1. General Course Information

1.1 Course Details

Course Code:	1003THS
Course Name:	Fundamentals of Hospitality
Trimester:	Trimester 1, 2025
Program:	Diploma of International Tourism and Hotel Management
Credit Points:	10
Course Coordinator:	Amber Reiher
Document modified:	20 December 2024

Course Description

Fundamentals of Hospitality is a 10 Credit Point course in the Diploma of International and Hotel Management, providing an introduction to the principles and practice of hospitality. This course goes beyond the prevalent view of hospitality as a business and/or industry and explores hospitality as both a principle and a practice, focusing on welcoming and providing a positive experience for guests in various contexts, including homes and business environments. The course content covers topics such as hospitality principles, operations and management, contemporary issues like sustainability in hospitality, and the challenges industry faced in the public domain. By the end of the course, students will have a comprehensive understanding of hospitality through exploring it from cultural, historical, and social perspectives, enabling them to develop transferable skills and a solid foundation for building competitive strategies centered around delivering exceptional guest experiences, thereby enhancing their employability and unlocking diverse career opportunities.

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
Amber Reiher	amber.reiher@griffithcollege.edu.au

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 teaching and learning activities are designed to help students:

- Develop a comprehensive understanding of hospitality as a concept and as an industry;
- Develop insights of the challenges and opportunities facing the hospitality industry;
- Develop critical thinking skills and the ability to analyse problems related to the hospitality industry;
- Assess the ethical and social responsibilities of the hospitality industry;
- Explore a range of contemporary issues through the lens of hospitality.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Recognise hospitality as a multifaceted phenomenon that exists within private, social and commercial domains.
2. Identify and distinguish different types of hospitality sectors and businesses.
3. Develop and implement effective hospitality strategies for different cultural groups.
4. Critically analyse contemporary issues and challenges facing the hospitality industry.
5. Analyse the ethical and social responsibilities of hospitality businesses and their impact on society.

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
Inter actin g	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

Meyer, D. (2006). Setting the table: the transforming power of hospitality in business. HarperCollins e-books.

Lashley, C., & Morrison, A. J. (2011). In search of hospitality: theoretical perspectives and debates (Ser. Hospitality, leisure and tourism). Routledge. https://doi.org/10.4324/9781315042817

Selected articles from Journal of Hospitality and Tourism Management
Selected articles from Scandinavian Journal of Hospitality and Tourism
Selected articles from International Journal of Hospitality Management
Selected articles from Cornell Hospitality Quarterly

3.2 Recommended Learning Resources

Lashley, C. (2015) Hospitality and hospitableness. *Research in Hospitality Management*, 5(1), 1-7, DOI: 10.1080/22243534.2015.11828322

Lashley, C. (2000) Towards a theoretical understanding. In: Lashley, C., Morrison, A. (eds.). In search of hospitality: theoretical perspectives and debates. Oxford: Butterworth-Heinemann, 2000. (Hospitality, Leisure and Tourism). p. 01-17.

Lashley, C. (2008). Studying hospitality: Insights from social sciences. *Scandinavian Journal of Hospitality and Tourism*, *8*(1), 69-84.

Lashley, C., Lynch, P., & Morrison, A. J. (Eds.). (2007). *Hospitality: A social lens*. Elsevier.

Telfer, E. (2000). The philosophy of hospitableness. In search of hospitality: Theoretical perspectives and debates, 38-55.

Kandampully, J., Keating, B. W., Kim, B., Mattila, A. S., & Solnet, D. (2014). Service research in the hospitality literature: Insights from a systematic review. *Cornell Hospitality Quarterly*, 55(3), 287-299.

Lashley, C. (2000). In search of hospitality: Towards a theoretical framework. *International Journal of Hospitality Management*, *19*(1), 3-15.

O'Gorman, K. D. (2007). Discovering commercial hospitality in ancient Rome. *Hospitality Review*, *9*(2), 44-52.
King, C. A. (1995). What is hospitality? *International Journal of Hospitality Management*, *14*(3-4), 219-234.

Jones, P., Hillier, D., & Comfort, D. (2016). Sustainability in the hospitality industry: Some personal reflections on corporate challenges and research agendas. *International Journal of Contemporary Hospitality Management*, *28*(1), 36-67.

