



1. General Course Information

1.1 Course Details

Course Code:	1006THS
Course Name:	Tourism Systems
Trimester:	Trimester 2, 2022
Program:	Diploma of International Tourism and Hotel Management
	Diploma of Business
Credit Points:	10
Course Coordinator:	Dr Debbie Cotterell
Document modified:	22 nd June 2022

Course Description

Tourism Systems is a 10 Credit Point course within the Diploma of Business, the Diploma of International and Hotel Management and Diploma of Business. The global tourism and hospitality industries are large, multi-faceted and complex, and represented by an array of stakeholders with both complementary and competing interests. The 'systems' perspective in this course has a threefold purpose: (1) you will learn the key sectors and stakeholders in the tourism and hospitality industries, and evaluate the interactions between them; (2) you will understand tourism as a socio-economic activity within the context of socio-cultural, environmental, political and operational systems (3) you will apply a systems thinking perspective that will highlight the complexity of tourism and hospitality systems and allow you to identify options for improving the sustainability of the global industry. Achieving these aims will help students gain industry specific knowledge, as well as the skills and attitudes required in their studies in subsequent courses.

This course provides foundational knowledge about the tourism and hospitality industries, as well as an introduction to the academic skills that are fundamental to the further application of knowledge and skills in more

advanced courses in the Bachelor of International Tourism & Hotel Management. In particular, the course focuses on the complex networks of different systems that comprise the global tourism and hospitality industries. A systems thinking perspective is overlaid on the course content – systems thinking will enhance students' ability to analyse complex issues. It is recommended students complete this course in their first year of study, and before they enrol in courses for their preferred major(s). It is recommended that you enrol in this course in your first trimester of enrolment.

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 digital campus.

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 found on the 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 aims of this course are to:

- provide students with an underpinning knowledge of the various elements and attributes of the global tourism and hospitality industries, as well as the interactions between the different sectors within the industries,
- consider the social and environmental impacts of tourism and hospitality activities from the perspective of sustainability,
- introduce students to systems thinking as an approach to the analysis of complex issues,
- complement the knowledge of bespoke tourism and hospitality information systems that students gain from completing 1007THS Tourism Travel & Technology.



2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Explain features of tourism and hospitality systems

2. Analyse socio-economic, environmental and political drivers within a tourism system and evaluate approaches taken to reach triple bottom line sustainability in real-life tourism and hospitality businesses
3. Critique ~~Describe~~ key influences impacting on the tourism and hospitality industries



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

Weekly Learning Resources, Readings and Video Case Studies available on the course site.

This course also requires use of Vensim PLE modelling software. Students may download Vensim for free from: <https://vensim.com/free-download/>.

Other systems modelling software you can use:

- Sheetless.io at <https://sheetless.io/> (free) cloud based
- Miro at <https://miro.com/>
- Kumu at <https://kumu.io/>
- MS PowerPoint
- OR just use paper and pencil to draw

3.2 Recommended Learning Resources

You may want to read or access additional material to help you with your learning. They may include:

- Kim, D. H. (1999). *Introduction to systems thinking*. Pegasus Communications.
<https://static1.squarespace.com/static/535849dae4b0f67f52ae0568/t/5e42d6becf987525cb25dfc/1581438716299/Introduction+to+Systems+Thinking.pdf>
- Leiper, N. (2004). *Tourism Management* (3rd ed.). Pearson Education Australia.
- Leiper, N. (1979). The framework of tourism: Towards a definition of tourism, tourist, and the tourist industry. *Annals of tourism research*, 6(4), 390-407.
- Meadows, D. H. (2008). *Thinking in systems: A primer*. Chelsea Green Publishing.
- *Journal of Sustainable Tourism*
- *Journal of Current Issues in Tourism*
- *Journal of Ecotourism*
- *Journal of Supply Chain Management*

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 support 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 the learning experience such as the required textbook and /or workbook. In addition, you are encouraged to BYOD (bring your own device) such as a laptop or tablet however, the use of such devices in the classroom is encouraged with appropriate use for learning being a priority. Computer lab facilities are also available on campus.

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. If attending online, the use of camera, microphone and participating in interactive and group learning activities is strongly encouraged.

