



COURSE OUTLINE

TSM300 Tourism, Sport and Leisure Policy and Planning

Course Coordinator: Aaron Tham (mtham@usc.edu.au) **School:** School of Business and Creative Industries

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay
USC Fraser Coast
USC Southbank

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

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

TSM300 is the capstone course for the TLEM program, building on and applying the knowledge gained from preceding TLEM courses, with a strong focus on sustainable policy and planning of tourism, sport and leisure at all scales from local to international. You will understand the philosophy, concepts, principles, practices, implementation and management of sustainable approaches to policy and planning. Selected international case studies will provide you with an understanding of the need to integrate the interests of the many and various stakeholder throughout the process of contemporary and sound policy development. An insight to the complex issues, challenges, solutions and strategies facing contemporary tourism, sport and leisure policy and planning conclude the course, preparing you for the future.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – In-class tutorial	2hrs	Week 2	11 times
Lecture – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times
ONLINE 1			
Tutorial/Workshop 1 – Interactive zoom tutorial online	2hrs	Week 2	11 times
Lecture – Pre-recorded concept videos and associated activity	1hr	Week 1	12 times

1.3. Course Topics

- Historical development of policy and planning and political ideologies
- New directions and associated policy and planning issues
- International tourism, sport and leisure as commercial and economic activities
- Political and foreign policy implications
- Developing and managing overtourism
- Barriers and obstacles to travel at all levels from local to global
- Affecting and influencing policy and planning - stakeholders and groups
- Evaluation of policy - cost benefit analysis
- Policy/strategy development from international to local
- Strategic planning
- Transformative leadership in developing policies
- Future challenges and issues in policy and planning

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Critically analyse and evaluate all aspects of a leading TLEM organisation including governance, ethics, triple bottom line sustainability, CSR, policy, planning, practices, and the impacts of the organisation	Creative and critical thinker Engaged
2 Critically analyse and apply TLEM discipline knowledge to national and international case studies	Creative and critical thinker Ethical Engaged
3 Analyse, synthesise, and then make recommendations for improving a TLEM Policy/Strategy/Planning	Creative and critical thinker Ethical Sustainability-focussed
4 Demonstrate effective, professional and persuasive written and oral communication skills	Empowered Engaged

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. Pre-requisites

TSM102 and TSM223

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

TSM221

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Early guidance and assistance on preparing their first oral assessment.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	1000 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	30%	1500 words	Week 11	Online Assignment Submission with plagiarism check
All	3	Report	Individual	50%	2500 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Blog entry on a TLEM Organisation

GOAL:	To critically analyse and evaluate all aspects of a leading TLEM organisation or agency that plays a major role in TLE policy, planning and destination management.																			
PRODUCT:	Written Piece																			
FORMAT:	You are required to create a blog entry that evaluates all aspects of a leading TLEM organisation or agency that plays a major role in TLE policy, planning and destination management. Further details are available on Blackboard.																			
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Identification and critical analysis of all aspects, including impact, of a leading TLEM</td> <td>1</td> </tr> <tr> <td>2</td> <td>Critical analysis of how the TLEM organisation or agency contributes to destination management [based on existing sources of secondary data and literature in the field]</td> <td>1</td> </tr> <tr> <td>3</td> <td>Clarity, logic and flow of arguments presented</td> <td>4</td> </tr> <tr> <td>4</td> <td>Depth and breadth of content</td> <td>4</td> </tr> <tr> <td>5</td> <td>Use of appropriate visual aids</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Identification and critical analysis of all aspects, including impact, of a leading TLEM	1	2	Critical analysis of how the TLEM organisation or agency contributes to destination management [based on existing sources of secondary data and literature in the field]	1	3	Clarity, logic and flow of arguments presented	4	4	Depth and breadth of content	4	5	Use of appropriate visual aids	4	
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4	Depth and breadth of content	4																		
5	Use of appropriate visual aids	4																		

All - Assessment Task 2: TLEM policy opinion piece

GOAL:	To demonstrate knowledge of TLEM policy implementation and practices through analysis and discussion of specific policies or plans to make recommendations in the form of an opinion piece within a local newspaper.	
PRODUCT:	Written Piece	
FORMAT:	You are required to analyse one of five TLEM policies and write an opinion piece to a local newspaper to make recommendations on the policy/plan within the destination. Further details are provided on Blackboard.	

CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate critical thinking to develop and evaluate appropriate solutions to policy problems 3
	2	Utilise creativity to develop innovative solutions to TLEM policy problems (issues or challenges). 4
	3	Critical analysis of existing sources of secondary data and literature in the field 2
	4	Understanding of the meaning of diversity and inclusion 3
	5	Capacity to develop and articulate informed arguments 4
	6	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation 4

All - Assessment Task 3: National Policy/Strategy/Plan Post COVID-19 Report

GOAL:	To demonstrate an ability to comprehend, analyse, synthesise, review, summarise and make recommendations for improving one international TLEM Policy/Strategy/Plan in the context of a post COVID-19 landscape.	
PRODUCT:	Report	
FORMAT:	You are required to analyse, synthesise, review, summarise and make recommendations to improve an international TLEM Policy/Strategy/Plan in a post COVID-19 context. Further details are available on Blackboard	
CRITERIA:	No.	Learning Outcome assessed
	1	Identification and critical analysis of the policy/ strategy/plan 2
	2	Reflective thinking for problem solving and decision making in a policy and planning context 3
	3	Knowledge of relevant legislation and principles associated with social responsibility, ethical conduct and sustainable practice in a business context 1
	4	Application of knowledge of sustainability frameworks, theories, concepts and responsibilities in policy and planning 2
	5	Referencing of sources of information used within the body of the document and in a reference list using Harvard referencing style 4
	6	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation 4

7. Directed study hours

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.

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

Please note: 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. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Recommended	David Edgell Sr. & Jason R. Swanson	2019	Tourism Policy and Planning: Yesterday, Today and Tomorrow	Routledge

8.2. Specific requirements

Electronic devices, prescribed textbook

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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:

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

The course is graded using the Standard Grading scale

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

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. 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>

10.8. 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
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au