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| **Module code and title:** | MGBBT1TENTourism Environment and Industry | **Module leader:** | Nikki Than |
| **Assignment No. and type:** | Essay 2,000 words | **Assessment weighting:** | 50% |
| **Submission time and date:** | On or before:**2pm Monday 17th April 2023** | **Target feedback time and date:**  | 3 weeks from the date of final submission  |

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| **Assignment task** |
| This assignment involves preparing an individual written essay on your understanding of the key concepts and models relevant to the tourism industry. |
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| **This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:** |
| LO 1 | Understand and apply theoretical concepts and models relevant to the tourism industry and its academic study.  |
| LO 2 | Identify and explain the key components involved in the study of the contemporary tourism industry. |
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| **Task requirements** |
| **OVERVIEW**This assignment will encourage students to gain an understanding of the tourism principles and development of tourism industry. **DESCRIPTION OF THE TASK – WHAT YOU ARE BEING ASKED TO DO?**The submission of a **written essay** that discusses the tourism environment of a sustainable destination country of your choice, using a wide variety of research materials (2,000 words).**Essay (2,000 words) – 50%**You are required to produce an essay on “**Understanding the tourism environment and its stakeholders at the tourism destination country of your choice**” through the use of a variety of research materials. The essay must include:1. **Introduction:** You should give the reader an overview about what the essay is all about.
2. **Paragraph 1:** Define the concept of sustainable tourism and its **principles for sustainable tourism** development in your destination country.
3. **Paragraph 2**: Identify and discuss the role of **stakeholders involved in the decision making** of sustainable tourism development.
4. **Paragraph 3:** Analyse the **macro environmental factors contributing to the sustainable development of your tourism destination** (positively or negatively).
5. **Paragraph 4:** Analyse the competitive **micro-environment and tourists’ motivating factors influencing the demand of your tourism product.**
6. **Conclusion :**You should provide summary and recommendations of your findings.

**Make sure you choose the tourism destination country of your choice for your essay.****You must reference all information used in the essay, using the Harvard Referencing Guide.** **See attached grid for grade descriptors.** |
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| **Referencing and research requirements** |
| Please reference your work according to the Canterbury Harvard style guidance which you can access on Moodle.  |
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| **How your work will be assessed** |
| Your work will be assessed on the extent to which it demonstrates your achievement of the stated learning outcomes for this assignment (see above) and against other key criteria, as defined in the University’s institutional grading descriptors. If it is appropriate to the format of your assignment and your subject area, a proportion of your marks will also depend upon your use of academic referencing conventions.This assignment will be marked according to the grading descriptors for Level 4 |
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| Submission details |
| This assignment should be submitted electronically via Moodle (module tutors will discuss this process with you during class time). * Please ensure that your work has been saved in an appropriate file format (Microsoft Word, Excel or PowerPoint, or PDF are the most widely used; Google Docs is also accepted). Your file must also contain at least 20 words of text, consist of fewer than 400 pages and be less than 40MB in size.
* You can submit your work as many times as you like before the submission date. If you do submit your work more than once, your earlier submission will be replaced by the most recent version.
* Once you have submitted your work, you will receive a digital receipt as proof of submission, which will be sent to your forwarded e-mail address (provided you have set this up). Please keep this receipt for future reference, along with the original electronic copy of your assignment
* You are reminded of the University’s regulations on academic misconduct, which can be viewed on the University website: Academic Misconduct Policy. In submitting your assignment, you are acknowledging that you have read and understood these regulations.
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| **Submission date and time** |
| This assignment should be submitted to Moodle **before 2pm on Week 5, Monday 17th April 2023.** You should submit all work for summative assessments by the above deadline. The five percent penalty per day will be applied to the work submitted up to seven working days after the deadline, after which a mark of 0 will be recorded. The five percent penalty will be five percent of eligible mark. For more information please refer to: Student Handbook on Moodle. Feedback and marks for this assignment will be available in three weeks from the deadline. |

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| **Assignment Guide and layout** |

**Introduction (200 words)**

* Give the overview of what you will be discussing in the essay and introduce the contents. Mention which destination country you have selected for your essay.

**Paragraph 1 (400 words)**

**Define the concept of sustainable tourism and its principles for sustainable tourism development in your destination country.**

* + First, define the concept of sustainable tourism (UNWTO definition – see WEEK 1 Lecture and Tutorial slides for reference)
	+ What are the rationales behind the sustainable tourism? Please list them.
	+ Why is it important for the decision makers to follow the sustainable approach?
	+ Provide examples of destinations where those principles were successfully applied and what benefits does it bring to the economy, society and environment?

