Leisure and Consumption

UEL_4_LAC

School of Law and Social Sciences

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1. MODULE DETAILS

Module Title:	Leisure and Consumption
Module Level:	4
Module Reference Number:	UEL 4 LAC
Credit Value:	20 CAT points
Student Study Hours:	164
Contact Hours:	36
Pre-requisite Learning (If applicable):	N/A
Co-requisite Modules (If applicable):	N/A
Course(s):	BA (Hons) Tourism and Hospitality Management
	BA (Hons) Events and Entertainment Mgmt.
Level and Semester	Level 4, Semester 1
Module Coordinator:	Dr Duncan Tyler
Contact Details & Email:	Room BR163 tylerd@lsbu.ac.uk
Teaching Team & Contact Details (If applicable):	Jo Hedges, BR … hedgesj2@lsbu.ac.uk
Subject Area:	Tourism and Hospitality
	Events and Entertainment
Summary of Assessment Method:	50% Presentation and 50% Written Report
External Examiner appointed for module:	Thomas Lunt, University of Greenwich

2. SHORT DESCRIPTION

The Module introduces the leisure and events industries' history, structure, essential character and governance framework. It investigate the role of leisure and events in modern society as consumption, experience, economic driver and identity reinforcing agent. It identifies the range of skills and knowledge required to be a successful manager in these industries.

3. AIMS OF THE MODULE

- To introduce students to the complexity of the leisure and events sectors by use of models and frameworks of understanding.
- To stimulate the students into contemplating the roles that these industries play in modern societies and economies.
- To start students' self-analysis of their own skills and knowledge in relation to their own possible future careers and management aspirations.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding:
K1   Analyse and evaluate the structures, concepts and characteristics of the leisure industries from a multi-disciplinary perspective that includes the fields of cultural geography, cultural studies, sociology, politics, social science and management studies.
K2   Analyse and evaluate the interaction between leisure markets, suppliers, clients, resources and other stakeholders in the global economy.

4.2   Intellectual and Research Skills:

I1   Evaluate and apply theories and concepts from generic management areas and the social
       sciences and humanities to the operation and planning of the leisure industries.

4.3   Transferable Skills and Personal Attributes:

T1   Communicate effectively in written, graphic, oral and multi-media forms in ways that are
       appropriate to leisure industry managers and which respect intellectual property and copyright.

T2   Access, select and synthesise data from library and internet sources in order to research leisure
       and consumption.

T3   Demonstrate interpersonal and employability skills of listening, negotiating, persuasion
       and presentation.

5.   ASSESSMENT OF THE MODULE

ASSESSMENT METHOD

This module is assessed through formative and summative components. The summative components are Coursework One which is worth 50% of the module and Coursework Two which weighs 50% of the module. Consequently, the module is assessed by the following:

1.   Formative assessment:

       Students will be asked to provide commentary on various article assessments in seminars
       and mini presentations.

       Students will engage in debates and discussions based on academic journal articles, book
       chapters, journalistic / media outputs, and case studies during seminars.

2.   Summative assessment:

Coursework One -50%: A individual Poster Presentation and Defence in class comparing and contrasting two sites of leisure within the night-time economy of central London, considering what has driven the changes in consumerism at these sites since the early 1960s. Posters will be displayed in class and you will be expected to answer questions on your poster from lecturers and your peers. Presentation and Defence will take place in Weeks 10 and 11.

Students should approach their presentation by considering the following:
- A clear identification of the two sites you are comparing, choosing from Covent Garden, Leicester Square, China Town, Theatreland and/or and Soho;
- Research the history of your sites and analyse how they have changed over time and compare the reasons for these changes;
- Demonstrate what type of people have used the sites over time and how and why this has changed. Compare these changes and identify any similarities or differences between the sites and explain these;
- Draw conclusions as to the nature of the main drivers of change over the past 60 year.
- Each student must bring their printed presentations to the allotted class
- Presentation slots will start from Week 10 (Tuesday, 26th November 2019)
- The presentation feedback marking sheet with the marking criteria is found on the module moodle site

- Further details of how to construct an academic poster and defend it will be given in seminar time.

The poster and defence will assessed on the following marking criteria as elaborated in the Marking Criteria grid at the end of this Module guide:

1. Research
2. Subject Knowledge
3. Critical Analysis
4. Communication and Presentation

Coursework Two - 50%: A 1500-word report (worth 50% of the module) you are to analyse the reasons for and nature of the growth of leisure within the Newcastle / Gateshead region (using information gained from the field trip and desk research) and discuss and justify how you think the region's leisure industry may change over the next 10 years.

