

MODULE DESCRIPTOR

| | | | | |
|-------------------------------------|---------------------------------|----------------|---------------|-------------|
| TITLE | Tourism Consultancy Study Visit | | | |
| SI MODULE CODE | 44-7923-00S | | | |
| CREDITS | 15 | | | |
| LEVEL | 7 | | | |
| JACS CODE | N830 | | | |
| SUBJECT GROUP | Tourism | | | |
| DEPARTMENT | SBS – Service Sector Management | | | |
| MODULE LEADER | Gill Pomfret | | | |
| NOTIONAL STUDY HOURS BY TYPE | Tutor-led | Tutor-directed | Self-directed | Total Hours |
| | 36 hrs on site | | | |

MODULE AIM(S)

The aim of this module is to provide students with an opportunity to apply theoretical elements of their course to key issues and challenges facing tourist organisations and destinations through study-visit based learning and simulated consultancy study, in order to develop their professional skills.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

- Develop consultancy, project management and problem solving skills in tourism;
- work with a 'real-life' tourism organisation to experience key issues and challenges facing tourism in practice within tourist destinations;
- develop research and fieldwork skills through tourism consultancy based work at the study visit destination;
- enhance the key employability skills of team working, professional communication and presentation.

INDICATIVE CONTENT

This module provides an opportunity for students to engage in consultancy based learning, in which they develop skills and practice in responding to a business client's consultancy brief, in carrying out research and market analysis and presenting findings in a professional report format. The businesses in question are located at the destination that forms the basis of the study visit. The study visit therefore allows students an opportunity to familiarise themselves with the destination and its market characteristics.

Some of the teaching for this module will take place onsite at the University before the study visit element, to prepare students for work in the field. These onsite sessions will include the following themes:

- application of the consultancy process to tourism businesses and organisations;
- fieldwork research methods and skills;
- project management and design;
- destination market analysis.

Some of the teaching will take place at the study visit destination. Students will participate in a residential study visit of five days in duration. The destination focus is Edinburgh, Scotland and tourism businesses in that city will be the consultancy clients. The study visit element will include:

- visits to key visitor attractions and other tourism organisations in the study visit region;
- involvement of employers from tourism businesses through guest lectures, formal and informal meetings in situ.

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

The learning strategy includes a mixture of activities based both in the University and at the destination, Edinburgh. Weekly three hour sessions will include lectures to deliver key information, seminars and workshops, in which students can apply and develop ideas, and the use of case materials. The timetabled hours will be used in a flexible format. Learning will also occur through independent study, in which students will be expected to spend time investigating their business based objectives, and through time devoted to the assessment tasks.

There is a Blackboard site for this module, which will be used for information postings and which can be used as well as a medium of communication.

In summary, the ways students will be supported in their learning to achieve the above outcomes include:

- teaching sessions before the study visit to ensure that students are fully prepared to work with tourism organisations at the tourist destination;
- feedback sessions during the study visit to discuss key issues concerning tourist destinations and organisations;
- directed reading to strengthen students understanding of the module themes and to support students learning on the study visit.

ASSESSMENT STRATEGY AND METHODS

| Task No. | <u>TASK DESCRIPTION</u> | SI Code | Task Weighting % | Word Count / Duration | In-module retrieval available |
|----------|---|---------|------------------|-----------------------|-------------------------------|
| 1 | Presentation | PR | 40% | 20 minutes | N |
| 2 | Report | CW | 60% | 3,500 words | N |

ASSESSMENT CRITERIA

Assessment Task 1 (Presentation)

Group assessment criteria (50% towards overall mark for Task 1)

- Content
- Structure
- Presentation skills and style
- Responses to questions
- Timekeeping

Individual assessment criteria (50% towards overall mark for Task 1)

- Content
- Presentation skills and style
- Responses to questions

Assessment task 2 (Report)

Group assessment criteria (80% towards overall mark for Task 2) and guidance

- Content
- Research
- Presentation
- Structure

Individual assessment criteria (20% towards overall mark for Task 2)

- Content
- Research

FEEDBACK

Students will receive feedback on their performance in the following ways

- both formative and summative written feedback in relation to the two assessment tasks;
- regular feedback sessions during the onsite teaching sessions and during the study visit to assist students with both assessment tasks;
- verbal feedback immediately after each presentation (Task 1), and the following week in class, to assist students with the report (Task 2).

LEARNING RESOURCES (INCLUDING READING LISTS)

Consultancy Texts

Block, P. (2000) *Flawless Consulting*. New Jersey USA: Wiley

Czerniawuska, P. (2002) *Value-Based Consultancy*. Palgrave

Dembitz, A. and Essinger, J. (2000) *Breakthrough Consulting*. Edinburgh: Prentice Hall

Kemp, S. (2005) *Ultimate Guide to Project Management for Small Business*. Irvine, CA USA: Entrepreneur Press

Hipkiss, A. (2006) *Consulting*. Hodder: London Education (only 2 copies)

Lancaster, G. (2005) *Research Methods in Management: A Concise Introduction to research in management and business consultancy*. Butterworth-Heinemann. (electronically available)

Markham, C. (2003) *Practical Management Consultancy*, 4th ed. Croner

Markham, C. (2004) *The Top Consultant: Developing your Skills for Greater Effectiveness*. 4th edition. Kogan Page Ltd. (electronically available)

