Subject Outlines
International Event Management

Accounting Fundamentals            BUS101
Management and Leadership          BUS102
Communication in a Digital Age     BUS103
Sales and Marketing                BUS104
Cross Cultural Studies             BUS105
Food and Beverage Operations Management HOS101
Events Banqueting and Conferences  EVE101
International Events Industry      EVE102
Industry Practicum I               IPE101
Management Accounting              BUS106
Economics                          BUS102
Business Law                       BUS103
Human Resource Management          BUS104
Research Skills and Practices      BUS105
Operations and Environment Management HOS101
Event Planning & Implementation    EVE101
The Professional Event Organiser   EVE102
Industry Practicum II              IPE101
Services Marketing                 BUS301
Business Management and Entrepreneurship BUS302
Organisational Development and Change BUS303
Strategic Planning and Management  BUS304
Ethical Business Management        BUS305
Managing Event Facilities          EVE301
Event Revenue and Yield            EVE302
Event Evaluation                   EVE303
Accounting Fundamentals (BUS101)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
<th>Duration (for example, one semester, full year)</th>
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</thead>
<tbody>
<tr>
<td>Diploma of Business (IEM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Edmund Goh</td>
</tr>
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<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Edmund Goh</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
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</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

☒ core subject
☐ elective subject
☐ other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<thead>
<tr>
<th>Subject credit points</th>
<th>Total course credit points</th>
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<tbody>
<tr>
<td>Example: 10 credit points</td>
<td>Example: 320 credit points</td>
</tr>
<tr>
<td>2 credit points</td>
<td>24 credit points for Diploma of Business (IEM)</td>
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<tr>
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1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

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<tr>
<th>No. timetabled hours per week*</th>
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* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [ ] Full-time
- [ ] Part-time
- [ ] External
- [ ] Fast track (provide details)
- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.


This online version is a controlled document. Any printed versions are considered uncontrolled versions of the document.
## SECTION 2 – ACADEMIC DETAILS

### Learning outcomes for subject

On completing this subject, students will be able to:

- a. Assess accounting terminology used globally.
- b. Appraise the role of accounting information within tourism and hospitality operations (planning, operating and evaluating activities).
- c. Outline the accounting/business activities/transactions relating to cost control, cash, credit, revenues and expenses applicable to a hospitality or tourism organisation.
- d. Evaluate the need for business planning within an organisation.
- e. Evaluate the accounting cycle.
- f. Compare and contrast a series of source data and make accounting transactions.
- g. Evaluate financial statements (income statement, balance sheet, cash flow statement) and preliminary analysis thereof.
- h. Present financial information in a format to facilitate management decisions.

### Assessment tasks

<table>
<thead>
<tr>
<th>Type * (see examples noted below this table)</th>
<th>When assessed – year, session and week (for example, year 1, semester 1, week 1)</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Portfolio</td>
<td>Week 3 - 10</td>
<td>50%</td>
</tr>
<tr>
<td>Financial analysis, Problem solving and budgeting exercise. (3,000 words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a, b, c, d, e, f, g, h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>Exam week</td>
<td>50%</td>
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<td>a, b, c, d, e, f</td>
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* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**


Together with a collection of relevant readings from the following journals:
- Cornell Hospitality Quarterly
- Harvard Business Review
- International Journal of Hospitality Management.
- Journal of Management Studies
- Worldwide Hotels & Motels Industry Report
Management and Leadership (BUS102)

SECTION 1 – GENERAL INFORMATION

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1.2 Core or elective subject

Indicate if the subject is a

- ☒ core subject
- ☐ elective subject
- ☐ other (please specify below):

1.3 Subject weighting

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For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode
Tick all applicable delivery modes for the subject:

☑ Face to face on site
☐ e-learning (online)
☐ Intensive (provide details)

☐ Block release (provide details)

☐ Work-integrated learning activity
☐ Mixed/blended
☐ Distance/independent learning (untimetabled)
☑ Full-time
☑ Part-time
☐ External
☐ Fast track (provide details)

☐ Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?
☐ Yes  ☒ No
If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?
☐ Yes  ☒ No
If YES, provide details of specialist facilities and/or equipment below.
SECTION 2 – ACADEMIC DETAILS

