Australian School of Business
School of Marketing
BCOM (Services Marketing Tourism and Hospitality Program)

SERV4003
Tourism Policy and Planning

COURSE OUTLINE
SESSION 2 2008
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
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. COURSE STAFF</td>
<td>4</td>
</tr>
<tr>
<td>1.1 Communication with Staff</td>
<td>4</td>
</tr>
<tr>
<td>2. INFORMATION ABOUT THE COURSE</td>
<td>4</td>
</tr>
<tr>
<td>2.1 Teaching Times and Locations</td>
<td>4</td>
</tr>
<tr>
<td>2.2 Units of Credit</td>
<td>4</td>
</tr>
<tr>
<td>2.3 Parallel Teaching in the Course</td>
<td>4</td>
</tr>
<tr>
<td>2.4 Relationship of This Course to Other Course Offerings</td>
<td>5</td>
</tr>
<tr>
<td>3. COURSE AIMS AND LEARNING OUTCOMES</td>
<td>5</td>
</tr>
<tr>
<td>3.1 Course Aims</td>
<td>5</td>
</tr>
<tr>
<td>3.2 Student Learning Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>3.3 Approach to Learning and Teaching</td>
<td>6</td>
</tr>
<tr>
<td>3.4 Teaching Strategies</td>
<td>6</td>
</tr>
<tr>
<td>4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT</td>
<td>7</td>
</tr>
<tr>
<td>5. LEARNING ASSESSMENT</td>
<td>7</td>
</tr>
<tr>
<td>5.1 Formal Requirements</td>
<td>7</td>
</tr>
<tr>
<td>5.2 Assessment Details</td>
<td>7</td>
</tr>
<tr>
<td>5.3 Assignment Format</td>
<td>9</td>
</tr>
<tr>
<td>5.4 Assignment Submission Procedure</td>
<td>9</td>
</tr>
<tr>
<td>5.5 Late Submission</td>
<td>9</td>
</tr>
<tr>
<td>5.6 Special Consideration and Supplementary Examinations</td>
<td>9</td>
</tr>
<tr>
<td>6. ACADEMIC HONESTY AND PLAGIARISM</td>
<td>10</td>
</tr>
<tr>
<td>7. STUDENT RESPONSIBILITIES AND CONDUCT</td>
<td>11</td>
</tr>
<tr>
<td>7.1 Workload</td>
<td>11</td>
</tr>
<tr>
<td>7.2 Attendance</td>
<td>11</td>
</tr>
<tr>
<td>7.3 General Conduct and Behaviour</td>
<td>11</td>
</tr>
<tr>
<td>7.4 Keeping Informed</td>
<td>12</td>
</tr>
<tr>
<td>8. STUDENT RESOURCES</td>
<td>12</td>
</tr>
<tr>
<td>8.1 Course Resources</td>
<td>12</td>
</tr>
<tr>
<td>8.2 Other Resources, Support and Information</td>
<td>14</td>
</tr>
<tr>
<td>9. COURSE SCHEDULE</td>
<td>16</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>21</td>
</tr>
</tbody>
</table>
1. COURSE STAFF

Dr Nina Mistilis  
**Course coordinator**
Room: Quad Room 3047 (South Wing)
Phone: 9385 2639 Email n.mistilis@unsw.edu.au
Consultation Hours: Monday 1200-1300 hours; Thursday 1600-1700 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 (including knowledge management for crises and disasters), and information and communication technology (ICT) and management 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.

Other academic staff

**Professor Larry Dwyer**
Room: Quad Room 3053 (South Wing)
Phone: 93852636
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. 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
Consultation times for Dr Mistilis and Professor Dwyer as above.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The course has a three-hour lecture and tutorial each week; there are tutorials in week one.
Lecture Class 7071 Monday 1400-1600Hrs (OMB151)
Tutorial Class 7072 Monday 1600Hrs-1700Hrs (Law 203)
Tutorial Class 7073 Monday 1700Hrs-1800Hrs (Quad G025)

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

2.3 Parallel teaching in the course
There is no parallel teaching in this course.
2.3 Relationship of this course to other course offerings

The prerequisite for this course is SERV4001. 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 all previous tourism, hospitality and other theory to enable 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.

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 in preparation for the students’ graduate entry into the workforce. The course introduces students to key concepts associated with tourism policy and planning. It aims to develop high level skills in policy and planning to complement other course offerings in the 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.

