

1. Assessment

100% of the marks for this module are allocated on the basis of a written assignment. Some of the activities organised in class involve you working in groups to develop skills and knowledge that feed into the assignment. In addition, you are encouraged to visit the site that the assignment is based on and you are free to do this in groups. You may also find it helpful to discuss the themes involved in the assignment in groups. However, **the final written assignment is an individual piece of work and you must write it individually. You must take care to avoid plagiarising from other members of the class.**

(4000 words (+/- 10%)) (All learning outcomes covered) – 100% of module mark

Canvas & JIRA deadline date: Tuesday 8th May 2018 at 16:00

The task:

In this assignment, you are required to:

Part 1

- A. **Examine** the benefits of producing tourism strategic plans and give an example of a destination that has benefited from it. (academic and other sources must be used)
- B. **Evaluate** at least one planning approach (i.e Economic, Spatial/Physical, Collaborative, Community based Approach, Co-operative approach etc.) for tourism development and illustrate your evaluation with an example of where this planning approach has been implemented. Discuss the pros and cons of this approach.

Part 2

- A. **Assess** how the reuse of historic buildings contributes to strategic tourism development. **Give one example** of a historic building in London that is used for tourism, leisure, and events functions and how it benefits its local area socially and economically.

The work should make use of an appropriate number of references from academic sources such as books, journals and reliable internet websites. Harvard referencing is to be used throughout the document to reference all sources used.

You can use maps, images, diagrams, tables and other figures to help communicate what you want to say. Label all figures. **The report must be 4,000 words (+/- 10%).**

Assessment Regulations

Where module assessment comprises two or more contributory elements, a pass will be awarded when a student achieves an overall grade of **40%** or above for the module, providing the student has **submitted all elements of assessment**. A summary of the Universities Regulations can be found at:

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-6288/AQH-F0+Student+guide+to+the+regulations.pdf>

Deadlines

All coursework must be handed in by the stated deadline. Any work which is handed in after the deadline with no extenuating circumstances will, in accordance with university regulations, be awarded zero. If for any reason you are unable to complete the coursework on time please contact the module tutor in advance. It is important to obtain and submit written evidence of any illness. See the following document for a statement on the University of Sunderland Extenuating Circumstances Policy:

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2995/AQH-F6-%0913+Procedures+for+Extenuating+Circumstances.pdf>

IMPORTANT

You should take note of the emphasis placed in the student regulations upon submitting work.

Failure to submit work can mean that you are not able to pass this module, that you are not eligible for compensation (where good performance in a module can compensate for poor performance in another module) at the end of the year, and that you are not able to trail one failed module into the next year. This will result in you having to convert to part-time study to catch-up with a module that you have not passed.

Grading

You will be marked in accordance to the University of Sunderland **assessment criteria** (page 9-10).

The assessment criteria covers; Relevance, Knowledge, Analysis, Argument and Structure, Critical Evaluation, Presentation, Reference to Literature.

Presentation

You must use Times New Roman point 12 and double line space your essays. Never underestimate the difference good presentation makes and always proof read your essay.

Assessment Criteria

		Categories						
	Grade	Relevance	Knowledge	Analysis	Argument and Structure	Critical Evaluation	Presentation	Reference to Literature
Pass	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate a particularly compelling evaluation, originality, and elegance of argument, interpretation or discourse.						
	76-85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse.						
	70 – 75%	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied. At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling evaluation and elegance of argument, interpretation or discourse.						
	60 – 69%	Directly relevant to the requirements of the assessment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, clear and orderly	Generally coherent and logically structured, using an appropriate mode of argument and/or theoretical mode(s)	May contain some distinctive or independent thinking; may begin to formulate an independent position in relation to theory and/or practice.	Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of source material. Uses a range of sources
	50 – 59%	Some attempt to address the requirements of the assessment: may drift away from this in less focused passages	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Some analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose	Some attempt to construct a coherent argument, but may suffer loss of focus and consistency, with issues at stake stated only vaguely, or theoretical mode(s) couched in simplistic terms	Sound work which expresses a coherent position only in broad terms and in uncritical conformity to one or more standard views of the topic	Competently written, with only minor lapses from standard grammar, with acceptable format	Uses a variety of literature which includes some recent texts and/or appropriate literature, though not necessarily including a substantive amount beyond library texts. Competent use of source material.

	40 – 49%	Some correlation with the requirements of the assessment but there is a significant degree of irrelevance	Basic understanding of the subject but addressing a limited range of material	Largely descriptive or narrative, with little evidence of analysis	A basic argument is evident, but mainly supported by assertion and there may be a lack of clarity and coherence	Some evidence of a view starting to be formed but mainly derivative.	A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader	Some up-to-date and/or appropriate literature used. Goes beyond the material tutor has provided. Limited use of sources to support a point. Weak use of source material.
	35 – 39%	Relevance to the requirements of the assessment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Heavy dependence on description, and/or on paraphrase, is common	Little evidence of coherent argument: lacks development and may be repetitive or thin	Almost wholly derivative: the writer's contribution rarely goes beyond simplifying paraphrase	Numerous deficiencies in expression and presentation; the writer may achieve clarity (if at all) only by using a simplistic or repetitious style	Barely adequate use of literature. Over reliance on material provided by the tutor.
	The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.							
Fail	30 – 34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators.						
	15-29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators.						
	0-14%	The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.						

Reading

There are a number of textbooks that will provide valuable background, and you should search through journals that are available. I have indicated where **Ebooks** are available.

General textbook sources on the planning and development of tourism and leisure

Broadhurst, R. 2001 *Managing environments for leisure and recreation*, London: Routledge

Collier, T. 1995. *Business Planning in the Leisure Industry*. London: Pitman.

