Course Outline

Code: TSM223
Title: Sustainable Tourism, Leisure and Event Management

School: Business
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Dr Vikki Schaffer
Course Moderator: Dr Shahab Pourfakhimi

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

The concept, principles and practice of sustainable management are now widely acknowledged as essential factors for the tourism, leisure and event industries. This course focuses on fundamental concepts of sustainability that have application to the management of all forms of tourism, leisure and events. It aims to provide a theoretical and practical understanding of physical, socio-cultural and economic sustainability and its prospects for successful implementation in developed and developing countries. Ecotourism as an exemplar of sustainable tourism is also examined.

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 – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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, analyse, define and discuss business problems and arrive at innovative solutions.</td>
<td>1, 2 and 3</td>
<td>Creative and critical thinking.</td>
</tr>
<tr>
<td>Demonstrate effective, professional and persuasive written (W) and oral (O) and communication skills.</td>
<td>1 (W), 2 (W,O) and 3 (W)</td>
<td>Communication.</td>
</tr>
<tr>
<td>Demonstrate an appreciation of the need to embrace, respect and manage diversity and foster inclusivity in a business context.</td>
<td>3</td>
<td>Cultural awareness.</td>
</tr>
<tr>
<td>Demonstrate an awareness and appreciation of the need to take a socially responsible and sustainable approach to business decisions.</td>
<td>1, 2 and 3</td>
<td>Community consciousness</td>
</tr>
<tr>
<td>Adapt and apply interpersonal skills to work independently and collaboratively in a team environment</td>
<td>2</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Apply discipline knowledge and skills in a sustainable TLEM context</td>
<td>1, 2 and 3</td>
<td>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**

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)**

No prior knowledge is required. A foundation knowledge of tourism is helpful but not a pre-requisite.

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**

Formative feedback will be provided through discussion in tutorial and online from Week 2
## 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>Digital Case study</td>
<td>Individual</td>
<td>20%</td>
<td>800 words</td>
<td>Week 5, Friday 3pm (AEST)</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>2</td>
<td>Oral, and Written Piece</td>
<td>Group</td>
<td>30%</td>
<td>15 min oral presentation + support materials</td>
<td>In week 9</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>3</td>
<td>Written Piece</td>
<td>Individual</td>
<td>50%</td>
<td>2,000 words</td>
<td>Week 15, Monday 12 noon (AEST)</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Assessment Task 1: Digital case study

**Goal:** The aim of this task is for students to read, analyse, reflect and discuss specific criteria related to the course and real examples of good practice in sustainable TLE and present this as a case study in a digital format.

**Product:** Digital case study

**Format:** Using digital tools (e.g. MS Sway) generate a case study based on two (2) examples of good practice in sustainable TLE from countries listed as developing/least developed

**Criteria:** A detailed description is available on Blackboard. You will be assessed on your ability to:
- demonstrate critical and creative thinking to identify and solve TLE-related business problems and arrive at innovative solutions
- demonstrate effective written communication skills in a TLE-related business context
- demonstrate an appreciation of the need to embrace, respect and manage diversity and foster inclusivity in a TLE-related business context.

### Assessment Task 2: Oral and written presentation

**Goal:** This task requires the development and delivery of a comprehensive discussion presented verbally (and written - support materials) outlining what is scenario planning, how this can be applied in the context of sustainable TLE, why it is relevant to the chosen site and how you intend to evaluate the current sustainability actions to establish a scenario planning strategy. A component of the task requires you to engage your peers and seek feedback on your proposed approach.

**Product:** Oral

**Format:** This is a group task (pairs). Based on the chosen site, the 15-minute, group oral presentation, given in class time, will include PowerPoint slides (or similar) as the written (support) component. This task includes peer and self-reflection.

**Criteria:** A detailed description is available on Blackboard. You will be assessed on the ability to:
- demonstrate critical and creative thinking to identify and solve TLE-related business problems and arrive at innovative solutions
- demonstrate advanced oral communication skills in a TLE-related business context and
- demonstrate an awareness and appreciation of the need to take a socially responsible and sustainable approach to TLE-related business decisions.
Assessment Task 3: Sustainability Scenario Plan

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Students will prepare a suitable document reporting on the evaluation of sustainable TLE based on the specific site, and scenario plan, that includes application of relevant course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Written piece</td>
</tr>
<tr>
<td>Format:</td>
<td>Each individual student will draw on task 2 and site examination to develop a scenario plan maximum 2,000 words.</td>
</tr>
</tbody>
</table>
| Criteria: | A detailed description is available on Blackboard Submissions will be assessed on the ability to:  
- demonstrate critical and creative thinking to identify and solve TLE-related business problems and arrive at innovative solutions  
- demonstrate advanced written communication skills in a TLE-related business context  
- demonstrate an awareness and appreciation of the need to take a socially responsible and sustainable approach to TLE-related business decisions and  
- demonstrate an appreciation of the need to embrace, respect and manage diversity and foster inclusivity in a TLE-related business context |

7. Directed study hours

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020.

When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

Student workload is calculated at 12.5 learning hours per one unit. The modes of delivery include:
- 1 hour online lecture
- 1 hour interactive tutorial
- 1 hour digital content
- 9.5 hours self-directed study (including assessment work)

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
Nil

8.2 Specific requirements
Nil

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 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 accessibility@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:
- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- 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

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. What is sustainable TLE?</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>2</td>
<td>Dimensions of sustainability: Economic, Socio-cultural and Environmental</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>5</td>
<td>Ecotourism</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>6</td>
<td>Scenario planning and sustainable TLE</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>7</td>
<td>Key stakeholders, roles and involvement</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Method</td>
</tr>
<tr>
<td>----</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Sustainable business: Mass vs alternate TLE</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>9</td>
<td>Sustainable TLE development</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>10</td>
<td>Governance, stewardship and ethics</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>11</td>
<td>Climate Change and sustainable TLE</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>12</td>
<td>Future of sustainable TLE</td>
<td>Online lecture, Interactive tutorial Digital Content</td>
</tr>
<tr>
<td>13</td>
<td>Course and assessment (Task 3) review</td>
<td>Online lecture</td>
</tr>
</tbody>
</table>

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

**Mid Semester Break:**
28th September 2020-4th October 2020 (Between Week 10 and Week 11)

**Public Holidays**
Queen’s Birthday - Monday 5th Oct 2020 (Week 11)