There are serious challenges for managers in tourism policy and planning, for example in determining the best national or local approach for tourism sustainable development, addressing the implications of climate change, the interpreting yield and maintaining competitive advantage with information and communication technology. An overarching challenge is to understand the relationships between government and business in terms of policy and planning and to develop the ability to manage that relationship. This course aims to provide a working knowledge of these relationships and the ability to manage them.

The course aims to provide students with advanced skills and knowledge necessary for sound critical analysis and managerial decision-making in the context of these policy and planning challenges and entry into the graduate workforce.

3.2 Student Learning Outcomes

Upon successful completion, you should be able to:

1. demonstrate the skills to appropriately locate, evaluate and use relevant information related to particular topics in tourism policy and planning;
2. apply more effective skills in written and oral communication individually and for your group in the academic environment;
3. apply more effective skills in written, electronic and oral communication to explicate tourism policy and planning matters and case examples;
4. develop superior capacity for analytical and critical thinking and for creative recommendations for problem-solving in tourism policy and planning at the national, local and enterprise level;
5. demonstrate in-depth engagement with knowledge of the process of public tourism policy and planning,
6. apply theoretical concepts to a wide variety of tourism policy and planning situations, and topics, including the ability to recognise and evaluate policy challenges and propose feasible solutions.
7. understand the relationship between government and business and the guidelines for management of that relationship; and
8. develop an advanced ability to engage in independent and reflective learning.

These outcomes will help your achievement of these UNSW graduate outcomes:

1. the skills involved in scholarly enquiry
2. an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
3. the capacity for analytical and critical thinking and for creative problem-solving
4. the ability to engage in independent and reflective learning
5. information literacy - the skills to appropriately locate, evaluate and use relevant information
6. the capacity for enterprise, initiative and creativity
7. the skills required for collaborative and multidisciplinary work
8. an appreciation of, and a responsiveness to, change
9. a respect for ethical practice and social responsibility
10. the skills of effective communication.

3.3 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.

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 Vista 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.

3.4 Teaching Strategies
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 Thursday. Additional reference material on the topics may be 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. CONTINUAL COURSE EVALUATION AND IMPROVEMENT

Each year feedback is sought from you 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 your evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

For example, in the 2007 evaluations for this course, students requested:
- Guest lecturers earlier in semester; this will help tie theory & practice & underline relevance of the course
- Streamline assessment one, including having only several of the best questions for options, & having a ‘trial’ assignment Q&A in class during which students can clarify any issues they have
- Mix class presentation format, guided by what works best for the cohort – eg lecture and (debate, group workshop, individual presentation, open discussion) and
- Spend more time on hard concepts and introduce ongoing in class checks for student understanding

These have been introduced in your course this year; by way of note last year was the first time the course was offered with the current topic.

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 four assessments in total, detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment</th>
<th>Due</th>
<th>Weight (%)</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment one – critical review</td>
<td>Monday wk 4</td>
<td>30</td>
<td>1-4, 6-8,10</td>
</tr>
<tr>
<td>2</td>
<td>Assessment two – essay</td>
<td>Wed wk 10</td>
<td>35</td>
<td>1-10</td>
</tr>
<tr>
<td>3</td>
<td>Assessment three exam</td>
<td>exam period</td>
<td>25</td>
<td>1-8, 10</td>
</tr>
<tr>
<td>4</td>
<td>Assessment four class participation</td>
<td>Ongoing</td>
<td>10</td>
<td>3, 4, 6-8,10</td>
</tr>
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<td>5</td>
<td>TOTAL</td>
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<td>100</td>
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1. Assessment one – 30% - Learning outcomes - 1-4, 6-8,10

Topic: Analysis of Australian tourism white paper or New Zealand
Tourism Strategy 2015

Length: 3000 words
Date Due: 1330hrs Monday wk 4

This is a group assignment with students forming groups of three students maximum. It tests the application of tourism policy and planning theory to a ‘real’ national destination strategy; it is a difficult analysis requiring good skills and knowledge, much group discussion and many drafts. The students will be allocated the (Australian) Tourism White Paper or New Zealand Tourism Strategy 2015 topic in week two.

