



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Hospitality and Tourism Management

Module Handbook

Semester 1 2023

BMTP5023

Sustainable Global Tourism

LEVEL 5

Module Lead:

Kathryn Roberts

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Sustainable Global Tourism Autumn Term 2023

Welcome to this generic overview handbook for the above module. This is a level 5, 20 credit module taught to Level 5 students in the School of Hospitality and Tourism Management.

It should be read in conjunction with supplementary information and materials available on Moodle together with information and instructions delivered by the module tutor.

To get the best out of this module it is vital that you engage with the themes explored as well as with both the lectures and content available in Moodle, including activities which are designed to enrich the learning experience as well as to encourage self-directed study together with collaboration and interaction with your peer group.

AIM(S)

- To develop a critical appreciation of the development of global tourism and its role in society whilst appreciating geographical, cultural, sociological, environmental and political aspects of the industry from a practical, applied and theoretical stance
- To gain a detailed appreciation of cultural diversity and sustainability appreciating appropriate policy and strategy frameworks

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate the structural and functional development of the global travel and tourism industry and its role within modern contemporary society appraising factors that impact upon culture and sustainability.
- Demonstrate a cultural sensitivity towards the main cultural groups and a critical understanding of sustainability and concepts of good practice within the industry.

INDICATIVE CONTENT

- Definitions of Sustainability: Harmony principles of sustainability, pillars of sustainability, people, planet and profit, tourism and events impacts, legacies, demand and supply issues, sustainable development, environmental regulations, market mechanisms and self-regulatory codes, greening businesses, sustainable events, sustainable transport, sustainable hospitality.
- Sustainability Policies: Future Generations Act, UN Sustainability Goals, UNWTO, Green Dragon Initiative / Greening your Business, new sustainable approaches for operational procedures, practices, and marketing.
- Sustainable Tourism: Destinations, Travel, Greenways, Gower Explorer case studies. Swiss railways, Air Travel, Carbon Neutral, Cruise Ships, London Transport Policies.
- Sustainable Events: London 2012, ICC Wales, Principality Stadium, Marriott Hotels, Ironman, organisational commitment to sustainability; MIA, impact review analysis.
- Sustainable Leisure development- Case Studies of good sustainable practice, Banff National Park, Wales Coast Path, National Trust, and Bluestone National Park
- Global Tourism, Events and Leisure issues: topical concerns, climate change, operational challenges, globalisation, discrimination, ethics, environmentalism, ghetto tourism, poverty, undermining and debasement of traditional cultures and national identities.
- Global Cultures – Cultural theory investigating different cultures in terms of race, religion, language, stereotyping, cultural perspectives that offers a distinct identity for tourism, events and leisure which may include Wales, European nations, Chinese Mandarin, Arabic states, Japan, Malaysia, and USA.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Group Presentation	10 minutes each	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMTP5023	
Module Title	Sustainable Global Toursim	
Classification	Reading List entry	Electronic*
Essential	Inkson, C. and Minnaert, L. (2018) Tourism management : an introduction. 2nd ed. London: SAGE.	☒
Essential	Cooper, C. (2021) Essentials of tourism. Third edition. London: SAGE.	☐
Essential	Haski-Leventhal, D. (2018) Strategic corporate social responsibility : tools & theories for responsible management. London: SAGE.	☐
Essential	Sloan, P., Legrand, W. and Chen, J.S. (2017) Sustainability in the hospitality industry : principles of sustainable operations. 3 rd edn. London: Butterworth-Heinemann.	☐
Further	Management Association. (2018). Sustainable Tourism. IGI Global.	☒
Further	Wickham, Donnelly, T., & French, L. (2021). Strategic Sustainability Management in the Event Sector. Event Management, 25(3), 279–296.	☒
Further	Jauhari, V (2021) 'Managing Sustainability in the Hospitality and Tourism Industry: Paradigms and Directions for the Future' 9 th edn.Oakville: Apple Academic Press. Inc	☐
Further	Costa, & Costa, C. (2022). Sustainability and competitiveness in the hospitality industry (Costa & C. Costa, Eds.). Business Science Reference.	☐
Further	Korstanje, George, B., & Nedelea, A. (2020). Strategies for promoting sustainable hospitality and tourism services. IGI Global.	☒
Further	Edgell. (2020). Managing sustainable tourism : a legacy for the future (Third edition). Routledge.	☒
Further	Sustainable tourism : breakthroughs in research and practice. (2019). IGI Global.	☒
Further	Batabyal. (2018). Managing Sustainable Tourism Resources. IGI Global.	☒
Further	New governance and management in touristic destinations. (2022). IGI Global.	☒
Further	Moran, R., T., (2014) Managing Cultural Differences. 9 th edn. Elsevier:Oxford	
Websites	Green Globe	☒
Websites	World Trade Organization - Home page - Global trade (wto.org)	☒
Websites	TOURISM 4 SDGs UNWTO	☒
Websites	EIC Centre for Sustainability and Social Impact (eventscouncil.org)	☒

