1. General Course Information

1.1 Course Details

Course Code:	**2232HSL**
Course Name:	**International Tourism and Hotel Management Principles**
Trimester:	**Trimester 1, 2021**
Program:	Associate Degree in Commerce & Business
Credit Points:	10
Course Coordinator:	Dr Debbie Cotterell
Document modified:	5 March 2021

Course Description

This course is a 10 Credit Point course within the Associate Degree in Commerce. It introduces students to components of international tourism and hotel services and considers the implication of these as a system for developing and delivering travel and hospitality experiences. This will be achieved by examining the interdependent nature of transportation, accommodation, food and beverage, and attractions services within a context of globalisation, and the need for economic, socio-cultural and environmental sustainability.

In order to be considered for a pass overall and in order to successfully complete this course you must submit all pieces of Evidence of Learning and achieve at least 50% across the course to pass. To be highly successful in this course it is recommended that you participate in and complete all the learning modules and be actively engaged in the learning experiences.

Assumed Knowledge

There are no prerequisites for this course.

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.	

Name	Email
Debbie Cotterell	Debbie.cotterell@griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

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

Many organisations in the tourism and hotel industries operate in global, competitive and culturally diverse environments. To provide a context for working in this environment this course has two main aims:

The first is to provide theoretical frameworks for studying the international tourism and hotel industries, and to describe their organisational structures, operational characteristics, products and markets. Gaining this knowledge will enable students to understand how suppliers and consumers operate as an inter-dependent and complementary overall tourism system.

The second aim is to provide an inter-disciplinary framework for understanding the delivery and management of tourism and hotel services and to appreciate how these frameworks can be used to inform professional practice, identify consumer demands and behaviours, and assess the impacts and future sustainable orientation of the tourism and hotel industries. Achieving these aims will help students gain industry specific knowledge, as well as the skills and knowledge required for their studies in subsequent degree courses

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- Understand key macro and micro systems forming the international tourism and hotel industry
- Describe the complexity of products and markets, organisational structures and operational characteristics in the international tourism and hotel industry.
- Apply collaborative research and communicational skills to analyse the components and operational requirements of event planning, operations and logistics.
- Evaluate issues in the delivery of managed services to generate solutions to resolve a range of contemporary issues.

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

Walker, J.R. (2017). *Exploring the Hospitality Industry*. (Global Edition: 3rd ed.). Essex, England: Pearson Education Ltd.

3.2 Recommended Learning Resources

Learning Experience Exercises. These exercises are to be downloaded and printed from the portal (weekly) and completed prior to the Learning Experiences. Further discussion will be completed during the Learning Experiences to complement and support responses.

Recommended Text Readings:

Baloglu, S. & Bowen, J. (Eds). (2015). *What is the Current and Future Impact of Social Media on Hospitality and Tourism*. Bradford, England: Emerald.

Biederman, P. (2008). *Travel and Tourism: An Industry Primer.* Upper Saddle River, NJ: Prentice Hall.

Brotherton, B. (2003). *The International Hospitality Industry: Structure, Characteristics and Issues.* London: Butterworth-Heinemann.

Conrady, R. & Buck, M. (2007). *Trends and Issues in Global Tourism.* Berlin: Springer.

Jaszay, C. (2006). *Ethical Decision Making in the Hospitality Industry.* New York: Prentice- Hall.

Lashley, C. & Morrison, A. (2000). *In Search of Hospitality.* Oxford: Butterworth- Heinemann.

Medlick, S. & Ingram, H. (2000). *The Business of Hotels.* New York: Butterworth- Heinemann.

Ninemeier, J.D. (2008). *Discovering Hospitality and Tourism: The World's Greatest Industry.* Upper Saddle River, NJ: Pearson Prentice Hall.

O'Shannessy, V. & Minett, D. (2008). *The Road to Hospitality: Skills for the New Professional* (3rd ed.). Frenchs Forest, NSW: Pearson Australia.

Seba, J.A. (Ed.). (2012). *Tourism and Hospitality: Issues and Developments*. New York: Apple Academic Press.

Walker, C. & Carr, N. (Eds.). (2013). *Tourism and Archaeology: Sustainable Meeting Grounds*. Walnut Creek, CA: Left Coast Press.

Walker, J.R. (2013). *Introduction to Hospitality Management* (4th ed.). Upper Saddle River, NJ: Pearson Education Inc.