Websites:
http://www.tourism.australia.com/content/About%20Us/TWPImplementationPlan.pdf

Answer the following questions:
1. Provide an overview of the Australian Tourism White Paper or New Zealand Strategy 2015 (300 words)
2. Identify two key words or phrases in each section which suggest the government direction and perceived role:
   - Australia = 6 sections from introduction;
   - NZ = out of 10 sections listed, choose executive sum & five more sections
4. List the two top interests being represented in each section; compare and contrast them.
5. How is the public interest represented in each section? And overall?

See appendix for marking criteria.

2. Assessment two - essay - 35% - Learning outcomes 1- 10

Topic: Essay - climate change and tourism policy and planning
Length: 2500 words
Date Due: 1700hrs Wednesday wk 10

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

a) What are the major challenges for sustainable tourism policy and planning in climate change for any 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 for either a developed or developing countries? In your answer, identify and evaluate two different policy and planning approaches for this national destination. Your approach should include consideration of the nature and type of government adopted in the nation.

Your essay should include a heading at least for the abstract, introduction, discussion, 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 2006+) 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.
See appendix for marking criteria

3. Assessment three - exam - exam period – 25% - Learning outcomes 1-8, 10
All topics weeks 1-12; two hours duration; exam format – essay questions (15%), case study (10%)

4. Assessment four - class participation – 10% Learning outcomes 2-10
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. 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. Students will be placed in groups of about five persons and work within them for the tutorial each week. 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.

5.3 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 C) 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 and also loaded for your course in the Vista OtherStuff folder

5. 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.

5.5 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 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. In all such circumstances you must see the Faculty counsellor and due process initiated.

5.5 Special Consideration and Supplementary examinations
UNSW Policy and Process for Special Consideration
(See https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)
• Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;

• Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;

• If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer in Charge;

• Please note that a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

ASB Policy and Process for Special Consideration and Supplementary Exams

In the ASB, requests for special consideration are determined by a Faculty wide panel which will advise the Lecturer in Charge of appropriate action.

If the Faculty panel (see above) grants a special consideration request, this may entitle you to sit a supplementary examination. In such cases the following procedures will apply:

• Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. Actual date will be advised by mid-semester.

• Where you are granted a supplementary examination as a result of a request for special consideration, your original exam (if completed) will not be marked and only the mark achieved in the supplementary examination will count towards the final grade.

Further information concerning supplementary examinations is available on the ASB website on the ‘Policies and Guidelines for Current Students’ page of the ASB website:

www.business.unsw.edu.au/currentstudents

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 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.


7.1 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.

7.2 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. The role will be taken at some time during the
tutorial and if you are then absent you will be so marked.

7.3 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

7.4 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. It is also your responsibility to keep the University informed of all changes to your
contact details.

8. STUDENT RESOURCES

8.1 Course Resources
Texts (available for purchase in the UNSW bookshop)

Dredge and Jenkins (2006) Tourism Planning & Policy, John Wiley & Sons Australia, Ltd

Mistilis, N. (2008) SERV4003 Study Kit

Study Kit contents:
Mistilis, N. (2008) SERV4003:
Principles and Practice. 3rd edition. Pearson: Australia Chapter nineteen. Information
Technology and Tourism pp 702- 736
369
Destination: The Case of Hawaii. Tourism Review International. 9(1) - Special Issue. pp.47-
68

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
* climate change references

**Recommended Internet sites**

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

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

Australian Bureau of Statistics

Tourism Australia
http://www.tourism.australia.com/

http://www.ret.gov.au/Section/Tourism/Pages/OverviewforTourism.aspx
Australian Government Department of Resources & Energy and Tourism

TRA Tourism Research Australia
http://www.tra.australia.com/

The Tourism White Paper (Australia, 2004)

Tourism Australia Implementation plan 2004
http://www.tourism.australia.com/content/About%20Us/TWPImplementationPlan.pdf

**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
* Hospitality research journal: the professional journal of the Council on Hotel, Restaurant, and Institutional Education S647.9405/4
* Hospitality & tourism educator / Council on Hotel, Restaurant & Institutional Education SQ647.9405/7

Information Technology & Tourism
* International Journal of Tourism Research SEJ647.9405/3
* International Journal of Contemporary Hospitality Management SQ647.9406805/1

Journal of Convention and Exhibition Management
* Journal of sustainable tourism S338.479105/15
* Journal of Leisure Research S790.07205/2
* Journal of Tourism Studies S338.479105/2
* Journal of Travel & Tourism Marketing S338.479105/24
* Journal of Travel Research SQ338.479105/5
* Leisure management. SQ790.06905/2

Tourism, Culture & Communication
* Tourism Economics S338.479105/25
* Tourism Management SEJ338.4791005/1
* Union news Hospitality & leisure SQ331.881105/10
8.2 Other Resources, Support and Information

Information about other services available for you. This can be detailed either on a School website and referred to in the course outline or provided as in the example below.

