



# BACHELOR OF TOURISM AND HOSPITALITY MANAGEMENT

Course Handbook  
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Level 7, 628 Bourke Street  
Melbourne VIC 3000  
Australia  
Tel: +61 3 86104100  
Email: [enquiries@aapoly.edu.au](mailto:enquiries@aapoly.edu.au)  
Website: [www.aapoly.edu.au](http://www.aapoly.edu.au)

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## 1. Why study Tourism and Hospitality Management?

Tourism and Hospitality –two complementary industries growing considerably in almost every part of the world. There are compelling reasons from different countries in the world and in Australia which substantiate the attractiveness of a career in tourism and hospitality.

- ✓ Tourism contributes to job creation and regional economic development  
*For Australia*
- ✓ For every dollar tourism earns directly, an additional 87 cents is added to other parts of the Australian economy.
- ✓ The contribution of 87 cents to the economy tops other industries: retail trade (77 c), mining (70c) and education and training (41c).  
*For OECD member countries*
- ✓ Tourism directly contributes, on average, around 4.7% of GDP, 6% of employment and 21% of exports of services.
- ✓ Tourism’s direct, indirect and induced impacts represent around 9% of GDP and employment.

The table below summarises the increase in tourism activities in the “home countries” of some of our international students and also in Australia:

Table: Projected increases in tourism activities by country<sup>1</sup>

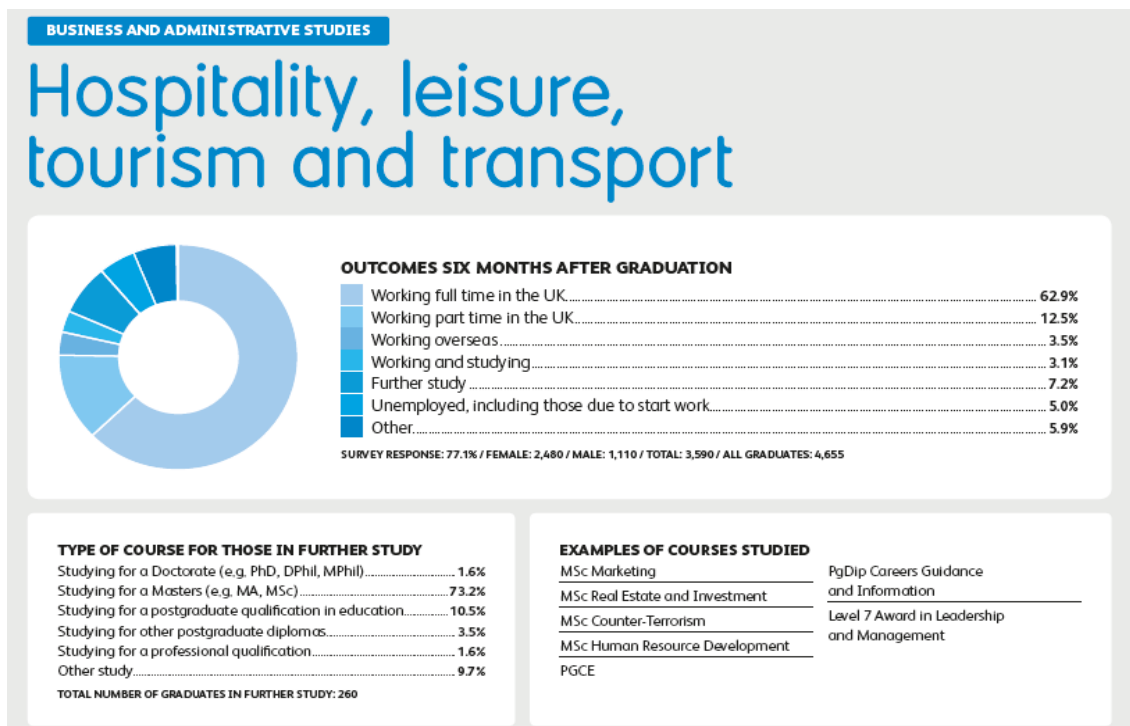
Country	Increase/decrease in Tourism activities	Comments – sources
<b>China</b>	Up 13.5% domestic, 2.1% inbound, 5.1% outbound	China National Tourism Administration <a href="http://en.cnta.gov.cn/Statistics/TourismStatistics/201710/t20171013_842557.shtml">http://en.cnta.gov.cn/Statistics/TourismStatistics/201710/t20171013_842557.shtml</a>
<b>India</b>	Up 8%	Ministry of Tourism  <a href="http://tourism.gov.in/market-research-and-statistics">http://tourism.gov.in/market-research-and-statistics</a>
<b>Vietnam</b>	Up 24.7%	National Administration of Tourism  <a href="http://www.vietnamtourism.com/en/index.php/news/cat/20">http://www.vietnamtourism.com/en/index.php/news/cat/20</a>
<b>Nepal</b>	Up 24%	Ministry of Culture, Tourism & Civil Aviation  <a href="http://www.tourism.gov.np/downloadfile/Nepal%20Tourism%20Statistic_Final-2016_1498990228.pdf">http://www.tourism.gov.np/downloadfile/Nepal%20Tourism%20Statistic_Final-2016_1498990228.pdf</a>
<b>Australia</b>	Up 8.2%	Tourism Australia <a href="http://www.tourism.australia.com/en/markets-and-research/tourism-statistics.html">http://www.tourism.australia.com/en/markets-and-research/tourism-statistics.html</a>

Moreover statistics from the World Travel and Tourism Council<sup>2</sup> report (2014) provide further incentive for anyone considering a management career in hospitality:

<sup>1</sup> Available statistics from each source, retrieved in November 2017.

- Hospitality is the fastest growing, global industry, and it adds one new job every 2.5 seconds.
- The hospitality industry is growing at 4.3 percent per year versus 3.0 percent for the total global economy.
- The hospitality industry contributes US\$7 trillion annually to total world domestic gross product.
- The industry employs approximately 266 million people, which represent 9.1 percent of all jobs worldwide.

In the United Kingdom, in their 2017/2018 “What do graduates do” report published by the Association of Graduate Careers Advisory Services<sup>3</sup>, it was shown that 75.4% of graduates from the Hospitality, Leisure, Tourism and Transport sector are employed (full time and part time) and 7.2% went on for further studies.



In Australia, the Australian Government agency, *Tourism Australia*, is responsible for attracting international visitors and researching the current trends of travellers visiting Australia. *Tourism Australia* reports that tourism is the nation’s number one service export and a significant industry for Australia, stating that the industry ...

... generates \$94 billion in spending and contributes nearly \$34 billion to Australia’s GDP, directly employs over 500,000 people and earns nearly 10% of our total export earnings. It helps to fund critical economic infrastructure including airports, roads and hotels, and provides the people-to-people linkages to Australia’s

<sup>2</sup> World Travel and Tourism Council 2014 report quoted in <http://www.ehl.edu/en/what-hospitality-industry>

<sup>3</sup> [https://www.hecsu.ac.uk/current\\_projects\\_what\\_do\\_graduates\\_do.htm](https://www.hecsu.ac.uk/current_projects_what_do_graduates_do.htm)

international interests and global networks. It also plays an important role in the economic development of regional Australia, with 46 cents in every tourist dollar spent in regional Australia.<sup>4</sup>

In February 2018, a quick search for job opportunities in Tourism and Hospitality (using SEEK.com)<sup>5</sup> yielded 9,050 jobs paying up to \$200K. This is comparable to job opportunities in Accounting (9189), Sales (9,963), Construction (8,847), Education and Training (7,372) and Retail and Consumer Products (6,558).

A Bachelor degree in Tourism and Hospitality Management will offer graduates a wide choice of career options upon graduation in Australia and in different countries in the world. The **Bachelor of Tourism and Hospitality Management** course is designed to provide knowledge, skills and practical experience to prepare our graduates to be competitive candidates for job opportunities anywhere in the world.

