The University offers a range of services and supports for students with a disability and it is important that these are negotiated early in the semester. Students who require alternative arrangements such as Special Exam Arrangements and assessment or study support should discuss their needs with the Disability Services Officer and/or the Course Coordinator as soon as possible.

The university offers a range of academic skills services to assist students with the development of writing and study skills. Workshops on topics such as critical thinking, clearer writing and essay writing are held most weeks throughout the semester. Learning fact sheets are also readily available on the intranet (http://intranet.usc.edu.au/usc/STUDSERV/learning). Students can also make an appointment with an academic skills adviser at Student Services for one-on-one assistance with study and academic writing skills.
FIELD OF EDUCATION
080701

FUNDING CLUSTER
2

WORK EXPERIENCE IN INDUSTRY
Indicate whether this course involves work experience in industry by ticking (✓) one of the following boxes:

☐ This course involves work experience in industry.

✓ This course does not involve work experience in industry.

If the course involves work experience in industry, indicate the basis on which this occurs by ticking (✓) one of the following boxes:

☐ Learning and performance is directed by USC or persons engaged by USC.

☐ Learning and performance is supported by USC or persons engaged by USC.

☐ No support is provided for learning and performance by USC or persons engaged by USC.

PROGRAM(S)
Bachelor of Business
Bachelor of Business (Tourism)

MAJORS AND MINORS
Tourism Major
Tourism Minor

REQUIRED COURSE IN PROGRAM
Bachelor of Business (Tourism)
Bachelor of Sustainable Tourism

CONTACT HOURS
3 hours per week, comprised of:

• 1 hour lecture

• 2 hour tutorial

PRE-REQUISITES
TSM210 Tourism Management

MODE
Internal: Students who undertake all courses in which they are enrolled through attendance on campus, either in Australia or at an offshore location.

UNITS
12 credit points

ENROLMENT RESTRICTIONS
Nil
COURSE COORDINATOR
Dr. David Foster
Office: K2.13
Telephone: 5430 1219
Email: dfoster@usc.edu.au
Consultation Times: Tuesday 11am - 1pm

COURSE MODERATOR
Vikki Schaffer
Office: K2.43
Telephone: 5459 4705
Email: vschaffe@usc.edu.au

COURSE DESCRIPTION
The aim of this course is to focus on tourism planning as a process and set of techniques for sustainable tourism development. It examines the physical environment of tourism planning, and the social, cultural and political realities of tourism planning and policy-making. Public and private sector roles are evaluated, as well as the nature, parameters and constraints attached to tourism development. The emphasis of this course will be on strategic regional and community-based tourism planning.

Additional aims of the course are to develop an understanding of tourism policy-making processes, and to gain skills in the evaluation of tourism plans and policies. The course follows the principles of sustainable tourism and broadens the coverage of planning and development to include tourism policy as well.

This course also provides an opportunity for students to become involved in a real-world tourism-planning project based in the Sunshine Coast.