Cheer, J. M et al. (2017). Modern slavery and tourism: when holidays and human exploitation collide. The Conversation. https://theconversation.com/modern-slavery-and-tourism-when-holidays-and-human-exploitation-collide-78541

Sisson, L. G., & Adams, A. R. (2013). Essential hospitality management competencies: The importance of soft skills. *Journal of Hospitality & Tourism Education*, *25*(3), 131-145.

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 byall 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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 course Learning Content (Before Class) and completing the Learning A ctivities (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
Module 1: Introduction to Hospitality and Hospitality Principles					
1	***Course introduction, hospitality, and hospitality domains*** Learning Content (pre-recorded) Reading: The philosophy of hospitableness (Tefler, 2000)	Welcome and introductions Course overview What is hospitality Three hospitality domains Padlet Activity: Introduce yourself	Weekly Learning Activity related to the weekly topic & developing your assessment.		1
2	***Principles of hospitality and hospitality at home*** Learning Content (pre-recorded) Reading: Studying hospitality insights from social sciences (Lashley, 2008)	Hospitality and Hospitableness Private Hospitality Domain The relationship between host and guest Principles (key tenets) of Hospitality Introducing EoL#1 Instagram-style post	Weekly Learning Activity related to the weekly topic & developing your assessment.		1,3
3	***Hospitality in the public domain*** Learning Content (pre-recorded) Reading: In search of hospitality: Towards a theoretical framework (Lashley, 2000)	Hospitality (hostility) in the public domain Reflecting on the 'Right to Hospitality' in different contexts The barriers to providing hospitality in the social domain Appraise intersections between public and commercial hospitality Forming groups for EoL#2 Group presentation	Weekly Learning Activity related to the weekly topic & developing your assessment. Finalising EoL#1 Instagram-style post		1, 3, 5

4	**Hospitality *across different cultures*** Learning Content (pre-recorded)	Multicultural hospitality activities Japanese Omotenashi in Hospitality In-class discussion: What does hospitality look like in your culture?	Weekly Learning Activity related to the weekly topic & developing your assessment EoL#2 Group presentation preparation	*EoL#1 Instagram-style Post due Monday 24th March, 9am*	3,4
	Module 2: Hospitality Operations and Management				
5	***Commercial hospitality and its evolution*** Learning Content (pre-recorded) Reading: Discovering commercial hospitality in ancient Rome (O'Gorman, 2007) What is hospitality? (King, 1995)	Hospitality and The Roman Empire Activity: Managing challenges of hospitality industry Managing Host-Guest Relationship	Weekly Learning Activity related to the weekly topic & developing your assessment. EoL#2 Group presentation preparation		3,4
6	***Hospitality vs Service paradigms*** Learning Content (pre-recorded) Reading: Service Research in the Hospitality literature: Insights from a Systematic Review (Kandampully et al., 2014)	Activity: Hospitality vs Service: conflicting or complimentary forces? 10 foundations of service management	Weekly Learning Activity related to the weekly topic & developing your assessment		4
7	**Hospitality *management and team dynamics*** Learning Content (pre-recorded)	Defining Leadership Activity Leadership vs Management Six Leadership styles by Daniel Goleman EoL#2 Group presentation feedback	Weekly Learning Activity related to the weekly topic & developing your assessment.		2,4
8	***Group Presentations***	EoL#2 Group presentation delivery	Weekly Learning Activity related to the weekly topic & developing your assessment	*EoL#2 Group Presentation due during the Learning Experience*	2,4
	Module 3: Current Issues in Hospitality **Industry**				
9	***Sustainability in hospitality*** Learning Content (pre-recorded) Reading: Sustainability in the hospitality industry (Jones et al., 2016)	What is sustainable hospitality? Three spheres of sustainability Case Study: Sydney Opera House Environmental Sustainability Current approaches to sustainability in hospitality	Weekly Learning Activity related to the weekly topic & developing your assessment.		4,5

10	***Social responsibility in hospitality*** Learning Content (pre-recorded) Reading: Modern slavery and tourism (The Conversation)	In-class discussion on Modern slavery Padlet activity: How hospitality industry can be more hospitable to its workers? EoL#3 Critical Reflection activities	Weekly Learning Activity related to the weekly topic & developing your assessment.		4,5
11	***Technology and hospitality*** Learning Content (pre-recorded) Marriott Case Study (pre-recorded)	Case Study: Technologies in Marriott Hotels Padlet Activity: The role of technologies for hotel guests' experiences	Weekly Learning Activity related to the weekly topic & developing your assessment.		4,5
12	***Career development in hospitality & Course summary*** Learning Content (pre-recorded) Reading: Essential hospitality management competencies: The importance of soft skills (Sisson & Adams, 2013)	Hard and Soft skills activity Hospitality career paths discussion EoL#3 Critical reflection activities	Weekly Learning Activity related to the developing your assessment EoL#3		1,4,5
Exam week				EoL#3 Critical Reflection on Hospitality Issue due Monday 2nd June, 9am	4,5