- The report should have clear headings based on three themes from the course
- Students should research the question and support their answer with a range of references encompassing both academic sources (journals and books) and appropriate non-academic sources, e.g. industry reports and media/press coverage, field trip notes and quotes from field trip speakers;
- It is advisable to draw on least 10 academic references when researching and writing this assignment
- The seminars and lectures in Week 12 will be dedicated to working on this assignment;
- The assessment criteria for this assignment are given on the moodle site
- A briefing on this assignment will be given in week 7 before the Newcastle field trip in Week 8.
- The submission deadline (**Friday 10th January 2020**) to be handed in in WORD or .pdf format via the moodle hand in portal

The report will assessed on the following marking criteria as elaborated in the Marking Criteria grid at the end of this Module guide:

1. Research
2. Subject Knowledge
3. Critical Analysis
4. Academic Integrity

You must submit your work to TurnItIn via moodle. Follow the instructions carefully, otherwise you may not only submit to TurnItIn but make a final submission before you are ready.

At both undergraduate and postgraduate level problems with poor referencing and plagiarism have been increasing over the years largely due to students using internet sources inappropriately. To help improve the quality of your work, especially academic referencing skills, we are using the Turnitin service. Through the Moodle site for this module you must upload your assignments for checking by Turnitin. You must attach both the turn it in receipt and originality index to your work.

Turnitin is software that checks the text of your assignment against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Good scholarship requires that you should draw on others' work but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style (see the LSBU Library leaflet). When paraphrasing you must also give the source. Turn-it-in generates a report highlighting non-original text and it generates a non-originality index. There is no 'correct' percentage level for the non-originality index as this depends on the nature of your work and the way you use your sources.

Please Note
Turnitin is not a coursework submission tool. Having reviewed your work after Turn-it-in has reported back to you, you MUST then submit your work electronically via moodle or manually to the School Office as stated in your module guide or as advised by your module coordinator. If you submit only through Turn-it-in your work may not be marked and you will be in danger of receiving a mark of ZERO.

Formatting of Coursework

- Your student name and identification number must be clearly stated at the top of each page of your work
- Each page must be numbered
- 1.5-line spacing should be used
- Where appropriate, a contents page, a list of tables/figures and a list of abbreviations should precede your work
- All referencing must adhere to School / Institutional requirements, following the **Harvard referencing format**
- A word count must be stated at the end of your work, before the reference list
- Your course, level, and the appropriate module title, must be included as "footer" on each page
- Appendices should be kept to a minimum and be of direct relevance to the content of your work
- All tables and figures must be correctly numbered and labelled
- Your assignment / coursework should be submitted via Turnitin

As a guide the percentage / grade equivalence is:

70% +   = First Class
60 – 69   = 2:1
50 – 59   = 2:2
45 – 49   = 3rd
40 – 44   = pass
30 - 40   = marginal fail
<30   = fail

6.   FEEDBACK

Students can normally expect to receive written feedback 15 working days after the deadline submission. This will be emailed to you via the Moodle site. All marks given are provisional and are subject to change. These provisional marks need to go through a moderation process and the marks need to be approved by the exam board. Once this has taken place you will be able to see the final mark through the MY LSBU link.

Please note that coursework cannot be submitted by email, fax or post or to individual tutors.

Feedback from Students
It is a new module, which started in 2017-18, hence, MEQ (Module Evaluation Questionnaire) feedback for this module is limited. The response to this module in 2017-18 was positive, but there was mention that the varied topics could be positioned more explicitly within the leisure and consumption realm. Consequently, for the 2018-19 iteration of this module a number of the lectures have been substantially re-worked, with more attention given to market dynamics, and the sessions have been re-ordered. IN 2019 /20 this module will be taught by a new team. More emphasis is given to the drivers of consumerism

and how this affects people and places. Both pieces of coursework look at how consumerism has changed places, the people that use those places and how those places are used. Coursework 1 generally looks at changes in consumption in the past; and Coursework 2 looks forwards to consider influences of change in the future.

7. INTRODUCTION TO STUDYING THE MODULE

7.1   Overview of the Main Content
- The structure of the leisure industry and its segments
- Key issues in defining leisure
- The role of Leisure in modern society
- The profile of consumer behaviour and why it is essential to understand them in leisure industry
- Key stakeholders and their issues in managing leisure

7.2   Overview of Types of Classes
Teaching will consist of 11 three-hour sessions, each of which will start with a one-hour seminar, followed by two-hour session, which will normally take the form of a lecture in which the content of the previous session will be developed and explored. The teaching and learning will take place through a combination of the following: lectures, audio-visual material, discussion, research and reading. In Week 6 rather than a lecture there is a guided walk.
In weeks 9 and 10 the seminars and the lecture slots will be taken up with student presentations. Week 12 will be used for debriefing on the field trip to Newcastle and associated briefing on Coursework 2.