The key areas of study for this course include:
- Issues and problems associated with tourism development
- Development and evolution of tourism policy
- Tourism planning at the state, destination and development site levels: concepts, processes and procedures
- Tourism planning and policy in various environments
# LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>USC Graduate Attributes</th>
<th>Learning Objectives</th>
<th>Learning/Assessment Tasks (eg. essay; project)</th>
<th>Queensland Tourism Strategy report</th>
<th>Tourism Development Case Study</th>
<th>Planning Research Project</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To understand</strong></td>
<td>Demonstrate ability to define and explain relevant concepts such as tourism planning, tourism public policy and development</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>• To have relevant, discipline-based knowledge, skills and values</td>
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<tr>
<td>• To be able to apply and evaluate knowledge</td>
<td></td>
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</tr>
<tr>
<td><strong>To learn</strong></td>
<td>Demonstrate an ability to understand and critically analyse tourism planning and policy issues and documents.</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>• To be self-aware, independent learners</td>
<td></td>
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<tr>
<td>• To be able to collect, organise, analyse, evaluate and use information in a range of contexts</td>
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<tr>
<td><strong>To interact</strong></td>
<td>Identify key stakeholders involved in tourism planning and policy-making and devise a mechanism for engagement</td>
<td>✅</td>
<td>✅</td>
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<tr>
<td>• To be able to interrelate and collaborate</td>
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<tr>
<td>• To value and respect difference and diversity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>To communicate</strong></td>
<td>Demonstrate the ability to critique key tourism policy and planning approaches and models.</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>• To speak, listen and write competently</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• To be competent users of information and communication technologies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>To value</strong></td>
<td>Demonstrate an ability to apply various planning and policy approaches in the context of natural, rural and urban areas.</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>• To have self-respect and a sense of personal agency</td>
<td></td>
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<tr>
<td>• To have a sense of personal and social responsibility</td>
<td></td>
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<tr>
<td>• To understand and apply ethical professional practices</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
LEARNING/ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Learning/Assessment Tasks</th>
<th>Submission via</th>
<th>Due Date</th>
<th>Word Length</th>
<th>Assessment Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hard Copy</td>
<td>Safe Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Queensland Tourism Strategy Report (Individual)</td>
<td>✓</td>
<td>1st Sept 5:00pm</td>
<td>1000-1500</td>
<td>20%</td>
</tr>
<tr>
<td>2. Tourism Development Case Study (Team Based)</td>
<td>✓</td>
<td>Weeks 10-13</td>
<td>500</td>
<td>15%</td>
</tr>
<tr>
<td>3. Planning Research Project (Team Based)</td>
<td>✓</td>
<td>19th Oct 5:00pm</td>
<td>2000 – 3000 words equivalent</td>
<td>20%</td>
</tr>
<tr>
<td>4. Final Examination</td>
<td></td>
<td>Exam period</td>
<td></td>
<td>45%</td>
</tr>
</tbody>
</table>

Safe Assignment is used by universities for preventing plagiarism and ensuring that all students are fairly assessed on their own learning achievements. Learning/Assessment Tasks ticked above in the Safe Assignment column are to be submitted electronically to Safe Assignment via Blackboard.

LEARNING/ASSESSMENT TASKS

Learning/Assessment Task 1: Queensland Tourism Strategy Report (20%)

_Aim:_
The aim of this Learning Task is for you to understand the nature of tourism strategy documents and the criteria that can be used to evaluate their usefulness for other agencies. This will help you to develop the skill of interpreting these documents and to understand their use in the tourism planning process.

_Description:_
You have been appointed to the position of Chief Executive Officer (CEO) of Tourism Sunshine Coast which is the regional tourism organisation (RTO) for this region. As CEO you have to report to your Board of Directors which sets policies and strategic directions for the on-going management of the organisation. This Board knows that as an RTO, Tourism Sunshine Coast must work within the framework established by Tourism Queensland (TQ). This framework has been set for the next five years by TQ and it is laid out in the recently published Queensland Tourism Strategy (November 2006). Your Board has asked you to present a short report (1000-1500 words) on the Queensland Tourism Strategy (QTS) and, in particular its implications for Tourism Sunshine Coast as an organisation.

Your report should include (but not be limited to) the following:
- What is the context within which the QTS is framed?
- What is the main thrust of the QTS?
- How is it structured?
- What aspects of it are relevant to Tourism Sunshine Coast?
- What does the strategy oblige TSC to do (if anything)?
- What opportunities does the strategy provide for TSC?
- What timelines are involved?
- Are there any aspects of the strategy that could have been done better or that may conflict with the interests of Tourism Sunshine Coast?
- Outline what actions you would recommend as a response to the QTS.

Remember that brevity and conciseness are important characteristics of this type of report. A Board of Directors does not want to have to wade through hundreds of unnecessary text. The data or facts are less important that what it means for any action that needs to be undertaken.

Also remember that the ultimate aim of this Learning Task is to understand the nature of tourism strategies and what the implications are for tourism agencies that are meant to be guided by them.
Assessment Criteria for Assessment Task #1
Criteria used in marking the Comparative Paper are as follows.