The University and the Faculty provide a wide range of support services for you, including:

- **ASB Education Development Unit**
  The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

  The role of the EDU is to provide
  - A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
  - Learning skills development, resources and activities for Business students
  - Academic writing and skills workshops throughout the session;
  - Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
  - A drop-in EDU Office containing books and resources that can be borrowed;
  - A limited consultation service for students with individual or small group learning needs.

  The EDU website [www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu) contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

  EDU Contact Details:
  - Location: Room GO7 Ground Floor, West Wing, ASB Building
  - Telephone: 02 9385 5584
  - Email: Edu@unsw.edu.au
  - Website: [www.business.unsw.edu.au/edu](http://www.business.unsw.edu.au/edu)

- **UNSW Learning Centre** ([http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
  In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

**Technical support:**
For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at:
(02) 9385 1333; Email: servicedesk@unsw.edu.au

**Counselling support** - [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)
If you experiencing problems of a personal or academic nature, you are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as ‘Coping with Stress’ and ‘Procrastination’. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

**Library training and support services** - [http://info.library.unsw.edu.au](http://info.library.unsw.edu.au)
**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.studentequity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

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

- Examination procedures and advice concerning illness or misadventure
- Occupational Health and Safety policies and student responsibilities;

### 9. COURSE SCHEDULE

<table>
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<tr>
<th>WEEK BEG.</th>
<th>WK NO.</th>
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<tr>
<td>28-July</td>
<td>1</td>
<td>Welcome to the course and topic overview; <strong>TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY &amp; PLANNING?</strong> <em>Introduction to tourism policy &amp; planning:</em> 1. text chapter outline 2. lecture Prepare Text p24 Q1, 2, 4, 7 <em>nb tutorials are held this week</em></td>
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<td>11 Aug</td>
<td>3</td>
<td><strong>TOPIC I – WHAT ARE THE BASICS OF TOURISM POLICY &amp; PLANNING? CONTD</strong> Historical development TUTORIAL 1. Text p104 Q1, 6, 8, 9, 10 2. Text p105 exercise 1; 3. Text p106 case</td>
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| 18 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 TVIC text p126  
- Text p135 resolve case of dolphins  
- Text p148 case  | TEXT CH 4 | DR MISTILIS |
| 25 Aug   | 5      | Feedback – discussion of your assignment one results  
TOPIC II – POLICY & PLANNING PROCESS  
Policy instrument, implementation & evaluation  
TUTORIAL  
- Text p 177 – assess TIM  
- Case Text p 185 Q2, 7, 8, 10  | TEXT CH 5 | DR MISTILIS |
| 1 Sept   | 6      | TOPIC II – POLICY & PLANNING PROCESS CONTD  
Tourism policy & planning process  
TUTORIAL  
- Text p 206 Resolve  
- Text p 213 Q3, 4-9-10  
- Text p 215 case | TEXT CH 6 | DR MISTILIS |
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<tr>
<td>8 Sept</td>
<td>7</td>
<td>Feedback - assignment two discussion of topic and destination choice&lt;br&gt;TOPIC III – POLICY &amp; PLANNING ISSUES &amp; CHALLENGES CONT'D&lt;br&gt;Yield:&lt;br&gt;a. sustainable tourism development and managing yield&lt;br&gt;b. Developing a methodology for measurement of impacts in Australia using BTR data</td>
<td>Dwyer (2008)</td>
<td>PROFESSOR LARRY DWYER</td>
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<td>TUTORIAL&lt;br&gt;Developing a methodology for measurement of impacts in Australia using BTR data:&lt;br&gt;▪ Frame a research question in this topic&lt;br&gt;▪ List the data needed for analysing impacts in terms of STD &amp; yield for a national destination</td>
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<td>22 Sept</td>
<td>9</td>
<td>TOPIC III – POLICY &amp; PLANNING ISSUES &amp; CHALLENGES&lt;br&gt;Climate change&lt;br&gt;TUTORIAL&lt;br▪ Compare &amp; contrast procedurally-rational approach v procedurally-rational approach teasing out what problems, likely points for successes&lt;br▪ Identify main actors &amp; institutions/organisations in the destination&lt;br▪ Develop &amp; dot point five main aims &amp; for one of these only – sketch process of implementation</td>
<td>Agnew &amp; Viner (2001)</td>
<td>DR MISTILIS ACADEMIC VISITOR CAROLINA ROMAN</td>
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MID TERM BREAK
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<td>6 Oct</td>
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<td>PUBLIC HOLIDAY – NO CLASS</td>
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<td>13 Oct</td>
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<td>Feedback – discussion of your exam</td>
<td>TEXT CH 7</td>
<td>DR MISTILIS</td>
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<td>TOPIC III – POLICY &amp; PLANNING CHALLENGES</td>
<td>Sheldon, Knox &amp; Lowry (2005)</td>
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<td>– Two topics:</td>
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<td>1. National tourism policy &amp; planning</td>
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<td>▪ Text p 227-8 Resolve</td>
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<td>2. Sustainability in a mature tourism destination</td>
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<td>TUTORIAL National tourism policy &amp; planning</td>
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<td>▪ Text p259 – Case</td>
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<td>Sustainability in a mature tourism destination</td>
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<td>Case Study Hawaii (Sheldon et al, 2005):</td>
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<td>▪ Working in groups, students will ‘map’ main issues of sustainability for Hawaii in diagram on large sheets paper (provided), showing links between issues;</td>
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<td>▪ After pooling these ideas, students will collectively suggest how to manage these issues for STD.</td>
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<td>▪ What lessons were learnt from Hawaii for any destination STD?</td>
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<td>20 Oct</td>
<td>12</td>
<td>Feedback – discussion of your assignment two results</td>
<td>TEXT CH 9, 13</td>
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<td>TOPIC III – POLICY &amp; PLANNING CHALLENGES CONTD</td>
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<td>Regional &amp; local tourism destination planning &amp; policy</td>
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<td>▪ Text p327 Q3, 5</td>
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<td>▪ Text p328 debate exercise 1a</td>
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<td>Text p330 case</td>
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<td>TOPIC IV SUMMARY TOURISM POLICY</td>
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<td>Conclusion: challenges &amp; issues</td>
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APPENDIX A
1. Assessment one – 30% - Learning outcomes all

**Topic:** Analysis of Australian tourism white paper or New Zealand Tourism Strategy 2015

**Length:** 3000 words

**Date Due:** 1330hrs Monday wk 4

This is a group assignment with students forming groups of three students maximum. It tests the application of tourism policy and planning theory to a ‘real’ national destination strategy; it is a difficult analysis requiring good skills and knowledge, much group discussion and many drafts. The students will be allocated the (Australian) Tourism White Paper or New Zealand Tourism Strategy 2015 topic in week two.

**Websites:**

Answer the following questions:

1. Provide an overview of the Australian Tourism White Paper or New Zealand Strategy 2015 (300 words)
2. Identify two key words or phrases in each section which suggest the government direction and perceived role:
   - Australia = 6 sections from introduction;
   - NZ = out of 10 sections listed, choose executive sum & five more sections
4. List the two top interests being represented in each section; compare and contrast them.
5. How is the public interest represented in each section? And overall?

**Grading criteria:** Each question is worth six marks; comments mark

*Does the assignment demonstrate a good grasp of:*

1. Overview of the Strategy

*Does the assignment demonstrate cutting edge analysis of:*

2. Key words or phrases and government direction

3. Role of state embedded in the Strategy

4. List, compare & contrast of interests represented

5. Public interest representation

**TOTAL**

ASSESSOR: Nina Mistilis
APPENDIX B

2. Assessment two - essay - 35% - Learning outcomes - all

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

C) What are the major challenges for sustainable tourism policy and planning in climate change for any national tourism destination?

D) How is an integrated approach for sustainable tourism policy and planning for climate change best achieved at the national destination level for either a developed or developing countries? In your answer, identify and evaluate two different policy and planning approaches for this national destination. Your approach should include consideration of the nature and type of government adopted in the nation.

Your essay should include a heading at least for the abstract, introduction, discussion, 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 2006+) journal articles as references – note that other additional references may of course be included;
– an introduction suggesting the importance of the topic and outlining your argument;
– a discussion section and
– a summary and conclusion of your argument.

Grading criteria: Section one is worth five marks; each section2-6 is worth six marks

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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: _______________________

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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