7.3   Importance of Student Self-Managed Learning Time
Self-managed study is critical. The lecture will give you the essential theoretical background and introduce you to key concepts, but it is equally important that students keep up to date with what is going on in the Hospitality industry. To do this you are expected to read industry journals, magazines and newspapers for current information.

7.4   Employability
The module will provide students with a greater understanding of the structure of the industry and of how different organisations interrelate, thus helping students to decide which sector of the industry they are interested in working in, both for the Industrial Placement and in future employment, as they will be better informed. Improved communication and self-management skills will advantage those students who are seeking part time employment.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Teachers on this module: KM: Duncan Tyler (DT) and Jo Hedges (JH).

Week	Seminar	Lecture
1	**Introduction to the Module and Video analysis of Dominic Sandbrook's Hisory of Leisure 1**	**What is Leisure, consumption and why is their relationship so important to the modern economy (DT)**
2	**Student feedback from allocted videos watched during the week.**	**History of Leisure and Consumption (DT)**
3	**Discussion of Rights, Needs and Citizenship in Leisure and Tourism**	**Basic Economics and its Relationship to Consumption (DT)**

	(Veal 2002, Chapter 2) - provided on the moodle site	
4	Discussion of the Role of the State in stimulating and regulating leisure consumption	Structure of the Leisure Industry (DT)
5	Discussion on youth culture and brand consumption	Contemporary leisure and consumption patterns and emerging trends (JH)
6	Discussion on the rise of events in the experience economy	Consumer behaviour, segmentation and the experience Economy (JH)
7	Site Visit to the core areas of London's Night Time Economy (DT and JH)	
8	Newcastle Field Trip	
9	Debrief of Newcastle Field Trip (DT and JH)	Mega Trends and the future of Leisure and Consumption (JH)
10	Poster Presentation and Defence (DT and JH)	
11	Poster Presentation and Defence (DT and JH)	
12	Initial feedback on Coursework 1 (DT and JH)	Briefing on Coursework 2 (DT and JH)

9. LEARNING RESOURCES

Core Reading

Blackshaw, T. (2015) *Routledge Handbook of Leisure Studies*. London: Taylor & Francis Ltd Routledge.

Borsay, P. (2006) *A History of Leisure. The British Experience Since 1500*. Basingstoke: Palgrave MacMillan.

Stebbins, R. A. (2009) *Leisure and Consumption*. Basingstoke: Palgrave Macmillan.

Tribe, J. (2015) *The Economics of Recreation, Leisure and Tourism*. 5th ed. London: Routledge.

Further Reading

Benson, J. (1994) *The rise of consumer society in Britain, 1880-1980*. London: Longman.

Broadbent, R. (2001) *Managing Environments for Leisure and Recreation.* London: Routledge.

Connell, C. and Gibson, J. (2011) (ed.) *Festival places: revitalising rural Australia*. Bristol and Tonawanda, NY: Channel View Publications.

Cross, G.S. (1993) *Time and money: the making of consumer culture*. London: Routledge.

Mansvelt, J. (2005) *Geographies of consumption*. London: Sage.

Page, S. and Connell, J. (2010) *Leisure: An Introduction*. Harlow: Pearson.

Roberts, K. (2004) *The Leisure Industries*. Basingstoke. Palgrave MacMillan.

Roberts, K. (2006) *Leisure in Contemporary Society*. Wallingford: CABI Publications.

Shields, R. (1992) *Lifestyle shopping: the subject of consumption*. London and New York: Routledge.

Webster, E. and McKay, G. (2016) *From Glyndebourne to Glastonbury: The Impact of British Music Festivals.* Norwich: Arts and Humanities Research Council/University of East Anglia. (on Moodle)

Academic journals

Hospitality in Focus

International Journal of Hospitality Management

International Journal of Culture, Tourism & Hospitality Research

Management Communication Quarterly

Management Journal of Contemporary Management Issues

10. ASSESSMENT CRITERIA

Division of Urban Environment and Leisure Studies
Assessment Feedback Sheet

Student number	
Course	BA (Hons) Leisure and Consumption
Module title & Code	UEL 4 LAC
Deadline Date	Presentations to be delivered in Weeks 10 and 11 (and Wk 12 if necessary)

CW 1- Presentation					
Assessment Criteria	**Excellent 70%+**	**Very Good 60-69%**	**Good 50-59%**	**Weak 40-49%**	**Poor 0-39%**
1 Research					
2 Subject Knowledge					
3 Critical Analysis					
4 Communication and Presentation					

Overall Agreed Mark for CW 1 (%) [ ]

NOTE: All assessments and marking are subject to the *Academic Regulations for Taught Programmes 2017/18*

I have read the student's Support Arrangements Form and have marked the work in accordance with the University's DDS Marking Policy.