1. STRUCTURE
   • Is the report well planned and in logical sequence?
   • Is there an appropriate introduction and conclusion?
   • Is the paper clear and easy to follow?
   • Is the expression used of an appropriate standard?

2. CONTENT*
   • Has the structure and context of the strategy been covered adequately?
   • Has the content of the strategy been summarised well?
   • Is there a clear understanding of the role that an RTO has in relation to this type of strategy?
   • Has the strategy been translated into achievable activities by the RTO?
   • Is there evidence of having critiqued the strategy from the perspective of the RTO?

3. PRESENTATION
   • Are appropriate margins and headings used?
   • Does it have an appropriate title page?
   • Is the table of contents clear and well laid out?
   • Are appropriate bibliographical citation procedures used?
   • Are the spelling, punctuation and the use of apostrophes of a satisfactory standard?

* Most important criteria. Extra marks allocated to this.

Learning/Assessment Task 2: Tourism Development Case Study (15%)

Aim:
This Learning Activity seeks to develop your in-depth understanding of at least one case study in tourism planning and your ability to share that information with your colleagues. It also seeks to develop your information gathering, collation and processing and your ability to impart this knowledge to others.

Description:
This activity focuses on planning case studies from various parts of Australia and overseas. Working as a team, up to three students will prepare a case study for consideration by the whole Tutorial class. The aim of this is to develop an understanding amongst your fellow students of the context, details and outcomes of tourism planning at a site, destination or state level.

The case studies to be analysed shall be chosen from amongst the following:
   • Noosa North Shore
   • Kangaroo Island
   • Galapagos Islands
   • Gold Coast Development
   • Fraser Island
   • Byron Bay
   • Yosemite National Park, USA
   • Bali, Indonesia
   • Cairns/Port Douglas
   • Kakadu National Park
   • Pro-Poor Tourism in South Africa (especially Kruger National Park)

You are required to identify relevant material about the case, process it and present it to your colleagues. This presentation will be for a maximum of 30 minutes with at least 5 minutes of discussion included in that period. The tutorial discussion of the case study must be designed to be interesting and engaging. In particular those participating must be clear about what they are expected to learn, how they will do so and how that learning relates to principles and processes outlined in lectures and in the literature. Do not simply present the case in a one-way dialogue. Think about ways that you can get the Tutorial class involved through debate, exercises, etc.
As a guide, each presentation should include reference to (at least) the following:

- Background to the planning activity
- Context (agencies involved, political framework, etc.)
- Approach taken to planning (boosterism, spatial, etc.)
- Process used (stages, etc)
- Concepts under-pinning the planning activity
- Stakeholders involved
- Stakeholder engagement process
- Implementation process
- Critique of the process and its outcomes

The case Study will be presented in various weeks (10-13) during the semester. Dates will be allocated in Week 3. These will then become ‘due dates’.

**Assessment Criteria for Assessment Task #2**

Criteria used in marking the Case Studies are as follows.

1. **PREPARATION OF BACKGROUND MATERIAL**
   - Is there evidence of extensive background research?
   - Has quality background material been assembled?
   - Are quality overheads/visual aids used well?

2. **CONTENT**
   - Is the session well structured?
   - Have all the requirements outlined above been covered adequately?
   - Is there evidence that the process of planning is understood?
   - Is there evidence of independent thought?
   - Is the critique appropriate to the particular case?

3. **INVolVEMENT OF THE CLASS**
   - Are the instructions given to the class clear?
   - Is the time allocated managed well?
   - Are questions answered in an informative manner?
   - Is appropriate discussion encouraged?
   - Is learning amongst the Tutorial group facilitated?

* Most important criteria. Extra marks allocated to this.

**Learning/Assessment Task 3: Planning Research Project (20%)**

**Aim:**
The aim of this Learning Task is to develop appropriate skills and capabilities necessary for you to be actively involved in a research activity that can produce data or information to feed into the tourism planning process. In so doing, it is also expected that you will develop a clear idea of what actions are required to successfully complete such research in the context of a group activity.

