



## 1. General Course Information

### 1.1 Course Details

|                            |  |
|----------------------------|--|
| <b>Course Code:</b>        | <b>1005HSL</b>   |
| <b>Course Name:</b>        | <b>People &amp; Places in the Service Industries</b>                   |
| <b>Trimester:</b>          | <b>Trimester 3, 2020</b>   |
| <b>Program:</b>            | Diploma of Hotel Management<br>Associate Degree in Commerce & Business |
| <b>Credit Points:</b>      | 10   |
| <b>Course Coordinator:</b> | Amber Reiher   |
| <b>Document modified:</b>  | 1 September 2020   |

### Course Description

People and Places in the Service Industries is a 10 Credit Point course within the Diploma of Hotel Management and the Associate Degree in Commerce and Business. This course introduces students to how the tourism and hospitality industries have developed over time, locally and globally. It presents insights into the changing and dynamic nature of the interaction between people and the places they come from and go to visit.

It provides an orientation to the various ways people experience destinations, attractions, and tourism and hotel precincts. Students will be introduced to factors influencing the ability and ease of access to tourism and hotel places. Applying theoretical knowledge, students will develop an understanding of how places define and shape visitor experiences, travel decisions, motivations, and behaviours to the benefit of all tourism stakeholders.

### Assumed Knowledge

There is no assumed prior knowledge for students in this course.

## 1.2 Teaching Team

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

| Name                | Email                                     |
|---------------------|---|
| Amber Reiher        | amber.reiher@staff.griffithcollege.edu.au |
| Dr Debbie Cotterell | debbie.cotterell@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 & Generic Skills

### 2.1 Course Aims

The main aim of this course is to introduce students to concepts and theories on space, place, environment, travellers, and traveller behaviour. Gaining this knowledge will enable students to understand the special meanings individuals attach to places.

With this understanding, a second aim of this course is to promote appreciation for how places are experienced and managed. Achieving this aim will help students gain industry specific knowledge that will assist in subsequent courses.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. **Explain** the social and economic relationships between people, geographical features of places within the tourism and hospitality context (Module 1)
2. **Analyse** cultural diversity, identities, personalities, and visitor motivations and behaviour in tourism and hospitality experiences. Identify effective tools to attract visitors to tourism places. (Module 2)
3. **Apply** concepts and theories to propose improvements to real life businesses in the service industries and **evaluate** how tourism and hospitality places are developed, and managed to cater to diverse visitor markets, including evaluating current trends. (Module 3)



## 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 are posted on the Course Notes page of Learning@Griffith College.
- E-workbook – Including learning activities and case studies.

### 3.2 Recommended Learning Resources

- APA Sixth Edition Style Guide tutorial-<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Journal of Service Research - available from ProQuest or library
- Journal of Retailing and Consumer Services - available from the library

### 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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[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 Information about your Learning

#### **Attendance**

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning**

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials**

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

## Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 |
|--|--|--|---|--|--|
| <b>Module 1 Overview of People &amp; Places in Society</b> |  |  |   |  |  |
| <b>1</b>   | <ul style="list-style-type: none"> <li>Welcome, course introduction</li> <li>Why we study people and places in services industries</li> <li>Globalisation and politics in tourism</li> </ul> | Getting to know peers<br><br>In-class discussion and activities.   | Journal article and case study<br><br>Impacts of Tourism activity in workbook.                            | <b>E-workbook</b><br><br><b>Quiz – Week 4</b>  | <b>1</b>   |
| <b>2</b>   | <ul style="list-style-type: none"> <li>What is Access</li> <li>Accessing Tourism places</li> <li>Accessibility – Inclusive and exclusive</li> </ul>  | In class discussion and activities - cases on visitors with disabilities.<br><br>Discuss accessible tourism. | Case study article and video<br><br>Accessible Tourism activity in workbook.                              | <b>E-workbook</b><br><br><b>Quiz – Week 4</b>  | <b>1</b>   |
| <b>3</b>   | <ul style="list-style-type: none"> <li>Sense of place and why it is important</li> <li>Components and types of place</li> <li>Sense of place over time</li> </ul>                            | In class discussion and activities<br><br>Case study – Senses of Place<br><br>Discuss Servicescape.          | Case study and journal article<br><br>Sense of place activity in workbook.                                | <b>E-workbook</b><br><br><b>Quiz – Week 4</b>  | <b>1, 2</b>  |




