

## MODULE DESCRIPTOR

<b>TITLE</b>	Tourism and Development
<b>SI MODULE CODE</b>	44-5092-00S
<b>CREDITS</b>	10
<b>LEVEL</b>	5
<b>JACS CODE</b>	N830
<b>SUBJECT GROUP</b>	Tourism
<b>DEPARTMENT</b>	Service Sector Management
<b>MODULE LEADER</b>	Ray Nolan

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
18		82	100

### **MODULE AIM**

- provide core knowledge of theory and principles relevant to a tourism and development context;
- develop specific knowledge and skills in the areas of tourism and development and their particular interrelation;
- develop problem-solving capabilities through the application of vocationally relevant skills to a range of issues related to tourism and development.

### **MODULE LEARNING OUTCOMES**

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

1. Demonstrate an understanding of the concepts of tourism, development, and tourism as a development tool as it relates to academic and applied study;
2. Demonstrate an understanding of relevant theory and best practice of vocational and applied skills pertinent to tourism development;
3. Analyse, prioritise and critically evaluate information, concepts and processes related to a tourism and development context;
4. Develop a persuasive argument that displays independence of thought and challenges existing assumptions from a variety of informed perspectives about the application and relationship between tourism and development;

### **INDICATIVE CONTENT**

Tourism has increasingly been chosen as a development tool, both in developed and lesser developed destinations around the world. This module examines the interrelationships between tourism and general development. Building upon the module 'Tourism & Society' it draws upon general development theories and theories of tourism development. Students will gain insights into both macro- and micro-scale development impacts arising from tourism and develop the capacity to manage-apply vocationally relevant skills to a range of issues related to tourism and development.

The development of vocationally relevant skills is inherent throughout the module delivery and particularly in seminar and assessment activities. By presenting students with challenging scenario's

based on real life issues and opportunities such as via case studies these activities specifically require students to be proactive in developing and utilising core employability skills. These will include; use of technology, communication, teamwork and use of sector specific 'tools and models' in applying problem solving skills. In addition assessment activities require students to demonstrate attributes of self-management as well as planning and organising skills.

Most seminars and lectures will refer to key academic and industry specific literature to provide a contemporary theoretical underpinning of research within this field. This is exemplified by the reading list which has been established to support key themes and topics relative to the lecture-seminar delivery schedule. Integral to developing skills and knowledge in this field, beyond the recommended reading, will be the encouragement of students to develop a portfolio of information linked to contemporary issues within the tourism and development context. In this way students will be challenged to apply relevant theoretical to solve practical problems presented as seminar activities and to fulfil the requirements for the assessment. Examples of key work in the current research context could include:

*Constructing Tourism Research - A Critical Inquiry by Carina Ren, Annette Pritchard & Nigel Morgan; Annals of Tourism Research, Vol. 37, No. 4, pp. 885–904, 2010*

*Beyond Growth: Reaching Tourism-Led Development- David Matarrita-Cascante, Annals of Tourism Research, Vol. 37, No. 4, pp. 1141–1163, 2010*

By its very nature the topic of tourism and development is set within an international context; politically, economically, socio-culturally and environmentally. Students will be encouraged to develop a critically analytical approach to examine the complex interrelationships between each of these dimensions and the implications of such at different levels of operation. This will include the use of assessment tools and models relevant a wide range of international contexts.

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

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

This module is taught through a mixture of lectures, interactive seminars, practical exercises, in-class discussions, case studies and guest lectures. The tutors will make the seminars as interactive as possible to encourage students to become actively involved not only in the module but also in this field via extra curricula study of relevant organisations, case studies and scholarly publications in the field. In terms of each individuals learning and with regard to the assessment tutors will also make detailed advice and guidance available to help students achieve the best result possible for this module. In this way students will be directed to a range of appropriate learning materials, including; journal articles, books, individual chapters, websites, etc. A detailed list of directed readings is provided within the module documents and relative to the proposed schedule for lectures and seminars.

