Australian School of Business
School of Marketing

SERV4003
Tourism Policy and Planning

COURSE OUTLINE
SESSION 2 2007
Dear Students,

Welcome to your studies in SERV4003 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
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1. COURSE STAFF

Course coordinator
Dr Nina Mistilis
John Goodsell Building Room 243, from week 6 QUAD level 3
Phone 9385 2639 Email n.mistilis@unsw.edu.au
Consultation: Wednesday 1130-1230hours, 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 (including knowledge management for crises and disasters), and information and communication technology (ICT) and management and has received a number of 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 tourism lobby group and in a global banking corporation. 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.

Other academic staff
Professor Larry Dwyer
John Goodsell Building Room 233; from week 6 – QUAD level 3
Phone: 93852636
Email: l.dwyer@unsw.edu.au
Consultation: by appointment

Professor Larry Dwyer is the Qantas Professor of Travel and Tourism Economics at the University of New South Wales. He publishes widely in the areas of tourism economics and tourism management with over 100 publications in international journals, government reports, chapters in books and monographs. His present research interest involves computable general equilibrium modelling of domestic and inbound tourism. He maintains strong links with tourism at international, national, state and local levels. Larry is a member of the Steering Committee, CRC for Sustainable Tourism Sub-program 3.3 (Tourism Economics and Policy). He is on the Editorial Board of five international tourism journals.

1.1 Communication with Staff
Contact staff in addition to above – by email or phone

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The course has a three-hour lecture and tutorial each week; there is no tutorial in week one or fourteen. In the earlier weeks of the course, the lecture and tutorial will normally be about one and one half hours each; from week 9, the whole class time will be mainly in tutorial format:
Lecture and Tutorial Wednesday 1300-1600 (Morven Brown G4)

2.2 Units of Credit
The UOC value for the course is six units of credit

2.3 Parallel teaching in the course
n/a
2.4 Relationship of this course to other course offerings
The course forms an integral part of the core program in tourism for the year four of the Bachelor of Commerce Services Marketing (Tourism, Hospitality).

2.5 Approach to learning and teaching
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.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The course aims to explore key factors in tourism policy and planning and facilitate deep understanding of its challenges and issues in preparation for the students' graduate entry into the workforce. The course introduces students to key concepts associated with tourism policy and planning for destinations. It aims to develop high level skills in policy and planning to complement other course offerings and the overall degree and forms an integral part of the core program in tourism. The areas of study in the course include the basics of tourism policy and planning, the policy and planning process, issues and challenges and finally a summary of tourism policy and planning.

Tourism is uncharted and of growing importance on a global scale, yet challenging to manage and develop in the marketplace. Although tourism is forecast to increase globally, especially in the Asia Pacific region, so too is competition, especially amongst destinations. There are serious challenges for destinations and enterprises in terms of policy and planning, for example in determining the best approach, addressing stakeholder involvement, the implications of climate change, the interpretation of yield and maintaining competitive advantage with information and communication technology.

Tourism is a demanding academic discipline due to its recent development and consequent gaps in its literature. The course aims to contribute to the provision of suitably qualified tourism managers in Australia and globally, by providing students with skills and advanced knowledge necessary for swift critical analysis and sound managerial decision-making in the context of these policy and planning challenges.

3.2 Student Learning Outcomes
Upon successful completion, the student should be able:
2.1 to demonstrate advanced skills involved in scholarly enquiry and information literacy, in critical analysis and in effective written and oral communication as well as the ability to engage in independent and reflective learning;
2.2 to demonstrate in-depth engagement with knowledge of the process of tourism policy and planning, the capacity for analytical and critical thinking and for creative problem-solving of its challenges; and
2.3 to apply conceptual frameworks and theories to identify, analyse a range of tourism policy and planning challenges and recognize and generate feasible solutions.

3.3 The rationale for the approach to learning and teaching
Students learn and remember new information best when it is linked to relevant prior knowledge, some of which was learnt in the first three years of the BCOM program. Each week there are links with classroom activities and instruction to prior knowledge of the topic also gained through the set readings and lecture attendance. The course lectures and assignments encourage students to engage in independent and reflective learning and the tutorials facilitates selection of their own experiences to inform discussion and deep understanding. Each week’s topic forms a building block for in-depth engagement with knowledge the policy and planning.
Thus the course each week builds on their students' familiarity with the topic and enables students to connect the curriculum content to their own culture and experience.

