



1. General Course Information

1.1 Course Details

Course Code:	2222THS
Course Name:	Hotel Distribution & Sales
Trimester:	Trimester 1, 2023
Program:	Associate Degree in Business
Credit Points:	10
Course Coordinator:	Johnnel Smith
Document modified:	February 17 th 2023

Course Description

Hotel Distribution and Sales is a course within the Associate Degree in Commerce and Business. The course is situated within the second year of the program. The Associate Degree in Commerce and Business is designed to provide students with a pathway to further university studies in Commerce, Business, and related degrees or direct employment into business in the hospitality industry.

This course introduces students to the highly complex, competitive, and changing marketing environment of the hotel industry, providing them with an awareness and understanding of the unique marketing, distribution and sales challenges faced by hotel operators.

Assumed Knowledge

To successfully enrol in this Course, you must provide evidence that you have completed 1003MKT Introduction to Marketing or equivalent.

1.2 Teaching Team

Your teacher can be contacted via the email system on the Digital Campus.

Name	Email
Johnnel Smith	josi@portal.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 such as laptop or tablet (mobile phones are not suitable). 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 aim of this course is to examine hotel market segments, tourist behaviour, and marketing, distribution and sales strategies in a complex and dynamic hotel industry. The course explores approaches to designing, selling and delivering tourism and hotel experiences. The course seeks to extend students' knowledge and skills acquired in lower-level marketing courses through application of course material to the context of domestic and international hotel settings.



2.2 Learning Outcomes

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

1. Analyse hotel market segments and their influences on future hotel experience design
2. Design a creative hotel experience that integrates distribution choices and maximum sales in the global tourism market.
3. Evaluate the changing use of technology in today's hotel experiences



2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓



3. Learning Resources

3.1 Required Learning Resources

Bowie, D., Buttle, F., Brookes, M., & Mariussen, A. (2017). *Hospitality marketing* (3rd ed.). Taylor & Francis

3.2 Recommended Learning Resources

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

Textbooks:

- Kotler, P., Bowen, J.T., & Makens, J.C., & Baloglu, S. (2016). *Marketing for Hospitality and Tourism* (7th ed.). Pearson.

Journals:

- Annals of Tourism. G155.A1 A58
- Cornell Hotel and Restaurant Administration Quarterly. TX901.C67
- International Journal of Tourism Research. (Electronic link ProQuest)
- Journal of Consumer Marketing. HF5410.J64
- Journal of Consumer Research. HF5415.3.J68
- Journal of Foodservice Business Research. TX911.3.M3 J68:A
- Journal of Hospitality & Leisure Marketing. TX911.3.M3 J682

- Journal of Hospitality and Tourism Management. TX911.3.M27 A97:A
- Journal of Marketing Research. HF5415.2.J66
- Journal of Marketing HF5415.A2 J6
- Journal of Restaurant & Foodservice Marketing. TX911.3.M3 J68
- Journal of Tourism Studies Per G155.A1 J58
- Journal of Travel and Tourism Marketing G155.A1 .J682
- Journal of Travel Medicine RA783.5 .T49
- Tourism Management G155.A1 I58:A

Websites:

- United Nations World Tourism Organisation
- United Nations World Trade Organisation
- Tourism Australia / Tourism and Events Queensland
- Government statistics
- Supplier statistics
- Google Books – Theoretical textbooks

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

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

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

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

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:



Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
Module 1: Pre-encounter Marketing					
1	<i>Complexity of Selling Hotels: An Introduction</i>	<i>Icebreakers and Group Formation</i>	<i>Learning Content Activities: What is an experience?</i>		1
2	<i>Analysing the customer</i>	<i>Analysing the market</i>	<i>Learning Content Activities: Customer Analysis Research</i>		1
3	<i>Market Research and Competitive Strategies</i>	<i>Analysing the environment and competition</i>	<i>Learning Content Activities: Situational Analysis Research</i>		1
4	<i>Designing the Offer</i>	<i>Designing Experiences</i>	<i>Learning Content Activities: The gap brainstorm</i>		1