You will have a 1-hour lecture every second week from week 10 and a 2-hour seminar every second week from week 11. Please note however the schedule may change due to; guest lecture availability-delivery, activities within other modules such World Travel Market and field study visits, Work Based Learning presentations etc. Any changes will be notified at the earliest opportunity via Blackboard announcements, please check regularly every week for such notices.

The academic team responsible will ensure the Blackboard site is a key resource for your learning, understanding of the module and communication with the teaching team. In addition to lecture and seminar materials, students will be referred to relevant publications, websites, articles, etc either externally or posted on Blackboard regularly to support you in widening your learning and understanding. The Blackboard site will be the key repository for all the documents related to this module. Please ensure that you check Blackboard and your email regularly each week for key updates and announcements about the module.

Students on this module will receive feedback from summative and formative assessment that will occur throughout the module. Along with specific seminar activities; direction, advice and guidance will be given throughout the module delivery to provide individual and group support for all learning activities and assessments. To enable students to learn from completed activities and assessment

work feedback will include elements of 'feed forward'; that is advice and guidance to detail how students may make adjustments to improve various aspects of their future work in this and other modules.

### **ASSESSMENT TASK INFORMATION**

This module is assessed through coursework (100%). The Assessment Task for you to complete is an Individual Written Assignment worth 100%. A brief description of the Assessment Task is given on the pages below however further details and guidance will be given throughout the module delivery and available via Blackboard.

<b>Task No.*</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Individual written assignment	CW	100%	2,500	Y

### **ASSESSMENT STRATEGY AND METHODS**

#### **TASK BRIEF 1 – COURSEWORK**

<b>Module Title:</b>	Tourism & Development
<b>Assessment Title:</b>	Task 1 Portfolio based report
<b>Individual/Group:</b>	Individual
<b>Weighting:</b>	100%
<b>Submission Date:</b>	Week

### **INSTRUCTIONS TO STUDENTS FOR SUBMISSION OF THIS COURSEWORK**

#### **TASK DETAILS:**

Assessment Task 1 is an individual piece of work worth 100% of the overall module assessment mark. With reference to relevant theory and drawing upon lecture-seminar material and activities you are required to write a 'Portfolio based appraisal report'. This must demonstrate a clear application of tools appropriate to the field of tourism and development to a chosen case study/studies.

Please note, in line with SHU regulations, there exists a penalty for exceeding maximum word length. This is a deduction of 10% of the available marks for work which exceeds the word limit by more than 20%.

#### **PARTICULAR INSTRUCTIONS TO STUDENTS:**

Students should note this is **NOT** merely a **descriptive** task. You are required to use relevant and appropriate examples to **demonstrate wide knowledge and a critical understanding** of the topic. This will be achieved through each student researching and developing a portfolio of relevant evidence. The portfolio will facilitate the use of appropriate tools to construct a report that appraises issues, opportunities and impacts relative to tourism as a development tool. In this way you are required to substantiate your report using a 'good quality' (e.g. up-to date, relevant and appropriate sources, etc) and **extensive** reference list. Further information on assessment; criteria, submission, etc will be covered in more detail via specific seminar activities along with detailed advice, guidance and examples.

#### **SUBMISSION REQUIREMENTS**

Submission requirements are twofold; i) reports must be submitted electronically as MS Word documents via Blackboard, ii) completed evidence portfolio's must be submitted via SHiP. The final deadline and the process will be confirmed and discussed in the seminars and guidance given accordingly.

## STUDY SKILLS SUPPORT

In addition to dedicated seminars for assessment support, study skills advice and guidance will be provided throughout the duration of the module delivery. This will include coaching on submitting assignments electronically and relevant to accessing feedback / feed forward comments via Blackboard. Beyond this where appropriate and relevant students are encouraged to utilise the support services offered by Student & Learning Services such as 'Study Skills Practice, International Student Support, Disabled Student Support, Careers Advice, etc'. Details of this can be found via the 'Help & Support' section on Blackboard.

## FEEDBACK

Students will receive feedback on their performance in the following ways

Students on this module will receive feedback from summative and formative assessment that will occur throughout the module. Along with specific seminar activities; direction, advice and guidance will be given throughout the module delivery to provide individual and group support for all learning activities and assessments. To enable students to learn from completed activities and assessment work feedback will include elements of 'feed forward'; that is advice and guidance to detail how students may make adjustments to improve various aspects of their future work in this and other modules. It is intended students will both submit and receive Feedback & Feed forward electronically via Blackboard.

## LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

### **Recommended Reading List - relative to module / topic delivery**

<b>Theme - Tourism and Development: A Contentious Relationship?</b>
Key text aligned with this module include:
<ul style="list-style-type: none"><li>Telfer, D. J., and Sharpley, R. (2008). <i>Tourism and Development in the Developing World</i>. Oxon, Routledge.</li><li>Scheyvens, R. (2002). <i>Tourism for Development: Empowering Communities</i>. Harlow, Prentice Hall.</li><li>Douglas, G.P and R. Butler. (2002) <i>Contemporary Issues in Tourism Development</i>. London: Routledge.</li><li>Mowforth, M., and Munt, I. (2003). <i>Tourism and Sustainability: Development and New Tourism in the Third World</i>. London: Routledge</li><li>Sharpley, R., and Telfer, D. J. (eds) (2002). <i>Tourism and Development: Concepts and Issues</i>. Clevedon, Channel View Publications.</li></ul>
Lecture / Seminar Topic - Development Paradigms
<ul style="list-style-type: none"><li>Cloke, P., Crang, P., and Goodwin, M. (2005). <i>Introducing Human Geographies</i>. Hodder Arnold.</li><li>Holden, A. (2005). <i>Tourism and the Social Sciences</i>. London, Routledge.</li></ul>
Lecture / Seminar Topic - Development Paradigms in the Context of Tourism
<ul style="list-style-type: none"><li>Holden, A. (2005). <i>Tourism and the Social Sciences</i>. London, Routledge.</li><li>Schilcher, D. (2008). Growth versus equity: the continuum of pro-poor tourism and neoliberal governance. <i>Current Issues in Tourism</i>. <b>10</b> (2-3). 166-193.</li><li>Telfer, D. J. (2009). Development studies and tourism. In: Jamal, T., and Robinson, M. (Eds.). <i>The Sage Handbook of Tourism Studies</i>. London, Sage. 146-165.</li></ul>
Lecture / Seminar Topic - Community
<ul style="list-style-type: none"><li>Lapeyre, R. (2010). Community-based tourism as a sustainable solution to maximise impacts locally? The Tsiseb Conservancy case, Namibia. <i>Development Southern Africa</i>. <b>27</b> (5). 757-772.</li><li>Okazaki, E. (2008). A community-based tourism model: its conception and use. <i>Journal of Sustainable Tourism</i>. <b>16</b> (5). 511-529.</li><li>Sebele, L. S. (2010). Community-based tourism ventures, benefits and challenges: Khama Rhino Sanctuary Trust, Central District, Botswana. <i>Tourism Management</i>. <b>31</b> (1). 136-146.</li><li>Simpson, M. C. (2008). Community benefit tourism initiatives - a conceptual oxymoron? <i>Tourism</i></li></ul>

*Management*. **29** (1). 1-18.

- Sofield, T.H.B. (2003). *Empowerment for Sustainable Tourism Development*. Amsterdam: Elsevier.

### **Theme - Impacts of Tourism: the Search for Solutions**

#### **Lecture / Seminar Topic - Environmental**

- Eagles, P., and S. McCool. (2002). *Tourism in National Parks and Protected Areas: Planning and Management*. Wallingford, CABI Publishing.
- Gössling, S., and Peeters, P. (2007). 'It does not harm the environment!' An analysis of industry discourses on tourism, air travel and the environment. *Journal of Sustainable Tourism* **15** (4). 402-417.
- Hannan, K., and Knox, D. (2010). *Understanding Tourism: a Critical Introduction*. London, Sage.
- Holden, A. (2003). In need of new environmental ethics for tourism? *Annals of Tourism Research* **30** (1), 94-108.

