Australian School of Business

Marketing

SERV4001
Tourism Policy and Planning

Course Outline
Semester 1, 2013
Table of Contents

PART A: COURSE-SPECIFIC INFORMATION 4
1 STAFF CONTACT DETAILS 4
2 COURSE DETAILS 4
2.1 Teaching Times and Locations 4
2.2 Units of Credit 4
2.3 Summary of Course 5
2.4 Course Aims and Relationship to Other Courses 5
2.5 Student Learning Outcomes 6
3 LEARNING AND TEACHING ACTIVITIES 6
3.1 Approach to Learning and Teaching in the Course 6
3.2 Learning Activities and Teaching Strategies 6
4 ASSESSMENT 7
4.1 Formal Requirements 7
4.2 Assessment Details 8
4.3 Assessment Format 9
4.4 Assignment Submission Procedure 9
4.5 Late Submission 10
5 COURSE RESOURCES 12
6 COURSE EVALUATION AND DEVELOPMENT 12
7 COURSE SCHEDULE 2

PART B KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT
1 PROGRAM LEARNING GOALS 16
2 ACADEMIC HONESTY AND PLAGIARISM 16
3 STUDENT RESPONSIBILITIES AND CONDUCT 17
3.1 Workload 17
3.2 Attendance 17
3.3 General Conduct and Behaviour 17
3.4 Occupational Health and Safety 18
3.5 Keeping informed 18
4 Special Consideration and Supplementary examinations 18
5 Student Resources and Support 19
APPENDIX A 20
APPENDIX B 21
Dear Students

Welcome to your studies in SERV4001 Tourism Policy and Planning. I hope that you will enjoy the course and am confident you will add to your tourism knowledge in the SERV degree program. My hope is that you will enjoy the participatory approach in class and happily meet the various challenges you will experience along the way. Over time – I anticipate and indeed encourage students’ increased contribution. We are together embarking on a great learning journey!

To maximise your benefit from the course experience, it is essential that you understand the course requirements, content, teaching methods, assessment tasks, texts, readings and general expectations. It is a good idea also to read the course outline carefully before the first session. It is designed to equip you with as much information as possible from the start of your course, so that you will know what to expect and also what UNSW expects of you to fulfil course requirements satisfactorily. If you have any questions, please feel free to contact me.
I look forward to our journey into the important world of Tourism Policy and Planning.

Nina Mistilis
PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Dr Nina Mistilis  Course coordinator
Room: Quad Room 3047 (South Wing)
Phone: 9385 2639 Email n.mistilis@unsw.edu.au
Consultation Hours: Tuesday 1400-1600 hours; other times by appointment.

Dr Nina Mistilis is a senior lecturer in the tourism and hospitality management group, School of Marketing, University of New South Wales. She publishes widely, her current tourism research interests being policy and planning, as well as information and communication technology (ICT) and management, especially for visitor tourism centres and for small business and has received a number of competitive tourism grants. She is a foundation board member and vice president of the Australasian Chapter of the International Federation of Information Technology and Tourism (IFITT). Her earlier industry experience includes senior appointments in a global banking corporation and in a tourism lobby group. She has a Bachelor of Arts with honours in politics from Macquarie University and a Doctorate of Philosophy in Political Science from the Institute of Advanced Studies, Australian National University.

1.1 Other academic staff

Professor Larry Dwyer
Room: Quad Room 3053 (South Wing)
Phone: 9385 2636
Email: l.dwyer@unsw.edu.au
Consultation Hours: by appointment

Professor Larry Dwyer is the Qantas Professor of Travel and Tourism Economics at the University of New South Wales. Larry publishes widely in the areas of tourism economics, management and policy, with over 150 publications in international journals, government reports, chapters in books, and monographs. He has been awarded numerous research grants to contribute to tourism knowledge. Larry maintains strong links with the tourism industry at international, national, state and local levels. Larry also has undertaken an extensive number of consultancies for public and private sector tourism organisations within Australia, and for international agencies, including the United Nations World Tourism Organisation. Larry is a founding member and Vice President of the International Association for Tourism Economics, and is an appointed member of the Editorial Boards of thirteen international tourism journals. Larry was recently voted as a fellow of the International Academy for Study of Tourism, the world’s peak academic association with only 70 members world wide.

