

Accessible tourism

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| 1. Subject name: Accessible tourism | |
| 2. Code: | 3. Number classes: |
| 4. Credits: | 5. Semester: autumn/spring |
| 6. Preconditions: subject and/or code | |
| 7. Lecturer(s) responsible for the subject: Lecturer(s) teaching the subject: | |
| 8. The course is held in the framework of the following training programme: | |
| 9. The role and objective of the subject in the training: Learning the accessible tourism curriculum is a good complement to the students' theoretical knowledge of tourism in general. They learn about the specific needs of the ever-expanding target group of people disabilities (PwD). The tourism consumption habits of PwD and of people who are sensitive coming from their age (e.g. the elderly) or have a disability due to their temporary situations are described in detail. Students will learn about the barriers to equal access in tourism and will gain professional knowledge on how to overcome them. They will learn about the need and opportunities for accessibility in the field of tourist attractions, infrastructure and tourist services. The aim is not only to give students a comprehensive overview of the situation of accessible tourism in their country, but also to provide them with an international perspective and the opportunity to learn about good practices abroad. The course will also sensitise students so that they can play a committed and effective role as tourism practitioners in promoting equal access Key concepts and procedures to be learnt: accessibility, technical accessibility, disability, people with disabilities, social ethics, corporate social responsibility, voluntary tourism | |
| 10. Competences that the subject provides: Knowledge (understanding): Students are aware of the basic travel needs of people with disabilities, the technical and organisational solutions that enable or facilitate travel for people with disabilities, and the legal requirements in the field of accessibility. They are familiar with international and national best practices in the field of travel for people with disabilities. Ability (to apply, to implement): Students will be able to critically analyse existing accessibility practices and, on this basis, propose complex solutions for the development of accessible tourism. Skills (attitudes, behaviour): Students will be receptive and sensitive to the needs of this specific target group and will be able to propose suitable product development and marketing strategies for accessible tourism. | |
| 11. Knowledge and level of prior learning expected of the students: The course assumes a basic knowledge of geography, tourism and the environment. | |
| 12. Language of the training: | |
| 13. Content and topics of the subject: Topics of the presentations: | |

1. The theoretical basis of equal access and tourism. The significance of accessible tourism
2. Definition and types of disabilities. Characterising the demand for accessible tourism
3. Historical changes in the situation of people with disabilities, the changing attitudes of societies towards disabilities and people with disabilities
4. Legal regulation and policy documents on accessibility and accessible tourism
5. Organisations supporting travel for people with disabilities
6. Characterising the demand for accessible tourism and the specific needs of people with disabilities in their tourism activities
7. Research of accessible tourism in East-Central European countries
8. Technical and organisational solutions for accessibility
9. The issue of communication and ICT barriers in tourism
10. Good practices in accessible tourism at international level and in East-Central European countries
11. Travel habits of people with disabilities
12. Sensitisation event – invitation of a person pr people with disabilities to the class
13. Field trip – visit to a good practice

Seminar topics and assignments:

1. Practical initiatives: ...
2. International good practice 1: The “PeerAct” project
3. International good practice 2: The project “The Development of the Innovative Educational Method of Accessible tourism in Central Europe”
4. National good practice: ...
5. Qualification systems in accessible tourism
6. Travel experiences of people with disabilities. Interactive discussion with disabled travellers
7. Special needs of the blind and sight impaired in tourism and a gastronomy. Interactive session with the inclusion of blind guests
8. In-class test 1. Equal access in gastronomy. The growing demand for special diets in catering
9. Investigating the ICT accessibility of state-owned attractions using website analysis (national parks)
10. Investigating the ICT accessibility of state-owned attractions using website analysis (museums)
11. Presentations by students: Demonstration of the accessibility programme of a destination or settlement
12. Presentations by students: Demonstration of the accessibility programme of a chosen tourism service provider
13. In-class test 2

Practice: Demonstration and analysis of case studies; making own case studies of chosen tourism enterprises by students.

14. Attendance requirements, completion requirement and possibilities to make up for absences and justification in case of absence: if the student misses more than 30% of the classes, s/he will not be allowed to take the exam and will have to repeat the whole course.

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| 15. Number and type of individual tasks to be solved by the student: individual and group tasks related to the topic to be covered, which will be carried out by small-scale assignments and case studies related to the theory. | |
| 16. Way of completion: signature, grade recommended by the lecturer(s), examination. | |
| 17. Mid-semester conditions for the completion of the subject (method and number of examinations, assessment method, possibility of making up and corrections): active participation in the sessions is a condition for the completion of the practical training. Examination is in the form of an oral examination at the end of the semester. | |
| 18. Conditions for the completion of the subject in the examination term (method and number of examinations, method of assessment, possibility of making up and correcting): - Oral examination, with one single re-take examination. | |
| 19. Grades to be given to in-class tests: excellent: above 85%, good: 75.1-85.0%, fair: 65.1-75.0%, pass: 50.1-65.0%, fail: 50% or below | |
| 20. Obligatory readings of the subject: | |
| 21. Recommended readings of the subject: Gonda Tibor – Roger Schmidtchen (eds.) (2020): Opportunities and challenges of barrier-free tourism in Hungary. https:// peeract.eu/downloads Papers presented in international periodicals in the field of accessible tourism, e.g.: <ul style="list-style-type: none"> • Rebelo, S.; Patuleia, M.; Dias, Á. Inclusive Tourism: Assessing the Accessibility of Lisbon as a Tourist Destination. Tour. Hosp. 2022, 3, 466–495. https://doi.org/10.3390/tourhosp3020030; • Rights of Tourists with Disabilities in the European Union Framework. ENAT Secretariat, http://www.accessibletourism.org/?i=enat.en.reports • Accessibility and inclusive tourism development in nature areas – Compendium of best practices. UNWTO, eISBN: 978-92-844-2277-7 ISBN: 978-92-844-2276-0, https://www.e-unwto.org/doi/book/10.18111/9789284422777 • Kamyabi, M.; Alipour, H. An Investigation of the Challenges Faced by the Disabled Population and the Implications for Accessible Tourism: Evidence from a Mediterranean Destination. Sustainability 2022, 14, 4702. https://doi.org/10.3390/su14084702 | |
| 22. Tools and aids that can be used at examination: | |
| 23. Consultations with the lecturers of the subject: | |
| 24. The date the syllabus was made: | The syllabus was made by Lecturer(s) responsible for the subject Lecturer(s) teaching the subject |

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| 25. Approved by:(name), programme leader | |