#### **Lecture / Seminar Topic - Sociocultural**

- Mbaiwa, J. E. (2005). Enclave tourism and its socio-economic impacts in the Okavango Delta, Botswana. *Tourism Management*. **26** (2). 157-172.
- Mbaiwa, J. E. (2011). Changes on traditional livelihood activities and lifestyles caused by tourism development in the Okavango Delta, Botswana. *Tourism Management*. **32** (5). 1050-1060.
- Okech, R. N. (2010). Socio-cultural impacts of tourism on world heritage sites: communities' perspectives of Lamu (Kenya) and Zanzibar Islands. *Asia Pacific Journal of Tourism Research*. **15** (3). 339-351.
- Thrane, C. (2008). Earnings differentiation in the tourism industry: gender, human capital and socio-demographic effects. *Tourism Management*. **29** (3). 514-524.

#### **Lecture / Seminar Topic - Political**

- Bramwell, B. (2011). Governance, the state and sustainable tourism: a political economy approach. *Journal of Sustainable Tourism*. **19** (4-5). 459-477.
- Bramwell, B. and B. Lane (2000) *Tourism Collaboration and Partnerships: Politics, Practice and Sustainability*. Clevedon: Channel View.
- Scheyvens, R. (2011). The challenge of sustainable tourism development in the Maldives: understanding the social and political dimensions of sustainability. *Asia Pacific Viewpoint*. **52** (2). 148-164.

#### **Lecture / Seminar Topic - Economic**

- Lacher, R. G., and Nepal, S. K. (2010). From leakages to linkages: local level strategies for capturing tourism revenue in Northern Thailand. *Tourism Geographies*. **12** (1). 77-99.
- Sandbrook, C. G. (2010). Putting leakage in its place: the significance of retained tourism revenue in the local context of rural Uganda. *Journal of International Development*. **22** (1). 124-136.

#### **Pro-Poor Tourism**

- You will find an abundance of resources on PPT here: <http://www.propoortourism.org.uk/>
- Mitchell, J. and Ashley, C. (2010). *Tourism and Poverty Reduction: Pathways to Prosperity*. London, Earthscan.
- Schilcher, D. (2008). Growth versus equity: the continuum of pro-poor tourism and neoliberal governance. *Current Issues in Tourism*. **10** (2-3). 166-193.

### **Theme - Stakeholders and Actors: Promoting Development through Tourism**

#### **Lecture / Seminar Topic - Government**

- Slocum, S. L., and Backman, K. F. (2011). Understanding government capacity in tourism development as a poverty alleviation tool: a case study of Tanzanian policy-makers. *Tourism Planning and Development*. **8** (3). 281-296.
- Yasarata, M., Altinay, L., Burns, P., and Okumus, F. (2010). Politics and sustainable tourism development: can they co-exist? Voices from Northern Cyprus. *Tourism Management*. **31** (3).

345-356.

Lecture / Seminar Topic - Industry

- Fennell, D.A. (2006). *Tourism Ethics*. Clevedon, Channel View Publications.
- Kalisch, A. (2002). *Corporate Futures: Social Responsibility in the Tourism Industry*. London, Tourism Concern.
- Miller, G. (2001). Corporate responsibility in the UK tourism industry. *Tourism Management*. **22** (6), 589-598.
- Novelli, M., and Hellwig, A. (2011). The UN Millenium Development Goals, touism and development: the tour operators' perspective. *Current Issues in Tourism*. **14** (3). 205-220.

Lecture / Seminar Topic - NGOs

- Jamal, T., and Stronza, A. (2009). Collaboration theory and tourism practice in protected areas: stakeholders, structuring and sustainability. *Journal of Sustainable Tourism*. **17** (2). 169-189.
- Kennedy, K., and Dornan, D. (2009). An overview: tourism non-governmental organisations and poverty reduction in developing countries. *Asia Pacific Journal of Tourism Research*. **14** (2). 183-200.

## SECTION 2 MODULE INFORMATION FOR STAFF ONLY

### MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

#### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
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	<b>Sept 2013</b>

**MODULE DELIVERY PATTERN** - Give details of the start and end dates for each module. 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	01/10/2013	24/12/2013
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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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?	
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#### MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

\*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

#### SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

#### FINAL TASK

According to the Assessment Information 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 Information Grid in Section 1 of the Descriptor)	Task No. 1
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#### NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	