



1. General Course Information

1.1 Course Details

Course Code:	2216HSL
Course Name:	Rooms Division Management
Trimester:	Trimester 2, 2022
Program:	Associate Degree in Commerce and Business
Credit Points:	10
Course Coordinator:	David Ponton
Document modified:	18 January 2022

Course Description

Rooms Division Management is a 10 Credit Point course within the Diploma of Hotel Management. The course is situated within the second trimester of the program. The Diploma of Hotel Management is designed to provide students with a pathway to:

- further university studies in Business and related degrees or
- direct employment.

Rooms Division Management involves the management and mechanics of a number of departments including front office, security, housekeeping, reservations and in some organisations, engineering. Information technologies, including systems for reservations, distribution and revenue management, play a large part in ensuring the success of the Rooms Division in a hotel, both quantitatively (finance) and qualitatively (service quality and competitive advantage). The interaction and communication within and between the Rooms Division and all of the departments within a hotel are vital to ensure the delivery of service quality.

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
David Ponton	david.ponton@navitas.com

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Time 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

The Rooms Division within a hotel property is the core of departmental and guest interaction, with the aim of exceptional communication, service and financial management. The aims of the course for the students are:

1. To provide students with a comprehensive understanding of the numerous facets of Rooms Division management and operations.
2. To assess the impact of revenue management on hotel operations within a competitive environment, including the impact of new and existing distribution channels on profitability.
3. To interpret operational data in order to make informed management decisions that will enhance business performance.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Understand all the aspects of the management and operation of the Rooms division department
2. Describe the key components of service quality and theory in a guest experience context across all rooms related departments of an accommodation business
3. Examine the role of revenue management and its application within the Rooms division department
4. Describe the issues relevant to the interconnected departments of hotels and how they influence the operation of the Rooms Division









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 from different chapters for the Mini Lectures and discussion questions have been provided on the portal

3.2 Recommended Learning Resources

Baker, S., Huyton, J. & Bradley, P. (2000). *Principles of Hotel Front Office Operations*. London: Thomson Learning

Bardi, J. A. (2011). *Hotel Front Office Management (5e)*. New Jersey: John Wiley & Sons, Inc.

Berger, F., & Brownell, J. (2009). *Organisational Behaviour for the Hospitality Industry*. Pearson Prentice Hall, Upper Saddle River, NJ.

Casado, M. A. (2000). *Housekeeping management*. New York: John Wiley

Tewari, J. (2009). *Hotel Front Office: operations and management*. New Dehli, Oxford: Oxford University Press

K. (2009). *An introduction of revenue management for the hospitality industry*. Upper Saddle River, N.J.: Pearson Prentice Hall

Vallen, G. K., & Vallen, J. J. (2000). *Check-in Check-out (7th ed.)*. New Jersey: Prentice Hall.

Woods, R.H., Ninemeier, J.D., Hayes, D.K., & Austin, M.A. (2007). *Professional Front Office Management*. New Jersey: Pearson Education Inc

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 – The Rooms Division					
1	The Rooms Division - Structure	Learning Content Discussion Questions Videos	Ice-Breaker Introductions Conversation Starters Storytelling	1	1
2	The Rooms Division - Analytics	Learning Content Discussion Questions Videos	Rooms Division Managers Mindset Hotel Metrics Branding	1	1
Module 2 – Guest Services					
3	Guest Services – Overview	Learning Content Discussion Questions Videos	Guest Service Mapping Role Plays Hotel Immersion Poster Development Visualisation	1	2
4	Guest Services - Service Quality	Learning Content Discussion Questions Videos	Role Plays Service Quality Dimensions Communication competence Poster Development Visualisation	1	2
Module 3 – Room Revenue Management					
5	Room Revenue Management- System Wide Reservation	Learning Content Discussion Questions Videos	Reservation Data Selling Techniques Reservation Reports	2	3

