



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	2230THS
<b>Course Name:</b>	Interpreting Tourism Management Information
<b>Trimester:</b>	Trimester 2 2024
<b>Program:</b>	Diploma of International Tourism & Hotel Management Associate Degree in Business
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Andrew Thrush
<b>Document modified:</b>	9 May 2024

### Course Description

Interpreting Tourism Management Data is a 10 Credit Point course within the Diploma of International Tourism and Hotel Management. This course introduces students to methods for collecting and interpreting information that is relevant to the hotel and tourism industry. Students will be exposed to practical ways of developing analytical skills that will be invaluable for future employment. The course will address industry issues and problems, and students will develop skills that will enable them to make evidence-based decisions to improve practice. To achieve this, students will learn important research skills such as how to collect relevant information and, how to analyse, interpret and report information. Incompatible: 2002HSL Introduction to Research.

### 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
Andrew Thrush	<a href="mailto:Andrew.thrush@griffithcollege.edu.a">Andrew.thrush@griffithcollege.edu.a</a>

## 1.3 Meet with your teacher

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

## 1.4 Timetable

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

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as 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 introduce prospective managers and leaders in the service industries to the essentials of the research process. This course provides student learning of basic applied research and data interpretation that is suitable for careers in the Tourism and Hospitality contexts. It will assist with the development of skills for understanding the processes for conducting "good" research and interpreting reports, articles and other relevant Tourism and Hospitality Information. Skills developed to understand and conduct simple research and interpret tourism and hospitality information may assist to increase employability within the industry.



### 2.2. Learning Outcomes

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

1. **Identify** the basic frameworks and theories that underpin ethical research practices in the tourism and hotel industries
2. **Interpret** tourism and hospitality information critically **evaluating** specific problems and trends to make realistic solutions and recommendations
3. **Produce** a written research report that is consistent with academic, tourism and hospitality standards and practices.









### 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

Details of the required weekly readings can be found in the weekly learning schedule and on the portal.

#### 3.2 Recommended Learning Resources

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

Bell, E., Bryman, A. & Harley, B. (2019). *Business Research Methods* (5th ed.). Oxford University Press.

Brunt, P., Horner, S., & Semley, N. (2017). *Research methods in tourism, hospitality and events management*. Sage.

Creswell, J. W. (2017). *Research design: qualitative, quantitative, and mixed method approaches* (5th ed.). Sage Publications.

Veal, A.J. (2017). *Research methods for leisure and tourism: A practical guide* (5th ed.). Prentice Hall.

Walle, A. H. (1997) Quantitative versus qualitative tourism research, *Annals of Tourism Research*, 24(3), 524–536.

#### 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.

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- [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)**

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 Research</b>					
1	<i>Introduction to ethical research processes</i>	<i>Icebreaker Overview of Course Assessment</i>	<i>Readings</i>		1
<b>Module 2: Qualitative Research</b>					
2	<i>What is a Literature Review?</i>	<i>Introduction to Assessment 3: Open Coding</i>	<i>Literature Search</i>		1, 3
3	<i>Conducting Qualitative Research Part I</i>	<i>Axial Coding Literature Review Activity</i>	<i>Drafting a Literature Review</i>		2, 3
4	<i>Conducting Qualitative Research Part II</i>	<i>Selective Coding Report Writing</i>	<i>Coding completion Report Writing</i>	<i>EoL#1 In class presentation of Literature Review progress (10%)</i>	2, 3
5	<i>Qualitative Report Writing</i>	<i>Report writing</i>	<i>Report Writing</i>		2, 3
6	<i>Summary of Qualitative Research</i>	<i>Report Q&amp;A with draft reading</i>	<i>Report writing</i>	<i>Draft Literature Review Due: 9am on day of class (15%)</i>	2, 3
<b>Module 3: Quantitative Research</b>					
7	<i>Introduction to Quantitative Research</i>	<i>Final Report Q&amp;A Introduction to AoL#4: Frequency Table</i>	<i>Prepare Learning Content Activities</i>		1, 2
8	<i>Analysing Quantitative Research Part I</i>	<i>Analysing Univariate Statistics: Means &amp; Standard Deviation</i>	<i>Prepare Learning Content Activities</i>	<i>EoL#2 Qualitative Report (35%) Due: Friday 30 August 5pm</i>	1, 2,
9	<i>Analysing Quantitative Research Part II</i>	<i>Correlation test - Independent &amp; Dependent variables</i>	<i>Prepare Learning Content Activities</i>		1, 2,
10	<i>Understanding Quantitative Research</i>	<i>Descriptive Statistics T-Tests and Probability Theory</i>	<i>Prepare Learning Content Activities</i>		2
11	<i>Comparing Qualitative and Quantitative Research</i>	<i>Levels of Measurement and Ethics Exam guidance</i>	<i>Final Quantitative Exam Preparation</i>		1, 2, 3

<b>12</b>	<i>Solving applied research problems</i>			<i>EoL#3 Final Quantitative Exam (40%) in class</i>	<i>1, 2</i>
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## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Progress Presentation of Literature Review	10%	3	Week 4 (In-class presentation)
2	Draft Literature Review	15%	3	Week 6 (Written document) <i>9am on day of the Learning Experience</i>
3	Individual Qualitative Report	35%	1, 2, 3	Week 8 (Written document) <i>Friday 30 August, 5pm</i>
4	Problem Solving Quantitative Exam	40%	1, 2	Week 12 – (online) in class on the day of the Learning Experience

### 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.

#### 1. Evidence of Learning Tasks 1 & 2: Progress Presentation & Literature Review Draft (25%)

**Task Type:** In-class presentation (10%) and Written Assignment (15%)

**Due Date:** Week 4 in the Learning Experience and Week 6 – submit to Turnitin

**Weight:** 25%, Marked out of: 25

**Task Description:** You will produce a 4-minute presentation on the progress of your literature review (to be presented in the Week 4's Learning Experience) and conduct a literature review of four journal articles related to the topic of the qualitative study. You will compare and contrast the findings of the articles as well as critique the limitations of the studies. You will be given feedback including a number of key areas to improve. These improvements to your literature review will be re-submitted as part of your qualitative report in week 8.

**Criteria and Marking:** Refer to the course site.

**Submission:** Turnitin via the course site

## Evidence of Learning Task 2: Qualitative Report (35%)

**Task Type:** Assignment – Written Assignment

**Due Date:** Week 8 – Friday 30 August, 5pm

**Length:** Approximately 2000 words

**Task Description:** Using the qualitative data collected in week one/two, you will be required to code and analyse the data and then prepare a structured report using the template provided. The report should incorporate conclusions and implications arising from the qualitative study. You will also include a revised literature review based on the feedback given from your teacher as part of AoL#2 (Literature Review Draft). The coding process will be taught in-class between weeks 2 to 7. Further information will be provided both in class and also posted on the Griffith College portal.

**Criteria and Marking:** Refer to the course site.

**Submission:** Via the course site.

## 2. Evidence of Learning Task 4: Problem Solving Quantitative Exam (40%)

**Task Type:** Final Exam

**Due Date:** Week 12 – during the Learning Experience

**Weight:** 40%, Marked out of: 40

**Task Description:** The final closed book exam will be held in the final Learning Experience. The face to face (compulsory) exam format will consist of 20 multiple choice questions and 3 short answer questions including quantitative data interpretation and problem solving. The exam will test key quantitative research frameworks, theories, and strategies as well as solving research problems.

**Criteria and Marking:** Refer to the course site.

**Submission:** Via the course site

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

**A. attempt all assessment items; and**

**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.

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 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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