



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1006THS</b>
<b>Course Name:</b>	<b>Tourism Systems</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Program:</b>	<b>Diploma of International Tourism and Hotel Management</b>
	<b>Associate Degree in Business</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Dr Liubov Skavronskaya</b>
<b>Document modified:</b>	<b>17 May 2024</b>

### 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/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
Debbie Cotterell	debbie.cotterell@griffithcollege.edu.au
Liubov Skavronskaya	Liubov.skavronskaya@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 aims of this course are to:

- introduce students to systems thinking as an approach to the analysis of complex issues,
- 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,



### 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 local and global influences impacting on the tourism and hospitality industries and recommend sustainable solutions



## 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

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.
- Leiper, N. (2004). *Tourism Management* (3<sup>rd</sup> 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

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 (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.

**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 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.

**International students enrolled in Language Development Modules (LDM100 / LDM200 or LDH100 / LDH200)**

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






**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
					
<b>Module 1: Introduction to Tourism Systems</b>					
1	<b>Introduction to Tourism Systems</b>	<i>Welcome and Course Overview, Overview of Evidence of Learning and Recommended Diagram Mapping Software</i>  <i>Introducing systems problems and elements</i>	<i>Weekly Learning Activity related to the weekly topic &amp; developing your assessment.</i>		<b>1</b>
2	<b>Tourism and Hospitality system dynamics and its sub-systems (Part I)</b>	<i>Case Study Analysis &amp; Discussion: Alaskan Cruising</i>	<i>Weekly Learning Activity related to the weekly topic &amp; developing your assessment.</i>		<b>1</b>


Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
3	<b>Tourism and Hospitality system dynamics and its sub-systems (Part II)</b>	Stock-Flow Case Study Activities: Hospitality Turnover	Finalising EoL#1 Case Study		1, 2
<b>Module 2: Stock, Connections and Flows</b>					
4	<b>Tourism and Hospitality Stock, Connections and Flows (Part I)</b>	BOTG Case Study Analysis: Larnaca Airport, Cyprus  Introducing CLD Example: Cat Ba Island, Vietnam	Weekly Learning Activity related to the weekly topic & developing your assessment	<b>EoL#1 Case Study (20%) due:</b> Week 4 Monday, 9am	1, 2, 3
5	<b>Tourism and Hospitality Stock, Connections and Flows (Part II)</b>	Systems Thinking Recap  Introducing EoL#2 Workbook	Weekly Learning Activity related to the weekly topic & developing your assessment		1, 2, 3
6	<b>Tourism and Hospitality Stock, Connections and Flows (Part III)</b>	Case Study Analysis & Discussion: Renewable Energy in Hotels	Weekly Learning Activity related to the weekly topic & developing your Workbook		1, 2, 3
<b>Module 3: Sustainable Tourism Systems</b>					
7	<b>Tourism and Hospitality Dynamics and Change</b>	Case Study Analysis & Discussion: Chopvalue, Canada	Weekly Learning Activity related to the weekly topic & completing your Workbook	<b>EoL#2 Draft Casual Loop Diagram Presentation (10%) due:</b> during Week 7 Learning Experience	1, 2, 3
8	<b>Tourism and Hospitality Dynamics and Change (cont'd)</b>	EoL#2 Workbook Clarification  EoL#2 Draft Casual Loop Diagram Presentations	Weekly Learning Activity related to the weekly topic & completing your Workbook		1, 2, 3
9	<b>Sustainable Tourism and Hospitality Systems</b>	EoL#2 Assignment Clarification and Assignment Help	Finalising EoL#2 Workbook	<b>EoL#2 Workbook (30%) due:</b> Week 9 Friday, 9am	1, 2, 3

