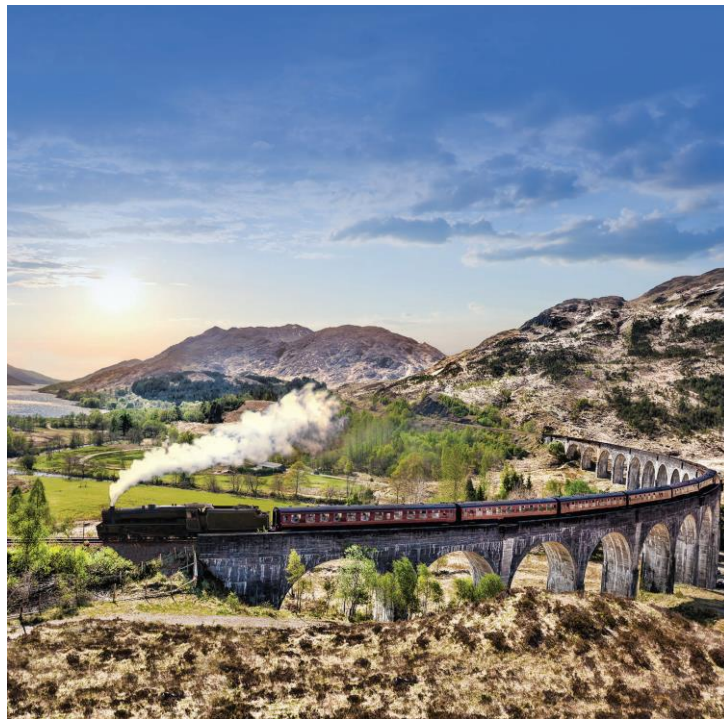




## FRONTIERS IN HOSPITALITY AND TOURISM MANAGEMENT 2020 SUMMER SCHOOL



**WINNER**  
**UK UNIVERSITY**  
**OF THE YEAR**  
**FOR A SECOND TIME**

Times Higher Education University of the Year 2012 & 2019  
Times Higher Education Widening Participation Initiative of the Year 2019  
The University of Strathclyde is rated a QS 5-star institution



**Background:**

Hospitality and Tourism is a fast growing sector of the economy, generating £5 billion in Scotland and creating one in ten jobs. This year marks the 75th anniversary of HTM being delivered in SBS with The Scottish Hotel School being founded and taking in its first cohort of students back in 1944.

This short programme offers an invaluable introduction for international students to Strathclyde Business School and to the Hospitality and Tourism Management department over a three week summer period. This course has been specifically devised in relation to partner institutions indicating a demand for specialist, credit-bearing summer schools.

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## 1. Educational Aim

The summer school is a structured 3-week Monday to Friday course. The course covers key theories and themes in hospitality and tourism management.

After a welcome and warm-up session, students are introduced to the evolution of the tourism product in Scotland, its fast-growing dimensions, both from an economic and a specialised perspective. Through the prism of case studies, interactive lectures and workshops this course helps students to strengthen their problem solving and critical thinking skills.

The first phase then provides students with a strong insight into the key hospitality and tourism management theories. After the first phase the course delves deeper into Niche tourism products, examining one of the fastest growing areas within the tourism sector. Specifically, it looks into certain niche products establishing and positioning Scotland as a thriving niche tourism destination.

The final week will be dedicated to the future: students will get to know the latest consumer expectations and trends as well as reflect on emerging drivers of change for hospitality and tourism management. Students also have the chance to visit locations with specific niche products in Scotland.

A group project rounds up the course for which students will develop an innovative tourism product that can be tailored to meet the needs of a particular audience/market segment.

## **2. Format, Delivery and Assessment**

The format of the summer school will be as follows;

- 16x2hr lectures – 32 hours
- 3x field trips – 20 hours
- 2x external visits – 8 hours
- 3x supervised workshops – 9 hours
- 1x practical lab – 3hrs
- Private study (day) – 6 hrs
- Private Study (evening) 19 hrs
- 1 x group presentation – 3hrs

**Total – 100 hours**

### **Lectures**

The class lectures will follow a standard format. These will provide the core theories, concepts, models and ideas drawn from hospitality and tourism literature.

### **Field Trips**

The proposed fieldtrips are key to the summer school to show real time examples of the range of Hospitality and Tourism niche products in Scotland. This level of experiential learning will add to the students knowledge and understanding of the subject as the class progresses towards the group project assessment. This type of learning also means that the summer school will provide students with some cultural experience and allow them to see some of Scotland and our industries while they are visiting the country for summer school, taking this in from a tourists perspective themselves.