**Paragraph 2 (400 words)**

**Identify and discuss the role of stakeholders involved in the decision making of sustainable tourism development.**

* First, identify which stakeholders play major role in decision making in order of importance and interest. **Discuss at least 3 main stakeholders in this section and explain their reasons for their importance. For example:**
	+ - Public sector (e.g Government tourism policy and funding initiatives – see Week 1 lecture slides and read the case studies)
		- Private sector (e.g businesses and smart technology to drive innovation?)
		- Voluntary sector (NGOs organisations in conservations and community projects)
		- Tourists (being responsible tourists, changing motivations, lifestyles and preferences – see Week 3 lecture slides)
		- Host community ( community involvement at early stage a good idea? – see Week 3 lecture slides)

**Paragraph 3 (400 words)**

**What are the Macro factors (SCEPTICAL) influencing the development of sustainable tourism? Please identify at least 3 factors and explain each of their benefits and costs for the tourism destination country. For example:**

* + Technological innovation trends (e.g digitalization- Smart tourism, e-tourism)
	+ Environmental trends (e.g Climate Change and Sustainability in tourism)
	+ Social and Cultural trends (e.g millennials market, personalization, cultural and authentic experience.
	+ Economic trends (e.g Boom and Recession period impacts)

**Paragraph 4 (400 words)**

**What are the Micro factors (tourists motivating factors) influencing the demand for tourism in your destination country? Identify at least 3 factors and explain their reasons for the influence. For example:**

* + Internal factors of motivation (Intrinsic factor) Maslow’s hierarchy of needs – intangible rewards (fun, assurance and emotional needs such as self realization, social needs that can be materialized)
	+ Intrinsic factor - Tourists’ perceptions about the destinations (observing, listening and reading about the subject). Also beliefs and values determine the choice.
	+ Intrinsic factor - Personality and travel destination choices – allocentric vs psychocentric.
	+ External factors of motivations (Extrinsic) – Money, Social class, Income and location, family and age.

**Conclusion (200 words)**

* Summarise your findings and provide recommendations for the future.

**Reference Page.** Minimum of 15 Sources, including Journals, Books and use a variety of academically accepted sources.

 “DO NOT USE WIKIPEDIA”

Make sure you have in-text citations in the body of your Essay, which can be found in your full references list.

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| Provision at Level 4 is designed to prepare students for higher education. At the end of Level 4, students will be expected to demonstrate the acquisition of appropriate level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 5. In accordance with the national Qualifications and Credit Framework (QCF), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.**A pass mark (40% or above) demonstrates achievement of all learning outcomes associated with the module assessment** |
|  | **Assessment category** |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills**  | **Reading and referencing** | **Presentation, style and structure**Work that significantly exceeds the specified word limit may be penalized |
| **Pass Mark** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Insightful and accurate interpretation and evaluation of information and ideas, based on an excellent application of the most appropriate skills, methods and procedures. Work shows full awareness of the nature of the area of study and different perspectives or approaches within it | Insightful and effective use of a carefully selected range of relevant reading. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout.  |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Excellent interpretation and evaluation of information and ideas, employing highly appropriate skills, methods and procedures. Work shows strong awareness of the nature of the area of study and different perspectives or approaches within it | Consistent and balanced engagement with a refined selection of many types of relevant reading. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout.  |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4. | Effective interpretation and evaluation of information and ideas, showing effective use of appropriate skills, methods and procedures. Work shows well established awareness of the nature of the area of study and different perspectives or approaches within it. | Consistent engagement with a wide range of relevant reading. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and clearly expressed throughout.  |
| **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it.  | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.  | Competent presentation of work in terms of structure and clarity of expression.  |

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| **Level 3** | **Introductory knowledge**  | **Cognitive and intellectual skills**  | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark** | **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4, but lacking depth and breadth. | Adequate interpretation and evaluation of information and ideas, largely using appropriate skills, methods and procedures. Work shows awareness of the nature of the area of study and an emerging awareness of different perspectives or approaches within it. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies.  | Work is structured in a largely coherent manner and is for the most part clearly expressed.  |
| **40% – 49%** | Simple factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow or misguided selection of material, with elements missing or inaccurate. | A limited interpretation and evaluation of information and ideas, showing emerging awareness of the nature of the area of study and different perspectives or approaches within it, although not always logical or coherent and with inaccuracies.  | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% – 39%** | Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Weak and at times flawed interpretation and evaluation of information and ideas, resulting in largely descriptive work that shows lack of awareness of the nature of the area of study and different perspectives or approaches within it. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.  |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. Little awareness of the nature of the area of study and no appreciation of different perspectives or approaches within it. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing.  | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views, showing complete lack of awareness of the nature of the area of study and different perspectives or approaches within it. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing.  | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |