Course Outline

Code: TSM221
Title: Tourism, Sport and Leisure Policy and Planning

School: Business
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Gayle Mayes
Course Moderator: Dr Vikki Schaffer

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
TSM221 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 Field trips, WIL placements or activities required by professional accreditation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. What level is this course?

200 level Developing - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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>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</td>
<td>1</td>
<td>Communication Critical and Creative Thinking</td>
</tr>
<tr>
<td>Critically analyse and apply TLEM discipline knowledge to international case studies</td>
<td>2</td>
<td>Creative and Critical Thinking Cultural Awareness</td>
</tr>
<tr>
<td>Analyse, synthesise, and then make recommendations for improving a TLEM Policy/Strategy/Planning</td>
<td>3</td>
<td>Critical and Creative thinking Community Consciousness Communication Sustainability-focussed</td>
</tr>
<tr>
<td>Demonstrate effective, professional and persuasive written and oral communication skills</td>
<td>1, 3</td>
<td>Communication Career Ready</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

Students must have successfully completed at least four semesters of the TLEM major.

5.2 Pre-requisites

TSM102; TSM 223

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 guidance and assistance on preparing their first oral assessment.
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>Oral presentation</td>
<td>Individual</td>
<td>20%</td>
<td>1000 words</td>
<td>Week 5</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>2</td>
<td>Case Study Analyses</td>
<td>Individual</td>
<td>30%</td>
<td>1500 words</td>
<td>Week 9</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>3</td>
<td>Policy/Strategy/Plan Report</td>
<td>Individual</td>
<td>50%</td>
<td>2500 words</td>
<td>Week 13</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
</tbody>
</table>

**Assessment Task 1: Power Point Presentation 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 in Australia (excluding QLD) or overseas.

**Product:** Oral and Written Piece

**Format:** PowerPoint presentation with synchronised voice over
You are required to critically analyse and evaluate all aspects of a leading TLEM organisation or agency (coverage of all 10 [ten] content areas) that plays a major role in TLE policy, planning and destination management in Australia (excluding QLD) or overseas. Further details are available on Blackboard.

**Criteria**
- Identification and critical analysis of all aspects, including impact, of a leading TLEM organisation
- 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]
- Clarity, logic and flow of arguments presented
- Depth and breadth of content
- Use of appropriate visual aids

**Assessment 2: International Case Study Analyses**

**Goal:** To demonstrate knowledge of TLEM policy implementation and practices through analysis and discussion of specific international case studies and use of theory and best practice examples to make recommendations on sustainability, management, policy and planning.

**Product:** Case Study

**Format:** You are required to analyse 5 [five] international TLEM related case studies and use theory and best practice examples to make recommendations on sustainability, management, policy and planning. Further details are provided on Blackboard.

**Criteria**
- Demonstrate critical thinking to develop and evaluate appropriate solutions to policy problems
- Utilise creativity to develop innovative solutions to TLEM policy problems (issues or challenges)
- Critical analysis of existing sources of secondary data and literature in the field
- Understanding of the meaning of diversity and inclusion
• Capacity to develop and articulate informed arguments
• Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation.

Assessment Task 3: National/State/Regional TLEM Policy/Strategy/Plan Report

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To demonstrate an ability to comprehend, analyse, synthesise, review, summarise and make recommendations for improving one international TLEM Policy/Strategy/Plan - context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Report</td>
</tr>
<tr>
<td>Format:</td>
<td>You are required to analyse, synthesise, review, summarise and make recommendations for improving a TLEM Policy/Strategy/Plan in an international context. Further details are available on Blackboard</td>
</tr>
</tbody>
</table>

Criteria
- Identification and critical analysis of the policy/strategy/plan
- Reflective thinking for problem solving and decision making in a policy and planning context.
- Knowledge of relevant legislation and principles associated with social responsibility, ethical conduct and sustainable practice in a business context.
- Application of knowledge of sustainability frameworks, theories, concepts and responsibilities in policy and planning
- Referencing of sources of information used within the body of the document and in a reference list using Harvard referencing style
- Accuracy and presentation of written work including English expression, discipline-based vocabulary, grammar, spelling, and punctuation.

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 (1 hour)</td>
</tr>
<tr>
<td></td>
<td>Tutorial (1 hour)</td>
</tr>
<tr>
<td></td>
<td>Blended learning (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>
</table>

8.2 Specific requirements
Electronic devices, text book
9. **How are risks managed in this course?**

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools, as well as manual handling items within the laboratory.

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**

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 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

10.6 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

10.7 General Enquiries
In person:
- Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- SouthBank - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- Gympie - Student Central, 71 Cartwright Road, Gympie
- Fraser Coast - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- Caboolture - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au
## 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 TSM221 - Course content, objectives and assessment. Defining TLEM and policy, planning, strategies Examples of policies, plans, strategies</td>
<td>Lecture Reading Blended Learning, Activity</td>
</tr>
<tr>
<td>2</td>
<td>Historical development of policy and planning and political ideologies</td>
<td>Lecture Tutorial Readings and Activity</td>
</tr>
<tr>
<td>3</td>
<td>New directions and associated T/S/L policy and planning issues</td>
<td>Lecture Tutorial Online readings and activity</td>
</tr>
<tr>
<td>4</td>
<td>International tourism and sport as commercial and economic activities Focus on Belize</td>
<td>Lecture Tutorial</td>
</tr>
<tr>
<td>5</td>
<td>Political and foreign policy implications of T/S/L Submission of Task 1</td>
<td>Lecture Tutorial</td>
</tr>
<tr>
<td>6</td>
<td>Developing and managing sustainable T/S/L in the twenty first century Focus on Dominican tourism</td>
<td>Lecture Tutorial Case study analysis</td>
</tr>
<tr>
<td>7</td>
<td>Barriers and obstacles to T/S/L travel at all levels from local to global Focus on Antarctica tourism</td>
<td>Lecture Tutorial Case study analysis</td>
</tr>
<tr>
<td>8</td>
<td>Affecting and influencing T/S/L policy and planning – stakeholders and groups Evaluation of policy – cost benefit analysis Focus on Australian National Tourism Policy</td>
<td>Lecture Tutorial Case study analysis</td>
</tr>
<tr>
<td>9</td>
<td>Policy/strategy development from international to local Submission of Task 2</td>
<td>Lecture Case study analysis</td>
</tr>
<tr>
<td>10</td>
<td>Strategic and sustainable T/S/L planning Focus on sustainable coastal and marine tourism planning</td>
<td>Lecture Tutorial Case study analysis</td>
</tr>
<tr>
<td>11</td>
<td>Transformative leadership in developing T/S/L policies Focus on Pro-poor and Community-based Tourism Focus on Cultural, Heritage and Indigenous Tourism [CHIT]</td>
<td>Lecture Tutorial Online readings and activity</td>
</tr>
<tr>
<td>12</td>
<td>10 Future challenges and issues in tourism/sport/leisure policy and planning Focus on Sustainability, Thinking globally-acting locally and Terrorism</td>
<td>Lecture Readings Tutorial</td>
</tr>
<tr>
<td>13</td>
<td>Revision of semester Submission of Task 3</td>
<td>Lecture</td>
</tr>
</tbody>
</table>

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

**Mid Semester Break:**
30th September 2019-6th October 2019 (Between Week 10 and Week 11)

**Public Holidays**
Queen's Birthday- Monday 7th October (Week11)