2. COURSE DETAILS

2.1 Teaching times and Locations
The course has a two-hour lecture and one hour tutorial most weeks; there are no tutorials in week one and no lecture in week 13:
Lecture Tuesday 0900-1100Hrs (Webster256)
Tutorial Tuesday 1100Hrs-1200Hrs (QUAD 1046)
Tutorial Tuesday 1200Hrs-1300Hrs (QUAD 1046)

2.2 Units of Credit
The UOC value for the course is six units of credit
2.3 Summary of Course
The course introduces you to key concepts associated with tourism policy and planning and the practical experience of analysis in, and application to, contemporary case studies. The course examines contemporary global tourism issues from the perspectives of government and business.

The course aims to explore the basics of tourism policy and planning, the policy and planning process and issues and challenges, for example in determining the best national or local approach for tourism sustainable development, addressing the implications of climate change, the interpreting visitor yield and maintaining competitive advantage with information and communication technology. In these contexts, it aims to develop an understanding of the relationships between government and business in terms of policy and planning and the guidelines for management of that relationship.

2.4 Course Aims and Relationship to Other Courses
The prerequisite for this course is SERV2001. The course forms an integral part of the core program in tourism and hospitality for the year four of the Bachelor of Commerce Services Marketing (Tourism & Hospitality). It draws on tourism theoretical concepts to build your understanding of tourism policy and planning at the national, state, local and enterprise level as well as the relationship between government and business and ability to manage that relationship. Key jobs in top organisations now demand that managers have a good working knowledge of business government relationships.

The key focus of this course is development of a deep understanding of key concepts in tourism policy and planning and its challenges. In this course we encourage high level skills in policy and planning to complement other core courses in the SERV program.

The specific aims of the course are:
1. To explore key concepts in tourism policy and planning from a social, ethical and global perspectives.
2. To demonstrate the application of tourism policy and planning to achieve sustainable tourism management best practice.
3. To use tourism cases in order to analyse tourism policy and planning challenges and develop feasible thoughtful recommendations.

2.5 Student Learning Outcomes
By the end of this course, you should be able to:
• demonstrate superior skills to appropriately locate and evaluate tourism policy and planning information and then apply the relevant knowledge;
• explain and analyse key concepts in tourism policy and planning;
• apply the conceptual tools of policy and planning to a wide variety of international tourism cases to analyse situations and evaluate creative, thoughtful feasible solutions for sustainable tourism; and
• apply high level skills in analytical and critical thinking and for creative problem-solving in sustainable tourism policy and planning.

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).
ASB Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators. You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | explain and analyse key concepts in tourism policy and planning; | • Essay  
• Critical review  
• Exam |
| 2 Critical thinking and problem solving | demonstrate superior skills to appropriately locate and evaluate tourism policy and planning information and then apply the relevant knowledge; apply the conceptual tools of policy and planning to a wide variety of international tourism cases to analyse situations and evaluate creative, thoughtful feasible solutions for sustainable tourism; | • Tutorial Problems  
• Essay  
• Critical review  
• Exam |
| 3a Written | Construct written work which is logically and | Not specifically |
### 3. LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course
There is a mix of teaching strategies which together aim to develop skills (personal and academic) and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week, lecture/presentations by academic and key industry and other visitors.

At university and especially in a fourth year class, the focus for learning is your self-directed search for knowledge and skills development. Classes, readings, assignments and other resources are all provided to facilitate and enhance this process. To prepare for the course, each week you must:

- Prepare yourself through the weekly readings
- Work through the questions and answers provided
- Download the weekly lecture notes from the course Blackboard site
- Be ready to participate in class discussions, group work and other tasks.

