available packages, accessibility, attractions, amenities, activities and ancillary services).</li> <li>• Theoretical approaches (tourist area life cycle, carrying capacity, tourist typologies, etc).</li> <li>• Coastal tourism.</li> <li>• Urban tourism.</li> <li>• Rural and wilderness tourism.</li> <li>• Other tourism environments (small island states, mountain areas, etc).</li> <li>• Economic, political, social, cultural, and built and natural environmental consequences of tourism.</li> <li>• Stakeholders and their interests (the state, the tourism industry, voluntary sector organisations, the host community, the media, tourists, etc).</li> <li>• Tourism policy and planning (approaches, case studies, relationship to wider agendas of social justice and environmental sustainability, etc).</li> <li>• Determinants of destination image (personal and stimulus factors). Re-imagining destinations.</li> <li>• Destination marketing (segmentation, promotional mix, etc).</li> <li>• Measuring and comparing tourism activity in and between destinations (e.g. STEAM model, benchmarking, etc).</li> </ul>
Contact Hours/Scheduled Hours	<p>Module delivery will be based on 1.5 scheduled hours of contact per week, over 12 weeks. This will be supplemented by EITHER a residential field trip OR a series of day trips, involving a further 18 hours of fieldwork and external visits.</p> <p>QAA guidance is available here  <a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</a></p>
Teaching and Learning Methods	<p>The teaching and learning strategy associated with this module is based around a series of lectorials and field-based learning activities.</p> <p>The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value, and will be spent on a variety of different tasks and activities:</p> <ul style="list-style-type: none"> <li>• <b>Scheduled learning</b> includes lectorials (18 hours) and fieldwork and external visits (18 hours).</li> <li>• <b>Independent learning</b> includes hours engaged with essential reading, directed learning, assignment preparation and completion, etc (approx. 115 hours).</li> </ul>
Reading Strategy	<p>There is no set text for this module. Further reading, in the form of book chapters, journal articles and practitioner reports, will be made available via Blackboard.</p> <p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through</p>

	websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.
Indicative Reading List	<p>Agarwal, S. and Shaw, G. (eds) (2007) <i>Managing Coastal Tourism Resorts: A Global Perspective</i>. Clevedon: Channel View Publications.</p> <p>Baud-Bovy, M. and Lawson, F. (1998) <i>Tourism and Recreation: Handbook of Planning and Design</i>. Oxford: Architectural Press.</p> <p>Butler, R. (2006) <i>The Tourism Area Life Cycle, Vol. 1: Applications and Modifications</i>. Clevedon: Channel View Publications.</p> <p>Davidson, R. and Maitland, R. (1997) <i>Tourism Destinations</i>. London: Hodder and Stoughton.</p> <p>Hall, C. M. (2007) <i>Tourism Planning: Policies, Processes and Relationships</i>, 2nd edn. Harlow: Prentice Hall.</p> <p>Sharpley, R. (2003) <i>Tourism and Leisure in the Countryside</i>. Huntingdon: Elm Publications.</p> <p>Wall, G. and Mathieson, A. (2006) <i>Tourism: Changes, Impacts and Opportunities</i>. Harlow: Pearson.</p> <p>Wang, Y. and Pizam, A. (2011) <i>Destination Marketing and Management: Theories and Applications</i>. Wallingford: CABI Publishing.</p>

Part 3: Assessment		
Assessment Strategy	<p>The assessment for this module is split between a reflective statement based on the experiential learning opportunities arranged for students (which might take the form of a field diary), and a group report written in response to a brief supplied by Destination Bristol or another DMO in the South West of England.</p> <p>Alternative assessment will be set for students unable to participate in off-site activities equivalent in load to the reflective statement/field diary. All students resitting Component A will undertake a viva that assesses the same learning outcomes.</p> <p>Opportunities for formative feedback are built into module delivery.</p>	
Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	30%	70%

First Sit	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Reflective statement	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Group report (1,500-2,000 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. Oral assessment (viva)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Group report (1,500-2,000 words)	100%
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	