



1. General Course Information

1.1 Course Details

Course Code:	2232HSL
Course Name:	International Tourism and Hotel Management Principles
Trimester:	Trimester 1, 2022
Program:	Associate Degree in Commerce & Business
Credit Points:	10
Course Coordinator:	Dr Liubov Skavronskaya
Document modified:	03 March 2022

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 students 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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Liubov Skavronskaya	liubov.skavronskaya@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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:

1. Understand key macro and micro systems forming the international tourism and hotel industry
2. Describe the complexity of products and markets, organisational structures and operational characteristics in the international tourism and hotel industry.
3. Apply collaborative research and communicational skills to analyse the components and operational requirements of event planning, operations and logistics.
4. Evaluate issues in the delivery of tourism practices 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.). Pearson Education Ltd.

3.2 Recommended Learning Resources

Learning Experience Exercises. These exercises are to be downloaded and printed from the Digital Campus (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
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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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.

Attendance

You are expected to actively engage in all learning experiences 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.

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 the course site. 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 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 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%, students are engaged in their learning 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 Experiences and Learning Activities

4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	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 Introducing EoL#1: Module 1 Quiz	Video & comprehension activities		1
2	Nature of Tourism Text reading: Ch2	Case Study and Preparing for Module 1 Quiz	Video & comprehension activities		1, 2
3	Characteristics of Tourism Text reading: Ch3	Reflection Activity and in-class Module 1 Quiz	Video & comprehension activities	Module 1 Quiz (20%)	1, 2
Module 2: Essential Hospitality					
4	Lodging (accommodation) Text reading: Ch4 & 5	Introducing EoL#2. Research & Reflection #1 and Group Sign Up	Research and Reflection Activities; Group Formation		1, 2
5	Food & Beverage Service Restaurants Text reading: Ch7 & 8	Culinary Activity and Research & Reflection Activity#2	Research & Reflection Activities		1, 2

6	Theme Parks & Attractions Text reading: Ch12	Attractions Research and Animal Ethics Research & Reflection Activity#3	Research & Reflection Activity		1, 2
7	Cruising Text reading: Ch6	Cruising Activity and Research & Reflection #4	Research & Reflection Activity		1, 2
8	Beverages Text reading: Ch10	Beverages Activity and Reflection #4. In-class Presentations		Familiarisation Tour: Preliminary Research Presentation(30%)	1, 2, 3
Module 3: MICE					
9	Festivals & Special Events Text reading: Ch15	Starting your Planning Activity and Groupwork	Familiarisation Tour Planning Activity		1, 2, 3
10	Meetings, Conferences, Expositions Text reading: Ch14	Quiz and Groupwork	Familiarisation Tour Planning Activity		1, 2, 3
11	Clubs & Gambling Text reading: Ch11 & 13	Group Presentations	Familiarisation Tour Planning Activity	Familiarisation Tour: Report & Itinerary(40%)	1, 2, 3, 4
Module 4: The Complexity of the Tourism Industry					
12	Overview of key issues facing the tourism and hospitality industry	Final Reflection Preparation		Final Reflection (10%)	1, 4
Exam Week					1, 2, 4



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Module 1 Quiz	20%	1, 2	Week 3, Wednesday 30 th March during the Learning Experience
2	Familiarisation Tour: Preliminary Research Presentation	30%	1, 2, 3	Week 8, Wednesday 11 th May @ 9am to Turnitin and presented during the Learning Experience
3	Familiarisation Tour: Report & Itinerary	40%	1, 2, 3, 4	Week11, Friday 3rdJune @ 9am in the Evidence of Learning tile
4	Final Reflection	10%	1, 4	Week 12 , Wednesday 8th June During the final Learning Experience

Students must complete ALL Evidence of Learning Tasks and achieve a minimum 50% overall in order to pass the course

5.2 Evidence of Learning Task Detail

Evidence of Learning Task 1: Module 1 Quiz (20%)

Task Type: Online Quiz

Due Date: Wednesday 30th March, during the Learning Experience

Weight: 20%

Length: 60 minutes

Task Description: Students will have 60 minutes to answer 20 Multiple Choice Questions on key concepts underpinning the nature and characteristics of the tourism industry. This will be based on learning from Weeks 1-3 content. This will take place at the end of the Week 3 Learning Experience under exam **conditions**.

Submission: Via the 'Evidence of Learning' tile in Moodle

This is an individual activity.

Evidence of Learning Task 2: Familiarisation Tour: Preliminary Research Presentation (30%)

Task Type: Oral Presentation

Due Date: Wednesday 11th May, during the Learning Experience

Weight: 30%

Length: 12 minutes

Task Description: Students will be assessed on their ability to research appropriate tourism products for an

upcoming 10-night familiarization tour to three destinations in Queensland for a group of international (TBA) travel journalists. The travel journalists will fall under the target market of the High Value Traveler (HVT). Students must research a combination of unique experiences that are relevant to the HVT market including accommodation, tourism activities, restaurants and culinary experiences.

Criteria and Marking:

- Relevance of tourism products to the target market (e.g. X Nationality HVT/travel journalists) (10 marks)
- Proposal Likelihood to Increase International Tourist Traffic (10 marks)
- Verbal Communication Skills (10 marks)

Feedback will be given on the suitability of the tourism products which can be used to improve the final itinerary in EoL#3.

Submission: Via Turnitin in the Evidence of Learning tile and presented via Zoom

This activity is a group activity of 2 people but is individually marked.

Evidence of Learning Task 3: Familiarisation Tour: Report & Itinerary (40%)

Task Type: Written Report and Itinerary

Due Date: Friday 3rd June, 9am

Weight: 40%

Length: 1,500 words (excluding itinerary)

Task Description: Based on the research presented in EoL#2, students will further research the suitability and sustainability of their chosen combination of tourism products for the proposed familiarisation tour (famil), for international travel journalists who are High Value Travelers (HVTs). They will then create an itinerary of the proposal which will detail the tourism products of various Australian destinations appropriate for the HVTs. The itinerary will be a research-based plan demonstrating what's on offer to the journalists who will experience Australian destinations firsthand. Famils are a relatively low-cost way to promote the Australian tourism products to larger networks of travel trade and media. This activity will also require student justification of the travel itinerary components in the form of a report which will outline their final itinerary and justification of suitability and sustainability.

Criteria and Marking:

- Justification of the tourism product relevance to the HVT and demonstrating excellent knowledge of the region and market (10 marks)
- Likelihood to increase International Tourist Traffic through a unique combination of very unique experiences (10 marks)
- Sustainability of tourism products is explained and justified (10 marks)
- Written communication skills (10 marks)

Submission: Via Turnitin in the Evidence of Learning tile

This activity is a group activity of 2 people.

Evidence of Learning Task 4: Final Reflection (10%)

Task Type: Written Reflection

Due Date: Wednesday 8th June, during the Learning Experience

Weight: 10%

Length: 60 minutes

Task Description: The Final Reflection is intended to assess student comprehension and understanding of the key issues of the hospitality industry outlined in the course. An overview of the key issues will be covered in the final Learning Content and then students will be presented with a Case Study after which they will be asked to reflect and be prompted by a series of questions designed to assess their understanding of the topic and reflective writing skills.

Submission: Via the Evidence of Learning tile in Moodle

This is an individual activity

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task 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 tasks 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 tasks 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 Evidence of Learning Tasks-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 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.