5	<i>Placing the Offer</i>	<i>Presenting your Situational Analysis Research</i>	<i>Finalising Situational Analysis & Mid-trimester Quiz Preparation</i>	EoL#1 Mid-Trimester Quiz (30%)	1
6	<i>Pricing the Offer</i>	<i>Presentation Feedback; Value Proposition Review</i>	<i>Post-presentation Review</i>		1
Module 2: Designing Hotel Experiences					
7	<i>Distributing the Offer</i>	<i>Introduction to Evidence of Learning 3; Distributing your experience</i>	<i>Learning Content Activities & Experience Design</i>		2
8	<i>Communicating the Offer</i>	<i>Communicating your experience</i>	<i>Learning Content Activities & Experience Design</i>	EoL#2 Presentation - Situational Analysis (ungraded)	2
9	<i>Delivering on the Promise</i>	<i>Finalising your Experience Design Project: Tips and Q&A</i>	<i>Learning Content Activities & Experience Design</i>		2
10	<i>Relationship Building</i>	<i>Finalising your Experience Design Project</i>	<i>Finalising your Experience Design Project</i>	EoL#2 Experience Design Project (50%)	2
Module 3: The Role of Technology					
11	<i>Technology and Website Design</i>	<i>Introduction to Website Analysis</i>	<i>Website Analysis</i>		3
12	<i>The changing use of technology</i>	<i>Website Analysis</i>	<i>Website Analysis Tips and Guidance</i>	EoL#3 Website Analysis (20%)	3



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
				
1	Mid-trimester Quiz	30%	1	Week 5 - During the Learning Experience
2	Experience Design Project	50%	1, 2	Week 10 - Friday, May 19 th , 12pm
3	Website Analysis	20%	1, 3	Week 12 - Friday, June 2 nd , 12pm

Note: To pass this course, students must submit ALL pieces of Evidence of Learning and achieve overall 50% or above

5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

EoL#1 Mid-trimester Quiz (individual)

Task Type: Mid-trimester Quiz

Due Date: Week 5, during the Learning Experience

Weight: 30%,

Marked out of: 30

Length: 20 MCQs and 2 short answer questions

Task Description:

This quiz must be finished in week 5's Learning Experience. It requires you to synthesize material from topics and readings from weeks 1 to week 4 and answer multiple-choice questions and short answer questions. The quiz will help you learn key principles of hotel markets and behaviours and their effect on hotel experience design. Quiz guidance will be given during the learning experiences in the weeks prior. *Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.*

Criteria and Marking: Students are assessed on: Knowledge and Application of Theoretical Content from weeks 1 to 4.

Submission: Online quiz

EoL#2 Experience Design Project (group)

Task Type: Assignment – Presentation and Written Assignment

Due Date: Part A Presentation in Week 8 during the Learning Experience; Part B due Week 10, Friday, May 19th at 12h00 (noon)

Weight: 50% (marked out of 50)

Length: Project 1,200 words (+/-10%) excluding appendices

Task Description:

This is a group assignment and the project is broken down into two (2) parts- Part A and Part B. Each group of 2-4 students will research and present a summary of a hotel's current operating environmental situation, as well as outline possible ideas for future new hotel experiences.

Part A: Each group will have 20 minutes to present. The team will present in week 8's Learning Experience. The presentation aspect of the project is ungraded, however, the results of the analysis should be placed in Part B in the appendices section. This aspect of the assessment is designed for students to share the progression of their work and receive feedback from the instructor, towards completion of Part B. **Submission:** In class presentation

Part B: The purpose of the report is to clearly convey and justify a proposed marketing action plan of the new or modified hotel experience plus distribution and sales action plans in response to the amended summary of the situational analysis from the presentation. You are required to demonstrate your knowledge and understanding of marketing theories and concepts, applying them correctly through strategic decision-making practice and integrating the feedback you received from your Instructor in Part A. You are also required to demonstrate development in written English, academic writing style and referencing conventions. The report must be correctly formatted including a table of contents, numbered sections, an APA style reference list, and appendices (the analysis from Part A should be placed here in the appendices). Full details and guidelines are on the Digital Campus.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: Students are assessed on Marketing Analysis of the Hotel (10 marks), Creative Experience Package Proposal (10 marks), Distribution and Sales Methods (10 marks), Academic Report Writing (5 marks) and Referencing and Formatting (5 marks) and Appendices (10 marks).

Submission: Turnitin via the course site

EoL#3 Website Analysis (individual)

Task Type: Assignment – Video Presentation and PowerPoint slides

Due Date: Week 12- Friday, June 2nd, 12h00 (noon)

Weight: 20%;

Marked out of: 20.

Length: 10 minutes

Task Description:

You will be required to conduct a hotel website analysis to critique and make recommendations in the use of technology in the distribution and sales for one hotel. You will be expected to pull together key marketing concepts from the course. This will be conducted as a pre-recorded oral analysis to be uploaded on to YouTube.com and a five (5) slide deck PowerPoint presentation. Full details and guidelines to be discussed in week 11.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: Students are assessed on Analysis of hotel product and services AND Target Market Analysis (5 marks), Analysis of communication and sales tool (5 marks), Third party marketing and sales promotion comparison (5 marks), Recommendations (5 marks).

Submission: Upload YouTube video or link and Powerpoint to 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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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.

5.3 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student 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 Student 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.

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, premeditated 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.