



COURSE OUTLINE

TSM315 Running Meetings, Incentives, Conventions and Exhibitions (M.I.C.E) industry events

Course Coordinator: Leonard Vance (lvance@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Semester 1

USC Sunshine Coast
USC Moreton Bay

**BLENDED
LEARNING**

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

The Meetings, Incentives, Conventions and Exhibitions industry continues to grow globally with significant contributions in economic and non-economic terms. The course takes a global perspective of case studies & guest speakers from various sectors (PCO's, promoters, venues and resort/convention providers etc.) to provide a contemporary & cultural context for examining best practice in planning & activation of MICE. The course provides a succinct overview of the major stakeholders in MICE & what fuels their interest & efforts in terms of realising ROI and giving back to communities.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Pre-recorded concept videos and associated activity	1hr	Week 1	13 times
Tutorial/Workshop 1 – In-class workshops will be scheduled over the course of the semester	2hrs	Throughout teaching period (refer to Format)	10 times
Seminar – Introductory course seminar face to face and recorded	2hrs	Week 1	Once Only
Information session – Synchronous online Task Information Sessions (Recorded/ All cohort/ Shared with Online).	2hrs	Throughout teaching period (refer to Format)	2 times
ONLINE			
Learning materials – Asynchronous online delivery of learning material including pre-recorded concept videos and associated activities	1hr	Week 1	13 times
Tutorial/Workshop 1 – Synchronous interactive online zoom workshops (Recorded).	2hrs	Throughout teaching period (refer to Format)	10 times
Seminar – The recorded version of the Blended Mode seminars or Synchronous Online Seminars (Recorded)	2hrs	Week 1	Once Only
Information session – Synchronous online Task Information Sessions (Recorded/ All cohort/ Shared with Blended).	2hrs	Throughout teaching period (refer to Format)	2 times

1.3. Course Topics

- MICE Categories & characteristics for destination marketing
- Current and emerging business models – hybrid offerings
- Risk and resilience management, legal and regulatory frameworks
- Cross-cultural knowledge transfer and activation
- Program and event experience design
- Marketing and funding for MICE
- Site inspections and client briefs
- Staging of business events
- Yield and facilities management
- Event compliance and certification
- Inclusive design and accessibility
- Event compliance and certification

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 MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Analyse and evaluate events-related businesses to develop and apply innovative solutions using existing TLE frameworks.	Creative and critical thinker	PC1.1 - Written Communication PC2.1 - Teamwork
2 Demonstrate effective, professional and persuasive written and oral communication skills.	Empowered Engaged	
3 Understand how to work independently, collaboratively and efficiently in a team environment with internal and external stakeholders.	Engaged	
4 Demonstrate sound discipline knowledge and skills to explain the nature and scope of the MICE and related Industry.	Knowledgeable	
5 Evaluate aspects of MICE organisations for their corporate governance and TBL policies and practices.	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)

Ability to produce academic quality reports needed.

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

Formative feedback will be provided through discussion in tutorials and/or online from week 2

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 - Professional, and Written Piece	Individual	30%	1,000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Written Piece	Individual	30%	1,000 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Activity Participation	Group	40%	3,000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Newsletter

GOAL:	Produce a MICE industry newsletter article															
PRODUCT:	Artefact - Professional, and Written Piece															
FORMAT:	<p>A newsletter article of around 1,000 words is to be produced, and this will evaluate your analysis of contemporary developments in the MICE industry. The newsletter should capture the who, what, when, where, why and how such developments are relevant and benefit a range of MICE industry stakeholders for example in repositioning a MICE business, or destination as a location, of choice for the future.</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objective will be assessed: PC1.1 Written Communication Demonstrate effective written communication skills in a business context.</p>															
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Discuss contemporary issues related to the MICE industry</td> <td>1 2 4 5</td> </tr> <tr> <td>2</td> <td>Explain why value is important to the experiential nature of the MICE industry</td> <td>1 2 4 5</td> </tr> <tr> <td>3</td> <td>Critique emerging MICE industry practices and trends</td> <td>1 2 4 5</td> </tr> <tr> <td>4</td> <td>Identify new opportunities and challenges to the MICE industry</td> <td>1 2 4 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Discuss contemporary issues related to the MICE industry	1 2 4 5	2	Explain why value is important to the experiential nature of the MICE industry	1 2 4 5	3	Critique emerging MICE industry practices and trends	1 2 4 5	4	Identify new opportunities and challenges to the MICE industry	1 2 4 5
No.		Learning Outcome assessed														
1	Discuss contemporary issues related to the MICE industry	1 2 4 5														
2	Explain why value is important to the experiential nature of the MICE industry	1 2 4 5														
3	Critique emerging MICE industry practices and trends	1 2 4 5														
4	Identify new opportunities and challenges to the MICE industry	1 2 4 5														

All - Assessment Task 2: Destination Infographic

GOAL:	Research and design an infographic that defines and positions a region or city as a destination for a specific MICE market segment.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	<p>This is an individual assessment.</p> <p>In this task, you will be required to use your digital communication, information literacy and critical thinking skills to create a digital poster (infographic) to provide venue and program information about a specific destination aimed to inform and attract a specific segment of the MICE industry. The infographic should demonstrate how the facilities and attractions of the destination (selected from a list of recommended destinations on the Learning Management System) would match the requirements of the target market. By using images, figures, graphics and brief sections of text, the poster should use a visually appealing and well-organised layout to:</p> <ul style="list-style-type: none"> - introduce the destination and its characteristics, - demonstrate a range of facilities and attractions available within the destination - identify the targeted MICE market segment - persuasively position the destination for the market segment

CRITERIA:	No.	Learning Outcome assessed
	1	Demonstration of knowledge and analytical processes in a TLEM context 1
	2	Application of discipline knowledge to analyse the characteristics and market of a TLEM destination. 4
	3	Communication using appropriate digital tools and channels 2

All - Assessment Task 3: Bid Proposal

GOAL:	To critically assess the demand and supply factors in a MICE industry context and produce a compelling bid proposal to host a future edition of a MICE event.	
PRODUCT:	Activity Participation	
FORMAT:	<p>This is a group assessment task</p> <p>Students will be required to work in groups (of no more than 5 students) to understand the specific requirements asked of a MICE industry event bid, apply key concepts and present a compelling bid proposal of around 3,000 words.</p> <p>In addition to the bid proposal, you will be assessed on your knowledge and understanding of group processes evidenced through submission of weekly group activities (e.g. minutes of meetings, action plans) and your individual contribution to the group task evidenced through a peer evaluation. .</p> <p>This task is being used for measuring assurance of learning towards Association to Advance Collegiate Schools of Business (AACSB) accreditation. The following Program Learning Objective will be assessed: Program Learning Objective 2.1 Demonstrate an understanding of effectively managing and working in teams in a business context.</p> <p>Assessment: 40% + 10% peer evaluation</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate an understanding of effectively managing and working in teams in a business context 3
	2	Provide a compelling MICE industry bid proposal to host a future event 1 2
	3	Understand the dynamics of demand and supply factors associated with the bid proposal 4
	4	Incorporate sustainable, crisis and risk management into MICE planning and operations 5
	5	Develop inclusive MICE processes that facilitate barrier-free access 1

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 Canvas 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	EDITION	PUBLISHER
Recommended	Rob Davidson	2019	Business Events	Second	Routledge
Recommended	Tony Rogers	2013	Conferences and Conventions	Third	Routledge

8.2. Specific requirements

Not applicable

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. 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