It’s up to you to balance your commitments to ensure you perform well in each part of the course: preparing for classes, completing assignments, studying for the test and exam and of course seeking assistance or extra work to extend and clarify your knowledge and understanding. It’s a good idea to choose an approach that best suits your learning style and goals, if you have not already one. Questions for class are provided to guide your learning process.

#### 3.2 Learning Activities and Teaching Strategies
The course outline is available on the course website which is accessible through the Blackboard site or through the School of Marketing website. The lecture notes will be placed on the UNSW Web by close of business (COB) each Monday. Additional reference material on the topics may be advised or handed out to you during the semester. You are advised to prepare for each topic by completing the readings and tasks listed for the week and to participate fully in informed discussion during class.

The course consists of lectures and tutorials. During the lecture, theories and other relevant information will be expounded by the lecturer. Expert industry visitors also give presentations and the course involves experiential learning with them, debating 'live' issues. As the course emphasises interactive learning, you are encouraged to participate by commenting on any concept or interest of concern, or by thoughtful querying of any contention. However, major discussions take place during the tutorials, where you will also present your research outcomes. The tutorials encourage a more relaxed and applied analysis of the topic through set tasks and group work, thereby facilitating your deep learning.

The teaching rationale is that you should take control of your academic and personal development. This in turn leads to increased confidence in their learning ability, critical analysis and problem solving, thus preparing you for your future management roles in the tourism or hospitality workforce. Main discussion points of tourism policy and planning cases may not be included in lecture notes as typically visitors or the collective class approach throw up many interesting views and analyses which may be pertinent and examinable.

### 4. ASSESSMENT

<table>
<thead>
<tr>
<th>Communication</th>
<th>Professionally presented</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>Not specifically assessed.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>Not specifically assessed.</td>
</tr>
<tr>
<td>Social and cultural awareness</td>
<td>Not specifically addressed in this course.</td>
<td>Not specifically assessed.</td>
</tr>
</tbody>
</table>
4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).
- achieve a minimum of at least 50% on the final exam. Students that do not achieve a 50% on final exam will be given a UF mark.

4.2 Assessment Details
There are four assessments in total, detailed below:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting (%)</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 essay</td>
<td>15</td>
<td>2000 words</td>
<td>1700hrs Monday wk 5</td>
</tr>
<tr>
<td>Assessment 2 Critical review</td>
<td>35</td>
<td>3000 words</td>
<td>1700hrs Monday wk10</td>
</tr>
<tr>
<td>Assessment 3 exam</td>
<td>40</td>
<td>2 hours</td>
<td>Exam period</td>
</tr>
<tr>
<td>Assessment 4 class participation</td>
<td>10</td>
<td>Wk 1-13 classes</td>
<td>ongoing</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td></td>
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</table>

1. Assessment one – essay 15%

**Topic:** Essay - Government and Tourism Policy and Planning - National Tourism Alliance Media Release 17 December 2009 ‘Concern Over Climate Change Travel and Trade Tax’

**Length:** 1500 words (excluding abstract only- ie including references)

**Date Due:** 1700hrs Monday wk5

This is a co-authored assignment of two students. Answer the following essay question in three parts:

a) Why are planning and policy-making considered value-laden activities? In your answer refer to the National tourism Alliance Media, 2009 (500 words).

b) Use one example of values regarding the proposed tax from each of the three policy actors - Governments, industry associations, communities – to explain where value clashes may appear (500 words).

c) Suggest briefly how the Australian government may resolve these in its policy determination of a Climate Change Travel and Trade Tax (500 words).

You should include at least five recent (year 2008+) journal articles as references – note that other additional references will of course be needed.

As a guide to writing your essay, ensure that it includes:
- an abstract which summarizes the key points of your argument (not included in word count);
- an introduction outlining the importance of the topic;
- a discussion section addressing a)b)c)
- conclusions

See appendix A for marking criteria.