## 2. What is this course about?

Award:	Bachelor of Tourism and Hospitality Management
Course Code:	BTHM
VTAC Code:	Not applicable
Credit Points:	360
Duration:	3000 (EFTSL) hours
Contact Hours:	Full-time: 12-18 hours per week Part-time: 3-12 hours per week

### 2.1 Course Overview and Graduate Attributes

The *Bachelor of Tourism and Hospitality Management (BTHM)* curriculum draws on a broad range of academic, industry and government influences and the shared understanding about what is relevant to the needs of the various stakeholders<sup>6</sup>. Aside from self-employment, graduates typically commence employment with an entry-level position - on a graduate development program or a junior management position - that progresses to a variety of roles including frontline, supervisory and managerial positions. Potential career pathways within the public and private sectors have been identified as:

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<sup>4</sup> Tourism Australia (2016) *Tourism 2020* Retrieved January 20th 2018 from <http://www.tourism.australia.com/content/dam/assets/document/1/6/w/u/3/2002107.pdf>

<sup>5</sup> Seek.com is an Australian job recruitment service, <https://www.seek.com.au/>

<sup>6</sup> Australian Government Office for Learning and Teaching (2016) *Setting the Standard: Establishing Threshold Learning Outcomes for Tourism, Hospitality and Events Higher Education in Australia* Retrieved January 5th 2018 from <http://www.olt.gov.au/project-setting-standard-establishing-threshold-learning-outcomes-tourism-hospitality-and-events-hig>



- Working in or starting small-medium enterprise in tourism and hospitality sector
- Employed by a large multinational organisation in tourism and hospitality
- Engaged with community, government or regulatory bodies.

As an interdisciplinary field of study, tourism and hospitality has the input of a variety of disciplines including marketing, economics and law among others. The *BTHM* curriculum is designed with a two-pronged approach that acknowledges the fundamental nature of a practical and conceptual outlook toward study, while also recognising the importance of a variety of specialist fields that need to be incorporated in the curriculum.

The course is built on the concept of ‘philosophic practitioner education’ that acknowledges that the curriculum space needs to be ‘socially constructed, dynamic and flexible’<sup>7</sup>. Subsequently, the *BTHM* degree is designed with an expectation that students will graduate with a client focus while also understanding the relationship between economics and management of a sustainable industry, its host community and resources.

The *BTHM* course is delivered over a three-year period and consists of 24 subjects including two (2) industry-placement / industry-project subjects. Students will be provided with opportunities to incorporate the theoretical aspects they have learnt into practical situations through these two work-integrated subjects. Graduates from this course will acquire a range of core attributes<sup>8</sup> that focus on broad skills that are linked to industry based expertise, employability and life-long learning outcomes.

*BTHM* students will graduate with the following core attributes:

- Effective communicator (digitally literate)
- Critical thinker (problem solving, judgement, creativity and logic)
- Culturally aware global citizens
- Socially responsible
- Collaborative achiever (within a rapidly changing work environment)
- Career ready, life-long learner

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<sup>7</sup> Dredge, D, Benckendorff, P, Day, M, Gross, MJ, Walo, M, Weeks, P & Whitelaw, P (2012), 'The philosophic practitioner and the curriculum space', *Annals of Tourism Research*, vol. 39, no. 4, pp. 2154-2176.

<sup>8</sup> Graduate Attributes – AAPoly Academic Board 27th October 2017

## 2.2 Distinctive Features of the Bachelor of Tourism and Hospitality Management (BTHM)

To ensure that graduates from this course are well-prepared for a career in tourism and hospitality, the *BTHM* course is designed with an emphasis on case-based learning that builds progressively through the three-year degree. Real life case studies support theoretical learning for students. Industry practitioners will share their knowledge and experience, and students will participate in field trips to gain first-hand experience of the contemporary context of tourism and hospitality.

Through industry consultations, subjects such as *Global Tourism and Hospitality Futures*, *Environmental and Cultural Tourism*, *Sustainable Operations and Destinations* and *Cost and Performance Management* expose students to emerging trends and issues that will impact on the tourism and hospitality landscape. *Digital Marketing and Innovation and Entrepreneurship* equip students with skills and knowledge to engage in the changing virtual landscape and apply their learning to the challenges of global business world. The capstone feature of this course is *Work Integrated Project*. This subject is offered in the final year of study and challenges students through industry engagement and the opportunity to identify and address current business and issues in the tourism and hospitality sector.

## 2.3 Progressive Learning

First year subjects provide students with business essential knowledge that are vital for further learning in tourism and hospitality disciplines. Subsequent Year 2 and Year 3 subjects are designed to provide students with opportunities to gain a management perspective on tactical and operational aspects. Students are required to demonstrate that they are able to apply concepts and theories learnt in Year 1 to synthesise tactical and operational issues in tourism and hospitality. There will be three strategic subjects (*Innovation and Entrepreneurship in Tourism & Hospitality*; *Strategic Management in Tourism and Hospitality* and *Global Tourism and Hospitality Futures*) that facilitate students' strategic insight and international perspective. The two work-integrated subjects (*Work Integrated Learning* and *Work Integrated Project*) allow students to practice what they have learnt in a real-world business environment under the guidance of academics and professionals.



## 3. What do I need to study?

### 3.1 Course Structure

The dual-sector focus of the *BTHM* course aims to prepare graduates for the growing employment opportunities in both tourism and hospitality. The course will provide students with knowledge of each industry and an understanding of how these closely related sectors integrate, inter-relate and sustain each other.

Starting from broad-based business essentials subjects (first year), students will progress to discipline-specific subjects to acquire relevant management perspectives on the tactical and operational aspects of tourism and hospitality (second year). Towards the later part of the course, students will integrate their knowledge of both industries and apply them within a strategic and global perspective (third year). As a capstone feature, the students will complete two (2) work-integrated project subjects that apply their knowledge and skills to industry.

The *BTHM* Course Structure is as follows:

Students must complete all sixteen (16) of the core subjects listed below:

- Year 1:
  - MGE1108 Economics for Business
  - MGK1103 Principles of Marketing
  - MGL1112 The Business and Legal Environment
  - THB1104 Introduction to Tourism and Hospitality
- Year 2:
  - MGM2111 Understanding and Managing Diversity
  - THB2107 Work Integrated Learning
  - THH2113 Hospitality and Tourism Services Management
  - THT2112 Digital Marketing for Tourism and Hospitality
  - THT2114 Sustainable Operations and Destinations
- Year 3:
  - MGM3107 Strategic Management in Tourism and Hospitality
  - MGM3115 Innovation and Entrepreneurship in Tourism and Hospitality
  - THB3116 Work-integrated Project
  - THT3111 Environmental and Cultural Tourism

- THT3112 Global Tourism and Hospitality Futures
- THT3114 Tourism Research and Analysis
- THT3119 Project and Event Management

The elective subjects in the BTHM create a breadth of knowledge and skills, which offer students with streams of interest to pursue. Streams of interest are not majors but are collections of elective subjects which give further knowledge and skills in particular industry-relevant areas. There are broadly four streams of interest in the course:

- Travel and Destinations
- Accommodation and Resort Management
- Food and Beverage (Culinary Management)
- Event and Project Management

Students must complete eight (8) of the elective subjects listed below:

- Year 1: Maximum of four (4) subjects from:
  - AFA1105 Accounting for Management
  - MGM1110 Introduction to Management and Human Resources
  - MGC1111 Communication and Study Skills
  - THH1107 Food & Beverage Management
  - THT1113 Tourism and Hospitality Information Systems
- Year 2: Maximum of three (3) subjects from:
  - THH2101 Accommodation Management
  - THT2105 Tourism and Transport
  - THT2106 Festival and Event Management
  - THH2108 Managing Commercial Food Production
- Year 3: Maximum of one (1) subject from:
  - THH3102 Resort Development and Management
  - THH3113 Cost and Performance Management for Tourism and Hospitality

Students' preferences are also taken into consideration when planning their capstone Work-Integrated Project.