The attributes of your work that have led to this mark are:

10

To improve the mark you would need to:

Signed		Date:
Moderator remarks (if applicable)	Signed	Date

Division of Urban Environment and Leisure Studies
Assessment Feedback Sheet

Student number	
Course	BA Tourism and Hospitality Management
Module title & Code	UEL 4 LAC
Deadline Date	10/01/20

CW 2- Report					
Assessment Criteria	**Excellent 70%+**	**Very Good 60-69%**	**Good 50-59%**	**Weak 40-49%**	**Poor 0-39%**
Research					
Subject Knowledge					
Critical Analysis					
Academic Integrity					

Overall Agreed Mark for CW 2 (%) [ ]

NOTE: All assessments and marking are subject to the *Academic Regulations for Taught Programmes 2017/18*

I have read the student's Support Arrangements Form and have marked the work in accordance with the University's DDS Marking Policy.

The attributes of your work that have led to this mark are:

To improve the mark you would need to:

Signed	Date:
Moderator remarks (if applicable)	
	Signed Date

Assessment Criteria for Leisure and Consumption Assessments are taken from the LSBU-wide marking criteria scheme. These will be interpreted for you in class so that you are away of what they mean regarding your Level and the assignments set.

London South Bank University, Undergraduate Marking Criteria Level of Achievement Indicators Level 4-6

The weightings for each element within the table may vary between pieces of work. The final mark represents the balance of these elements.

Criteria	Feedforward comments						
	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
1. Research Systematic identification and use of academic and relevant resources	Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others.	Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research.	Wide range of relevant sources identified and used. Very little guidance needed.	A range of sources identified and used. Limited guidance needed.	Limited research identified and used. Some guidance needed to complete research tasks.	Some evidence of research but insufficient amount. Needs support to develop research skills.	Little or no research presented. Needs significant support to develop research skills.
2. Subject Knowledge Understanding and application of subject knowledge. Contribution to subject debate.	Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge.	Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge.	Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge.	Accurate understanding of key aspects of subject. Evidence of coherent knowledge.	Understanding of key aspects of subject. Some evidence of coherent knowledge.	Some evidence of superficial understanding of subject. Inaccuracies.	Little or no evidence of understanding of subject. Inaccuracies.
3. Critical Analysis Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates.	Very high-quality analysis developed independently. Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments. Identifies trends, inconsistency, congruence, and states the implications.	Evaluation and synthesis of resources. Use of evidence-based arguments.	Some attempt at evaluation and synthesis of resources. Some use of evidence-based arguments.	Limited evaluation of resources. Limited use of evidence-based arguments	Little or no evaluation of resources. Very little use of evidence-based arguments.
4. Testing and Problem-Solving Skills Design, implementation, testing and analysis of product/process/system/idea/solution(s) to practical or theoretical questions or problems	Autonomous creation and novel implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals.	Almost entirely autonomous creation and implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals.	Mainly autonomous creation and implementation. Adapts to unforeseen practical and theoretical challenges to achieve identified goals.	Some autonomy to create and implement. Some adaption made to unforeseen practical and theoretical challenges to achieve identified goals.	Exploration of possible solution(s). Use of established approaches to resolve practical and theoretical problems.	Limited exploration of possible solution(s) using established approaches to resolve practical and theoretical problems.	Little or no exploration of solution(s). Question or problem unresolved.
5. Experimentation Problem-solving and exploration of the assessment including risk taking and testing of ideas.	Evidence of rich, in-depth exploration and highly innovative problem-solving. Responds to assessment in a way that pushes boundaries and/or makes exciting new connections possible within discipline. Finds a balance between experimentation and resolution to create a highly coherent and innovative piece of work.	Evidence of in-depth exploration and innovative problem-solving. Responds to assessment in a way that pushes boundaries and/or makes new connections possible within discipline. Finds a balance between experimentation and resolution to create a coherent and innovative piece of work.	Clear evidence of exploration and experimentation. The work may not find the balance between experimentation and the attempt to create a coherent piece of work.	There is some problem-solving evident but lacks creative exploration and experimentation.	Some evidence of limited problem-solving. Appropriate response to assessment but there is little development and exploration evident.	Some evidence of engagement with assessment but it is insufficiently developed. Unable to engage with the challenges of assessment.	Little or no evidence of engagement with the assessment, it shows little development.

