

1. BASIC INFORMATION

Course	Touristic Market Structure
Degree program	Bachelor's Degree in Tourism and Leisure Management
School	Social Sciences
Year	First
ECTS	6 (150 hours)
Credit type	Compulsory
Language(s)	English
Delivery mode	Campus-based
Semester	Second
Academic year	2025/2026
Professor	Hyeon-Jin Lee

2. PRESENTATION

Tourism is a complex phenomenon and is a composite of industries, policies, activities and services involving many players that provide tourism experience. In order to understand the current tourism phenomenon which is very dynamic and heavily influenced by external factors, it is important to figure out the components of the tourism market system, the economic, socio-cultural and environmental impacts, and the relationship of each component within the tourism sector.

The aim of this course is to introduce the structure of the current tourism market from an economic perspective in general. As a main actor of tourism phenomenon is a tourist, it is critical to understand tourist motivation and to read paradigm shift of demand towards a more sustainable and responsible tourism.

Tourism supply as one of the key components of tourism market system is also a subject of study. Special attention to the operating sectors of tourism industry will be given since the quality and quantity of the components of tourism supply are a critical factor in determining the success of tourism. Also, the competitive and sustainable tourism destination will be addressed. These issues will be explored through the use of case studies, reading materials and practical exercises. Students will be encouraged to take a pro-active learning by further researching issues, actively engaging in class discussions, conducting individual and team work, and presenting results.

This course examines Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom. This training not only responds to the current regulatory framework, but also actively contributes to the construction of academic and professional environments that are safer, more inclusive and more respectful of the rights of all people, in line with the Sustainable Development Goals, in particular SDG 5 (Gender Equality) and SDG 16 (Peace, Justice and Strong Institutions). In this way, it addresses the need to educate on respect for human rights, gender equality and diversity in all its expressions.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB3: Students should have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues
- CB4: Students should be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public
- CB5: Students should have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Cross-curricular competencies:

- CT4: Written / oral communication: Capacity to transmit and receive data, ideas, opinions and attitudes to achieve comprehension and action, being oral using words and gestures, and being written using writings and/or graphics
- CT5: Analysis and solution of problems: Ability to evaluate the information, break down complicated situations into the component parts, recognize patterns and consider other alternatives, focuses and perspectives to find out ideal solutions and efficient deal
- CT8: Entrepreneurship: Capacity to undertake and carry out activities that generate new opportunities, anticipate problems or make improvement

Specific competencies:

- CE4: Capacity to make a qualitative analysis of the positive and negative impacts on the tourism and leisure activities in the territory
- CE12: Capacity to identify both the public and private principal entities in the tourism market in order to seek the relevant source of information for the management of the tourism and leisure
- CE14: Capacity to evaluate the tourism potential of the territory

Learning outcomes:

- LO1: Identify the principal markets, sectors, entities and political-administrative structures of actual tourism
- LO2: Understand the principal concepts of the supply and the demand
- LO3: Demonstrate an attitude in favor of sustainable development in tourism sector
- LO4: Analyze the effects of the economic policy on the tourism markets
- LO5: Evaluate the tourism potential in the territory

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB3, CB5, CT8, CE12	LO1: Identify the principal markets, sectors, entities and political-administrative structures of actual tourism
CB4, CT5, CT8, CE4	LO2: Understand the principal concepts of the supply and the demand
CB4, CT5, CE4	LO3: Demonstrate an attitude in favor of sustainable development in tourism sector
CB3, CT4, CE12	LO4: Analyze the effects of the economic policy on the tourism markets
CB5, CT5, CE4, CE14	LO5: Evaluate the tourism potential in the territory

4. CONTENT

The subject is organized into seven learning topics, which, in turn, are divided into specific topics:

- Tourism markets: concepts, classifications and source of information
- Economic importance of tourism markets and transactions
- Importance of sustainability and accessibility in the tourism market
- Labor markets and tourism employment generation
- Structure and composition of tourism demand
- Composition of tourism supply and production: MICE tourism, active tourism, senior tourism, gastronomic tourism, wine tourism, etc.
- Balances and imbalances in tourism markets: distribution, prices, and competitiveness.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures / online conference
- Case studies
- Cooperative learning
- Problem-based learning
- Field experiences

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each:

Campus-based mode:

Learning activity	Number of hours
Tutorials	15 h
Lectures	37 h
Asynchronous lectures	3 h
Autonomous work	30 h
Oral presentations	10 h
Case analysis and problem-solving	15 h
Site visits/ External work stays	5 h
Participatory group activities	20 h
Written work	10 h
Knowledge tests	5 h
TOTAL	150 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge tests	30%
Case analysis and problem-solving	20%
Written work	20%
Oral presentations	20%
Performance observation	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. Ordinary Call

To pass the subject in the ordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

The European University of Valencia establishes continuous assessment as the evaluation system for the knowledge, skills, and basic, general, transversal, and specific competencies of the tourism and leisure management degree program, in accordance with the provisions of the Degree Program Assessment Regulations. In this regard, and for the purpose of using examination attempts, the student should be aware that if any evaluation system specified in the Learning Guide is used, in the ordinary examination, the student will receive an overall grade for the subject, thus consuming an examination attempt.

