



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

<b>Part 1: Basic Data</b>					
Module Title	Contemporary Issues in Tourism and Events				
Module Code	UMKD77-30-3	Level	3	Version	3
Owning Faculty	FBL	Field	Marketing		
Contributes towards	BA (Hons) Tourism Management, BA (Hons) Business and Events Management				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	none		Module Entry requirements		
Valid From	September 2013 (revised September 2014)		Valid to		

<b>CAP Approval Date</b>	9 January 2014
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<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand key concepts in, and aspects of, tourism and/or events studies, and apply them in a practical context. (Components A, B1 &amp; B2)</li> <li>2. Critically analyse a broad range of contemporary issues in tourism and/or events, with reference to leading edge research and current practice. (Components A &amp; B2)</li> <li>3. Understand the knowledge, skills and values required for management careers in the tourism and/or events industry, and proactively manage career plans. (Component B1)</li> <li>4. Anticipate and manage change, as individuals and for tourism and/or events businesses and organisations. (Component B1)</li> <li>5. Exercise critical judgement, creative thinking, an ability to reflect on and learn from practice, and evaluative and analytical skills. (Components A, B1 &amp; B2)</li> <li>6. Communicate effectively to different audiences, in speech as well as writing. (Components A, B1 &amp; B2)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Conceptual developments in the tourism and events fields (e.g. critical 'turn').</li> <li>• Personal identities/mobilities (reflexivity).</li> <li>• Contemporary issues in tourism and events, for example: <ul style="list-style-type: none"> <li>○ 'New' spaces, places and experiences (e.g. urban beaches and virtual worlds);</li> <li>○ Social media and tourism/events management;</li> <li>○ Health and safety, and risk and fear;</li> <li>○ Inequalities in access and barriers to participation (e.g. poverty,</li> </ul> </li> </ul>

	<p>disability), including programmes and interventions to address these;</p> <ul style="list-style-type: none"> <li>○ Intercultural communication for tourism and events managers;</li> <li>○ 'Parasitic effects' (crime, prostitution, etc);</li> <li>○ Creativity and the creative industries; and</li> <li>○ The 'greening' of tourism and events.</li> </ul> <ul style="list-style-type: none"> <li>● Selected niche and special interest markets (e.g. food and wine, sports, slow movements, serious leisure).</li> <li>● Futurology, tourism and events (techniques, predictions, trends, etc).</li> <li>● 'The Tourism and Events Professional' – preparing for related careers.</li> <li>● Managing complexity and change, for individuals and organisations.</li> <li>● Initiating, scoping, setting up, running and evaluating a problem-based project.</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<p>Module delivery will be based on an average of 3 hours of scheduled learning and teaching activities per teaching week over 24 weeks. This will consist of a mixture of formal lectures; seminars for the exploration and application of core syllabus concepts; problem-based project workshops and personal development sessions.</p>
<p>Teaching and Learning Methods</p>	<p>Learning in the module is achieved through a combination of class-based activity, group-based activity and independent study. The taught sessions are designed to actively support the development of independent learning strategies by the students and will place an emphasis on learning as a 'life-long' journey.</p> <p>The sessions combine formal tutor input such as lectures/lectorials with a wide range of participatory activities, including case studies, exercises in problem solving, student-led discussions of existing research, and article reviews. There will be a strong emphasis on linking learning from taught sessions and directed reading to the workplace/real world, including implications for leadership and management.</p> <p>The problem-based learning project is completed in groups and provides an opportunity for students to apply their learning from modules across the programme and to develop resilient and sustainable approaches to dealing with uncertainty and complex working environments.</p> <p>For the Tourism students this culminates in a presentation, which provides them with an experience of presenting their projects, and develops and evidences personal resilience, team-working and organisational citizenship.</p> <p>For the Business and Events students the culmination of the project is the staging and evaluation of a live event, which will provide practical experience of creating, developing, delivering, closing down and reflecting on an event.</p> <p>Students will be directed towards the University Library's mySkills resources for the development of skills appropriate to the level and style of the module. They will be directed on how the resources on this site should be used to develop the skills that will underpin their studies, in the module handbook and/or via Blackboard.</p> <p>Extensive use will be made of Blackboard to support students' learning, to facilitate interactions between students and as a repository for students' own work, thereby promoting a sense of a learning community.</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement of HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a:

**Coursework:** Written assignment and portfolio

**Practical Exam:** Oral presentation

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	70%
Practical exam assessment percentage	30%
	100%

#### Reading Strategy

Due to the contemporary nature of the subject matter, there is no set textbook for this module. Instead, students will be provided with a Reader containing readings specific to each issue addressed in the learning and teaching programme.

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 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

Andrews, H. and Leopold, T. (2013) *Events and the Social Sciences*, Abingdon: Routledge.

Bowen, D. and Clarke, J. (2009) *Contemporary Tourist Behaviour: Yourself and Others as Tourists*. Wallingford: CABI Publishing.

Cole, S. and Morgan, N. (eds.) (2010) *Tourism and Inequality: Problems and Prospects*. Wallingford: CAB International.

Coles, T. and Hall, C. M. (eds.) (2008) *International Business and Tourism: Global Issues, Contemporary Interactions*. Abingdon, Routledge.

Getz, D. (2012) *Event Studies: Theory, Research and Policy for Planned Events* (2nd edn), Oxford: Butterworth-Heinemann.

Hall, C. M. and Sharples, L. (2008) *Food and Wine Festivals and Events Around the World*. Oxford: Butterworth-Heinemann.

Hannam, K. and Knox, D. (2010) *Understanding Tourism: A Critical Introduction*. London: Sage.

Jandt, F. E. (2010) *An Introduction to Intercultural Communication: Identities in a Global Community*, 6th edn. London: Sage.

Moeran, B. and Strandgaard Pedersen, J. (2012) *Negotiating Values in the Creative Industries: Fairs, Festivals and Competitive Events*. Cambridge: Cambridge University Press.

Mowforth, M. and Munt, M. (2009) *Tourism and Sustainability: Development, Globalisation and New Tourism in the Third World*, 3rd edn. Abingdon: Routledge.

Novelli, M. (ed.) (2005) *Niche Tourism: Contemporary Issues, Trends and Cases*. Oxford: Elsevier.

Quinn, B. (2013) *Key Concepts in Event Management*. London: Sage.

Urry, J. and Larsen, J. (2011) *The Tourist Gaze 3.0*. London: Sage.

### Part 3: Assessment

#### Assessment Strategy

The assessment is designed to provide an opportunity to reflect critically on tourism or events concepts and its implications for business practice.

Component A is an end-of-module presentation around an integrative project.

Component B comprises two elements:

- (1) a learning journal, compiled in relation to a series of directed learning activities, including an evaluation of the presentation (for Tourism students) and the experience of staging a live event (for Business and Events Management students);
- (2) a 2,500 word essay submitted during the course of the module, on a contemporary or pervasive issue in tourism and/or events.

Summative assessment is as described above. Formative feedback is built into the module design and provides opportunities for peer and tutor feedback with regard to developing thinking and approaches to assessment and working with the assessment criteria.

The assessment criteria for components A and B elements are reviewed annually to ensure that they reflect the assessment strategy and learning outcomes.

Opportunities for formative feedback are built into the module design.

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>
	<b>30%</b>	<b>70%</b>

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Presentation - 30 minutes	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Learning Portfolio (1500 words)	30%
2. Individual essay (2,500 words)	70%

<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. Reflection under controlled conditions – exam 1 hour	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Individual Essay ( 3,000 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.