2. Assessment two – critical review 35%
For the assignment you will form a group of three students maximum. You will be tested on the application of tourism policy and planning high level concepts to a ‘real’ tourism destination strategy - Tropical North Queensland Strategy 2012-2016

Answer the following questions (include page reference for any examples from the Strategy):

a. Provide an overview of the whole Strategy (500 words). In your overview, include the aims and steps in progression of the Strategy.

b. Define the role of state. Give two examples regarding the role of state embedded in the Strategy – that is in terms of theories of role of the state (refer to lecture & text for discussion of role of state);

Describe the role of state in terms of its actions giving two examples; for this, there is no text or reference - just refer to the strategy and look at what the state(government) will do, if anything eg project leader, marketer, infrastructure developer.

Justify each of your answers by referring to the strategy with an appropriate quote and page reference (1000 words).

c. Define the public interest. How the public interest is represented overall in the Strategy? (Refer to lecture & text for discussion of the public interest). Compare and contrast two examples of public interest in the Strategy (1000 words).

d. Make two key recommendations to improve the outcome of the Strategy in terms of sustainable tourism policy and planning for competitive advantage (500 words).

You will include an abstract of your whole review. See appendix B for marking criteria.

3. Assessment three - examination 40% - exam period
All topics weeks 1-13; two hours duration; format – essay question (20%), short answers choose five out of seven (20% - 4% each).

4. Assessment four - class participation – 10%
Students must be prepared to present to class in each week a discussion of the tutorial questions and exercises. Participation is through informed discussion and critical analysis and you will be assessed on these; you therefore need to arrive in class having completed the set readings and prepared the tutorial tasks and in your informal presentations demonstrate your analysis and practical application of theory; any good or poor performance will be noted. Therefore the most important responsibility you have is to arrive in class prepared and probably you will want to deepen your understanding of a topic through class discussion.

Classes are generally interactive and you are encouraged to participate by sharing a tourism experience which highlights some concept or theory, by commenting on any concept of interest or concern, or by querying any contention in an informed or logical manner.

You will be placed in groups of about five persons and work within them for the tutorial each week; your group members will change after a few weeks; each group member will present to the class. You are encouraged to draw on personal tourism experience to illustrate, apply, explore and discuss a theoretical point, developing the ability to locate it within some theoretical framework. In other words, you are encouraged to relate theory to and illustrate with 'real' examples or cases.

4.3 Assignment Format
Assignments should be typed with wide margins and single line spacing, 11 or 12’ font and include a title page with course name, your name and id and assignment title as well as headings as appropriate. The disclaimer form and also for group projects the appropriate signed student contribution sheet (Appendix B) must be signed and included when submitted - otherwise marks will not be recorded.

Assignments should generally be guided by and conform to the material in the School of Marketing Guide to Presentation of Assignments which is accessed on the School website http://www.asb.unsw.edu.au/schools/marketing/studentresources/Pages/default.aspx and also loaded for your course in the (new) Blackboard OtherStuff folder

4. Assignment Submission Procedure

All assignments are to be submitted to the School of Marketing drop box, located on level three of the South Wing QUAD Building, at the entrance hallway to the School of Marketing.

5. Late Submission

School of Marketing’s policy is 10% per day for lateness. Consistent with the School of Marketing policy, late submission of written assignments will attract a penalty of 10% per day or part thereof.

Due times and dates for submission of assignments are strict and failing to meet the deadline – even by a few minutes – will be penalized. Any special consideration for delayed submission due to illness or misadventure must be flagged to the course coordinator before the due date.

Quality Assurance
The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5. COURSE RESOURCES

Mandatory Text (available for purchase in the UNSW bookshop)
Dredge and Jenkins (2007) Tourism Planning & Policy, John Wiley & Sons Australia, Ltd

Readings:
4. National tourism Alliance Media Release 17 December 2009 Concern Over Climate Change Travel and Trade Tax

See also these readings below are accessible online:

See course resources on Blackboard for further resources.
6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered.

Feedback will be obtained in this course in week 3 by informal dot point student survey quick evaluation which will be discussed in the wk 4 class. CATEI, the formal feedback is given towards the end of the semester and items addressed as indicated in the following year. Last year feedback in wk 3 indicated tutorials needs re structuring which was addressed; most students completed the CATTEI and their very few suggestions included consider more industry speakers - as a result of this feedback, they have been modified – this year four increased to six speakers.

7 COURSE SCHEDULE
<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO</th>
<th>LECTURE TOPIC/CONTENT</th>
<th>TUTORIAL TOPIC/CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
</tr>
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<tbody>
<tr>
<td>4 March</td>
<td>1</td>
<td>WELCOME TO THE COURSE &amp; COURSE OVERVIEW; - ASSIGNMENTS ASSUMED KNOWLEDGE/BACKGROUND: Tourism fundamentals/overview of tourism Government &amp; tourism</td>
<td>nb Tutorials are not held this week</td>
<td>DR MISTILIS</td>
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<tr>
<td>11 March</td>
<td>2</td>
<td>TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY &amp; PLANNING? Introduction to tourism policy &amp; planning</td>
<td>Text chapter one - p24 Q1, 4, 7 National tourism Alliance Media (2009): 1. What are the values and ideas of each of the government and tourism agency? 2. Briefly summarise any possible conflicts in their values and ideas. 3. What are the social, economic, political and economic issue drivers that may influence the development of this policy framework? Feedback - assignment one</td>
<td>TEXT CH1 National tourism Alliance Media (2009)</td>
<td>DR MISTILIS</td>
</tr>
<tr>
<td>18 March</td>
<td>3</td>
<td>TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY &amp; PLANNING? CONTD (background - Role of government) The state, institutions, actors</td>
<td>TOPIC1 Text chapter two - p 61- Q1, 2, 4 Conduct further research on govt action &amp; apply role of government state, institutions, actors in terms of the Travel Mole piece ‘Australia urges action over fatal cocktails’ <a href="http://www.travelmole.com/news_feature.php?c=setreg&amp;region=4&amp;m_id=r-A~AY!Y!m&amp;w_id=8590&amp;news_id=2004577">http://www.travelmole.com/news_feature.php?c=setreg&amp;region=4&amp;m_id=r-A~AY!Y!m&amp;w_id=8590&amp;news_id=2004577</a> Feedback – dot point survey quick evaluation re course</td>
<td>TEXT CH 2</td>
<td>DR MISTILIS</td>
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<td>WEEK BEG.</td>
<td>WK NO</td>
<td>LECTURE TOPIC/CONTENT</td>
<td>TUTORIAL TOPIC/CONTENT</td>
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<td>25 March</td>
<td>4</td>
<td>TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY &amp; PLANNING? CONTD Historical development</td>
<td>Text p104 Q1, 8, 10 Q1 Identify and discuss 5 factors that influence how history is presented. Give examples. Q8 Discuss what is meant by substantive and procedural ideas about tourism planning and policy development. Give examples. Q10 Identify and discuss the stages involved in policy development; apply to the Lake Macquarie case below case Tourism planning &amp; policy development, Lake Macquarie 1950-2000 ; Text p106 -108 Feedback –findings survey quick evaluation re course</td>
<td>TEXT CH 3</td>
<td>DR MISTILIS</td>
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<td>ACADEMIC VISITOR LISA ALEXANDER</td>
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<tr>
<td>WEEK BEG.</td>
<td>WK NO</td>
<td>LECTURE TOPIC/CONTENT</td>
<td>TUTORIAL TOPIC/CONTENT</td>
<td>READINGS</td>
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<td>22 April</td>
<td>7</td>
<td>TOPIC II – POLICY &amp; PLANNING PROCESS Policy instrument, implementation &amp; evaluation</td>