| <b>Module 2 Tourist Behaviour &amp; Motivation</b>              |  |  |   |   |          |
|---|--|--|---|---|----------|
| <b>4</b>  | <ul style="list-style-type: none"> <li>Influences on consumer behaviour</li> <li>Motivation theories – Maslow, Ploggs, Dann</li> <li>Perceptions video – Food &amp; Wine travel in Australia</li> </ul>            | <p>In class discussion and activities</p> <p>Cultural Values and travel</p> <p>Allocate groups for Portfolio Discuss assignment and examples.</p>  | <p>Case study and journal article</p> <p>Personality quiz</p> <p>Group assignment meet up.</p>                          | <p><b>E-workbook</b></p> <p><b>Portfolio</b></p>  | <b>2</b> |
| <b>5</b>  | <ul style="list-style-type: none"> <li>Understanding digital consumers</li> <li>Technology acceptance</li> <li>Technology use in travel</li> <li>Smart tourism destinations</li> </ul>                             | <p>In class discussion and activities</p> <p>Consumer decision making model – loyalty loop</p> <p>Getting digital ready.</p>   | <p>Case study</p> <p>Digital Ready activity in workbook</p> <p>Progress Portfolio assignment.</p>                       | <p><b>E-workbook</b></p> <p><b>Portfolio</b></p>  | <b>2</b> |
| <b>6</b>  | <ul style="list-style-type: none"> <li>The power of marketing materials</li> <li>Media aims and design tips</li> <li>Poor Vs attractive ads</li> </ul>   | <p>In class discussion and activities</p> <p>Case of successful tourism promotions</p> <p>Discuss online review and recommendations.</p>   | <p>Case study and journal article</p> <p>Media Ready activity in workbook</p> <p>Online review and recommendations.</p> | <p><b>E-workbook</b></p> <p><b>Portfolio</b></p>  | <b>2</b> |
| <b>7</b>  | <ul style="list-style-type: none"> <li>Organic vs Strategic brands</li> <li>Place branding and the importance</li> <li>Strategies for building memories</li> </ul>   | <p>In class discussion and activities</p> <p>Successful improvement of place branding</p> <p>Strategies for place competitive advantage.</p>   | <p>Case study and journal article</p> <p>Branding activity in workbook</p> <p>Progress Online Review and Portfolio.</p> | <p><b>E-workbook</b></p> <p><b>Portfolio</b></p>  | <b>2</b> |
| <b>Module 3 Evolution of Tourism Places &amp; Urban Renewal</b> |  |  |   |   |          |
| <b>8</b>  | <ul style="list-style-type: none"> <li>Built environment and urban renewal</li> <li>Tourism rejuvenation – Gold Coast case</li> <li>Urbanisation with a difference</li> <li>Rejuvenation strategies</li> </ul>     | <p>In class discussion and activities</p> <p>Review Butler's Tourism lifecycle</p> <p>Identify trends driving Urban renewal</p> <p>Progress Portfolio.</p>   | <p>Complete Tourism Area Lifecycle activity in workbook</p> <p>Online review due.</p>                                   | <p><b>E-workbook</b></p> <p><b>Final Exam</b></p> | <b>3</b> |
| <b>9</b>  | <ul style="list-style-type: none"> <li>Precincts and their importance to Tourism</li> <li>Transformation of cites – case video</li> <li>Types of precincts</li> <li>Facilitating functions of precincts</li> </ul> | <p>In class discussion and activities</p> <p>Introduce and understand key stakeholders in precinct development</p> <p>Identify conflict and politics that may occur in precinct development</p> <p>Review final drafts of Portfolio.</p> | <p>Read case study and journal article</p> <p>Complete Stakeholder activity in workbook.</p>                            | <p><b>E-workbook</b></p> <p><b>Final Exam</b></p> | <b>3</b> |

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| 10 | <ul style="list-style-type: none"> <li>• Tourism and hospitality precincts – how they work</li> <li>• The difference between hotel and tourism precincts</li> <li>• Challenges with integrated hotel/resort precincts and tourism/hospitality precincts.</li> </ul> | <p>In class discussion and activities</p> <p>Review Getz’s Tourism Business District model<br/>Sydney Rocks case study.</p>   | <p>Case study and journal article</p> <p>Activity in workbook</p> <p>Portfolio due.</p>   | <p><b>E-workbook</b></p> <p><b>Final Exam</b></p> | 4 |
| 11 | <ul style="list-style-type: none"> <li>• Planning for change</li> <li>• Structural change</li> <li>• Temporary change</li> </ul>  | <p>In class discussion and activities</p> <p>Identify future trends</p> <p>The impacts of climate change to tourism places</p> <p>Introduce study guide for final quiz.</p> | <p>Case study and watch climate change videos</p> <p>Complete trends and climate change activity in workbook</p> <p>Revision.</p> | <p><b>E-workbook</b></p> <p><b>Final Exam</b></p> | 4 |
| 12 | <b>Revision</b>   |   |   |   |   |

## 5. Evidence of Learning (Assessment Plan)



### 5.1 Evidence of Learning Summary

|   | <br>Evidence of learning | <br>Weighting | <br>Learning outcome | <br>Due Date |
|---|---|--|--|---|
| 1 | Moodle Quiz   | 20%  | 1,2  | Week 4  |
| 2 | Portfolio   | 40%  | 2  | Week 8  |
| 3 | Final Exam  | 40%  | 3  | Exam Period   |

### 5.2 Evidence of Learning Task Detail

**Moodle Quiz** (Week 4) is intended to assess students understanding of theories and concepts covered in Lectures 1-3. This will comprise of a series of multiple choice questions.

**The Tourism Place Portfolio** (Week 8) as instructed on the portal, students will need to submit a portfolio. This is a purposeful collection of work that exhibits learning, critical thinking and analytical skills. Students will be guided in the development of the portfolio during learning experiences and activities. Students will be required to make an evaluation of the chosen Tourism place, conduct an online review (and make a proposal of improvements, supported by academic research to improve the Tourism place.

The **Final Examination** Short Answer and Case Study (30% of course) is open book and may require the completion of a section of multiple-choice questions, and a section of case-based short answer questions. Although the Moodle Quiz and Case Study, could cover a variety of content of the course, there will be a strong

focus on the module 4 – Development of Places, Trends and Sustainability. Further information of the Final Exam + Case study structure will be provided in the second half of the trimester. Final Exam and Case Study will be two (2) hours in length.

### 5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

#### 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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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](#)

### **Risk Assessment Statement**

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

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