3.4 Teaching Strategies
Lectures are generally interactive with students encouraged to participate by sharing a tourism experience which highlights some important point, by commenting on any concept of interest or concern, or by querying any contention in an informed or logical manner. Expert industry and academic visitors also give presentations from time to time. The tutorials encourage more relaxed and applied analysis of the topic through set tasks and group work, thereby facilitating deep learning.

The course outline is available on the course website which is accessible through http://vista.elearning.unsw.edu.au or through the School of Marketing website. The lecture notes for week one will be handed out in the lecture; for all other weeks they will be placed on the UNSW Web by close of business (COB) each Friday. Additional reference material on the topics may be may be advised or handed out to students during the semester. Students should print the lecture notes out and bring them to the lecture. Students 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 teaching rationale is that students should take control of their academic and personal development. This in turn leads to increased confidence in their learning ability, critical analysis, information literacy and problem solving, now whilst at university. It also prepares students for tourism leadership and their future management roles in the tourism workforce. Tutorial /workshop needs special attention from students, especially to note the main discussion points of the readings and tutorial tasks, which may not be included in lecture notes. Usually the collective class approach throws up some interesting 'angles' and views and analyses which the individual student may not have discerned outside the class.

4. STUDENT RESPONSIBILITIES AND CONDUCT
For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies

4.1 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.

4.2 Attendance
Your regular and punctual attendance at lectures and tutorials is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

4.3 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: www.my.unsw.edu.au

4.4 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.

5. LEARNING ASSESSMENT

5.1 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).

5.2 Assessment Details
There are five assessments in total, detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>Due</th>
<th>Weight (%)</th>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Assessment one – critical review</td>
<td>Wed wk 6</td>
<td>25</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>2</td>
<td>Assessment two midterm test</td>
<td>Wed wk 8</td>
<td>20</td>
<td>2.1 - 2.2</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three – essay</td>
<td>Wed wk 12</td>
<td>20</td>
<td>2.1 - 2.3</td>
</tr>
<tr>
<td>4</td>
<td>Assessment four exam</td>
<td>exam period</td>
<td>25</td>
<td>2.1 - 2.3</td>
</tr>
<tr>
<td>5</td>
<td>Assessment five class participation</td>
<td>ongoing</td>
<td>10</td>
<td>2.1 - 2.3</td>
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<td></td>
<td>TOTAL</td>
<td></td>
<td>100</td>
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1. Assessment one – 25% - Learning outcomes 2.1, 2.2

Topic: Analysis of Australian tourism white paper or New Zealand Tourism Strategy; Text p62, Exercise 2.

Length: 2500 words

Date Due: 1230hrsWed wk 6

This is a group assignment with students forming groups of three students maximum. The students will choose a sector from the White Paper or Tourism strategy in weeks two or three and answer the questions at the end of the exercise.

See appendix for marking criteria.

2. Assessment two – mid term test - 20% - Learning outcomes 2.1, 2.2

Topic: All topics weeks 1- 7; format:

- Short answer – choose two questions out of three 15% (7.5 +7.5)
- Case study - 15%

Length: Two hours long

Date: Lecture time week 8

The questions will test application of knowledge and critical analysis as well as problem solving in tourism policy and planning.

The test is held in the lecture time week 8; it is two hours long and tests all topics week 1-7. The questions will test application of knowledge and critical analysis in this format:

- Short answer – choose two out of three - 10% (5 + 5)
- Short essay style - choose one out of two - 10%.
3. Assessment three - essay - 20% - Learning outcomes 2.1- 2.3

Topic: Essay - climate change and tourism policy and planning
Length: 2500 words
Date Due: 1230hrsWed wk 12

This is a co-authored assignment of two students. What are the major challenges in climate change for tourism? In your answer describe the policy and planning process necessary to address these issues for a national tourism destination.

It should include a heading at least for executive summary/abstract, introduction, discussion and summary and conclusions.

As a guide to writing your essay, ensure that it includes:
– an abstract of about ten lines which summarizes the key points of your argument (not included in word count);
– at least seven recent (year 2000+) journal articles as references – note that other additional references may of course be included;
– an introduction outlining the importance of the topic and your argument;
– a discussion section and
– a summary and conclusion of your argument.