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Instagram-style Post	20%	1	Week 4 Monday 24th March, 9am
2	Group Presentation	40%	1,3	Week 8, during the Learning Experience
3	Critical Reflection on Hospitality Issue	40%	4,5	Exam Week Monday 2nd June, 9am

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.

 Please note that generative artificial intelligence (GenAI) applications are not permitted to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of GenAI applications for assessment content creation, appropriate referencing must occur.

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 Task 1: Instagram-style Post (20%)

Task Type: Written Assignment
Due Date: Week 4, Monday 24th March, 9am
Weight: 20%, Marked out of: 20
Length: 350-400 words

Task Description: This assignment task: Instagram post is required for a student to write an Instagram-style post that represents hospitality within their community. Students must refer to either private or social/cultural hospitality (NOT commercial hospitality). The post should include a picture (a photo taken by the student, date does not matter), and a brief explanation (max 60 words) of the picture that relates to the concept of hospitality. Next, a student needs to provide a 350–400 words reflection that further elaborates on the choice/relevance of the picture, and student's critical reflections on the meaning of hospitality. Students are encouraged to incorporate the vocabulary acquired during the initial weeks of the course to enrich the depth of reflection. The assessment should be submitted as a Word or PDF document. Students are expected to use APA7 conventions for formatting and reference.

Criteria and Marking: Marking criteria and rubrics. See Moodle course site for details

Submission: Turnitin via the course site

2. Evidence of Learning Task 2: Group Presentation (40%)

Task Type: Presentation
Due Date: Week 8, during the Learning Experience
Weight: 40%, Marked out of: 40
Duration: 15 minutes presentation

Task Description: In groups of four, students are required to deliver a 15-minute presentation centered on the examination of hospitality within a specific cultural context. The primary objective is to explore how the chosen cultural context, be it a culture or subculture, influences and shapes hospitality experiences across the private, social, and commercial domains. Each team is also required to submit a two-page rationale (1000 words+-10%) that links the presentation content to specific theories and concepts learned from the course. Each presentation should make use of a minimum of 5 academic references. Submission is required from a single member of the team before presentations begins. Each student will receive an individual grade for the group presentation.

Criteria and Marking: Marking criteria and rubrics See Moodle course site for details

Submission: One member of the team submits a copy of the team presentation to Turnitin before presentations begins.

3. Evidence of Learning Task 3: Critical Reflection on Hospitality Issue (40%)

Task Type: Written Assignment
Due Date: Exam Week, Monday 2nd June, 9am
Weight: 40%, Marked out of: 40
Length: 1,0000 words

Task Description: This assignment requires a student to engage in a critical reflection on one of current issues within hospitality sector and extends the development of critical reflection skills introduced in EoL#1. The primary objective of this assignment is to facilitate a discussion surrounding one of the key hospitality trends, challenges or issues within one of the three main hospitality domains: commercial, social or public. The document should consist of approximately 1000 words (+/- 10%). It should encompass a discussion based on personal experiences and perspectives regarding the topic, while also integrating insights from media, academic sources, and other pertinent literature (a minimum of 5 references is required). The following assignment structure is provided for student's consideration:

- **Introduction** (What is your topic and why it is important?). Describe the chosen topic and its impact on the industry and/or society. This can be any hospitality-related issue or trend within any hospitality domain: commercial, social or public. The examples of the topics will be provided for students on the course site as a source of inspiration.
- **Discussion** of the implications or recommendations (What can we do about it? What will happen if we do nothing about it?).
- **Conclusion** (Why it matters?). Highlight key takeaway(s) and answer the 'so what' question.

The assessment should be submitted as a Word or PDF document. A minimum of 5 academic references must be included in a reference list. Students are expected to use APA7 conventions for formatting and referencing. This assignment is individually marked.

Criteria and Marking:. Marking criteria and rubrics TBA
Submission: Turnitin via the course site

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.

5.2 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 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 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.