#### **Field Trip 1 – Luss Highland Games**

The first Luss Highland Gathering was held in 1875 and has been held annually since, except for a break during the two World Wars. Throughout the years the Gathering has remained relatively unchanged in character. Students will experience the sight of traditional events such as Tossing the Caber and Throwing the Hammer.

#### **Field Trip 2 – Official Hogwarts Manufacturer**

Lochaven International Ltd is a thriving knitwear company situated in the heart of Scotland's traditional textile district of Stewarton, Ayrshire. Lochaven creates and manufactures knitwear for some of the most prestigious names in the knitwear industry most notably Prada, the influential Italian fashion house synonymous with luxury goods for men and women. Lochaven also supplies garments for the film industry, most notably the Harry Potter movies. In 2010 Lochaven signed a global license agreement with Warner Bros. to supply replica co-branded garments as official Harry Potter merchandise to retailers worldwide including Warner Bros. Theme Parks.

#### **Fieldtrip 3- Oban and Distillery Tour**

Oban is a small thriving tourist town situated in Argyll and Bute on the West Coast of Scotland. The area around Oban is rich with attractions for tourists, from the dramatic scenery of the coast and mountains to the fascinating histories of the local castles and ancient religious sites and is well regarded for its fresh seafood. The town has an important ferry port and is known as the "Gateway to the Isles", connecting with many of the small Scottish islands. The whisky distillery in Oban has been in existence since 1974. Students will have the opportunity to take part in a sensory and flavour tour.

## **External Visits**

External Visit 1 - At the National Piping Museum students will learn about the study and history of piping in Scotland. While undertaking bagpiping lessons students will be educated about the significance of bagpipes as a token of national identity and how this is echoed within the national tourism product.

External Visit 2- Students will visit two of Glasgow's most visited tourist attractions. The Riverside Museum, an award-winning transport museum which is housed in a building designed by Zaha Hadid. It has over 3,000 objects on display from skateboards to locomotives, paintings to prams and cars to a Stormtrooper. Opposite the Museum is the Glenlee Tall Ship, a steel-hulled three-masted barque, built in 1896 which traded as a cargo ship. The Glenlee is one of only five Clyde built ships still afloat in the world today and she is the only one of her kind in the UK.

## **Supervised Workshop**

Students will participate in a cooking workshop where fresh Scottish ingredients will be turned into contemporary cultural dishes with emphasis on each student's background and heritage.

## **Practical Lab**

Three workshops will be delivered on the area of Developing Tourism products.

## **Private Study**

Students are also expected to engage in self-study to support their learning. The key activities will include independent reading on key themes in order to enhance their performance.

### 3. Learning Objectives

- Students will develop an understanding of key concepts and trends in hospitality and tourism management
- Students will advance their understanding of key factors forming consumer expectations towards tourism types and products.
- Student will be able to identify cultural elements as key drivers behind the transformation of the industry.
- Students will be able to apply conceptual ideas that underpin Niche tourism and niche tourism destinations.
- Students will cultivate an appreciation of the complexities associated with hospitality and tourism products on an international scale.

### 4. Transferable Skills and Cognitive Abilities

- Students will be able to identify relevant sources of inter-disciplinary literature to extend their learning
- Students will be able to apply conceptual ideas to context
- Students will be able to conduct an informed analysis of complex questions and use appropriate presentation methods to communicate the outcome of the analysis
- Students will be able to apply different research tools in conducting fieldwork
- Students will be able to engage with cultural dynamics

### 5. Assessment

Group Assignment – 50% - With reference to Niche tourism products, students will construct a multifaceted destination product based in Glasgow.

#### Learning Objectives principally assessed

- Students will develop an understanding of key concepts and trends in hospitality and tourism management
- Students will advance their understanding of key factors forming consumer expectations towards tourism types and products.
- Student will be able to identify cultural elements as key drivers behind the transformation of the industry
- Students will be able to apply conceptual ideas that underpin Niche tourism and niche tourism destinations
- Students will cultivate an appreciation of the complexities associated with hospitality and tourism products on an international scale.

#### Transferable Skills / Cognitive Abilities principally assessed

- Students will be able to identify relevant sources of inter-disciplinary literature to extend their learning
- Students will be able to apply conceptual ideas to context
- Students will be able to apply different research tools in conducting fieldwork
- Students will be able to engage with cultural dynamics

Coursework 50% - Students will be asked to submit a 500 word blog entry reflecting on their learning with specific reference one key topic of the summer school.

### **Learning Objectives principally assessed**

- Students will advance their understanding of key factors forming consumer expectations towards tourism types and products.
- Student will be able to identify cultural elements as key drivers behind the transformation of the industry.
- Students will be able to apply conceptual ideas that underpin Niche tourism and niche tourism destinations.

