

## 1. OVERVIEW

<b>Subject Area</b>	LAND-USE PLANNING FOR TOURISM
<b>Degree</b>	Bachelor's Degree in International Management of Tourism and Leisure Companies
<b>School/Faculty</b>	Social Sciences
<b>Year</b>	3 <sup>º</sup>
<b>ECTS</b>	6 ECTS (150 hours)
<b>Type</b>	Core
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	BLENDED LEARNING
<b>Semester</b>	S1

## 2. INTRODUCTION

The subject area Land-Use Planning for Tourism covers the teaching and learning of the various aspects of land, nature and culture and their relationship with tourism development. This subject area aims to provide an overview of the main tourist regions at different scales, to analyse the factors that determine their set-up and dynamics, as well as the impact that these generate on different land features. The subject area objectives are summarised as follows:

- The aim is for students to become familiar with the terminology of the discipline and to understand the need to incorporate knowledge from other specific fields of study such as geography, anthropology or the management of cultural and natural heritage, among others.
- Skills will be developed for the identification and evaluation of key factors for tourism development and the sustainable management of land resources.
- Students will be taught a series of key concepts necessary to understand the tourism system, and become acquainted with the basics of creating tourism products, based on the different land resources available for tourism, thus understanding the functioning of destinations.

## 3. SKILLS AND LEARNING OUTCOMES

**Basic skills (CB, by their acronym in Spanish):**

CB 1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate their awareness of the latest developments in their field of study.

CB 2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.

CB 3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

CB 4: Students can communicate information, ideas, problems and solutions to both expert and non-expert audiences.

CB 5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

#### **Cross-curricular skills (CT, by their acronym in Spanish)**

CT11 - Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.

CT01 - Independent learning: The ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.

CT06 - Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words/gestures or written through words and/or visual elements.

#### **Specific skills (CE, by their acronym in Spanish):**

CE6- Ability to make good use of the technical and information tools necessary for effective and efficient company management.

CE8 - Ability to master English at a professional level and have advanced knowledge of a second and third language.

CE9 - Ability to internalise the attitude of customer service and care as essential for the professional performance of activities in tourism and leisure.

CE10 - Ability to understand the dynamic and evolving nature of tourism and the new leisure society.

**Learning outcomes (RA, by their acronym in Spanish):**

- RA 1. To understand the specific characteristics of the tourism sector compared to other economic sectors.
- RA 2. To possess the ability to create value and comparative advantages from the use of tourism sector resources.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
All skills	<ul style="list-style-type: none"><li>• RA 1. To understand the specific characteristics of the tourism sector compared to other economic sectors</li></ul>
All skills	<ul style="list-style-type: none"><li>• RA 2. To possess the ability to create value and comparative advantages from the use of tourism sector resources.</li></ul>

## 4. CONTENTS

- Tourism, land and human action.
- Tourism resources and products.
  - Natural resources (water, climate, relief), cultural resources and infrastructure.
- Transformation of spaces due to tourism.
  - Spatial typologies in tourism development.
  - Tourism planning.

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Collaborative learning
- Problem-based learning
- Case studies.

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### Blended learning:

Learning activity	Number of hours
Active participation in class, guided work, follow up	22 h (100% on-campus)
Independent working	37.5 h
Other activities (excursions, talks, etc.)	12.5 (100% on-campus)
Active participation-portfolio Online classroom	46.5 h
Online tutorials	10.5 h
Group activities in the online classroom	21 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

### On-campus:

Assessment system	Weighting
Presentations	30%
Practical work and exercises	30%
Knowledge test	40%