## 3.2 Subject Summaries

The *BTHM* degree is made up of a total of 24 subjects. To fulfil the academic requirements of the *BTHM*, a student will complete an approved course comprising the following:

- Sixteen (16) core subjects
- Eight (8) elective subjects

The availability of core and elective subjects may vary each semester depending on demand. Students are able to study elective subjects that are offered within the *BTHM* course or alternatively, upon prior approval from the relevant Academic Coordinators or Academic Dean, elective subjects from other courses can be studied.

### **AFA1105      Accounting for Management (E)**

Credit Points: 15

Pre-requisites: Nil

This subject provides a comprehensive introduction to accounting concepts and skills, with particular emphasis placed on the use of accounting information in making business decisions. Students are provided with the opportunity to explore the accounting process from an end-user perspective to enable them to make informed decisions and to appreciate the limitations of financial information. The subject enables students to use financial information as a management tool for planning, control, motivation and decision-making.

### **MGC1111      Communication and Study Skills (E)**

Credit Points: 15

Pre-requisites: Nil

This subject introduces students to communication concepts, including those of a verbal and non-verbal nature, and how they impact on the effectiveness of the interaction and cooperation between individuals and in an organisational setting. It supports the essential skills needed for undergraduate study and explores fundamental concepts that are critical to the success of communication on a private, public and mass level. The relationship between theory, context and practice is also investigated.

### **MGE1108      Economics for Business (C)**

Credit Points: 15

Pre-requisites: Nil

This subject introduces students to the economic concepts, theories and relevant instruments that can be used in analysing and solving problems in the tourism and hospitality industry. The subject provides students with the opportunity to explore fundamental economic problems within a business environment. The subject enables students to learn both microeconomics concepts and principles (including demand and supply, pricing, factor markets, income distribution and market failure) and macroeconomic concepts and principles (including performance, structure and behaviour of the financial economy).

### **MGK1103 Principles of Marketing (C)**

Credit Points: 15

Prerequisites: Nil

The main goal of this Subject is to introduce students to the theory and application of marketing in Tourism and Hospitality Industry. The Subject provides students with the opportunity to integrate marketing concepts with hands-on problem solving through discussions, cases and projects. The Subject enables students to learn about marketing processes, products and services, consumer needs within the overall marketing environment.

### **MGL1112 The Business and Legal Environment (C)**

Credit Points: 15

Pre-requisites: Nil

This subject provides an introductory overview of the legal context for doing business within the Tourism and Hospitality industry. In this first year subject, students will be exposed to aspects of the legal environment relevant to making business decisions such as consumer law, insurance law and work health and safety regulations, with particular application to tourism and hospitality activities.

### **MGM1110 Introduction to Management and Human Resources (E)**

Credit Points: 15

Pre-requisites: Nil

This subject has been designed to introduce students to management and human resource management principles, practices and functions, and how they impact on the effectiveness of organisations and individuals.

The subject provides students with the opportunity to explore fundamental management concepts within a business environment by providing an understanding of management concepts as they apply to both the human resource and the relationship of people to organisations, and relevant issues to organisational management.

### **THB1104 Introduction to Tourism and Hospitality (C)**

Credit Points: 15

Pre-requisites: Nil

This subject has been designed to introduce students to the Tourism and Hospitality Industry and its various industry and sector relationships as a driver of economic growth. The subject provides students with the opportunity to explore fundamental concepts regarding how the tourism industry functions as an integrated system and how it meets demand in its supply of tourism products and services. The subject introduces students to conceptual relationships regarding the industry's three broad components: hospitality, tourism logistics (including travel), and visitor services.

### **THH1107 Food & Beverage Management (E)**

Credit Points: 15

Pre-requisites: Nil

This main goal of this subject is to subject students to principles that underpin food and beverage operations. The subject provides students with the opportunity to explore fundamental management and operational concepts and skills required in the management of food and beverage operations. The subject introduces students to the main processes and controls in food and beverage management; the key legal and regulatory requirements; and developments in the external environment that may impact on the strategic approach to managing this function.

### **THT1113 Tourism and Hospitality Information Systems (E)**

Credit Points: 15

Pre-requisites: Nil

This subject introduces students to web design and to develop their digital literacy. The content addresses tourism and hospitality information technology, strategic management of information and its synergy. The subject provides students with an opportunity to explore information technology in industry and its applications to travel intermediaries, transport and consumer access to tourism and hospitality information systems. Government tourism office use of information systems, international travel networks and emerging trends are also investigated. The development of a functional web page provides students with an opportunity for practical engagement.

### **MGM2111 Understanding and Managing Diversity (C)**

Credit Points: 15

Pre-requisites: 120 credit points

The main goal of this subject is to introduce students to a contextual understanding of the various issues that may arise from encounters between individuals and organisations owing to different backgrounds, cultures, abilities and viewpoints.

The subject provides students with the opportunity to explore concepts and understandings about diversity and its implications, both positive and negative, for personal, managerial and organisational behaviour in tourism and hospitality.

### **THB2107 Work Integrated Learning (C)**

Credit Points: 15

Pre-requisites: 180 credits points

The subject provides students with the opportunity to explore the vast opportunities in the Tourism and Hospitality Industry and to apply the skills and knowledge gained through the first and second year of the degree in a practical environment. Students will gain a firsthand knowledge of the nature and requirements of the business environment. The main goal of this subject is to equip students with an introductory understanding of the breadth and depth of the Tourism and Hospitality industry through practical experience in the workplace. This subject is a pre-requisite for THB3116 Work-Integrated Project where students will apply their skills and knowledge, to identify and resolve an organisational issue/opportunity at the Host Organisation.

### **THH2101 Accommodation Management (E)**

Credit Points: 15

Pre-requisites: 120 credits points

This main goal of this subject is to introduce students to the concepts and processes of management in the accommodation industry. The subject provides students with the opportunity to apply concepts, procedures and practice regarding service excellence in the accommodation environment. The subject enables student to learn via a dimensional understanding of operational management from reservations to departure; use of technologies to support these functions; and the principles and skills to provide quality guest services.

### **THH2108 Managing Commercial Food Production (E)**

Credit Points: 15

Pre-requisites: 120 credits points

The main goal of this subject is to introduce students to the principles of management and operational structures of a variety of food and beverage production within commercial structures of the Tourism and Hospitality Industry

The subject provides students with the opportunity to creatively apply concepts regarding management and technical challenges in quantity food management and production in the Tourism and Hospitality Industry.

### **THH2113 Hospitality and Tourism Services Management (C)**

Credit Points: 15

Pre-requisites: THB1104 - Introduction to Tourism and Hospitality or equivalent

The subject provides students with the opportunity to creatively apply concepts regarding operational service excellence in an environment marked by deregulation with exposure to social and ethical dilemmas.

The subject enables students to learn via a dimensional understanding of the challenges faced in determining superior service delivery, derived from necessary analytical frameworks as well as practical examples.

### **THT2105      Tourism and Transport (E)**

Credit Points: 15

Pre-requisites: 120 credits points

The primary focus of the subject is to enable students to comprehend the important role of different modes of transport in moving tourists locally and globally. This subject showcases the importance of transport as one of the major components of the global transport industry. Students will learn how various modes of transport and their intermodality determine the success of regional and global tourism over time.

### **THT2106      Festival and Event Management (E)**

Credit Points: 15

Pre-requisites: 120 credits points

The main goal of this subject is to introduce students to a contextual understanding of the operational skills necessary for appropriate event management, including festivals. The subject provides students with the opportunity to explore concept regarding the event management process, venue/facility characteristics and associated management issues, current practices and trends.

The student will be able to apply knowledge and skills to design event services and experiences at an intermediate level. There will be tasks that demonstrate the knowledge and skills required to apply services which might include assessing customer needs, wants, expectations and satisfaction; critiquing service delivery and logistics; enhancing the customer experience; can understand the economic imperative of appropriate resource allocation and management. They are expected to understand the role of festivals and events in the wider society, in the past, now and in the future.