Nelson, B., Economy, P. and Albon, P. (2009) *Consulting for Dummies*. Chichester: Wiley (only 1 copy)

Wickham, P. and Wickham, L. (2008) *Management Consulting: Delivering an Effective Project*. Harlow: Financial Times Prentice Hall (electronically available)

Presentation is Everything (2010). DVD. London Video Arts. 658.452 PR (Level 4) (reference only)

Tourism Research Texts

Brotherton, B. (2008) *Researching Hospitality and Tourism: A Student Guide*. London: Sage

Finn, M., Elliott-White, M. and Walton, M. (2000) *Tourism & Leisure Research Methods: Data collection, analysis and interpretation*. Harlow: Pearson Education

Jennings, G. (2001) *Tourism Research*. Wiley

Ritchie, B.W., Burns, P. and Palmer, C. (2004) *Tourism Research Methods: Integrating Theory with Practice*. CABI

Veal, A.J. (2011) *Research Methods for Leisure and Tourism: A Practical Guide*. Harlow: Financial Times Prentice Hall (4th edition)

Tourism in Scotland

Visit Scotland: Tourist statistics for Scottish tourism

http://www.visitscotland.org/research_and_statistics.aspx

Edinburgh Tourism Action Group (2012)

<http://www.etag.org.uk/assets/edinburgh%202020%20the%20edinburgh%20tourism%20strategy%20pdf.pdf>

VisitBritain.org: Tourism statistics and market trends for the UK

<http://www.visitbritain.org/insightsandstatistics/trendsandforecasts/index.aspx>

Tourism in Scotland - Journal Articles

Brewster, M., Connell, J. and Page, S. J. (2009) The Scottish Highland Games: evolution, development and role as a community event. *Current Issues in Tourism*. Vol. 12 (3), p.271-293.

Connell, J. and Meyer, D. (2009) Balamory revisited: an evaluation of the screen tourism destination-tourist nexus. *Tourism Management*. Vol. 30, p. 194-207.

Macleod, D. (2009) Scottish theme towns: have new identities enhanced development? *Journal of Tourism and Cultural Change*. Vol. 7 (2), p. 133-145.

Page, S. J., Steele, W. and Connell, J. (2006) Analysing the promotion of adventure tourism: a case study of Scotland. *Journal of Sport and Tourism*. Vol. 11 (1), p. 51-76.

Maxwell, G. A. and MacLean, S. (2008) Talent Management in hospitality and tourism in Scotland: operational implications and strategic actions. *International Journal of Contemporary Hospitality Management*. Vol. 20 (7), p. 820-830.

Spracklen, K. (2011) Dreaming of drams: authenticity in Scottish whisky tourism as an expression of unresolved Habermasian rationalities. *Leisure Studies*. 30 (1), p.99-116.

Yeoman, I. and Lederer, P. (2005) Scottish tourism: scenarios and vision. *Journal of Vacation Marketing*. 11 (1), p. 71-87.

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

| | |
|--|-----------------------|
| NEW MODULE | N |
| EXISTING MODULE - NO CHANGE | Y |
| Title Change | N |
| Level Change | N |
| Credit Change | N |
| Assessment Pattern Change | N |
| Change to Delivery Pattern | N |
| Date the changes (or new module) will be implemented | September 2012 |

MODULE DELIVERY PATTERN - Give details of the module delivery pattern. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

| | Module Begins | Module Ends |
|------------------------|----------------------|--------------------|
| Course Intake 1 | January 2013 | May 2013 |
| Course Intake 2 | September 2013 | December 2013 |
| Course Intake 3 | DD/MM/YYYY | DD/MM/YYYY |

| | |
|---|---|
| Is timetabled contact time required for this module? | Y |
|---|---|

| | |
|---|---|
| Are any staff teaching on this module non-SHU employees? | N |
| If yes, please give details of the employer institution(s) below | |
| | |
| What proportion of the module is taught by these non-SHU staff, expressed as a percentage? | |

MODULE ASSESSMENT INFORMATION

| | |
|---|-------|
| Does the Module (using Model A Assessment Pattern) Require Either* | |
| Overall Percentage Mark of 40% | Y |
| Overall Pass / Fail Grade | Y / N |

***NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks**

FINAL TASK

| | |
|---|---------------|
| According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy) | Task No. 2 |
|---|---------------|

MODULE REFERRAL STRATEGY

| | |
|---|--------|
| Task for Task (as shown for initial assessment strategy) | Y |
| Single Referral Package for All Referred Students | Y / N* |

***if YES complete table below**

SINGLE REFERRAL PACKAGE DETAILS

| Task No. | <u>TASK DESCRIPTION</u> | SI Code | Task Weighting % | Word Count / Duration |
|----------|--------------------------------|---------|------------------|-----------------------|
| 1 | Report | | 40% | 1500 words |
| 2 | Report | | 60% | 2000 words |

FINAL TASK

| | |
|---|-----------------|
| According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy) | Task No. |
| | 2 |

MODULE REFERRAL STRATEGY

| | |
|---|---|
| Task for Task (as shown for initial assessment strategy) | Y |
| Single Referral Package for All Referred Students | N |

REVISIONS

| Date | Reason |
|-------------|--------------------|
| July 2012 | Minor Modification |
| | |