### **Transferable Skills / Cognitive Abilities principally assessed**

- Students will be able to identify relevant sources of inter-disciplinary literature to extend their learning
- Students will be able to apply conceptual ideas to context
- Students will be able to conduct an informed analysis of complex questions and use appropriate presentation methods to communicate the outcome of the analysis

## **6. Syllabus**

### **Day 1**

- Welcome & campus introduction (lecture)
- Introduction of the Course: Evolution of the Tourism Product in Scotland (lecture)
- Welcome meal

### **Day 2**

- Tourism Planning & Policy: Drivers of change (lecture)
- Introducing the concept of Niche Tourism (lecture)
- Walking tour

### **Day 3**

- Niche 1 :Eco-tourism (lecture)
- Niche 2:Heritage Tourism (lecture)
- Niche 3: Sports Tourism (lecture)

### **Day 4**

- Official Hogwarts Manufacturer (Field trip)

### **Day 5**

- The Significance of Scottish Events to Products Tourism: Regional, Hallmark and Mega Events (lecture)
- Developing Tourism Products (workshop 1)

### **Day 6**

- Luss Highland Games (field trip)

### **Day 7**

- Free time



**Day 8**

- Niche 4: Food Tourism (lecture)
- Cooking Traditional Scottish Dishes with a Twist (practical lab)

**Day 9**

- Niche 5: Outdoor Tourism: Mountaineering & Farm Tourism (lecture)
- Developing Tourism Products (workshop 2)

**Day 10**

- Field Trip to Oban and Distillery Tour

**Day 11**

- Niche 6: Music Tourism (lecture)
- National Piping Museum Tour and Bagpiping Lesson (external visit)

**Day 12**

- Emerging Consumer Expectations and Drivers of Change for Tourism Management Revisited (lecture)

**Day 13**

- Free time

**Day 14**

- Free time

**Day 15**

- Tourism Impacts: Contemporary Understandings (lecture)
- What is Overtourism? (lecture)

**Day 16**

- Principles of Responsible Tourism (lecture)
- Visit to Transport Museum & Glenlee Tall Ship (external visit)

**Day 17**

- Developing Tourism Products (workshop 2)

**Day 18**

- Developing Tourism Products (workshop 3)
- Closing: Frontiers in Tourism Management (lecture)
- Farewell party

## 7. Reading List

### Reading List

#### Part 1. Setting the scene

Smith, L. J. (1994). "The Tourism product" *Annals of Tourism Research*, 21 (3): 582-595.

Cohen, E. (1988). "Authenticity and commoditization in tourism." *Annals of Tourism Research* 15 (3): 371-386.

Cohen, E. (1987). "Alternative tourism-a critique." *Tourism Recreation Research* 12 (2): 13-18.

#### Part 2: Niches

Niche 1: Fennell, D. A. (2008). "Ecotourism and the myth of indigenous stewardship." *Journal of Sustainable Tourism* 16 (2): 129-149.

Niche 2: Chhabra D., Healy R., E. Sills (2003) "Staged authenticity and heritage tourism" *Annals of Tourism Research*, 30 (3): 702-719.

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

Niche 4: Everett S., (2012). "Production Places or Consumption Spaces? The Place-making Agency of Food Tourism in Ireland and Scotland", *Tourism Geographies*, 14 (4): 535-554.

Niche 5: Page S. J., Steele W. & J. Connell (2006), "Analysing the Promotion of Adventure Tourism: A Case Study of Scotland", *Journal of Sport & Tourism*, 11 (1): 51-76.

Niche 6: Matheson C. M., (2008), "Music, Emotion and Authenticity: A Study of Celtic Music Festival Consumers", *Journal of Tourism and Cultural Change*, 6 (1): 57-74.

#### Part 3: Finale: Tourism impacts and principles of responsible tourism

Cole S. (2007) "Beyond authenticity and commodification" *Annals of Tourism Research*, 34 (4), 943 - 960.

Blackstock K. L., White V., McCrum G., Scott A. & C. Hunter (2008), "Measuring Responsibility: An Appraisal of a Scottish National Park's Sustainable Tourism Indicators", *Journal of Sustainable Tourism*, 16 (3): 276 - 297.

Oklevik O., Gössling S., Hall C.M., Jacobsen J.K.S., Grøtte I.k. & S. McCabe (2019), "Overtourism, optimisation, and destination performance indicators: a case study of activities in Fjord Norway", *Journal of Sustainable Tourism*, *Available online*

Capocchi A., Vallone C., Amaduzzi A. & M. Pierotti (2019), "Is 'overtourism' a new issue in tourism development or just a new term for an already known phenomenon?", *Current Issues in Tourism* *Available Online*