Dredge, D. and Jenkins, J. 2007 *Tourism Planning and Policy*. Milton: John Wiley.

Dredge, D. and Jenkins, J. (2011) *Stories of Practice: Tourism Policy and Planning*. Surrey England Ashgate.

Dredge, D., & Jamal, T. (2015). Progress in tourism planning and policy: A post-structural perspective on knowledge production. *Tourism Management*, 51, 285-297

Edgell, D.L. 2013. *Tourism policy and planning: yesterday, today and tomorrow*, 2nd ed. London: Routledge.

Godfrey, K. and Clarke, J. 2000. *The tourism development handbook: a practical approach to planning and marketing*. Andover: South Western Learning.

Gunn, C.A. and Var, T. 2002. *Tourism planning: basics, concepts, cases*, 4th ed. London: Routledge.

Hall, M.C. 2007. *Tourism planning: policies, processes and relationships*, 2nd ed. Harlow: Prentice Hall.

Hasse, J and Milne, S (2005) Participatory Approaches and geographical Information Systems (PAGIS) in tourism planning, *Tourism Geographies* 7 (3), 272-289

Medlik, S. 1995. *Managing Tourism*. Oxford: Butterworth Heinemann

Moutinho, L. 2011. *Strategic Management in Tourism*, 2nd ed. Wallingford: CABI Publishing.

Specific sources on Business Improvement Districts

Darchen, S. 2013. The Regeneration Process of Entertainment Zones and the Business Improvement Area Model: A Comparison Between Toronto and Vancouver. *Planning Practice & Research*, Vol. 28 Issue 4, p420-439

Morçöl, G. and Wolf, J. F. 2010. Understanding Business Improvement Districts: A New Governance Framework. *Public Administration Review*, Vol. 70 Issue 6, p906-913.

UK Government. 2014. *Business Improvement Districts: Guidance [online]*. Available at: <https://www.gov.uk/business-improvement-districts>. Accessed on 12/12/2014.

Greater London Authority. 2015. *Business improvement districts [online]*. Available at: <https://www.london.gov.uk/priorities/business-economy/vision-and-strategy/focus-areas/business-improvement-districts>. Accessed on 09/11/2014.

Specific sources on the reuse of historic buildings

Elsorady, D. A. 2014. Assessment of the compatibility of new uses for heritage buildings: The example of Alexandria National Museum, Alexandria, Egypt. *Journal of Cultural Heritage*. Vol. 15 Issue 5, p511-521.

English Heritage. 2015. *English Heritage website [online]*. Available at: <http://www.english-heritage.org.uk>. Accessed on 17/11/2012.

Hein et al (2008) Construction challenges of adaptive Reuse of Historical Buildings in Europe. *International Journal of Construction Education and Research*. 4:115-131

Macdonald, S. and Cheong, C. (2014) *The Role of Public-Private Partnerships and the Third Sector in Conserving Heritage Buildings, Sites, and Historic Urban Areas*. Los Angeles, The Getty Conservation Institute.

Peter A. Bullen, (2007), "Adaptive reuse and sustainability of commercial buildings", *Facilities*, Vol. 25 Iss 1/2 pp. 20 - 31

The Victorian Society. 2015. *The Victorian Society website [online]*. Available at: <http://www.victoriansociety.org.uk>. Accessed on 04/02/13.

Yung, E.H.K. and Chan, E. H.W. 2012. Implementation challenges to the adaptive reuse of heritage buildings: Towards the goals of sustainable, low carbon cities *Habitat International*. 36(3):352-361.

Journals

Journal of Heritage Tourism (via SwetSwise)

Annals of Tourism Research(via Sciencedirect)

Current Issues in Tourism (via SwetSwise)

Journal of Tourism and Cultural Change (via SwetSwise)

Journal of Cultural Heritage (via Sciencedirect)

Tourism Management (via Sciencedirect)

International Journal of Intangible Heritage (Open Access: <http://www.ijih.org>)

Tourism Geographies (via SwetSwise)

Tourismos (Open Access: <http://www.chios.aegean.gr/tourism/journal.htm>)

Please make use of the variety of Journals available to you through the library using DISCOVER.

Statistics from the British census and other sources

Office for National Statistics. 2015. *Office for National Statistics website [online]*. Available at: <http://www.ons.gov.uk/ons/index.html>. Accessed on 13/04/2014.

IMPORTANT: The University of Sunderland subscribes to key tourism journals including *Annals of Tourism Research*, *Tourism Management* and the *International Journal of Hospitality Management*. You can search the contents of these Journals at www.sciencedirect.com. To access and to download articles you will need to use your ATHENS account.

Assessment Regulations

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Plagiarism is absolutely forbidden (see undergraduate regulations). It consists in the *unacknowledged* copying of passages from other people's work, *even if paraphrased by altering occasional words or phrases*. This applies to work of any kind, including books, articles, encyclopaedias, student essays, newspapers or any other source, whether in written, printed, electronic or any other form. It also applies to all Internet sources. Presenting other people's work as your own is dishonest and could mean that you have obtained your class of degree by corrupt means. Quite apart from this, however, plagiarism can mislead your tutors as to your real qualities and abilities, which will undermine the value of the advice they give to you and hinder your own intellectual development. It obscures the extent to which you have understood what you have read, since it is perfectly possible to reproduce any text without fully comprehending it. To ensure that you cannot be accused of plagiarism, place all quotes from other works within quotation marks and reference them. If you are at all uncertain as to what constitutes plagiarism or how to deal with the problem seek advice from a relevant member of staff.