Teaching plan – Autumn 2023

Week	Time	Lecture content – main themes to be covered	Supporting material	Assessment hand out date	Assessment submission date
1 w/c 2 nd October	9:00am-1pm	Introduction Week ○ Welcome back ○ Learning outcomes of this module. ○ What is Sustainable Tourism? ○ Key concepts and definitions ○ Overview of assignments 1 and 2	Group introductions and socialisation. Direct students to Moodle copy of module handbook and a copy of each assignment pro forma. Activity What does it mean to be sustainable? Small group research and discussion: feedback to main group.	Assignment 1 (Essay) Assignment 2 (Group Presentation)	11.55pm 17th November 11.55 pm 14th January (to be uploaded and presented on the 15th)
2 w/c 9 th October	9:00am-1pm	Sustainable Tourism: ○ Definitions, ○ History ○ Principles of sustainability ○ Triple bottom line and pillars of sustainability	Power Point Video Individual Activity Create a 'mind map' which will be submitted as part of your first assessment. This gives you the opportunity to decide on your hotel and topics for discussion within your assignment.		
3 w/c 16 th October	9:00am-1pm	Greenwashing & CSR	PowerPoint Video Activity		
4 w/c 23 rd October	9:00am-1pm	The Circular Economy	PowerPoint Video Activity		
5 w/c 30 th October	9:00am-1pm	Destination Management: Butler & Doxey	PowerPoint Video Activity		

6 w/c 6 th November	9:00am- 1pm	Rural Tourism / Urban Tourism / Coastal Tourism	PowerPoint Video Activity		
7 w/c 13 th November	9:00am- 1pm	The Future of Sustainable Tourism and Hospitality	PowerPoint Video Activity		11.55pm 17th November
8 w/c 20 th November	9:00am- 1pm	Sustainable Transport for Tourism and Hospitality	PowerPoint Video Activity		
9 w/c 27 th November	9:00am- 1pm	Culture and Sustainability	PowerPoint Video Activity		
10 w/c 4 th December	9:00am- 1pm	Ethics and Sustainable Tourism	PowerPoint Video Activity		
11 w/c 11 th December	9:00am- 1pm	Management of Sustainable Tourism	PowerPoint Video Activity		
12 w/c 8 th January	9:00am- 1pm	Global Travel and Tourism Developments			
Assessment week	9:00am- 1pm	Group Presentations Monday the 15 th January			11.55 pm 14th January (to be uploaded and presented the 15th

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Dip/HND/BA International Travel and Tourism Tourism Management Leisure Resort Management		
Module:	Global Sustainable Tourism		
Module code:	BMTP5023	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Kathryn Roberts	Internal Verifier:	Charlotte Joyner
Assignment Title:	Assignment 1 Sustainable Tourism Essay	Word count (or equivalent):	(2,000) words
Submission deadline:	17th November 23.59	Return date of provisional marks & written feedback:	15th December
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- To develop a critical appreciation of the development of global tourism and its role in society whilst appreciating geographical, cultural, sociological, environmental and political aspects of the industry from a practical, applied and theoretical stance
- To gain a detailed appreciation of cultural diversity and sustainability appreciating appropriate policy and strategy frameworks

TASK DESCRIPTION

ASSIGNMENT QUESTION:

Task Specifics.