<td>TUTORIAL Text p 177 – assess TIM (tourism impact model); develop a more successful policy Case Text p 185 Restructuring the Scottish tourism industry</td>
<td>TEXT CH 5</td>
<td>DR MISTILIS INDUSTRY VISITOR</td>
</tr>
<tr>
<td>29 April</td>
<td>8</td>
<td>Feedback – discussion of your assignment two TOPIC III – POLICY &amp; PLANNING ISSUES &amp; CHALLENGES Managing visitor yield: a. sustainable tourism development and managing yield b. Developing a methodology for measurement of impacts in Australia using TRA data</td>
<td>Developing a methodology for measurement of impacts in Australia using TRA data: 1) Frame two tourism research questions in this topic, discuss their importance and value for tourism ie in terms of STD (sustainable tourism development) &amp; the wider notion of yield for a national destination; 2) present to class for confirmation 3) List each item of the data needed for analysing impacts explain your approach</td>
<td></td>
<td>PROFESSOR LARRY DWYER Dwyer et al (2007) Dwyer and Forsyth (2008)</td>
</tr>
<tr>
<td>WEEK BEG.</td>
<td>WK NO</td>
<td>LECTURE TOPIC/CONTENT</td>
<td>TUTORIAL TOPIC/CONTENT</td>
<td>READINGS</td>
<td>LECTURER</td>
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| 6 May | 9 | **TOPIC II – POLICY & PLANNING PROCESS CONTD**  
Tourism policy & planning process | TUTORIAL  
Q2, 3, 7; Byron Bay Case p215  
Feedback – discussion of your exam | TEXT CH 6 | DR MISTILIS  
INDUSTRY VISITOR |
| 13 May | 10 | **TOPIC III – POLICY & PLANNING CHALLENGES**  
National tourism policy & planning | Identify key elements of public policy, perspectives, interests in the Australian Government National Long-Term Tourism Strategy. Commonwealth of Australia Canberra  
and the (2011) updated strategy Tourism 2020,  
comparing & contrasting outcomes  
Feedback - assignment two results | TEXT CH 7 | DR MISTILIS  
INDUSTRY VISITOR |
| 20 May | 11 | **Regional tourism policy & planning** | Text Q, 3, 5; Case study | TEXT CH 8 | DR MISTILIS |
| 27 May | 12 | Feedback - exam discussion  
**TOPIC IV SUMMARY TOURISM POLICY**  
Conclusion: challenges & issues | TUTORIAL  
Text : Question 1-5 ; Exercise 1 | Text ch 13 | DR MISTILIS |
| 3 June | 13 | **nb No lecture held this week** | TUTORIAL  
Text cases p 446-7; 456 | Text ch 13 | DR MISTILIS |
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>ASB Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will be critical thinkers and effective problem solvers.</td>
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<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
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<td><strong>3. Communication:</strong> Our graduates will be effective professional communicators.</td>
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<tr>
<td>You should be able to:</td>
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<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
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<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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<tr>
<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
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<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
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<tr>
<td><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</td>
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<tr>
<td>You will be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Identify social and cultural implications of business situations.</td>
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</table>
2. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism web page: http://www.asb.unsw.edu.au/learningandteaching/studentservices/resources/Pages/referencingandplagiarism.aspx

3. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.


3.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Blackboard or Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information for staff and students on expected workload: https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html

3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

3.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html
3.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

3.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

4. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Then submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/academiclife/StudentCentralKensington.html.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodged an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge, not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The policy of the School of Marketing is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:
1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require that the student must at least have completed all individual assessments and performed satisfactorily, or achieved a minimum mark (50%) on all assessments and has met the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Session 1, 2013 are: 17 July 2013 – exams for all Schools
   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. Supplementary exams will not be held at any other time.

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

   If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

   The ASB’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf

5. STUDENT RESOURCES AND SUPPORT

   The University and the ASB provide a wide range of support services for students, including:

   • **ASB Education Development Unit (EDU)** ([www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu))
     Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au

   • **Blackboard eLearning Support**:
     For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to **UNSW Blackboard Support / Support for Students**. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333

   • **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
     Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

   • **Library training and search support services**:
     [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

   • **IT Service Centre**:
     Technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)

   • **UNSW Library Annex (Ground floor)**

   • **UNSW Counselling and Psychological Services** ([http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au))
     Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418

   • **Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au))
     Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734
APPENDIX A
1. Assessment one – essay 15%

Topic: Essay - Government and Tourism Policy and Planning - National Tourism Alliance Media Release 17 December 2009 'Concern Over Climate Change Travel and Trade Tax'
Length: 1500 words (excluding abstract only- ie including references)
Date Due:1700hrs Monday wk5

This is a co-authored assignment of two students. Answer the following essay question in three parts:

a) Why are planning and policy-making considered value-laden activities? In your answer refer to the National tourism Alliance Media, 2009 (500 words).

b) Use one example of values regarding the proposed tax from each of the three policy actors - Governments, industry associations, communities – to explain where value clashes may appear (500 words).

c) Suggest briefly how the Australian government may resolve these in its policy determination of a Climate Change Travel and Trade Tax (500 words).

you should include at least five recent (year 2008+) journal articles as references – note that other additional references will of course be needed.
As a guide to writing your essay, ensure that it includes:
– an abstract which summarizes the key points of your argument (not included in word count);
– an introduction outlining the importance of the topic;
– a discussion section addressing a)b)c)
– conclusions

See appendix for marking criteria

Grading criteria: each question is worth five marks

1. Does the assignment demonstrate cutting edge information literacy and superior capacity for analytical and critical thinking regarding planning, policy-making and value-laden activities?

2. Does the assignment demonstrate cutting edge information literacy and superior capacity for analytical and critical thinking regarding values, the proposed tax, three policy actors and policy development?

3. Does the assignment demonstrate cutting edge information literacy and superior capacity for analytical and critical thinking regarding creative, feasible, thoughtful recommendations for the CCTTT?

TOTAL

ASSESSOR: Nina Mistilis
APPENDIX B

2. Assessment two – critical review 35%

Topic:  Critical review of the Tropical North Queensland Strategy 2012-2016
Length:  3000 words (excluding abstract only- ie including references)
Date Due:  1700hrs Monday wk 10

For the assignment you will form a group of three students maximum. You will be tested on the application of tourism policy and planning high level concepts to a ‘real’ tourism destination strategy - Tropical North Queensland Strategy 2012-2016

Answer the following questions (include page reference for any examples from the Strategy):

a. Provide an overview of the whole Strategy (500 words). In your overview, include the aims and steps in progression of the Strategy.

b. Define the role of state. Give two examples regarding the role of state embedded in the Strategy – that is in terms of theories of role of the state (refer to lecture & text for discussion of role of state);
Describe the role of state in terms of its actions giving two examples; (for this, there is no text or reference - just refer to the strategy and look at what the state) (government) will do, if anything eg project leader, marketer, infrastructure developer.
Justify each of your answers by referring to the strategy with an appropriate quote and page reference (1000 words).

c. Define the public interest. How the public interest is represented overall in the Strategy? (Refer to lecture & text for discussion of the public interest). Compare and contrast two examples of public interest in the Strategy (1000 words).

d. Make two key recommendations to improve the outcome of the Strategy in terms of sustainable tourism policy and planning for competitive advantage (500 words).

You will include an abstract of your whole review.

Grading criteria: Each section is worth 7 marks comments mark

1. Presentation style (including proper sentence structure, grammar, spelling, reference requirements sourcing & format);
satisfactory abstract;

2. Is there developed superior capacity for analytical thinking regarding satisfactory presentation of the overview?

3. Is there developed superior capacity for analytical and critical thinking regarding explicating the role of the state (b) above?

4. Is there developed superior capacity for analytical and critical thinking regarding the public interest (c) above?

5. Is there developed superior capacity for analytical and critical thinking regarding feasible, creative and perceptive recommendations?

TOTAL

ASSESSOR: Nina Mistilis