1. General Course Information

1.1 Course Details

Course Code:	**2216HSL**
Course Name:	**Rooms Division Management**
Trimester:	**2, 2020**
Program:	Associate Degree in Commerce and Business Diploma of Hotel Management
Credit Points:	10
Course Coordinator:	David Ponton
Document modified:	27/5/2020

Course Description

Rooms Division Management is a 10 Credit Point course within the Diploma of Hotel Management. The course is situated within the second trimester of the program. The Diploma of Hotel Management is designed to provide students with a pathway to:

- further university studies in Business and related degrees or
- direct employment.

Rooms Division Management involves the management and mechanics of a number of departments including front office, security, housekeeping, reservations and in some organisations, engineering. Information technologies, including systems for reservations, distribution and revenue management, play a large part in ensuring the success of the Rooms Division in a hotel, both quantitatively (finance) and qualitatively (service quality and competitive advantage). The interaction and communication within and between the Rooms Division and all of the departments within a hotel are vital to ensure the delivery of service quality.

Assumed Knowledge

There are no prerequisites for this course

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
David Ponton	David.ponton@griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be found on the Moodle Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes and Generic Skills

2.1 Course Aims

The Rooms Division within a hotel property is the core of departmental and guest interaction, with the aim of exceptional communication, service and financial management. The aims of the course for the students are:

1. To provide students with a comprehensive understanding of the numerous facets of Rooms Division management and operations.

2. To assess the impact of revenue management on hotel operations within a competitive environment, including the impact of new and existing distribution channels on profitability.

3. To interpret operational data in order to make informed management decisions that will enhance business performance.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand all the aspects of the management and operation of the Rooms division department

2. Describe the key components of service quality and theory in a guest experience context across all rooms related departments of an accommodation business

3. Examine the role of revenue management and its application within the Rooms division department

4. Describe the issues relevant to the interconnected departments of hotels and how they influence the operation of the Rooms Division

2.3 Generic skills and capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	

3. Learning Resources

3.1 Required Learning Resources

Readings from different chapters for the Mini Lectures and discussion questions have been provided on the portal

3.2 Recommended Learning Resources

Baker, S., Huyton, J. & Bradley, P. (2000). *Principles of Hotel Front Office Operations.* London: Thomson Learning

Bardi, J. A. (2011). *Hotel Front Office Management (5e).* New Jersey: John Wiley & Sons, Inc.

Berger, F., & Brownell, J. (2009). *Organisational Behaviour for the Hospitality Industry.* Pearson Prentice Hall, Upper Saddle River, NJ.

Casado, M. A. (2000). *Housekeeping management.* New York: John Wiley

Tewari, J. (2009). *Hotel Front Office: operations and management.* New Dehli, Oxford: Oxford University Press

Tranter, K. (2009). *An introduction of revenue management for the hospitality industry.* Upper Saddle River, N.J.:

Pearson Prentice Hall

Vallen, G. K., & Vallen, J. J. (2000). *Check-in Check-out (7th ed.).* New Jersey: Prentice Hall.

Woods, R.H., Ninemeier, J.D., Hayes, D.K., & Austin, M.A. (2007). *Professional Front Office Management.* New

Jersey: Pearson Education Inc

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity Tutorial - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