Answer the following essay question in two parts:
a) What are the major challenges in climate change for a national tourism destination?
b) How is an integrated approach for sustainable tourism policy and planning for climate change best achieved at the national destination level? In your answer, identify and analyse two different policy and planning approaches.

See appendix for marking criteria

4. exam - exam period – 25% - Learning outcomes 2.1- 2.3

All topics weeks 9-14; three hours duration; exam format – essay questions (10%), case study (15%)

5. Assessment five - class participation – 10% Learning outcomes 2.1- 2.3

Participation is through informed discussion and critical analysis; it is ongoing in all classes. Students must be prepared to present to class in each week a discussion of the tutorial questions and exercises.

Students will be placed in groups of about five persons and work within them for the tutorial each week. Students are encouraged to draw on personal tourism experience to illustrate, apply, explore and discuss a point, developing the ability to locate it within some theoretical framework.

5.3 Assignment Submission Procedure

The drop box is on level three of the Goodsell Building, then from week 6, on level three of the QUAD, both in the School of Marketing.

5.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

Due times and dates for submission of assignments is 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. In all such circumstances the student must see the Faculty counsellor and due process initiated.

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 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, student name and id and assignment title as well as headings as appropriate. The disclaimer form must be signed and included (Appendix) – note that this semester assignments will not be marked without it. Also the assignment team contribution should be submitted separately from the assignment (Appendix).

6. ACADEMIC HONESTY AND PLAGIARISM
The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.*

Examples include:
- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.
Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.

7. STUDENT RESOURCES

7.1 Course Resources

Texts (available for purchase in the UNSW bookshop)
Dredge and Jenkins (2006) Tourism Planning & Policy, John Wiley & Sons Australia, Ltd

Mistilis, N. (2007) SERV4003 Study Kit

Study Kit contents:
Mistilis, N. (2007) SERV4003:
Newspapers and magazines:
The Age
Asian Wall Street Journal
The Australian
Australian Financial Review
The Bulletin
Business Review Weekly
The Economist
Far Eastern Economic Review
Sydney Morning Herald
Time magazine

Other reference material held in library

Mak, James. (2003) *Tourism and the economy*. Honolulu, HI : University of Hawai'i Press,


*climate change references

**Recommended Internet sites**

World Tourism Organisation (WTO) nb Australia is a member [http://www.world-tourism.org/](http://www.world-tourism.org/)

World Travel and Tourism Council (WTTC) [http://www.wttc.org](http://www.wttc.org)

Pacific Asia Travel Association (PATA) [http://www.pata.org](http://www.pata.org)


Travel and Tourism Intelligence [http://www.t-ti.com/index.htm](http://www.t-ti.com/index.htm)

**Tourism related journals (*journals held in the UNSW library*)**

*Annals of Tourism Research S338.479105/3*

*Australian Journal of Hospitality Management S657.9494005/1*

*Bureau of Tourism Research Publications SQ647.9494005/2*

*Cornell hotel and restaurant administration quarterly SQ647.9405/5*

*Events Management S647.9405/4*

*Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education S647.9405/7*

*Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education SQ647.9405/7*

*Information Technology & Tourism*
7.2 Other Resources, Support and Information

Information about other services available for students is listed below:

- **Learning and study support**
  - FCE Education Development Unit ([http://education.fce.unsw.edu.au](http://education.fce.unsw.edu.au))
  - UNSW Learning Centre ([http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
  - EdTec – WebCT information ([http://www.edtec.unsw.edu.au](http://www.edtec.unsw.edu.au))

- **Counselling support** – [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

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

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer ([http://www.equity.unsw.edu.au/disabil.html](http://www.equity.unsw.edu.au/disabil.html)). Early notification is essential to enable any necessary adjustments to be made.

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure ([https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html](https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html))


8. CONTINUAL COURSE IMPROVEMENT

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 ([http://www.ltunsw.edu.au/ref4-5-1_catei_process.cfm](http://www.ltunsw.edu.au/ref4-5-1_catei_process.cfm)) is one of the ways in which student evaluative feedback is gathered.

Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
## 9. Course Schedule

<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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</table>
| 23- July  | 1      | Welcome to the course and topic overview; **TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY & PLANNING?**
Introduction to tourism policy & planning:
1. text chapter outline
2. lecture
Prepare Q1, 2, 4, 6, 7
nb no tutorial this week | TEXT CH1 | DR MISTILIS |
| 30 July   | 2      | Feedback - discussion of assignment 1- sector choice
**TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY & PLANNING? CONTD**
The state, institutions, actors

TUTORIAL
- Text p 61- Q1-3-7; 2; 4; 5;
- Case p 63 | TEXT CH 2 Manente & Mingetti (2006) | DR MISTILIS |
| 6 Aug     | 3      | **TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY & PLANNING? CONTD**
Feedback - discussion of assignment 1- sector choice- final

Historical development

TUTORIAL
- Text p104 Q1, 6, 8, 9, 10
- Text p105 exercise 1;
- Text p106 case
- Text p135 resolve case of dolphins
- Text p148 case | TEXT CH 3 | DR MISTILIS |
| 13 Aug    | 4      | Feedback – dot point survey quick evaluation re course
**TOPIC I – BASICS OF TOURISM POLICY & PLANNING CONTD**

*Trends, perspectives, practice*

TUTORIAL
- Compare TA 07 to ATC text p119
- Compare TNSW 07 to that in 1988 text p122-123
- Compare TNSW 07 to TVIC text p126 | TEXT CH 4 | DR MISTILIS INDUSTRY VISITOR |
<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>LECTURER</th>
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<tbody>
<tr>
<td>20 Aug</td>
<td>5</td>
<td><em>Feedback - discussion of topic and case choice</em>&lt;br&gt;<em>TOPIC II – POLICY &amp; PLANNING PROCESS</em>&lt;br&gt;<em>Policy instrument, implementation &amp; evaluation</em>&lt;br&gt;TUTORIAL&lt;br&gt;- Grants – still the case? Why? Text p 162-3&lt;br&gt;- Text p 177 – assess TIM&lt;br&gt;- Case Text p 185 Q2, 7, 8, 10</td>
<td>TEXT CH 5</td>
<td>DR MISTILIS INDUSTRY VISITOR</td>
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<tr>
<td>27 Aug</td>
<td>6</td>
<td><em>Feedback - discussion of mid term test</em>&lt;br&gt;<em>TOPIC II – POLICY &amp; PLANNING PROCESS CONTD</em>&lt;br&gt;<em>Tourism policy &amp; planning process</em>&lt;br&gt;TUTORIAL&lt;br&gt;- Text p 206 Resolve&lt;br&gt;- Text p 213 Q3, 4-9-10&lt;br&gt;- Text p 215 case</td>
<td>TEXT CH 6</td>
<td>DR MISTILIS INDUSTRY VISITOR</td>
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<tr>
<td>3 Sept</td>
<td>7</td>
<td><em>Feedback – discussion of your assignment one results</em>&lt;br&gt;<em>TOPIC III – POLICY &amp; PLANNING ISSUES &amp; CHALLENGES</em>&lt;br&gt;<em>Climate change</em>&lt;br&gt;TUTORIAL&lt;br&gt;tba</td>
<td>Agnew &amp; Viner (2001)</td>
<td>DR MISTILIS ACADEMIC VISITOR CAROLINA ROMAN</td>
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<tr>
<td>10 Sept</td>
<td>8</td>
<td><em>MID TERM TEST</em></td>
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<td>DR MISTILIS</td>
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<td>WEEK BEG.</td>
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| 17 Sept   | 9      | Feedback - discussion of your midterm tests Feedback – discussion of your assignment two preparation  
TOPIC III – POLICY & PLANNING ISSUES & CHALLENGES CONT'D  
Yield:  
a. sustainable tourism development and managing yield  
b. Developing a methodology for measurement of impacts in Australia using BTR data | tba | PROF LARRY DWYER |
|          |        | TUTORIAL | tba |           |
|          |        | MID TERM BREAK | |          |
| 1 Oct    | 10     | TOPIC III – POLICY & PLANNING CHALLENGES | TEXT CH 7 | DR MISTILIS |
|          |        | National tourism policy & planning TUTORIAL  
- Text p 227-8 Resolve  
- Text p 248 – lessons learnt?  
- Text p 251-3 garbage modeling  
- Text p259 - Case | | |
|          |        | Sustainability in a mature tourism destination TUTORIAL  
Case Study Hawaii (Sheldon et al, 2005) destination - Hawaii  
- Working in groups, students will ‘map’ main issues of sustainability for Hawaii in diagram on large sheets paper (provided), showing links between issues;  
- After pooling these ideas, students will collectively suggest how to manage these issues for STD.  
What lessons were learnt from Hawaii for any destination? | | |
<table>
<thead>
<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
<th>CONTENT</th>
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<td>▪ Text p327 Q3, 4, 5</td>
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<td>▪ Text p328 debate exercise 1a, b</td>
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APPENDIX A