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 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 Experience On Campus/Zoom	 Learning Activities	 Evidence of Learning	 Learning outcome
Module 1: Introduction to Tourism Systems					
1	Introduction to Tourism Systems Reading: <i>Tourism Systems Thinking: Toward an integrated framework to guide the study of the tourism phenomenon</i>	Overview of Evidence of Learning Overview of Recommended Diagram Mapping Software	Weekly Learning Activity related to the weekly topic & developing your assessment.		1
2	Tourism and Hospitality system dynamics and its sub-systems (Part I) Reading: <i>Addressing the threats to tourism sustainability using systems thinking: a case study of Cat Ba Island, Vietnam; Casual Loop modelling in systems thinking dynamics: managing change and complexity</i>	Case Study Analysis & Discussion: <i>Byron Bay, NSW</i>	Weekly Learning Activity related to the weekly topic & developing your assessment.		1
3	Tourism and Hospitality system dynamics and its sub-systems (Part II) Reading: <i>An analysis of food waste from a flight catering business for sustainable food waste management</i>	Case Study Analysis & Discussion: <i>Hospitality Employee Turnover</i>	Finalising EoL#1 Case Study	EoL#1 Case Study due: Friday 22nd July, 5pm	1, 2
Module 2: Stock, Connections and Flows					





4	<p>Tourism and Hospitality Stock, Connections and Flows (Part I)</p> <p>Reading: Applying systems thinking to sustainable golf tourism</p>	<p>Case Study Analysis & Discussion: Cat Ba Island, Vietnam</p>	<p>Weekly Learning Activity related to the weekly topic & developing your assessment</p>		1, 2, 3
5	<p>Tourism and Hospitality Stock, Connections and Flows (Part II)</p> <p>Reading: Service supply chains: A customer perspective</p>	<p>Case Study Analysis & Discussion: Renewable Energy in Australian Hotels</p>	<p>Weekly Learning Activity related to the weekly topic & developing your assessment</p>		1, 2, 3
6	<p>Tourism and Hospitality Stock, Connections and Flows (Part III)</p> <p>Reading: 'Kill Venice': A systems thinking conceptualisation of urban life, economy, and resilience in tourist cities</p>	<p>Case Study Analysis & Discussion: Star Steakhouse, USA</p>	<p>Weekly Learning Activity related to the weekly topic & developing your Workbook</p>		1, 2, 3
Module 3: Sustainable Tourism Systems					
7	<p>Tourism and Hospitality Dynamics and Change</p> <p>Reading: The problematic nature of sustainable tourism: some implications for planners and managers</p>	<p>Case Study Analysis & Discussion: Mallorca, Spain</p>	<p>Weekly Learning Activity related to the weekly topic & completing your Workbook</p>		1, 2, 3
8	<p>Tourism and Hospitality Dynamics and Change (cont'd)</p> <p>Reading: Mallorca residents call for cruise ship limit of one a day in Palma</p>	<p>Case Study Analysis & Discussion: Bali, Indonesia</p>	<p>Weekly Learning Activity related to the weekly topic & completing your Workbook</p>		1, 2, 3
9	<p>Sustainable Tourism and Hospitality Systems</p>	<p>Case Study Analysis & Discussion:</p>	<p>Finalising EoL#2 Workbook</p>	<p>EoL#2 Workbook due: Friday 9th September, 5pm</p>	1, 2, 3

	<i>Reading: Framework for creating sustainable tourism systems using systems thinking</i>	<i>Amsterdam, Netherlands</i>			
10	<i>Tourism and Hospitality Link to Social Practice and Sustainability</i> <i>Reading: A room with a viewpoint</i>	<i>Case Study Analysis & Discussion: Mallorca, Spain</i>	<i>Weekly Learning Activity related to the weekly topic & developing your oral examination</i>		1, 2, 3
11	<i>Shocks to Tourism and Hospitality Systems</i> <i>Reading: The Vanuatu tourism adaption system: a holistic approach to reducing climate risk</i>	<i>Case Study Analysis & Discussion: Tourism or Health?</i>	<i>Weekly Learning Activity related to the weekly topic & developing your oral examination</i>		1, 2, 3
12	<i>No new Learning Content: Course Consolidation and Revisions</i>	<i>Oral Examination Preparation</i>	<i>Oral Examination Preparation</i>	<i>EoL#3 Oral Examination due: Friday 30th September, 5pm</i>	1, 2, 3