 4. Learning content, learning activities and learning experiences

4.1 Modules for learning and weekly learning content, learning activities and learning experience

	Learning Content	Learning activities	Learning experiences	Evidence of learning	Learning outcome
	Module 1 – The Rooms Division				
1	The Rooms Division - Structure	Mini Lectures Discussion Questions Videos	Ice-Breaker Introductions Conversation Starters Storytelling	1	1
2	The Rooms Division - Analytics	Mini Lectures Discussion Questions Videos	Rooms Division Managers Mindset Hotel Metrics Branding	1	1
	Module 2 – Guest Services				
3	Guest Services - Overview	Mini Lectures Discussion Questions Videos	Guest Service Mapping Role Plays Hotel Immersion Poster Development Visualisation	1	2
4	Guest Services - Service Quality	Mini Lectures Discussion Questions Videos	Role Plays Service Quality Dimensions Communication competence Poster Development Visualisation	1	2
	Module 3 – Room Revenue Management				
5	Room Revenue Management- System Wide Reservation	Mini Lectures Discussion Questions Videos	Reservation Data Selling Techniques Reservation Reports	2	3
6	Room Revenue Management- Distribution	Mini Lectures Discussion Questions Videos	Managing Strategies and Considerations Demand and Supply Tactics	2	3
7	Room Revenue Management- Forecasting, Availability and Overbooking	Mini Lectures Discussion Questions Videos	Simple and Adjusted Room Counts Forecasting techniques Overbooking Strategies	2	3
8	Room Revenue Management- Rate Structures	Mini Lectures Discussion Questions Videos	Finance principles Tabular Ledger	2	3
	Module 4 – Interconnected Departments				
9	Interconnected Departments - Finance	Mini Lectures Discussion Questions Videos	Finance principles Tabular Ledger	3	4
10	Interconnected Departments - Housekeeping	Mini Lectures Discussion Questions Videos	Housekeeper Functions Guest Room Cleaning Decisions	3	4
11	Interconnected Departments - Engineering	Mini Lectures Discussion Questions Videos	Sustainability Going Green	3	4
12	Interconnected Departments - Safety and Security	Mini Lectures Discussion Questions Videos	Journey map Integrated Systems Hotel Security Incidents	3	4

5. Evidence of learning (Assessment plan)

5.1 Evidence of learning summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Academic Poster	30%	1,2	Week 4
2	Annotated Bibliography	30%	1,2,3	Week 8
3	Learning Portfolio	40%	1,2,3,4	Week 12

5.2 Evidence of learning task detail

Learning Outcomes Assessed 1 and 2 – Academic Poster

Due Date: 5pm Friday, Week 4 - Weight: 30%

Task Description:

You are required to design an A2-sized poster to demonstrate your visualisation, summarising, prioritising and synthesising skills. A poster is a communication tool that utilises structure, graphics and text to clearly convey complex messages, while being visually appealing and engaging.

In order to complete this assessment, you are required to design a poster, which clearly addresses the following question: What is the Guest cycle in a Five Star Hotel?

To be successful in this assessment, you are required to research academic/scholarly (published in peer-reviewed journals) literature and make use of effective and suitable visualisation techniques in order to design a carefully constructed and logical poster, which clearly displays your answer to the above question.

More specifically, your poster should:

clearly address the question;

be logically structured and aesthetically pleasing;

refer to correct material you have read in the literature (you should include a MINIMUM of 3 scholarly references - in-text references and a reference list in APA style must be included on the poster;

present a clear and concise message (in title and other content);

can understand what you are trying to say;

use relevant visualisation techniques to visually display the message and content of your poster; and

use text sparingly (a MAXIMUM of 250 words, excluding reference list, is permitted).

Submission: via Turnitin with marking criteria available on moodle.

Learning Outcomes Assessed 1, 2, and 3 – Annotated Bibliography

Due Date: 5pm Friday, Week 8 - Weight: 30%

Task Description:

An annotated bibliography provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source. The annotation usually contains a brief summary of content and a short analysis or evaluation where as a student you may have to reflect, summarise, critique, evaluate or analyse the source.

The Hotel topics that you can choose from can be found in the 2216HSL Course Outline such as: The Rooms Division; Guest Service; Reservations; Revenue Management; Forecasting, and Rate structures

Contents of this annotated bibliography:

For this assessment, as a student you will be required to find five (5) journals. For each journal, an annotation (250 words each) will include the following elements:

Provide the full bibliographic end of text citation

Indicate the background of the author(s)

Outline the main argument

Identify the research methods if applicable.

Identify any conclusions made by the author/s

Highlight any special features of the text that were unique or helpful e.g. charts, graphs etc.

Discuss the relevance or usefulness of the text

State the strengths and limitations of the text

Present your view or reaction to the text

Submission: via Turnitin with marking criteria available on moodle

Learning Outcomes Assessed 1, 2, 3 and 4 – Learning Portfolio

Due Date: 5pm Friday, Week 12 - Weight: 40%

Task Description:

Academic learning portfolios are an assessment item that are a purposefully selected compilation of a students work, showcasing student learning and academic growth over time. Colleges and universities around the world are beginning to use portfolios for a variety of purposes. In this case, the learning portfolio will allow the reader to measure the quality of your learning. This portfolio will require students to provide evidence of learning (knowledge and personal development) for the 2216HSL course. The evidence that is required in this learning portfolio will be demonstrated by completing a 500-word summary of each modules (1-4) content (at least 4 citations in each summary).

Submission: via Turnitin with marking criteria available on moodle

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.

3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

   The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.