**Description:**
This learning task is designed to engage you in the collection of data relevant to tourism development issues on the Sunshine Coast. Working in tutorials, students will go through the various stages of project initiation, data collection and report writing. This will involve extensive class discussion, workshopping and data gathering.

Further details regarding this Planning Research Project will be outlined in tutorials early in semester. It is anticipated that the organisation and management of this will take up at least half of the tutorial time available. Extensive research will be required outside class time.
Assessment Criteria for Assessment Task #3
Criteria used in marking the Planning Project are as follows.

1. PARTICIPATION IN TUTORIAL MEETINGS
   1. Attendance at Tutorial meetings
   2. Contributions to Tutorial Meetings
   3. Willingness to be flexible and adapt to the needs of the Group
   4. Contribution to the achievement of the goals of the Project

2. CONTENT OF INDIVIDUAL CONTRIBUTION
   • Structure of data. Was the data structured in a reader-friendly manner in accordance with the guidelines provided?
   • Quality of presentation. Was the written material presented professionally?
   • Writing style, expression, etc. Was the written material well written and easy to read?
   • Adequate and accurate coverage. In the context of the material available, was the coverage appropriate?
   • Evidence of independent thought.
   • Level of analysis of the data collected. What does it tell us of relevance to the future of tourism in the destination?
   • Quality of conclusions drawn from the data

3. FINAL GROUP REPORT (the format will be determined in class)
   • Level of contribution to the final Group Report
   • Extent to which the Report reads as one document
   • Structure and layout of the Report
   • Quality of presentation
   • Comprehensiveness of material included

Learning/Assessment Task 4: Final Examination (45%)

Aim:
The examination seeks to test your knowledge of the basic concepts, assumptions and ideas that underpin tourism planning and how these can be applied in different contexts.

Description:
The final exam will cover major aspects of lectures, tutorials and readings completed throughout the semester. Details about the structure of the examination and the types of questions to be asked will be provided in week 13 of the Course.

Conditions for Passing Course
To achieve a pass in this course you must:
   1. Undertake all items of assessment;
   2. Actively participate in the Research Project; and
   3. Achieve at least a Pass level overall.

Students who do not do well in the examination may be asked to re-sit a special exam.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week Comm</th>
<th>Teaching Week</th>
<th>Content Focus of Lecture</th>
<th>Learning/Teaching Activities</th>
<th>Learning Resources (More details given in lectures)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part 1</td>
<td>Part 2</td>
</tr>
<tr>
<td><strong>Module 1: Development Issues Communities Face</strong></td>
<td></td>
<td></td>
<td>No tutorials</td>
<td>Gunn - Chap 1 &amp; 2</td>
</tr>
<tr>
<td>16 July</td>
<td>1</td>
<td>Introduction to Course – Development issues communities face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 July</td>
<td>2</td>
<td>Models of tourism development and social responses</td>
<td>Destination development: creating the need for tourism planning?</td>
<td>Planning Project (Session 1) Gunn - Chap 3 Weaver &amp; Lawton (2006) pp306-325</td>
</tr>
<tr>
<td><strong>Module 2: The Nature of Tourism Policy and Planning</strong></td>
<td></td>
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<tr>
<td>13 Aug</td>
<td>5</td>
<td>Tourism planning concepts and processes</td>
<td>Theorizing Tourism Planning: from rationalism to engagement</td>
<td>Planning Project (Session 4) Dredge &amp; Jenkins (2007) Chap. 4 5 &amp; 6 Gunn - Chap 1 Hall, Jenkins, Kearsley - Chap 1</td>
</tr>
<tr>
<td><strong>Module 3: Tourism Planning at Various Levels</strong></td>
<td></td>
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<tr>
<td>20 Aug</td>
<td>6</td>
<td>Tourism Planning at the National/State level</td>
<td>Planning Project (Session 5)</td>
<td>Dredge &amp; Jenkins (2007) 7Chap.Gunn - Chap 5 &amp; 6</td>
</tr>
</tbody>
</table>
### Module 4: Tourism Planning in Different Environments