According to the aforementioned Regulations, students enrolled in on-site degree programs are required to justify at least 70% of their class attendance as a necessary part of the evaluation process. In the case of theoretical or practical classes specified as mandatory by the teacher in the subject schedules, the student must record a 90% attendance, whether the absence is justified or not. Failure to provide documentation through the means proposed by the University will empower the teacher to grade the subject as failed in the ordinary examination, following the grading system.

7.2. Extraordinary Examination

To pass the subject in the extraordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

Uncompleted activities from the ordinary examination must be submitted after receiving the corresponding corrections from the teacher, or those that were not submitted.

The European University of Valencia establishes continuous assessment as the evaluation system for the knowledge, skills, and basic, general, transversal, and specific competencies of the tourism and leisure management degree program, in accordance with the provisions of the Degree Program Assessment Regulations. In this regard, and for the purpose of using examination attempts, the student should be aware that in the extraordinary examination, the Objective Knowledge Test (POC) will determine whether an examination attempt is used or not. In the exceptional case where the student only needs to pass evaluation systems other than the POC, they will be considered "NP" if they do not present them and will receive a numerical grade if they present at least one of them.

According to the aforementioned Regulations, students enrolled in on-site degree programs are required to justify at least 70% of their class attendance as a necessary part of the evaluation process. In the case of theoretical or practical classes specified as mandatory by the teacher in the subject schedules, the student must record a 90% attendance, whether the absence is justified or not. Students who, due to non-compliance with this requirement, must take the extraordinary examination, must complete whatever activities the teacher determines to recover this part.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Case analysis, written work and oral presentation	Week 4
Activity 2. Case analysis, written work and oral presentation	Week 8
Activity 3. Case analysis, written work and oral presentation	Week 12
Activity 4. Case analysis, written work and oral presentation	Week 17
Activity 5. Final test	Week 18

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Goeldner, C.R. and Ritchie, J.R. (2012) *Tourism: principles, practices, philosophies*. John Wiley & Sons, Inc. ISBN: 978-1-118-07177-9
- Cooper, C. and Hall, M. (2008) *Contemporary Tourism – An International Approach*. Elsevier. ISBN: 978-0-7506-6350-2

The recommended Bibliography is:

- World Tourism Organization (2024) *International Tourism Highlights 2024 Edition*. UNWTO. ISBN: 978-92-844-2579-2
- Organisation for Economic Co-operation and Development (2020) *Tourism Policy Responses to the coronavirus (COVID-19)*. OECD

- World Tourism Organization (2018) *Tourism for Development – Volume I: Key Areas for Action*. UNWTO. ISBN: 978-92-844-1971-5
- World Tourism Organization (2017) *Asia Tourism Trends 2017 Edition*. UNWTO and Global Tourism Economy Research Center. ISBN: 978-92-844-1910-4
- World Tourism Organization (2017) *Global Report on Gastronomy Tourism*. UNWTO. ISBN: 978-92-844-1869-5
- World Tourism Organization (2017) *Overview of the Meetings Industry in Asia*. UNWTO. ISBN: 978-92-844-1855-8
- World Tourism Organization (2017) *New Platform Tourism Services (or the so-called Sharing Economy)*. UNWTO. ISBN: 978-92-844-1907-4
- World Tourism Organization (2016) *Case Studies of Traditional Cultural Accommodations in the Republic of Korea, Japan and China*. UNWTO. ISBN: 978-92-844-1740-7
- World Tourism Organization (2016) *Sustainable Cruise Tourism Development Strategies – Tackling the Challenges in Itinerary Design in South-East Asia*. UNWTO. ISBN: 978-92-844-1729-2
- World Tourism Organization (2016) *Global Report on the Transformative Power of Tourism a paradigm shift towards a more responsible traveler*. UNWTO. ISBN: 978-92-844-1782-7
- World Tourism Organization (2015) *Public-Private Partnerships: Tourism Development*. UNWTO. ISBN: 978-92-844-1743-8
- World Tourism Organization (2012) *Global Report on Aviation: Responding to the needs of new tourism markets and destinations*. UNWTO. ISBN: 978-92-844-1492-5
- World Tourism Organization (1997) *International Tourism: A Global Perspective*. UNWTO. ISBN: 92-844-0231-X

International organizations (available online):

- World Tourism Organization (UNWTO)
- Belt and Road Initiative (BRI)
- Asia and Pacific Economic Cooperation (APEC)
- Central and East European + China (CEEC)
- European Union (EU)
- Caribbean Community (CARICOM)
- West African States (ECOWAS)
- Association of South Pacific Nations (ASEAN)
- Pacific Asia Travel Association (PATA)

10. EDUCATIONAL GUIDANCE, DIVERSITY & INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.