5. Evidence of Learning (Assessment Plan)



5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Case Study	20%	1	Week 3, Friday, 22nd July, 5pm
2	Workbook	40% (must achieve a min. of 20/40)	1, 2	Week 9, Friday, 9 th September, 5pm
3	Recorded Oral Examination	40%	1, 2, 3	Week 12 Friday, 30 th September, 5pm

Students must submit ALL Evidence of Learning items, including a mandatory pass for EoL#2 Workbook and achieve 50% overall in order to pass the course.

5.2 Evidence of Learning Task Detail

Title: Case Study

Type: Written Assignment

Learning Outcomes Assessed: 1

Due Date: Friday, 22nd July, 5pm (Week 3)

Weight: 20%

Marked out of: 20

Word count: 500 words

Task Description:

In this Evidence of Learning task you will:

1. Select ONE case study video from the list provided
2. Identify two elements within the tourism system and identify the variables
3. Explain two functions performed by each of the elements
4. Cite at least four academic references

Criteria & Marking:

- Identification of elements within the tourism system
- Explanation of tourism system functions and identification of elements
- Written communication using systems thinking terminology and referencing

Submission: Text Matching Tool - Turnitin. Online via TurnItIn

This Evidence of Learning item:

- is an individual activity
- includes a self-assessment activity

Title: Workbook

Type: Log of Learning Activities

Learning Outcomes Assessed: 1, 2

Due Date: Friday, 9th September, 5pm (Week 9)

Weight: 40%

Marked out of: 40

Word count: 2,000 words

Task Description:

The Workbook is a scaffolded assignment where students will apply systems thinking concepts to analyse a real-world tourism hospitality issue. In this Evidence of Learning task you will:

1. Select any one tourism destination
2. Select a tourism business within the selected destination
3. Select one key tourism systems problem related to its operation within the broader tourism industry
4. Based on the above, complete the weekly workbook activities (see course site) over weeks 1 to 9
5. Cite as least eight academic references

Criteria & Marking:

- Ability to define a systems problem within a business context and connect to theory
- Ability to describe elements and define a system boundary for the elements
- Ability to communicate functions of an element
- Ability to explain and categorise variables influencing stated problem
- Ability to visualise a concept map of the selected tourism and hospitality problem
- Ability to utilise correct writing/referencing conventions with evidence of wide reading from relevant literature

Submission: Text Matching Tool - Turnitin. Online via TurnItIn

This Evidence of Learning item:

- is an individual activity
- contains a mandatory pass component – students must achieve 20 out of 40 for this item
- will be continued as it forms the basis of EoL#3 Oral Examination

Title: Pre-recorded Oral Examination

Type: Oral Examination

Learning Outcomes Assessed: 1, 2, 3

Due Date: Friday, 30th September, 5pm (Week 12)

Weight: 40%

Marked out of: 40

Word count: n/a – 10? minutes with a maximum of 6 PowerPoint slides

Task Description:

In this Evidence of Learning task you will use the real-problem selected in EoL#2 and present management interventions that could solve the selected problem:

1. Describe the stakeholders involved in the system environment as you have visualised in the stock-and-flow or the casual loop diagram
2. Interpret the goals of these stakeholder groups
3. Propose TWO interventions to the problem investigated and explain the leverage points
4. Explain the different mental models that may exist among the identified stakeholders and how they might perceive the proposed interventions to the system problem
5. Analyse the consequences and unintended consequences of your proposed interventions
6. Interpret how a system delay will impact the effectiveness of your proposed interventions
7. Prepare an audio-visual presentation with the presenter visible in the recording

Criteria & Marking:

- Describe stakeholders and their goals
- Propose interventions that show understanding of leverage points
- Explain different mental models in relation to stakeholders
- Analyse consequences of interventions
- Interpret system delay on proposed interventions
- Delivery techniques
- Supporting material

Submission: Text Matching Tool - Turnitin. Online via TurnItIn

This Evidence of Learning item:

- is an individual activity

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 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 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 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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