1. General Course Information

1.1 Course Details

Course Code:	**1005HSL**
Course Name:	**People & Places in the Service Industries**
Trimester:	**Trimester 3, 2021**
Program:	Diploma of Hotel Management Associate Degree in Commerce & Business
Credit Points:	10
Course Coordinator:	Joseph Endres
Document modified:	27 September 2021

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

Name	Email
Joseph Endres	joseph.endres@staff.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 found on the Moodle Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus 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 subsequence 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 Digital Campus.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Academic Integrity online modules within the suite of Academic and Professional Studies courses.

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 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 Digital Campus. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 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 Overview of People & Places in Society					
1	● Welcome, course introduction ● Why we study people and places in services industries ● Globalisation and politics in tourism	Getting to know peers In-class discussion and activities.	Journal article and case study Impacts of Tourism activity in workbook.	*E-workbook*	*1*
2	● What is Access ● Accessing Tourism places ● Accessibility – Inclusive and exclusive	In class discussion and activities - cases on visitors with disabilities. Discuss accessible tourism.	Case study article and video Accessible Tourism activity in workbook.	*E-workbook*	*1*

3	● Sense of place and why it is important ● Components and types of place ● Sense of place over time	In class discussion and activities Case study – Senses of Place Discuss Servicescape.	Case study and journal article Sense of place activity in workbook.	*E-workbook*	*1, 2*
	Module 2 Tourist Behaviour & Motivation				
4	● Influences on consumer behaviour ● Motivation theories – Maslow, Ploggs, Dann ● Perceptions video – Food & Wine travel in Australia	In class discussion and activities Cultural Values and travel Allocate groups for Portfolio Discuss assignment and examples.	Case study and journal article Personality quiz Group assignment meet up.	*E-workbook* *Quiz (20%) due*	*2*
5	● Understanding digital consumers ● Technology acceptance ● Technology use in travel ● Smart tourism destinations	In class discussion and activities Consumer decision making model – loyalty loop Getting digital ready.	Case study Digital Ready activity in workbook Progress Portfolio assignment.	*E-workbook*	*2*
6	● The power of marketing materials ● Media aims and design tips ● Poor Vs attractive ads	In class discussion and activities Case of successful tourism promotions Discuss online review and recommendations.	Case study and journal article Media Ready activity in workbook Online review and recommendations.	*E-workbook*	*2*
7	● Organic vs Strategic brands ● Place branding and the importance ● Strategies for building memories	In class discussion and activities Successful improvement of place branding Strategies for place competitive advantage.	Case study and journal article Branding activity in workbook Progress Online Review and Portfolio.	*E-workbook*	*2*
	Module 3 Evolution of Tourism Places & Urban Renewal				
8	● Built environment and urban renewal ● Tourism rejuvenation – Gold Coast case ● Urbanisation with a difference ● Rejuvenation strategies	In class discussion and activities Review Butler's Tourism lifecycle Identify trends driving Urban renewal Progress Portfolio.	Complete Tourism Area Lifecycle activity in workbook Online review due.	*E-workbook*	*3*
9	● Precincts and their importance to Tourism ● Transformation of cites – case video ● Types of precincts	In class discussion and activities Introduce and understand key stakeholders in precinct development	Read case study and journal article Complete Stakeholder activity in workbook.	*E-workbook* *Portfolio (40%) due*	*3*

	● Facilitating functions of precincts	Identify conflict and politics that may occur in precinct development

Review final drafts of Portfolio. | | | |
| 10 | ● Tourism and hospitality precincts – how they work
● The difference between hotel and tourism precincts
● Challenges with integrated hotel/resort precincts and tourism/hospitality precincts. | In class discussion and activities

Review Getz's Tourism Business District model Sydney Rocks case study. | Case study and journal article

Activity in workbook

Portfolio due. | *E-workbook* | *4* |
| 11 | ● Planning for change
● Structural change
● Temporary change | In class discussion and activities

Identify future trends

The impacts of climate change to tourism places

Introduce study guide for final quiz. | Case study and watch climate change videos

Complete trends and climate change activity in workbook

Revision. | *E-workbook* | *4* |
| 12 | *Revision* | | | | |

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Quiz	20%	1,2	Week 4
2	Portfolio	40%	2	Week 9
3	Final Exam	40%	3	Exam Period

Students must submit all pieces of Evidence of Learning and achieve over 50 % to pass to this course.

5.2 Evidence of Learning Task Detail

Moodle Quiz (Week 4) is intended to assess students understanding of theories and concepts covered in the Learning Content 1-3. This will compromise of a series of multiple choice and/or short answer questions.

The Tourism Place Portfolio (Week 9) as instructed on the Digital Campus, 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** (40% of course) 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 Digital Campus 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 Digital Campus. 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.

Students must submit **all** pieces of Evidence of Learning and achieve over **50 % to pass** to this course. *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 teachers 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.

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