Weaver, D. & Lawton, L.C. (2010). *Tourism Management* (4th ed.) Milton, Australia: John Wiley & Sons Australia Ltd.

Recommended Journals:
Annals of Tourism Research
Asia Pacific Journal of Tourism Research Cornell
Administration Quarterly
International Journal of Hospitality and Tourism Administration International
Journal of Tourism Research
International Journal of Contemporary Hospitality Management Journal of
Foodservice Business Research
Journal of Hospitality and Leisure Management Journal of
Hospitality and Tourism Research Journal of Restaurant and
Foodservice Marketing Journal of Travel Medicine
Journal of Travel Research
Journal of Tourism Studies
Journal of Vacation Marketing
Scandinavian Journal of Hospitality and Tourism and Tourism Management

Websites:
Passport GMID (Euromonitor) Tourism Offices
Worldwide Directory Smart Traveller
Lonely Planet
Domestic Marketing Organisations (DMOs)
Industry sector and trade associations such as the United Voice (the Hospitality Workers Union) and the
Australia Hotels Association (AHA).

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 a concern to your teacher'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 teacher 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 teacher. 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher 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 experiences	Learning activities	Evidence of learning	Learning outcome
	Module 1: Introduction to Tourism					
1	Introduction to Tourism Text reading: Ch1		Icebreaker and Starting your Annotated Bibliography	Video & comprehension activities		1
2	Nature of Tourism Text reading: Ch2		Case Study and Writing your Annotated Bibliography	Video & comprehension activities		1
3	Characteristics of Tourism Text reading: Ch3		Reflection Activity and Finalising your Annotated Bibliography	Video & comprehension activities		1
	Module 2: Essential Hospitality					
4	Lodging (accommodation) Text reading: Ch4 & 5		Introducing the Reflective Journal#1 and Group Sign Up	Video & comprehension activities	Annotated Bibliography (30%)	1, 2
5	Food & Beverage Service Restaurants Text reading: Ch7 & 8		Culinary Activity and Reflective Journal#2	Video & comprehension activities		2

6	Theme Parks & Attractions Text reading: Ch12	Attractions Research and Animal Ethics Reflection Activity#3	Video & comprehension activities		2
7	Cruising Text reading: Ch6	Cruising Activity and Reflective Journal#4	Video & comprehension activities		2
8	Beverages Text reading: Ch10	Beverages Activity and Reflective Journal Finalisation	Video & comprehension activities	Reflective journal (20%)	2
	Module 3: MICE				
9	Festivals & Special Events Text reading: Ch15	Starting your Planning Activity and Groupwork	Video & comprehension activities		3
10	Meetings, Conferences, Expositions Text reading: Ch14	Quiz and Groupwork	Video & comprehension activities		3
11	Clubs & Gambling Text reading: Ch11 & 13	Group Presentations	Video & comprehension activities	Familiarisation Tour planning activity (40%)	3
	Module 4: Managed Services				
12	Managed Services Text reading: Ch9	Final Quiz Preparation	Online lessons		4
Exam Week				Managed Services Quiz (10%)	4

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Annotated Bibliography	30%	1	Week 4, Wednesday 5pm
2	Reflective Journal	20%	2	Week 8, Friday 9am
3	Planning Activity	40%	3	Week 11, Friday 9am
4	Managed Services Quiz	10%	4	Exam Week

5.2 Evidence of Learning Task Detail

Annotated Bibliography (30%) - students will select a Tourism topic and individually research, summarise, assess, reflect and report on the topic. *Part of the submission of the Annotated Bibliography involves completing a supplement in your class time in the week of submission, and will require you to complete an exercise related to your Annotated Bibliography.*

Reflective Journal (20%) – students will be assessed on their ability to critically evaluate researched destination tourism product information.

Planning Activity (40%) – students will create a 'media kit' and itinerary of a proposed familiarisation tour (famil), for international travel journalists. The 'media kit' will detail the tourism product of various Australian destinations appropriate for the identified fully independent travellers (FIT). The itinerary will be a research-based plan demonstrating what's on offer to the journalists who will experience Australian destinations first hand. Famils are a relatively low cost way to promote the Australian tourism products to larger networks of travel trade and media. This activity will require student justification of the travel itinerary components in the form of recorded presentation.

Managed Services Quiz (10%) – the online quiz is intended to assess student comprehension and understanding of the managed service sector of the hospitality industry.

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 Course Site and made available to students through the 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 Sittings](#), [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

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed within 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.

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