The tourism and events industry has historically had a dramatic environmental impact on the environment, through energy and water consumption and use of consumable goods. With sustainability now being the issue on everyone's mind, discuss and analyse a Corporate Social Responsibility (CSR) Policy from one of these areas:

Events

Tourism destination

Cruise Ships

CSR is widely regarded as the key to a successful business in the 21st century. Critically evaluate business concerns, such as increased government pressures and competitors' actions that have motivated hoteliers to embrace sustainability and make it an integral part of the corporate agenda. Discuss CSR and link to circular economy, whilst reviewing the Triple Bottom Line and the pillars of sustainability.

You must present your essay with a front page, this to include:

- Your name and student number
- The module title and module code
- Your lecturer's name

You should structure your work with an opening **introduction** (around 10% of your word count), where you will explain what the essay will be looking at, whilst also defining key terms appropriate for your essay. This will be followed by your **main body** (80% of your word count), where you will critically analyse one hotel's CSR policy and why this is a key focus. This section will contain several paragraphs and should flow nicely from one section to the next (the golden thread). **Conclude** your essay with a closing paragraph (10% of your word count). The conclusion contains no new material. Summarise your findings, highlighting the benefits of Sustainability within the hotel industry.

Microsoft Word settings:

Please use:

- Arial Font 12
- 1.5 line spacing
- Justify Text

You must include in-text citations, along with a Reference List that conforms to UWTSD's Harvard Referencing Guide (copy available on Moodle).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and credible industry based websites. Your research for this assessment should not be confined to the sources listed in the module reading list. Ensure that all literature sources identified are referenced correctly (use the Harvard system of referencing).*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Make reference to relevant tourism and sustainability theories/models. You do not need to explain these in depth but introduce them briefly before analysing and applying them to your discussion.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You should deploy your chosen techniques, models and/or theories and wider reading to illustrate the points you make. Where possible you should show awareness of the practical limitations of the theories models on your selected tourism business.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You should write an essay in a recognised format. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 11 point or Times New Roman 12 point and be 1.5 or double spaced. Harvard Referencing should be applied throughout*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *A well presented and researched professional essay that is centred on the key sustainable concepts, that also demonstrates a professional understanding of the wider industry issues.*

1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagemen t with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and

		contradictory.		Mostly valid arguments and logical judgements.		question', suggesting some grasp of the broader field and wider concepts.	wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.
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LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Dip/HND/BA International Travel and Tourism Tourism Management Leisure Resort Management		
Module:	Global Sustainable Tourism		
Module code:	BMTP5016	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Kathryn Roberts	Internal Verifier:	Charlotte Joyner
Assignment Title:	Assignment 2 Group Presentation	Word count (or equivalent):	10 minutes each
Submission deadline:	Submit 14th January 23:59 and presented 15th	Return date of provisional marks & written feedback:	12th February
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

- To develop a critical appreciation of the development of global tourism and its role in society whilst appreciating geographical, cultural, sociological, environmental and political aspects of the industry from a practical, applied and theoretical stance
- To gain a detailed appreciation of cultural diversity and sustainability appreciating appropriate policy and strategy frameworks

TASK DESCRIPTION

Group Presentation (10 minutes each)

In groups of no more than four, critically evaluate this statement with a large event as a case study:

Mair (2019) and Getz (2017) argue, we should no longer merely be trying to run “sustainable events”; rather, we should focus on how events can contribute to the sustainable economic, social and environmental development of the places which host them.

Your work should be presented using PowerPoint/Canva/Prezi and will be presented during the normal teaching session.

Please submit the presentation to Turnitin individually for marking. It must be submitted on the 14th 11.55pm.

Judith Mair & Andrew Smith (2021) Events and sustainability: why making events more sustainable is not enough, Journal of Sustainable Tourism, 29:11-12, 1739-1755, DOI: [10.1080/09669582.2021.1942480](https://doi.org/10.1080/09669582.2021.1942480)

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

STUDENT FEEDBACK FORM: Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
	20	
2. Knowledge and Understanding Skills		
	20	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	25	
5. Transferable Skills for Life and Professional Practice		
	15	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.

Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Fragmentary knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	Limited but adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	Exceptionally detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of

analyses and interpretations.)	opinion, made without use of any credible evidence.	Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent,	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems

	problem-solving skills outside the context in which they were first studied.	of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured,	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team,	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team,

personal responsibility and decision-making.)	Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.
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