### **THT2112      Digital Marketing for Tourism and Hospitality (C)**

Credit Points: 15

Pre-requisites: THB1104 - Introduction to Tourism and Hospitality or equivalent

Students are introduced to the various aspects of the changing virtual landscape, and how digital and interactive technologies might be integrated into the marketing mix for tourism and hospitality. It provides students with the opportunity to creatively apply traditional marketing concepts and principles with contemporary information technology tools to enhance the promotion of modern tourism and hospitality businesses.

### **THT2114      Sustainable Operations and Destinations (C)**

Credit Points: 15



Pre-requisites: THB1104 - Introduction to Tourism and Hospitality

This subject provides students with the knowledge and skills necessary for sustainable business practices in the tourism and hospitality industry. Delivered in three stages over twelve weeks, the subject explores sustainability from consumer, supplier (a business/organisation) and destination management perspectives and the strategic viewpoint that focusses on both operational and resource management.

The subject develops students' understanding of the various contemporary concerns regarding the natural-ecological and social-cultural environments within the tourism and hospitality domain. It also seeks to develop an awareness of these factors from a business and economic perspective. The subject provides students with the opportunity to consider personal, organisational and industry activity impacts, and how these might also foster changes in host communities and a destination's capacity to be resilient.

### **MGM3107 Strategic Management in Tourism and Hospitality (C)**

Credit Points: 15

Pre-requisites: 300 credits points

The main goal of this subject is to provide students with a comprehensive understanding regarding the necessary analytical approaches that guide the formulation and implementation of organisational strategy in Tourism and Hospitality.

The subject also provides students with the opportunity to explore and analyse influencing factors then act on the strategy process to integrate the knowledge drawn from other subjects in the program and use the analytical models and practical tools to develop a strategy for an organisation in the tourism or hospitality industry.

### **MGM3115 Innovation and Entrepreneurship in Tourism and Hospitality (C)**

Credit Points: 15

Pre-requisites: 240 credits points

The main goal of this subject is to develop successful entrepreneurial characteristics so as these may be applied towards successful business outcomes. Central to effective innovation and entrepreneurship is the ability to persuade others. To this end, students will develop a complete business plan which will be pitched to a range of industry stakeholders.

The subject also provides students with the opportunity to explore and analyse influencing factors that act on decisions and processes for successful and sustainable business success for SME's in Australia in the Tourism and Hospitality sectors.

### **THB3116 Work-integrated Project (C)**

Credit Points: 15

Pre-requisites: 300 credits points

The THB3116 Work-Integrated Project is an Action-Learning subject where students apply their skills and knowledge to identify and resolve organisational issues / opportunities for their Host Organisations. According to the World Institute of Action Learning (WIAL, 2017), “Action Learning solves problems and develops leaders simultaneously because its simple rules force participants to think critically and work collaboratively”. The focus of this Capstone Subject is on Industry engagement. Students will utilize their learnings from the BTHM course while interacting and adding value to their host organisations. The constantly changing dynamic economic environment in Australia presents many opportunities and threats for businesses in the hospitality & tourism sector. This practice-based subject provides students with a good understanding and appreciation of real world opportunities and threats for the organisations within the sector.

### **THH3102 Resort Development and Management (E)**

Credit Points: 15

Pre-requisites: 240 credits points

This subject enables students to develop knowledge in the areas of resort development, management and operations. Students will examine various types of resorts and their attributes, speciality resorts including the cruise industry, spas and casinos, service delivery options and activities. Students will also have an opportunity to generate sustainable resort ideas through integration of the knowledge gained throughout the course.

### **THT3113 Cost and Performance Management for Tourism and Hospitality (E)**

Credit Points: 15

Pre-requisites: 240 credit points

The main goal of this subject is to introduce students to the concept of cost and revenue management within the hospitality and tourism industry. The subject has been designed specifically to examine what leaders in the hospitality business must know to manage revenue, costs and strategies to be successful. The subject provides students with the opportunity to explore techniques in analysing costs, demand pricing, revenue optimising strategies and budget & forecasting processes. It is a highly focused subject on providing solid quantitative skills that the student will be able to take to the real world. The subject enables students to perform the calculations and practice decision making skills that are used in the field. The student will be encouraged to use these hands on practices to develop their management techniques in controlling inventories and pricing etc.

### **THT3111 Environmental and Cultural Tourism (C)**

Credit Points: 15

Pre-requisites: 240 credits points

This subject seeks to equip students with the necessary knowledge to be able to compare, contrast and evaluate the relationship of the ecological, heritage and socio-cultural environments within the Tourism and Hospitality Industry. The main goal of this subject is to provide students with a comprehensive understanding surrounding the conflict between development restraint versus attraction access/enhancement, and the initiatives of host communities (including government) and industry in cultivating a sustainable attraction / destination. The subject provides students with the opportunity to explore and analyse factors that influence sustainable development, management, policy and practice in an effort to support an ongoing cultural-heritage and environmental balance and to ensure positive engagement between host community and visitors.

### **THT3112 Global Tourism and Hospitality Futures (C)**

Credit Points: 15

Pre-requisites: 300 credits points

Global Tourism and Hospitality Futures subject equips students with the necessary knowledge to be able to anticipate the changes in the tourism and hospitality sector.

The main goal of this subject is to equip students with a comprehensive understanding of how future tourism professionals might appropriately respond to critical issues such as development restraint versus attraction access/enhancement, and government and industry initiatives within the sector.

### **THT3114 Tourism Research and Analysis (C)**

Credit Points: 15

Pre-requisites: 300 credits points

This subject seeks to equip students with necessary knowledge to be able to compare, contrast and evaluate a range of research, analytical and critical thinking techniques to source, identify and evaluate Tourism and Hospitality projects and ventures. Students will gain a comprehensive understanding of the approaches to the collection, interpretation and analysis of information, the emphasis being on developing a sound understanding of research as a necessary process in today's business environment.

### **THT3119 Project and Event Management (C)**

Credit Points: 15

Pre-requisites: 240 credits points

This subject's goal is to introduce students to the steps involved in project and event management, and to examine projects and events from different stakeholders point to view.

The subject also provides students with the opportunity to explore and analyse influencing factors that act on appropriate response levels are also addressed – these include, but are not limited to considerations regarding sustainability and best practice.

### 3.3 Course Rules of Progression

The Bachelor of Tourism and Hospitality Management (BTHM) course requires students to complete 120 credit points at each level of the course before proceeding to the next year level, unless approved by the Academic Dean.

Each semester, a student is expected to study a full load of 4 subjects. Without credits from prior learning, a student will study four (4) Year 1 subjects in semester 1, most likely a combination of core and elective subjects (depending on subject availability).

The first four (4) Year 1 subjects are recommended to be attempted in the following combination:

Semester 1: THB1104 Introduction to Tourism and Hospitality (Core)  
MGC1111 Communication and Study Skills (Elective)  
MGM1110 Introduction to Management and Human Resources (Elective)  
MGK1103 Principles of Marketing (Core)

The second semester of Year 1, the student should attempt the following four subjects:

MGL1112 Business and the Legal Environment (Core)  
MGE1108 Economics for Business (Core)  
THT1113 Tourism and Hospitality Information Systems (Elective)  
AFA1105 Accounting for Management (Elective)

In Year 2, after having completed the Business Fundamentals and Introductory subjects, the following sequence of subjects are recommended:

Semester 1: MGM2111 Understanding and Managing Diversity (Core)  
THT2114 Sustainable Operations and Destinations (Core)  
THT2112 Digital Marketing for Tourism and Hospitality (Core)  
THT2106 Festival and Event Management (Elective)

Semester 2: THB2107 Work Integrated Learning (Core)  
THH2113 Hospitality and Tourism Services Management (Core)  
THT2105 Tourism and Transport (Elective)  
THH2101 Accommodation Management (Elective)

Year 3 subjects should be attempted after successfully achieving at least 180 and preferably 240 credit points.

