



COURSE OUTLINE

TSM313

The Innovation and Technology Effect in TLEM

Course Coordinator: Vikki Schaffer (vschaffe@usc.edu.au) **School:** School of Business and Creative Industries

2021 Semester 1

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 1

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

Like most industries, digital disruption is the new reality for Tourism, Leisure and Event Management (TLEM). In response, this course aims to assist you to develop digital literacies, foster creativity, and examine and develop innovation as applicable to TLEM. Completion of this course will help you to identify and evaluate the dynamic changes and opportunities evolving from incremental, emerging and disruptive technological and innovative approaches. With an understanding of innovation in TLEM, you can get ahead of the game. You will apply your learning to projects in partnership with real businesses/organisations to create viable solutions to industry problems and be equipped to consider processes that result in creatively increasing business and customer value propositions. This course expands your horizons of technology and innovation ecosystems in the context of TLEM.

1.2. How will this course be delivered?

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

1.3. Course Topics

1	Introduction to course
2	Technology and Innovation in TLE
3	Innovative Problem Solving in TLE
4	Knowledge and Creativity in TLE
5	Technological Innovation and Competitiveness
6	Impacts of Technology and Innovation on Various TLE Sectors
7	'Smart' Destination
8	Designing Memorable Experiences
9	Stakeholders and Innovation
10	Innovation and Technology for Resilience
11	Managing Innovation
12	Emerging Trends
13	Course summary

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	Demonstrate advanced oral communication skills in a TLE-related business context. Demonstrate digital literacy skills for Engaged and information sharing in a TLE-related business context.	Engaged
2	Demonstrate an understanding of effectively managing and working in teams in a TLE-related business context.	Empowered Engaged
3	Demonstrate critical and creative thinking to identify and solve TLE-related business problems and arrive at innovative solutions.	Creative and critical thinker
4	Demonstrate an awareness and appreciation of the need to take a socially responsible and sustainable approach to innovation and technology within TLE-related business decisions.	Ethical Sustainability-focussed

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

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Prior to submission, in-class workshops will offer avenues for receiving feedback from teaching staff and peers.

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	Artefact - Creative, and Written Piece	Individual	15%	1,000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Portfolio	Group	40%	Oral presentation - Video 10 minutes	Week 8	Online Assignment Submission
All	3	Report	Individual	45%	Maximum 2000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Literature review

GOAL:	This first assessment task is designed for students to work independently to demonstrate their research, communication and information sharing in a TLE-related business context to support students to remember, understand and apply.		
PRODUCT:	Artefact - Creative, and Written Piece		
FORMAT:	This first assessment task is undertaken by individuals. Based on the criteria provided in the information sheet and rubric on Blackboard, this task requires students to conduct a literature review, that includes real world examples – in a TLEM context, presented as an e-poster. This task should be approx. 1000 words in length (+ or – 10%).		
CRITERIA:	No.		Learning Outcome assessed
	1	advanced written and digital literacy skills for communication and information sharing in a business context	
	2	critical and creative thinking to identify and present an effective case study	
	3	the capacity and competence in the application of TLE-related (in the context of innovation and technology) discipline specific knowledge	
	4	Assessment criteria are mapped to the course learning outcomes.	1 2 3 4

All - Assessment Task 2: Portfolio

GOAL:	This is a group task in which students will be marked individually. Students will work in pairs to create a single video submission, addressing task-related criteria that outlines the proposed solutions and submission of feedback (to another group), the collation and reflection on received peer feedback. This task offers avenues for students to understand, apply and analyse.										
PRODUCT:	Portfolio										
FORMAT:	This task requires students to develop a 10-minute video that addresses the specific criteria as detailed in the information sheet and rubric on the course Blackboard site. The video includes the giving, receiving and responding to peer feedback associated with the outlining of four proposed solutions and that addresses the task related criteria. This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objectives will be assessed: PLO1.2: Oral Communication Demonstrate effective oral communication skills in a business context.										
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrate critical and creative thinking to identify and justify suitable solutions</td></tr><tr><td>2</td><td>Demonstrate capacity and competence in the application of TLE-related (in the context of innovation and technology) discipline specific knowledge</td></tr><tr><td>3</td><td>Structure of the presentation</td></tr><tr><td>4</td><td>Clarity, logic and flow of arguments presented. Depth and breadth of content covered to address the topic of the task.</td></tr></tbody></table>	No.	Learning Outcome assessed	1	Demonstrate critical and creative thinking to identify and justify suitable solutions	2	Demonstrate capacity and competence in the application of TLE-related (in the context of innovation and technology) discipline specific knowledge	3	Structure of the presentation	4	Clarity, logic and flow of arguments presented. Depth and breadth of content covered to address the topic of the task.
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3	Structure of the presentation										
4	Clarity, logic and flow of arguments presented. Depth and breadth of content covered to address the topic of the task.										

All - Assessment Task 3: Report

GOAL:	Working independently, students will submit a written piece detailing the final proposed solution to the specific real world problem/opportunity and develop an e-pamphlet address specific criteria related to the course content. This task aims to support students to remember, understand, apply, evaluate and create.												
PRODUCT:	Report												
FORMAT:	Based on the criteria provided in the information sheet and rubric on Blackboard, this task requires students to address the specific criteria for this task, that also provides a final solution to the real-world problem, in a report type format suitable for sharing with industry.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrate critical and creative thinking to identify and justify a relevant solution to the business problem</td></tr><tr><td>2</td><td>Demonstrate capacity and competence in the application of TLE-related (in the context of innovation and technology) discipline specific knowledge</td></tr><tr><td>3</td><td>Capacity to develop and articulate arguments which are informed and grounded to arrive at insights into an area of interest.</td></tr><tr><td>4</td><td>Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation.</td></tr><tr><td>5</td><td>Knowledge of problem-solving and/or analytical processes appropriate to TLE.</td></tr></tbody></table>	No.	Learning Outcome assessed	1	Demonstrate critical and creative thinking to identify and justify a relevant solution to the business problem	2	Demonstrate capacity and competence in the application of TLE-related (in the context of innovation and technology) discipline specific knowledge	3	Capacity to develop and articulate arguments which are informed and grounded to arrive at insights into an area of interest.	4	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation.	5	Knowledge of problem-solving and/or analytical processes appropriate to TLE.
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2	Demonstrate capacity and competence in the application of TLE-related (in the context of innovation and technology) discipline specific knowledge												
3	Capacity to develop and articulate arguments which are informed and grounded to arrive at insights into an area of interest.												
4	Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation.												
5	Knowledge of problem-solving and/or analytical processes appropriate to TLE.												

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

There are no required/recommended resources for this course.

8.2. Specific requirements

TSM313 contains work integrated learning and we will be engaging with TLE-related businesses.

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