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
10	<b>Tourism and Hospitality Link to Social Practice and Sustainability</b>	<i>Introducing EoL#3 Case Study Analysis &amp; Discussion: Mallorca Cruising, Spain</i>	<i>Weekly Learning Activity related to the weekly topic &amp; developing your oral examination</i>		<b>1, 2, 3</b>
11	<b>Shocks to Tourism and Hospitality Systems</b>	<i>EoL#3 Interactive Oral Examination Preparation  Case Study Analysis &amp; Discussion: Amsterdam, Netherlands</i>	<i>Interactive Oral Examination Preparation</i>		<b>1, 2, 3</b>
12	<b>No new Learning Content: Course Consolidation and Revisions</b>	<i>Interactive Oral Examination Preparation</i>	<i>Interactive</i>	<b>EoL#3 Interactive Oral Examination (40%) due: in Week 12 and Exam Week – individual bookings</b>	<b>1, 2, 3</b>
Exam Week				<b>EoL#3 Interactive Oral Examination (40%) due: in Week 12 and Exam Week</b>	<b>1, 2, 3</b>



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	 Evidence of Learning (Assessment)	 Weighting	 Learning Outcome	 Due Date
1	Case Study	20%	1	Week 4, Monday 22 <sup>nd</sup> July, 9am

2	Workbook	40% (Draft Casual Loop Diagram Presentation 10%; Workbook 30%)	1, 2	Draft Casual Loop Diagram Presentation (10%) due Week 7 Learning Experience  Workbook (30%) due Week 9, Friday 6 <sup>th</sup> September, 9am
3	Interactive Oral Examination	40%	1, 2, 3	Week 12 and Exam Week - individual bookings

## 5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

### Title: **Case Study**

Type: Written Assignment

Learning Outcomes Assessed: 1

Due Date: Week 4, Monday 22<sup>nd</sup> July, 9am

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
3. Explain two functions performed by each of the elements
4. Cite at least four academic references

### Criteria & Marking:

- Identification and description of elements within the tourism system
- Explanation of tourism system functions
- 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

### Title: **Workbook**

Type: Individual, written report

Learning Outcomes Assessed: 1, 2

Due Date of Draft Casual Loop Diagram (10%): Week 7 during the Learning Experience

Due Date of Workbook (30%): Week 9, Friday 6<sup>th</sup> September, 9am

Weight: 40% (10% Draft Casual Loop Diagram, 30% Workbook)

Marked out of: 40

Word count: 2,000 words

### Workbook Task Description:



The Workbook is a scaffolded assignment where students will apply systems thinking concepts to analyse a real-world tourism or 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 8
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

**Draft Casual Loop Diagram Description:**

A draft casual loop diagram of the system problem will be informally presented and explained during the learning experience (5 minutes). Feedback will be given to inform your final Workbook submission.

**Criteria & Marking:**

- Ability to visualise a concept map of the selected tourism and hospitality problem
- Ability to explain the interconnections of the casual loop diagram

**Submission:** Printed copy to be presented in class

**This Evidence of Learning item:**

- is an individual activity
- will be continued as it forms the basis of EoL#3 Interactive Oral Examination

**Title: Interactive Oral Presentation**

**Type:** Oral Examination (face-to-face closed book exam with PowerPoint prompts)

**Learning Outcomes Assessed:** 1, 2, 3

**Due Date:** Week 12 and Exam Week

**Weight:** 40%

**Marked out of:** 40

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

**Task Description:**

This is an oral examination in the form of a professional conversation. The exam dates will be available across week 12 and exam week. Students are responsible for booking their own timeslot once the booking sheet is made available. You will use the real-world tourism or hospitality issue selected in your EoL#2 Workbook and discuss management interventions that could solve the selected problem. You will come prepared with a PowerPoint containing the following points however you will be guided to discuss key points including the following:

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 a visual presentation

Please note that no speeches or additional notes are permitted. You can however make reference to your PowerPoint.

**Criteria & Marking:**

- Ability to identify and cohesively respond to questions about the following topics in a professional manner within an authentic scenario:
  - 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
- Supporting material

**Submission:** Online via TurnItIn prior to the examination date/time

**This Evidence of Learning item:**

- is an individual activity

**In order to pass this Course, students must:**

**A. Attempt all assessment items**

**B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.**

### 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.

### 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 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 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 Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered 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](#) (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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