- Semester 1:   MGM3115 Innovation and Entrepreneurship in Tourism and Hospitality (Core)  
                  THT3113 Cost and Performance Management for Tourism and Hospitality (Elective),  
                  or THH3102 Resort Development and Management (Elective)  
                  THT3119 Project and Event Management (Core)  
                  THT3111 Environmental and Cultural Tourism (Core)
- Semester 2:   MGM3107 Strategic Management in Tourism and Hospitality (Core)  
                  THT3114 Tourism Research and Analysis (Core)  
                  THB3116 Work-Integrated Project (Core)  
                  THT3112 Global Tourism and Hospitality Futures (Core)

### 3.3.1 Compulsory Requirements for Completion

To complete the course a student must:

- a) complete 360 credit points, with 120 credit points taken at each of *first, second and third-year levels*, as specified in each degree's course rules (unless an approved exemption was granted);
- b) undertake capstone requirement for the course.

An award is only conferred when the Academic Dean certifies that a student has completed all academic course requirements.

An individual student must collectively complete (or be granted credit for) eight (8) subjects in each year level (introductory, intermediate and advanced), unless an approved exemption was granted and complete the course within the approved maximum period of candidature specified in the course rules (see *Maximum Time to Complete*).

### 3.3.2 Pre-requisite Subjects

Prerequisite subjects prescribe an orderly progression of learning through the course. Prerequisite subjects are necessary for the creation of strong foundation knowledge, are content-related in the discipline areas and act as holistic course sequencers.

The BTHM prerequisite subjects are determined by the level knowledge and skills and the depth of learning. Course structure and scaffolding considerations are the key determinants in nominating prerequisites.

**Integration and application** focused subjects do not have prerequisites but fall under course rules (requirements for credit achievement vs. prerequisite knowledge or skills), which requires that students have a certain maturity and familiarity with the course content.

Level 3 core subjects require a level of maturity (knowledge) and preparedness (skills) in the discipline areas leading up to level 3. This is achieved through Course Rules of Progression rather than pre-requisite subjects. For example, MGM3107 Strategic Management should not be attempted until the student has successfully achieved 300 credit points, ensuring that this subject is attempted in the last semester of the course.

Table 12. BTHM Rules of Progression and Pre-requisites

	Subject	Year/ Level	Credit Points	Prerequisites/ Course rules	Co-requisite	AQF Level
1.	MGE1108 Economics for Business	1	15	Nil	Nil	Introductory
2.	MGK1103 Principles of Marketing	1	15	Nil	Nil	Introductory
3.	MGL1112 The Business and Legal Environment	1	15	Nil	Nil	Introductory
4.	THB1104 Introduction to Tourism and Hospitality	1	15	Nil	Nil	Introductory
5.	AFA1105 Accounting for Management	1	15	Nil	Nil	Introductory
6.	MGM1110 Introduction to Management and Human Resources Management	1	15	Nil	Nil	Introductory
7.	MGC1111 Communication and Study Skills	1	15	Nil	Nil	Introductory
8.	THH1107 Food & Beverage Management	1	15	Nil	Nil	Introductory
9.	THT1113 Tourism and Hospitality Information Systems	1	15	Nil	Nil	Introductory
10.	THH2113 Hospitality and Tourism Services Management	2	15	THB1104 or equivalent	THT2114 In lieu of THB1104	Intermediate
11.	THT2112 Digital Marketing for Tourism and Hospitality	2	15	THB1104 or equivalent	THT2114 In lieu of THB1104	Intermediate
12.	THT2114 Sustainable Operations and Destinations	2	15	THB1104 or equivalent	Nil	Intermediate
13.	MGM2111 Understanding and Managing	2	15	120 credit	Nil	Intermediate

Diversity				points		
14.	THB2107 Work Integrated Learning	2	15	180 credits points	Nil	Intermediate
15.	THT2105 Tourism and Transport	2	15	120 credits points	Nil	Intermediate
16.	THT2106 Festival and Event Management	2	15	120 credits points	Nil	Intermediate
17.	THH2101 Accommodation Management	2	15	120 credits points	Nil	Intermediate
18.	THH2108 Managing Commercial Food Production	2	15	120 credits points	Nil	Intermediate
19.	MGM3107 Strategic Management in Tourism and Hospitality	3	15	300 credit points	Nil	Advanced
20.	MGM3115 Innovation and Entrepreneurship in Tourism and Hospitality	3	15	240 credit points	Nil	Advanced
21.	THT3119 Project and Event Management	3	15	240 credit points	Nil	Advanced
22.	THT3111 Environmental and Cultural Tourism	3	15	240 credit points	Nil	Advanced
23.	THT3112 Global Tourism and Hospitality Futures	3	15	300 credit points	Nil	Advanced
24.	THT3114 Tourism Research and Analysis	3	15	300 credit points	Nil	Advanced
25.	THB3116 Work-Integrated Project	3	15	300 credit points	Nil	Advanced
26.	THH3102 Resort Development and Management	3	15	240 credit points	Nil	Advanced
27.	THH3113 Cost and Performance Management for Tourism and Hospitality	3	15	240 credit points	Nil	Advanced

The only pre-requisite subject is THB1104 Introduction to Tourism and Hospitality, for level 2 subjects THH2113 Hospitality and Tourism Services Management and THT2112 Digital Marketing for Tourism and Hospitality. This ensures that students have fundamental knowledge of tourism and hospitality concepts and can apply those in the subsequent subjects, increasing the depth of understanding and application. If they have not studied THB1104 Introduction to Tourism and Hospitality, they will have to study THT2114 Sustainable Operations and Destinations as a co-requisite. Fundamental tourism and hospitality concepts are being reinforced in THT2114 Sustainable Operations and Destinations to prepare students to undertake intermediate level subjects.



Course rules further facilitate students' progression through the course ensuring students have sufficient levels of maturity and preparedness for successful attainment of learning outcomes.

### **3.3.3 Requirements to Maintain Satisfactory Academic Performance**

Students are required to maintain satisfactory academic performance and course progression. Formative assessments assist in the identification of students who may not be engaged with the subjects enrolled. Unsatisfactory academic performance means the student has failed 50% or more of the subjects undertaken during any one semester or the student has failed a particular subject more than two times.

## **3.4 Indicative Student Workload, Duration and Volume of Learning**

### **3.4.1 Expected Course Duration**

Study load for the BTHM course is measured in credit points. The course is 360 credit points in total. Every subject is worth 15 credit points and students must successfully complete 24 subjects to attain 360 credit points to complete the course. Typically, course will take three (3) years to complete. The course duration satisfies the Volume of Learning requirements under the Australian Qualifications Framework (2013)<sup>9</sup>.

The standard study load per academic year is 8 subjects equivalent to 120 credit points (four (4) subjects and 60 credit points per academic semester). There are three (3) academic semesters in every academic year (March, July, and November). March and July semesters are compulsory and November semester is optional for international students (student visa holders).

An Equivalent Full-Time Student Load (EFTSL) is 120 credit points. All core subjects in the course run for a semester and worth 15 credit points (0.125 EFTSL). Between six (6) and eight (8) subjects (120 credits points) per academic year is considered to be full-time study load. A part-time study load is fewer than 6 subjects and less than 90 credit points per academic year (less than 0.75 EFTSL).

According to the Credit and RPL Framework<sup>10</sup>, a student must study a minimum of 12 subjects or 50% of the BTHM course having regard for recognition of advanced standing. Students can study

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<sup>9</sup> Australian Qualifications Framework Council 2013, Australian Qualifications Framework, 2nd edn, Australian Qualifications Framework Council, Adelaide, viewed 04 Jul 2017, URL = <<http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf>>

<sup>10</sup> Refer to *R.1.2.1 Credit and RPL Framework C.1*, submitted in the Online Form C.1

each of the trimesters and complete the 6 semesters in two calendar years, subject to the availability of subjects offered in each semester and satisfactory course progress.

The course rules for BTHM course are published in the BTHM Course Handbook<sup>11</sup> for prospective and current students.

### 3.4.2 Maximum Time to Complete

The maximum time allowed to complete the BTHM course is calculated as follows:

*(Full-time study course duration × 2) + 2 years = maximum course length*

For the BTHM, the maximum time allowed to complete the course is therefore eight (8) years.

