Course Outline

Code: TSM102  
Title: The World of Tourism, Leisure and Events

School: Business
Teaching Session: Semester 1
Year: 2020
Course Coordinator: Dr Shahab Pourfakhimi | spourfak@usc.edu.au
Course Moderator: Dr Aaron Tham

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description
Tourism, leisure and events (TLE) often form the most memorable experiences of our lives. They are essential contributors to the socioeconomic well-being of our communities. Through stories from all over the world, you will learn about the interrelated principles and characteristics of TLE in a global context and their important roles in creating prosperous and sustainable communities. You will also learn about the business and art of creating sustainable and memorable TLE experiences as effective measures to ensure consumer satisfaction, quality of service and market competitiveness.

1.2 Field trips, WIL placements or activities required by professional accreditation
N/A

2. What level is this course?
100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program.

3. What is the unit value of this course?
12 units
4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to:</td>
</tr>
<tr>
<td>Demonstrate critical and creative thinking to identify and solve TLEM problems and arrive at innovative solutions</td>
<td>Task 1, 2 and 3</td>
<td>Critical and creative thinking</td>
</tr>
<tr>
<td>Demonstrate capacity and competence in the application of TLEM discipline specific knowledge.</td>
<td>Task 1, 2 and 3</td>
<td>Career ready Knowledgeable</td>
</tr>
<tr>
<td>Demonstrate digital literacy skills for communication and information sharing in a TLEM context.</td>
<td>Task 2</td>
<td>Communication</td>
</tr>
<tr>
<td>Demonstrate effective written communication skills in the context of TLEM.</td>
<td>Task 3</td>
<td>Communication</td>
</tr>
</tbody>
</table>

5. **Am I eligible to enrol in this course?**

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 **Enrolment restrictions**

Nil

5.2 **Pre-requisites**

Nil

5.3 **Co-requisites**

Nil

5.4 **Anti-requisites**

Nil

5.5 **Specific assumed prior knowledge and skills (where applicable)**

N/A

6. **How am I going to be assessed?**

6.1 **Grading scale**

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 **Details of early feedback on progress**

Early feedback in this course will be provided through a Concept Test in week 5 and formative feedback given to the students throughout the tutorial activities in the course. The concept test will provide students with feedback on their ability to use analytical processes and apply discipline-specific knowledge in a TELM context. In addition, most tutorial sessions are designed as assessment workshops. Within these workshops, students will receive feedback on their progress in achieving the learning outcomes.
6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concept test</td>
<td>Individual</td>
<td>20%</td>
<td>1.5 hours</td>
<td>Week 5 (in lecture)</td>
<td>In class</td>
</tr>
<tr>
<td>2</td>
<td>Destination Digital Poster</td>
<td>Individual</td>
<td>30%</td>
<td>Max. 1,500 words</td>
<td>Friday, 24th April 2020, 5pm</td>
<td>SafeAssign</td>
</tr>
<tr>
<td>3</td>
<td>Destination Report</td>
<td>Individual</td>
<td>50%</td>
<td>Max. 2,500 words</td>
<td>Friday, 29th May 2020, 5pm</td>
<td>SafeAssign</td>
</tr>
</tbody>
</table>

**Assessment Task 1:** In class quiz

**Goal:** To demonstrate knowledge of the fundamental principles of tourism, leisure and event management.

**Product:** Concept test

**Format:** This is an individual assessment task. This concept test will be conducted under exam conditions in the Lecture in Week 5. The test will include a combination of multiple choice and short answer questions based on content covered during Weeks 1 to 4 (inclusive).

**Criteria:**
- Demonstration of knowledge of analytical processes in a TLEM context
- Application of discipline-specific knowledge and skills in a TLEM context
- Evidence of critical thinking to develop and evaluate appropriate solutions to TLEM problems.

**Assessment Task 2:** Tourism Destination Digital Poster

**Goal:** To introduce a tourism destination and analyse its tourism market.

**Product:** A digital poster, preferably in PDF format (other acceptable formats: .docx, .pptx, .jpeg, and .png)

**Format:** This is an individual assessment task. In this task, you will be required to use your digital communication, information literacy and critical thinking skills to create a digital poster to introduce a tourism destination (selected from a list of recommended destinations on Blackboard) and analyse its tourism market. You are expected to consult a wider range of high quality academic and industrial sources beyond what is provided on Blackboard. By using images, figures, graphics and brief sections of text, the poster should use a visually appealing and well-organised layout to:
- Apply the tourism system to introduce the destination and its characteristics,
- Demonstrate the significance of tourism, leisure and event industries for the destination,
- Provide an overview of the trend of tourism demand for this destination,
- Identify the main targeted tourism market segments,
- Analyse consumers’ motivations to visit the destination,
- Identify three competitors for the destination and briefly compare their competitiveness.