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<tr>
<td>On completing this subject, students will be able to:</td>
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</tr>
<tr>
<td>a. Evaluate the political, social and global trends affecting hospitality firms and how these trends impact on managers.</td>
<td>Case Study Role of Hospitality Supervisor (2,000 words)</td>
</tr>
<tr>
<td>b. Compare and contrast the array of leadership skills intrinsic to supervisory positions in the Hospitality Industry.</td>
<td>Presentation Management Styles Group (30 minutes)</td>
</tr>
<tr>
<td>c. Discuss the role of the manager in improving organisational performance.</td>
<td>Exam</td>
</tr>
<tr>
<td>d. Critically review the core skills and functions of a manager.</td>
<td></td>
</tr>
<tr>
<td>e. Examine the changing nature of organisational structures and evaluate how these influence organisations behaviour.</td>
<td></td>
</tr>
<tr>
<td>f. Critically review the challenges of managing and leading people in international hospitality firms.</td>
<td></td>
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Type * *(see examples noted below this table)*

When assessed – year, session and week
(for example, year 1, semester 1, week 1)

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**
Robbins, SP 2012 *Management 6*th* edn, Pearson Education, Frenchs Forest, NSW.

**Recommended:**
Barrows, CW 2012 *Introduction to the hospitality industry*, Wiley, Hoboken, NJ.


Wilson, P & Australian H.R. Institute 2010 *People@work 2020: the future of work and the changing workplace: challenges and issues for Australian HR practitioners*, Australian Human Resources Institute, Melbourne, Vic.

Together with a collection of relevant readings from the following journals:
- MITSloan
- International Journal of Hospitality Management.
- Harvard Business Review
- Cornell Hospitality Quarterly
- Journal of Management and Organization
- Journal of Management Studies
- Lodging Hospitality
- International Journal of Hospitality Management.
- Hotel Management
Communication in a Digital Age (BUS103)

SECTION 1 – GENERAL INFORMATION

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1.2 Core or elective subject

Indicate if the subject is a

☑ core subject
☐ elective subject
☐ other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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1.4 **Student workload**

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** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
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- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.


## SECTION 2 – ACADEMIC DETAILS

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<th>Assessment tasks</th>
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<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td><strong>Type</strong> * (see examples noted below this table)</td>
</tr>
<tr>
<td>a. Recognise and reflect critically on the importance of group communication.</td>
<td><strong>When assessed – year, session and week</strong> (for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td>b. Critically review and make judgement upon constructing and disseminating good news and bad news messages in a business context.</td>
<td><strong>Weighting</strong> (% of total marks for subject)</td>
</tr>
<tr>
<td>c. Discuss the effective use of digital, voice, written message technologies in business communication.</td>
<td></td>
</tr>
<tr>
<td>d. Analyse the use of interpersonal communication in business.</td>
<td></td>
</tr>
<tr>
<td>e. Evaluate how legal and ethical constrains, diversity challenges, team environment and changing technologies influence the process of business communication.</td>
<td></td>
</tr>
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| a, b, c, d, e | Learning Portfolio Communication exercises, case studies, oral presentation. individual (5,000 words) | Weeks 3-10 | 100% |

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**
Beebe, SA, Beebe, SJ & Ivy, DK 2010 *Communication: principles for a lifetime*, Allyn and Bacon, Boston, MA.


Engleber, I N & Wynn, D R 2010 *Working in groups: communication principles and strategies*, Allyn and Bacon, Boston, Massachusetts.

Goodall, H L 2010 *Business and professional communication in the global workplace*, Wadsworth/Cengage Learning, Australia.

Lane, SD 2010 *Interpersonal communication: competence and contexts*, Allyn and Bacon, Boston, MA.


Together with a collection of relevant readings from the following journals:

- Harvard Business Review
- International Journal of Hospitality Management.
- Journal of Hospitality Marketing & Management
- Journal of Hospitality & Tourism Management
- Tourism & Hospitality Management
- Cornell Hospitality Quarterly
**Sales and Marketing (BUS104)**

**SECTION 1 – GENERAL INFORMATION**

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<td>Edmund Goh</td>
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### 1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

### 1.3 Subject weighting

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** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)

- [ ] Block release (provide details)

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1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?
☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements
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☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
## SECTION 2 – ACADEMIC DETAILS

### Learning outcomes for subject

On completing this subject, students will be able to:

- a. Outline the principles of sales and marketing in relation to the Hospitality Industry.
- b. Analyse the key characteristics of sales and marketing and the role of the consumer in that process.
- c. Compare and contrast sales promotion tools suitable for application in hospitality firms.
- d. Apply judgement to the need and use of pricing strategies.
- e. Appraise the nature of market segmentation and target market strategies.
- f. Evaluate how the external environment may influence a firm’s marketing strategy.
- g. Assess and interpret consumer needs, expectations and preferences.