Domestic students can choose to study part-time or can apply for leave from the program as long as they complete the course within the maximum time allowed. Domestic students can also apply to take parental or primary carer's leave. If approved, this leave does not count towards the maximum time limit to complete the BTHM course.

International students (students who are on a student visa) must complete the BTHM course in the time stated on their electronic Confirmation of Enrolment (eCOE). As a result of this requirement, international students need to enrol on a full-time study load (60 credit points) during March and July semesters, also in their first semester if they commence during November semester.

### 3.4.3 Student Workload

International students can apply to study under the reduced study load (fewer than four (4) subjects and 60 credit points) during an academic semester under the following circumstances:

- compassionate or compelling circumstances
- illness or exceptional personal circumstances
- course structure, progression rules or subject availability prevent a full-time enrolment load
- implementation of an intervention strategy due to a risk of unsatisfactory academic progress

International student should apply for an academic intervention interview to request a reduced study load. This application must be made by the census date as provided in the Enrolment Procedure (HE).

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<sup>11</sup> URL = < [www.aapoly.edu.au/admission](http://www.aapoly.edu.au/admission) >

Overloading is to enrol in more than four (4) subjects in one academic semester which is only allowed during the final academic semester of the course. This option is only limited to students who have successfully passed all of their subjects throughout the course and attained a Credit average or higher.

From enrolment until the publication of results, each academic semester runs 17 weeks in total; one (1) week of enrolment, 12 weeks of teaching, one (1) week of SWOT (study without teaching) and three (3) weeks of examinations, assessment moderation and ratification. Under the full-time study load, contact hours vary between 12 to 18 hours per week. In addition to the contact hours, every subject requires self-study and preparation. Together with the contact hours, each subject requires 125 hours of study in total and the study load for the course is 3,000 hours in total (24 x 125 hours). Acceptable variation to the total time commitment is in the range of  $\pm 20\%$  which includes:

- a) teaching and non-teaching periods such as the mid-semester break;
- b) preparatory time leading up to the final examination/assessment; and
- c) the final examination period.

## 4. How is this course taught and assessed?

### 4.1 Approach to Teaching, Learning and Assessment

A range of active learning approaches are used across the degree to engage students with the learning and to achieve the graduate outcomes. The approaches include problem-based learning, case-based learning, practice-based learning, work-integrated learning, amongst others.

A feature of the BTHM is its practice-based context which is supported through the engagement of industry practitioners and visiting lecturers who share their knowledge and experience, and field trips which enable students to gain first-hand experience of the contemporary tourism and hospitality environments. These real-life case studies support student learning and provide insight and experience for an increased understanding of their potential roles in this dynamic growth industry. On the other hand, the dynamic nature of the tourism and hospitality sector, and the world as a whole, requires a capacity to implement new ways of thinking, feeling and acting – ‘independent lifelong learning’ - hence, strong emphasis is given to development of high level strategic, creative and critical thinking, which will allow students to apply their practical capabilities in diverse contexts (the concept of *philosophical practitioner*<sup>12</sup>).

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<sup>12</sup> Tribe, J. (2002). The philosophic practitioner. *Annals of Tourism Research*, 29(2), pp. 338-357.

An added advantage, which may positively influence student's potential career options, is that the BTHM program has been developed with close industry<sup>13</sup> and academic consultation. Subjects such as *Strategic Management in Tourism and Hospitality*, *Cost and Performance Management* and *Global Tourism and Hospitality Futures* support the development of strategic insight and international and global perspectives. Practice-based subjects such as *Work Integrated Learning and Work Integrated Project* provide a practical orientation in preparation for a graduate's chosen career.

The BTHM has a stronger industry engagement component than a number of university degrees, providing students with a breadth of preparation to meet employment expectations. Other university degrees do include industry engagement, although this is often optional, exclusive to high performing students, or both.

#### **4.1.1 Methods of Assessment**

Assessment design in the BTHM course is guided by the principles of outcome-based learning and constructive alignment. Assessment in the course is informed by the learning outcomes of each individual subject, and achievement of the learning outcomes is ensured by linking them to assessment criteria.

For a 12-week semester, the final summative assessment is very likely to be due at the end of the semester. With reference to AAPoly's *Higher Education Student Assessment Framework*, the final summative assessment can be scheduled for completion in week 11, allowing one week for student feedback. If the final summative assessment is an exam, it is likely to be scheduled between weeks 13-14.

There has been a concerted effort to reduce the number of exams for Year 3 students, in preference for experiential learning and project-based assessments.

#### **4.1.2 Assessment and Scaffolding of Learning**

The design of the curriculum of the BTHM highlights the progressive nature of the subjects towards learning and skills development.

Support for this progression is provided in assessments that are appropriately structured and designed to teach, develop and assess students at each specific level.

The holistic course assessment regime has been carefully scaffolded to also purposely embedded Graduate Attributes. The whole-of-course approach to support the development of the required Graduate Attributes is maintained over the course(s) duration. From an organisational operational viewpoint, this assessment methodology provides core defined parameters to work within and allows

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<sup>13</sup> AAPoly (2017) *BTHM Industry Consultation Report*

flexibility in the subject design process without loss of direction. AAPoly recognises that there must be consideration of both the demands of the curriculum and the academic freedom of lecturers to deliver it appropriately and effectively<sup>14</sup>. The *Higher Education Student Assessment Framework* and related policies and procedures collectively provide the principles that ensure students are given opportunities to learn and demonstrate their capabilities through assessment.

When designing assessment tasks AAPoly has strived to promote academically sound assessment practices<sup>15</sup> to engage and challenge students more effectively, using contemporary and authentic assessment tasks, and by providing flexibility for course designers to choose the nature, weightings and timing of the assessment tasks. BTHM has taken into consideration the comments of external academic experts to decrease the amount of group work and examinations and to promote more creative and project-based assessment to stimulate self-directed learning (Higher Education Assessment Framework, 2017).

Flexibility is achieved by ensuring that assessment:

- is designed to promote student learning;
- measures student achievement against learning outcomes to produce grades that are valid, reliable and maintain academic standards;
- is fair, transparent and equitable; and
- is designed to minimise risk to academic integrity.

For a detailed description of AAPoly's approach to assessment and assessment methods see AAPoly's *Higher Education Student Assessment Framework*<sup>16</sup>.

## 4.2 Learning Approaches

Students of the BTHM will experience a variety of teaching and learning approaches. Each approach will be tailored to the course's core curriculum areas and specific cohort needs. Students are treated as 'adult learners' and are expected to take responsibility for independent learning, supported by teacher-directed learning activities and relevant resources.

The guiding principles for assessment are such that assessments must support student learning and align with stated learning outcomes for the subject. Assessments should be in two broad categories: formative (or developmental) and summative. For example, a presentation is an excellent

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<sup>14</sup> See also: Donald J, (1997). *Improving the environment for learning: Academic leaders talk about what works*. San Francisco, CA: Jossey-Bass. P.37

<sup>15</sup> AAPoly (2017) *Teaching and Learning Framework*

<sup>16</sup> AAPoly (2017) *Higher Education Assessment Framework*

developmental assessment task, whereas a group project or an exam at the end of the subject are examples of summative assessments where the focus is on consolidating knowledge, applying skills and confirming foundational understanding of the subject content before moving on to advanced subjects or further pathways.