1. Assessment one – critical review = 25% - Learning outcomes 2.1, 2.2

| Topic: Analysis of Australian tourism white paper or New Zealand Tourism Strategy; Text p62, Exercise 2. |
| Length: 2500 words |
| Date Due: tutorial wk 2, 3 choice; 1130hrsWed wk6 |

This is a group assignment with students forming groups of three students maximum. The students will choose a sector from the White Paper or Tourism strategy in weeks two or three and answer the questions at the end of the exercise

Grading criteria: Each question is worth five marks;

| Does the assignment demonstrate a good grasp of: |
| comments | mark |
| a. Overview of section content |
| b. Key words and government direction |
| c. Role of state |
| d. Compare & contrast interests represented |
| e. Public interest representation |

TOTAL

ASSESSOR: Nina Mistilis
APPENDIX B

3. Assessment three - essay - 20% - Learning outcomes 2.1- 2.3

Topic: Essay - climate change and tourism policy and planning
Length: 2500 words
Date Due: 1230hrsWed wk 12

This is a co authored assignment of two students. What are the major challenges in climate change for tourism? In your answer describe the policy and planning process necessary to address this issues for a national tourism destination

It should include a heading at least for executive summary/abstract, introduction, discussion and summary and conclusions. See appendix B for marking criteria. As a guide to writing your essay, ensure that it includes:

- an abstract of about ten lines which summarizes the key points of your argument (not included in word count);
- at least seven recent (year 2000+) journal articles as references note that other additional references may of course be included;
- an introduction outlining the importance of the topic and your argument;
- a discussion section and
- a summary and conclusion of your argument.

Answer the following essay question in two parts:

a) What are the major challenges in climate change for a national tourism destination?

b) How is an integrated approach for sustainable tourism policy and planning for climate change best achieved at the national destination level? In your answer, identify and analyse two different policy and planning approaches. See appendix for marking criteria.

Grading criteria: Each section four is worth five marks

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<td>1. Presentation style (including proper sentence structure, grammar, spelling, sourcing &amp; format); abstract</td>
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<td>2. Is there evidence of research ability, and that the student has read widely on the topic, references?</td>
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<td>3. Is there a logical structure (introduction; discussion; and summary and conclusion) in which content &amp; argument have been developed?</td>
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<td>4. Is there in depth analysis? Are the sum and conclusions insightful?</td>
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TOTAL

ASSESSOR: Nina Mistilis
ASSIGNMENT COVER SHEET

Student Number: ______________  Name: _______________________
Course:  SERV4003
Lecturer:  DR NINA MISTILIS
Tutorial: ______________________
Day: ___________ Time: ______
Assignment: _____________________________________________________
_________________________________________________________________
Date due:  ____________________

Date Submitted: ____________

I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

I certify that I have read and understood the University Rules in respect of Student Academic Misconduct.

Signed: …………………………………………..   Date: ……/……/……
GROUP ASSIGNMENT COVER SHEET

Student Number: ___________  Name: _______________________
Student Number: ___________  Name: _______________________
Student Number: ___________  Name: _______________________
Student Number: ___________  Name: _______________________

Course: SERV4003
Lecturer: DR NINA MISTILIS
Workshop: ______________________
Day: ___________ Time: _______
Assignment: _____________________________________________________
Date due: ____________________
Date Submitted: ____________

I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:

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I certify that I have read and understood the University Rules in respect of Student Academic Misconduct.

Signed: …………………………………………………..       Date: ……/……/……
Please evaluate the overall contribution to group work of each of your team members by ticking the appropriate category in the three questions below. Rate yourself also. THIS SHOULD BE SUBMITTED SEPARATELY FROM THE ASSIGNMENT.

1. What was the level of consistent effort of each team member?

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Comments (if any)

2. What was the time input of each team member?

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Comments (if any)

3. What was the overall contribution of each team member?

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Comments (if any)