<table>
<thead>
<tr>
<th>Week Comm</th>
<th>Teaching Week</th>
<th>Content Focus of Lecture</th>
<th>Learning/Teaching Activities</th>
<th>Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Sep</td>
<td>9</td>
<td>Tourism Planning at the site level</td>
<td>Planning Project (Session 8)</td>
<td>Gunn - Chap 8 Hall, Jenkins, Kearsley - Chap 9 &amp; 10</td>
</tr>
</tbody>
</table>

**Mid Semester Break 17 – 30 September**

**Assessment 1 Due 4:00pm, 19th Sept.**

<table>
<thead>
<tr>
<th>Week Comm</th>
<th>Teaching Week</th>
<th>Content Focus of Lecture</th>
<th>Learning/Teaching Activities</th>
<th>Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Oct</td>
<td>10</td>
<td>The application of planning concepts and processes in coastal and marine environments</td>
<td>Case Study #1</td>
<td>Dredge &amp; Jenkins (2007) Chap. 11 Gunn – Chap. Hall, Jenkins, Kearsley - Chap 3</td>
</tr>
<tr>
<td>8 Oct</td>
<td>11</td>
<td>The application of planning concepts and processes in protected areas</td>
<td>Case Study #3</td>
<td>Dredge &amp; Jenkins (2007) Chap. 10 Hall, Jenkins, Kearsley - Chap 5</td>
</tr>
<tr>
<td>15 Oct</td>
<td>12</td>
<td>National park planning and management processes</td>
<td>Case Study #5</td>
<td>Gunn – Chap. 10 Hall, Jenkins, Kearsley - Chap 9 Assessment 3 due 4:00pm 20th October</td>
</tr>
<tr>
<td>22 Oct</td>
<td>13</td>
<td>Course review and conclusion and outline of examination</td>
<td>Case Study #7</td>
<td>Dredge &amp; Jenkins (2007) Chap. 13 Hall, Jenkins, Kearsley - Chap 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Comm</th>
<th>Learning/Teaching Activities</th>
<th>Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-31 Oct</td>
<td>Study Break</td>
<td></td>
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<tr>
<td>1 Nov – 18 Nov</td>
<td>Exams</td>
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</tr>
<tr>
<td>19 Nov</td>
<td>Inter Semester Break commences</td>
<td></td>
</tr>
</tbody>
</table>

**PRESCRIBED TEXT(S)**

**MAJOR READINGS**


Murphy, P E and Murphy, A (2004) Strategic Management for Tourism Communities Clevedon, UK, Channel View Publications


ADDITIONAL READINGS


Murphy, P. E. and Chris Cooper (2005). Communities as regional destinations: a development potential index Gold Coast, CRC for Sustainable Tourism


Warnken, J. (2002) Tourist facilities and Infrastructure Audit Cooperative Research Centre for Sustainable Tourism, Gold Coast, Queensland

**ASSESSMENT CONDITIONS (Faculty of Business Undergraduate Standard)**

Faculty of Business guidelines and information relating to the administration of courses are located on the Student Intranet as follows:

**Student Assessment Items - Guidelines**

**Faculty of Business Assessment Item Cover Sheet**

**Variations to Assessment - Guidelines**

**Plagiarism**
Where specified in the Learning/Assessment Details, submit assessment items through Safe Assignment via Blackboard:

Brief step-by-step instructions at:
https://my.usc.edu.au /usc/Business/aa_SAFE_ASSIGNMENT/Safe_Assignment_Instructions_for_BB.pdf

Hard copies of the above guidelines and information are also available from the Faculty of Business Reception and Administration Office.

**Grade Levels**
Grades shall be awarded on the following basis:

**HIGH DISTINCTION** where a student achieves an exceptionally high level of performance and / or competence plus the production of original work and demonstrated awareness of all significant elements of the course.
DISTINCTION  where a student achieves a high level of performance and / or competence plus the production of original work and demonstrated awareness of all significant elements of the course.

CREDIT  where a student achieves a level of performance and / or competence substantially above the minimum requirements of the course.

PASS  where a student achieves a level of performance and / or competence which satisfies the minimum requirements of the course.

FAIL  where a student has not satisfied the minimum requirements of the course.