The approaches to teaching, learning and assessment throughout the BTHM course include:

- **Active learning:** This includes lectures, class presentations, group discussions, tutorial work. This style of learning is designed to maximise understanding of the curriculum content and develop appropriate skills, where students are learning by doing. It is designed to provide an environment where students can ask questions and seek feedback as well as contribute to class discussion and apply theory to practice.
- **Blended delivery:** The course delivery includes the use of online resources. These are designed to enhance the student's learning experience by providing ongoing access to course resources and the flexibility to study when and where they find themselves. These may include resources such as lecture notes, videos, assessment preparation and interactive tools such as forums and blogs. The Learning Management System (using Moodle features) supports a virtual meeting space for lecturers and students, supporting peer communication and collaboration.
- **Problem-Based learning:** Problem-based learning engages students in analytical thinking, basic research and development of solutions to real-world scenarios and situations.
- **Collaborative learning:** Working in groups, in class and in the virtual meeting spaces, enables students to work in collaborative team-based tasks.
- **Assignments and projects:** These are either research or problem based, and will be undertaken on both an individual and team basis. These assessments will provide students with experience at undertaking research and writing effectively to present findings and recommendations to a range of audiences.
- **In-class activities:** Formative in-class tests, quizzes, workshop and labs will provide early feedback on the understanding of the subjects' content and learning goals. The feedback will assist in further developing skills and abilities before summative tests are given. Early feedback builds confidence and provides directions, especially for transitional first year students.
- **Formal examinations and final projects:** These activities provide students with the opportunity to demonstrate their understanding and application of tourism and hospitality management principles related to either practical skills or theoretical knowledge both as a team and individually

- **Capstone experience:** The subjects Strategic Management for Tourism and Hospitality and Work-Integrated Project provides students with their capstone experience. These two subjects require students to apply the knowledge and skills obtained from earlier subjects in their course to real-world scenarios. In the Strategic Management in Tourism and Hospitality subject, students are required to draw upon their knowledge of the concepts and theories from earlier subjects and apply them towards a theoretical problem or opportunity of a tourism or hospitality organisation. This subject culminates in a research project where students are required to identify a problem within a tourism or hospitality organisation, analyse the problem and provide appropriate strategies and solutions. The Work-Integrated Project extends the capstone experience, where students will apply the knowledge and skills acquired throughout the course towards a real-world problem or opportunity. They will apply persuasive arguments to key stakeholders of their host organisations, to justify and implement business-enhancing opportunities.
- **Field trips and experiential learning:** An important aspect of learning within the BTHM takes place outside the classroom. Many subjects offer students the opportunity to engage with the tourism and hospitality industry with field trips to prominent tourist attractions and destinations, visits to tourism and hospitality service providers and opportunities for industry engagement. Guest lecturers are often invited to speak on relevant contemporary topics. Students experience theory in practice and learn directly from owners, managers, experts and specialists in the field.

### 4.3 Work-Integrated Learning

One of the distinguishing features of BTHM is the ‘practical approach’ to teaching. A practical approach allows students to become real-time actors in real situations, learning from multiple perspectives of interaction. Work-Integrated Learning (WIL) facilitates such practical process of learning, by means of exposing students to the work environment.

#### 4.3.1 Key Features of the WIL Subjects in the BTHM

##### **THB2107 Work-Integrated Learning**

##### **Objectives:**

- Improve the employability of graduates by giving them the practical industry experience related to the BTHM course



- Students are to be engaged for 5-days (or 40 hours) in the Tourism/Hospitality industry through an industry engagement arrangement. **A minimum of 10 hours will be spent in the workplace.**
- Opportunities to observe theoretical concepts in play and apply the skills and knowledge gained through the degree in a practical environment.
- Provides a valuable insight into the variety of players in the Tourism and Hospitality industry. This is achieved by enhancing the student's ability to successfully communicate ideas, apply their understanding of theory and practice, and demonstrate a high level of adeptness in the chosen industry context.

**Features:**

- **THB2107 Work-Integrated Learning** is offered as a second-year subject. It is a stepping stone to industry and gives students an opportunity to gain an understanding of the industry from the inside.
- This initial exposure to industry is a key driver and motivator for students to continue their studies.
- Students will experience a range of tourism and industry contexts, to gain familiarity with their commercial challenges and opportunities.

**THB3116 Work-Integrated Project**

**Objectives:**

- Students are to be engaged for 10-days (or 80 hours) in the Tourism/Hospitality industry through an industry engagement arrangement
- Identify and improve a business situation within a tourism/hospitality organisation, by applying the theories and knowledge learned in the previous semesters
- Students to take responsibility for their own learning, through effective teaching and facilitation by teaching staff, and through informed and practicing workers, employers and community facilitators

**Features:**

- **THB3116 Work-Integrated Project** is offered as a third-year subject. It is the capstone of the BTHM Program, and students are provided with a management perspective of the industry.

- This final, 10-day (or 80 hours) Work-Integrated Project exposes students to contemporary issues in the Tourism and Hospitality industry and is an opportunity to build industry contacts/networks for the future. **A minimum of 22 hours will be spent in the workplace.**
- Students will be required to complete a range of formative and summative assessments.

#### 4.4 Calculation of Grade Average

Students will receive a point allocation for subjects completed on the following basis:

Grade	Description	Grade Points
HD	High Distinction	4 points
D	Distinction	3 points
C	Credit	2 points
P	Pass	1 point
F	Fail	0 point

#### 4.5 Degree with Distinction

To be awarded a Degree with Distinction, a student must:

1. Pass all subjects at first attempt
2. Attain a HD grade in at least 50% of the 24 subjects required for the course
3. Attain at least a D grade assessment in 50% of the remaining subjects.

## 5. What support and learning opportunities are there?

The *Student Learning and Experience* approach ensures that students have both a positive and quality learning experience. The student experience can be measured by students' satisfaction with key aspects of their study experience, such as teaching quality, learning resources and support services.

### 5.1 Support and Guidance

From orientation through to completion, students have access to support and guidance that meet their particular needs. Every higher education student must attend enrolment (or re-enrolment) each semester where students meet with academic leaders to discuss their individual study plans. The timetables are generally designed to support the students' study-work balance and academic leaders counsel students in the choice of subjects and individual student's study load. During these enrolment counselling sessions, students have the opportunity to discuss any concerns that they may have which may impact their study progress. If appropriate, students are referred to the student counsellor for further support, with some needing regular counselling sessions throughout the study period. New students who may need English Language support may be asked to study a reduced study load as an early intervention strategy.

### 5.2 Orientation and Transition and/or Higher Education

Generally, orientation programs for new students are the first in-class experience that students will encounter and are designed to provide students with an opportunity to establish rapport with other new students and academic and support staff. Existing students are provided with individual opportunities to be an active participant in the orientation process in such roles as student speaker (sharing study experience), student mentors and orientation leaders. Our formal Orientation Program sets the scene for student engagement with staff and the reciprocal interaction of staff with student.

### 5.3 Assessing the Needs of Students

There are strategies that allow AAPoly to assess the needs and preparedness of individual students and cohorts in the design of transition support. Where possible, individual needs are identified at admission and the necessary support is provided to students according to their individual and cohort needs. AAPoly engages with students individually at numerous points of the student life cycle and assist them in their overall educational experience.

In addition to enrolment counselling (each semester), students can access student counselling support at any time. Students who are not attending classes regularly are referred to the Student Counsellor who assesses the student's particular circumstances and whether they have impacted on their academic progress. Student Services staff is available to discuss study options, leave from studies requirements and procedures or potential changes to study plans or courses. Students are advised about these support resources at their orientation and also in their orientation pack (Where do I go for help?). The Academic Course Coordinators (FTEs) are available to students for queries about their

course, timetable or general study progress. Student mentors play an integral part in supporting other students with their transition experience.

#### 5.4 First Year Experience

AAPoly's focus on the "First Year Experience" is targeted at helping students become more engaged and more effective learners within the higher education context so as to improve academic outcomes and progression opportunities after graduation<sup>17</sup>. "Putting students first" from the initial point of contact makes them feel welcome and valued members of the AAPoly learning community.

First year subjects have a strong emphasis on academic study skills to support students' academic development. Those staff members teaching first semester subjects have a broader focus on English language support<sup>18</sup>, cultural adaptation and integration and identification of students who may have special needs. The academic team acts as a conduit between our first year students and the breadth of student support services that AAPoly offers. Where possible, staff teaching first year subjects is able to provide pastoral care, is available to students and able to provide additional academic support and engagement (whether on-line or face-to-face).