**Criteria:**
- Application of discipline knowledge to analyse the characteristics and market of a TLE product,
- Demonstration of knowledge of analytical processes in a TLEM context,
- Communication using appropriate digital tools and channels.
Assessment Task 3: Tourism Destination Report

Goal: To apply knowledge of the principles of tourism, leisure and event management in order to analyse the supply of tourism, leisure and event products in your selected destination.

Product: Report

Format: This is an individual assessment task. In this task you will continue from Task 2 and expand the scope of your analysis to the supply of tourism, leisure and events products in your selected destination. In Task 3, you will apply your knowledge of the principles of tourism, leisure and event management, review a range of academic and industrial resources and use your critical and creative thinking to analyse the supply of tourism, leisure and event management products in a tourism destination. In this report you should:

- Explain the main elements of the destination image (major pull factors),
- Discuss how each of the pull factors relate to tourists’ motivation to visit the destination,
- Demonstrate the array of tourism, leisure and events products in the destination,
- Identify an iconic tourism, leisure or event product in the destination:
  - Identify the core, facilitating and supporting layers of the selected iconic product,
  - Apply the concept of marketing mix to the selected iconic product to explain how each dimension provides value to the consumers,
- Provide a SWOT analysis of the destination’s tourism image,
- Provide a set of recommendations to enhance the destination’s competitiveness.

Criteria: Application of discipline specific knowledge and skills in a TLEM context,
Demonstration of knowledge of analytical processes in a TLEM context,
Critically analyse existing sources of secondary data and literature in the field,
Evidence of critical thinking to develop and evaluate appropriate solutions to TLEM problems,
Demonstrate effective written communication skills in the context of TLE management.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Lecture (2 hours)</td>
</tr>
<tr>
<td></td>
<td>Tutorial (1 hour)</td>
</tr>
</tbody>
</table>

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pourfakhimi, S.</td>
<td>2020</td>
<td>The World of Tourism, Leisure and Events: A selection of texts for TSM 102</td>
<td>Pearson</td>
</tr>
</tbody>
</table>

Additional readings and case studies will be given in class as appropriate.
8.2 Specific requirements

N/A

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%

b) The course is graded using the Standard Grading scale

c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.
10.4 Study help
In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures
For more information on Academic Learning & Teaching categories including:
- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability
Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5 Wellbeing Services
Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, AccessAbility Services can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to Student Hub, email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

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- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
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Visit the USC website:
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10.7 General Enquiries
In person:
- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC Moreton Bay – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- USC SouthBank - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- USC Gympie - Student Central, 71 Cartwright Road, Gympie
Appendix 1    Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
<th>Directed Study Activities: teaching components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course&lt;br&gt;Welcome to the experience economy</td>
<td>Lecture</td>
</tr>
<tr>
<td>2</td>
<td>The thing called Leisure</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>3</td>
<td>The world of planned events</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>4</td>
<td>A systematic approach to tourism</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>5</td>
<td><strong>Task 1: In lecture Quiz</strong></td>
<td>Lecture (Quiz)</td>
</tr>
<tr>
<td>6</td>
<td>TLE Demand (1): Determinants of demand</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>7</td>
<td>TLE Demand (2): Motivation, decision making and satisfaction</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td></td>
<td><strong>SEMESTER BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>TLE Intermediaries</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td></td>
<td><strong>Task 2 (Destination Digital Poster) is due at end of Week 8 (Friday 24th April @ 5pm)</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>TLE Supply (1): TLE products</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>10</td>
<td>TLE Supply (2): TLE sectors and subsectors</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>11</td>
<td>TLE Supply (3): Destinations</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>12</td>
<td>Future of tourism, leisure and events</td>
<td>Lecture&lt;br&gt;Tutorial</td>
</tr>
<tr>
<td>13</td>
<td>Course revision and future career pathways</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td><strong>Task 3 (Tourism Destination Report) is due at end of Week 13 (Friday 29th May @ 5pm)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.

Mid Semester Break:  
13th April 2020-19th April 2020 (Between Week 7 and Week 8)

Public Holidays:  
Good Friday- Friday 10th April 2020 (Week 7)  
Labour Day - Monday 4th May 2020 (Week 10)