6	Room Revenue Management-Distribution	Learning Content Discussion Questions Videos	Managing Strategies and Considerations Demand and Supply Tactics	2	3
7	Room Revenue Management-Forecasting, Availability and Overbooking	Learning Content Discussion Questions Videos	Simple and Adjusted Room Counts Forecasting techniques Overbooking Strategies	2	3
8	Room Revenue Management-Rate Structures	Learning Content Discussion Questions Videos	Finance principles Tabular Ledger	2	3
<i>Module 4 – Interconnected Departments</i>					
9	Interconnected Departments - Finance	Learning Content Discussion Questions Videos	Finance principles Tabular Ledger	3	4
10	Interconnected Departments - Housekeeping	Learning Content Discussion Questions Videos	Housekeeper Functions Guest Room Cleaning Decisions	3	4
11	Interconnected Departments - Engineering	Learning Content Discussion Questions Videos	Sustainability Going Green	3	4
12	Interconnected Departments - Safety and Security	Learning Content Discussion Questions Videos	Journey map Integrated Systems Hotel Security Incidents	3	4



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Academic Poster	30%	1,2	5pm Friday, Week 4
2	Annotated Bibliography	30%	1,2,3	5pm Friday, Week 8
3	Learning Portfolio	40%	1,2,3,4	5pm Friday, Week 12

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1: Academic Poster (30%)

Task Type: Design Project

Due Date: Friday Week 4

Weight: 30%, Marked out of: 30

Task Description: You are required to design an A2-sized poster to demonstrate your visualisation, summarising, prioritising and synthesising skills. A poster is a communication tool that utilises structure, graphics and text to clearly convey complex messages, while being visually appealing and engaging.

In order to complete this assessment, you are required to design a poster, which clearly addresses the following question: What is the Guest cycle in a Five Star Hotel?

To be successful in this assessment, you are required to research academic/scholarly (published in peer-reviewed journals) literature and make use of effective and suitable visualisation techniques in order to design a carefully constructed and logical poster, which clearly displays your answer to the above question.

More specifically, your poster should:

- clearly address the question;
- be logically structured and aesthetically pleasing;
- refer to correct material you have read in the literature (you should include a MINIMUM of 3 scholarly references - in-text references and a reference list in APA style must be included on the poster);
- present a clear and concise message (in title and other content);
- can understand what you are trying to say;
- use relevant visualisation techniques to visually display the message and content of your poster; and use text sparingly (a MAXIMUM of 250 words, excluding reference list, is permitted).

Criteria and Marking: Marking criteria will be available on Moodle.

Submission: Turnitin via course site.

2. Evidence of Learning Task 2: Annotated Bibliography (30%)

Task Type: Assignment – Written Assignment

Due Date: Friday Week 8

Weight: 30%, Marked out of: 30

Task Description: An annotated bibliography provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source. The annotation usually contains a brief summary of content and a short analysis or evaluation where as a student you may have to reflect, summarise, critique, evaluate or analyse the source.

The Hotel topics that you can choose from can be found in the 2216HSL Course Outline such as: The Rooms Division; Guest Service; Reservations; Revenue Management; Forecasting, and Rate structures

Contents of this annotated bibliography:

For this assessment, as a student you will be required to find five (5) journals. For each journal, an annotation (250 words each) will include the following elements:

Provide the full bibliographic end of text citation

- Indicate the background of the author(s)
- Outline the main argument
- Identify the research methods if applicable.
- Identify any conclusions made by the author/s
- Highlight any special features of the text that were unique or helpful e.g. charts, graphs etc.
- Discuss the relevance or usefulness of the text
- State the strengths and limitations of the text
- Present your view or reaction to the text

Criteria and Marking: Marking criteria will be available on moodle.

Submission: Turnitin via the course site.

3. Evidence of Learning Task 3: Learning Portfolio (40%)

Task Type: e.g. Assignment – Written Assignment; Assignment – Presentation; Examination

Due Date: Friday Week 12

Weight: 40%, Marked out of: 40

Task Description: Academic learning portfolios are an assessment item that are a purposefully selected compilation of a student's work, showcasing student learning and academic growth over time. Colleges and universities around the world are beginning to use portfolios for a variety of purposes. In this case, the learning portfolio will allow the reader to measure the quality of your learning. This portfolio will require students to provide evidence of learning (knowledge and personal development) for the 2216HSL course. The evidence that is required in this learning portfolio will be demonstrated by completing a 500-word summary of each module (1-4) content (at least 4 citations in each summary).

Criteria and Marking: Marking criteria will be available on Moodle.

Submission: Turnitin via the course site.

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.