In 2018, there are plans to introduce the use of Studiosity, an "on-demand study help - with academic literacy skills and core subject support"<sup>19</sup>. This will extend on- and off-campus support for all students, but more specifically will target first year students in their transition from previous study regimes elsewhere. In 2017, Turnitin<sup>20</sup> was implemented, to support students with academic writing and to help inculcate an ethical approach to intellectual inquiry.

#### 5.5 Student Mentoring

Our student mentors are an integral part of our teaching and learning environment and receive institutional support to run social and cultural programs, both online and face-to-face. They work with our academics to create "student communities of practice" and support an engaging social and learning environment. Student mentors become collaborative achievers and more effective communicators through working with and supporting other students.

There are opportunities for students to develop their leadership skills and participate in decision-making. Our *Student Participation (in decision-making) Framework* (submitted in Domain 6) provides an overview of how students can participate in decision-making at AAPoly. For instance, they actively participate in the deliberations of academic governance matters (in the Higher Education

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<sup>17</sup> Zepke, N. (2013). Student engagement: A complex business supporting the first year experience in tertiary education. *International Journal of the First Year in Higher Education*, 4(2), 1-14.

<sup>18</sup> Further, professional English language support is available via our sister colleges which specialise in ELICOS programs. Please see the signed Memorandum of Understanding (MoU) between the group colleges attached to this Paper.

<sup>19</sup> <https://www.studiosity.com/howitworks>, sighted on 18/11/2017

<sup>20</sup> <http://turnitin.com/>

Quality Committee and Higher Education Courses Committee), they participate in Student Focus Groups, and serve as an channel for feedback (formal and informal) to various departments at AAPoly.

### **5.6 Eagles Awards**

Commencing late 2007, AAPoly offers an “Eagle Award” program for (High Academic Achievement). Higher Education students score academic achievement points through their subject attainment of results. High distinction marks score 4 points, Distinction marks score 3 points, Credit marks score 2 points and a Pass scores 1 point. Points scored over two consecutive semesters are assessed, and successful students can be rewarded with scholarships of either \$500 (between 26-29 points) or \$1000 (30-32 points). Up to 2017, approximately \$190,000 of scholarships awards money has been presented.

### **5.7 Alumni Activities**

An alumni program can play a useful role in supporting our “student experience.” An alumni network can provide students with assistance in establishing social and business connections, and through social networking, provide opportunities for students to receive referrals to part-time work or community engagement opportunities. AAPoly has a collection of graduates who are interested in alumni activities and will progress on this initiative in 2018.

### **5.8 Timetabling/Smaller Class Sizes**

Corroborating AAPoly’s pastoral care philosophy, literature<sup>21</sup> suggests that students who have high levels of interaction with their classmates report higher levels of satisfaction and higher levels of learning, especially when this type of learning is well-integrated into the overall practice of teaching and learning.

In order to support student success, progress and retention, class sizes are (where practicable) deliberately kept small (less than 30) to facilitate in-class engagement and enhanced learning opportunities. Where possible, classes are scheduled with consideration for the students’ study and work balance. For larger enrolments, multiple and sometimes concurrent classes are scheduled, supported by tutorial sessions.

### **5.9 Transitional Support for Commencing Students**

Students transferring from another higher education institution or commencing higher education after completing vocational studies may require transitional support. Those students who are transferring from another higher education institution are likely to be familiar with the requirements of tertiary

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<sup>21</sup> For example: Horspool, A., and Lange, C. (2012) ‘Applying the scholarship of teaching and learning: student perceptions, behaviours and success online and face to face’, *Assessment and Evaluation in Higher Education*, 37 (1): pp.73-88.

education. However, these may have chosen to transfer to another institution due to poor academic progress or change of discipline preferences. For students commencing a tertiary course after completing vocational studies, the transition may also be challenging.

AAPoly's Student Management System is able to identify and track the academic progress of these students and to report on their progress to Academic staff. Early intervention strategies are in place, to ensure that these students are actively engaged in academic work. Such intervention strategies include tracking their use of learning resources in the Learning Management System by Week 3, tracking their progress on formative assessments and providing individual academic counselling and support when progress appear to be of concern. Students have access to learning resources on the Learning Management System, academic writing support from the Library and support from academic staff and student counsellors.

## **5.10 Student Learning Resources and Educational Support**

The "eVISION" strategy<sup>22</sup> has a range of initiatives aimed at supporting both new and continuing students throughout the course of their studies. The *Teaching and Learning Framework* will provide the overall context of the delivery of a range of support services and will be adapted over time to suit diverse student needs, cohort sizes, and discipline areas and facilitate student learning and the broader student experience and engagement. The goal is to enable students to have access to learning support when needed on or off campus.

### **5.10.1 Learning Resources**

There is a diverse range of information resources available in and via the Library and as part of our growing online collection. Students have access to a range of learning support services that are consistent with the requirements of their course and mode of study, and which address the learning needs of student cohorts. AAPoly's Information Resource Coordinator provides guidance on the available supporting information resources for academic staff in the process of developing subjects and assists in developing staff skills and capabilities and improving both information and digital literacy for students.

All required subject-based resources should be discoverable by students through our growing electronic resource base. Online journals, newspapers and electronic databases are currently being provided by EBSCO (including a wide range of e-books and magazines via Flipster). Through the Council of Providers of Higher Education (COPHE<sup>23</sup>) Library Network, AAPoly has also subscribed to and provided students with access to the Gale Academic One File international journals, Sage Research Methods, JSTOR, Informit and Oxford Reference Online.

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<sup>22</sup> AAPoly's Teaching and Learning Framework (2017-2020)

<sup>23</sup> <http://cophe.edu.au/>

### 5.10.2 Educational Support

There is a comprehensive range of academic skills programs/services that will ensure students have the opportunities to be successful in their studies. Academic skills services will not only facilitate the learning experience but support academic research, discovery and blended learning. The support will enable students to be confident learners and have the skills and techniques to source and research quality and relevant material. Those students who want to progress to further studies will have a foundation in research methods and skills through course and curriculum design.

A range of support resources available include:

- An up-to-date Learning Management System (LMS)
- Development and provision of discipline based and generic academic skills assistance and support material
- Academic Skills Workshops (general academic skills) – in class and via the LMS
- Discipline based content workshops (offered as an integrated component of the curriculum and outside class hours to assist student to develop a broader base of learning and content understanding)
- Turnitin – an academic integrity verification tool
- Online self-help communication forums using the Learning Management System which is a key point of contact for students who need resource and research assistance such as Studiosity (YourTutor).

In addition to the Information Technology Infrastructure made available to all students as part of our eVISION, AAPoly provides a range of Information and Communication Technology (ICT) support services to assist students in being able to maximise their use of the available tools and technologies (whether on their own devices or those on campus). Self-help guides are available that introduce students to the ICT infrastructure and troubleshooting support information.

### 5.11 Online Resources and Technology Capabilities

Staff and students have access to a wide range of contemporary subject-related materials, electronic journals and e-books enhancing access to online teaching resources, promoting digital literacy and blended learning. The availability of online resources will be inclusive in nature ensuring that students with special needs are catered for and that students are not presented with unexpected barriers when accessing online information, including the cost of specific technology requirements.

Course curriculum and content are suitable to blended delivery including access to a range of integrated, up-to-date resources to support contemporary learning across the course. Lecturers are encouraged to use multi-media for teaching and learning, ensuring a contemporary approach in their delivery.



## 6. Where do I go for more information?

We encourage you to talk to our Marketing staff for more information about this course and how to enrol at AAPoly. You can also send an enquiry through [enquiries@aapoly.edu.au](mailto:enquiries@aapoly.edu.au). If you are in Melbourne or Sydney, you are very welcome to visit our campuses. Details of our teaching locations are in our website.

We look forward to welcoming you at AAPoly.

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Academies Australasia Polytechnic

Level 7, 628 Bourke Street

Melbourne VIC 3000 Australia

Phone: +61 3 86104100

Fax: +61 3 86104199

[enquiries@aapoly.edu.au](mailto:enquiries@aapoly.edu.au)

[www.aapoly.edu.au](http://www.aapoly.edu.au)