Criterion							
6. Practical Competence Skills to apply theory to practice or to test theory	Consistently applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies comprehensive practical and/or technical skills which reflect the correct application of theory to context.	Applies practical and/or technical skills very well and with careful application of theory to context.	Applies practical and/or technical skills correctly and with some application of theory to context with only minimal errors.	Applies a sufficient level of practical and/or technical skills but with some errors. Limited application of theory to context.	Applies some aspects of the practical and/or technical skills but these are incomplete or contain important errors. Very limited application of theory to context.	Limited application of some aspects of the practical and/or technical skills. No application of theory to context.
7. Communication and Presentation Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured.	Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience.	Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience.	Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience.	Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience.	Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account.	Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account.
8. Academic Integrity[1] Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline.	Consistent, error free application of relevant referencing conventions with great attention to detail.	Consistent, error free application of relevant referencing conventions.	Consistent application of relevant referencing conventions with few errors.	Application of relevant referencing conventions, with some errors and / or inconsistencies.	Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies.	Limited application of referencing conventions and / or errors.	Very limited or no application of referencing conventions, and/or multiple errors.
9. Collaborative and/or Independent Working Demonstration of behaviour appropriate to discipline, including individual contribution to team or working with others in teams	Integrates a highly developed sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone.	Integrates a sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone.	Aware of and able to meet most standards required for relevant discipline in simulated or real disciplinary situations. Can work effectively in a team or alone.	Aware of and able to meet the main standards required of relevant discipline in simulated or real disciplinary situations. Able to work in a team or alone	Aware of main standards required of relevant discipline. Able to work in a team or alone	Some evidence of knowledge of relevant disciplinary standards; collaborates reluctantly or struggles to work alone.	Little or no evidence of knowledge of relevant disciplinary standards. No evidence of collaboration with others; unproductive working alone
10. Personal and Professional Development Management of learning through self-direction, planning and reflection	Takes full responsibility for own learning and development through continuous cycles of well-articulated purposeful analysis and planning, supported by extensive evidence	Takes full responsibility for own learning and development through continuous cycles of well-articulated purposeful analysis and planning, supported by evidence.	Reflection and planning are self-directed, continuous, habitual and evidenced clearly. Strengths have been built on; weaknesses have been mitigated.	Evidence that a cycle of reflection and planning has been continuous and productive. Actively works to develop strengths and mitigate weaknesses.	Evidence that reflection and planning have led to increased disciplinary engagement and commitment. Developing an awareness of strengths and weaknesses.	Weak evidence of reflection and planning for learning but not followed through consistently. Incomplete awareness of personal strengths and weaknesses.	Insufficient evidence of reflection or planning for learning and no evidence of awareness of personal strengths and weaknesses.
11. Performance Quality Demonstration of embodied practice including affecting and being affected.	An exceptional level of embodied awareness revealed in a highly sensitive and detailed performance.	Highly developed embodied awareness; consistent detailed and accurate responsiveness; clear and dynamic intentionality / connectivity	Well-developed embodied awareness; for the most part, a detailed and accurate responsiveness; a dynamic intentionality / connectivity	Some moments of embodied awareness; responsiveness is more generalised; intentions / connections are evident, but not dynamic	Little evidence of embodied awareness; responsiveness is slow and inorganic; intentions are self-conscious or guarded and lack connection	Blocked embodied awareness: attempts are frustrated by lack of engagement or resistance to make connections.	Responsiveness is consciously withheld; there is no attempt to make connections or embody intentionality
12. Data literacy Competence in working ethically with data including data access, data extraction, interpretation and representation.	An exceptional level of competence in the ethical use and presentation of data.	Highly developed competence in the ethical use and presentation of data.	Well-developed competence in the ethical use and presentation of data.	Evidence of competence in the ethical use and presentation of data.	Limited evidence of competence in the ethical use and presentation of data, with some minor errors.	Evidence of limited competence in the ethical use and presentation of data, with some major errors.	Little or no evidence of competence in the ethical use and presentation of data.

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[1] The application of this criterion is independent of the process outlined in the Student Academic Misconduct Procedure