### Assessment tasks

<table>
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<tr>
<th>Type *</th>
<th>When assessed – year, session and week</th>
<th>Weighting (% of total marks for subject)</th>
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<tbody>
<tr>
<td>a, b</td>
<td>Essay Marketing principles &amp; key characteristics Individual (1,500 words)</td>
<td>Week 6</td>
</tr>
<tr>
<td>e, f, g</td>
<td>Presentation of marketing segmentation research. Group (30 minutes)</td>
<td>Week 9</td>
</tr>
<tr>
<td>a, b, c, d</td>
<td>Exam</td>
<td>Exam week</td>
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2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**
Barker, MS, Barker, DI & Bormann, NF 2012 *Social media marketing: a strategic approach*, South-Western Cengage Learning, Ohio.


Together with a collection of relevant readings from the following journals:
- Journal of Hospitality Marketing & Management
- Journal of Leisure research
- Journal of Hospitality and tourism Management
- Asia Pacific Journal of tourism research
- Cornell Hospitality Quarterly
Cross Cultural Studies (BUS105)

SECTION 1 – GENERAL INFORMATION

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<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- ☒ Face to face on site
- ☐ e-learning (online)
- ☐ Intensive (provide details)
- ☐ Block release (provide details)
- ☐ Work-integrated learning activity
- ☐ Mixed/blended
- ☐ Distance/independent learning (untimetabled)
- ☒ Full-time
- ☒ Part-time
- ☐ External
- ☐ Fast track (provide details)
- ☐ Other (please specify)
1.6 **Pre-requisites and co-requisites**

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

*If YES*, provide details of the prerequisite or co-requisite requirements below.


1.7 **Other resource requirements**

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

*If YES*, provide details of specialist facilities and/or equipment below.


This online version is a controlled document. Any printed versions are considered uncontrolled versions of the document.
### SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
<th>When assessed – year, session and week</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:&lt;br&gt;a. Critically review the complexity and diversity of different cultures.&lt;br&gt;b. Evaluate the multiplicity of world views on cross culture.&lt;br&gt;c. Analyse and evaluate the characteristics of different cultures.&lt;br&gt;d. Review the marketing perspectives of different cultures and reflect how culture may influence marketing strategies.&lt;br&gt;e. Recognise and critically reflect upon the challenges of working in a global context&lt;br&gt;f. Appraise cross culture and how it applies to organisational culture.</td>
<td><strong>Type * (see examples noted below this table)</strong>&lt;br&gt;Essay Cultural theories Individual (2,000 words)</td>
<td>Week 6</td>
<td>30%</td>
</tr>
<tr>
<td><strong>a, b, c</strong></td>
<td><strong>Presentation Organisational Culture Group (30 mins)</strong></td>
<td>Week 9 - 10</td>
<td>20%</td>
</tr>
<tr>
<td><strong>d, f</strong></td>
<td><strong>Exam</strong></td>
<td>Exam week</td>
<td>50%</td>
</tr>
</tbody>
</table>

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

Prescribed:

Recommended:


Deresky, H 2011 International management: managing across borders and cultures: text and cases, Pearson, Upper Saddle River, NJ.


Gannon, M J & Pillai, R 2010 Understanding global cultures: metaphorical journeys through 29 nations, clusters of nations, continents, and diversity, Sage, Los Angeles.


Together with a collection of relevant readings from the following journals:

• Harvard Business Review
• International Journal of Hospitality Management.
• Journal of Hospitality Marketing & Management
• Journal of Hospitality & Tourism Management
• Tourism & Hospitality Management
• Cornell Hospitality Quarterly
SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
<th>Duration (for example, one semester, full year)</th>
<th>Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Business (IEM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Sandra Kong</td>
</tr>
<tr>
<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Sandra Kong</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 1</td>
<td>Sandra Kong</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- ☒ core subject
- ☐ elective subject
- ☐ other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

<table>
<thead>
<tr>
<th>Subject credit points</th>
<th>Total course credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 10 credit points</td>
<td>Example: 320 credit points</td>
</tr>
<tr>
<td>2 credit points</td>
<td>24 credit points for Diploma of Business (IEM)</td>
</tr>
<tr>
<td></td>
<td>48 credit points for Associate Degree of Business (IEM)</td>
</tr>
<tr>
<td></td>
<td>64 credit points for Bachelor of Business (IEM)</td>
</tr>
</tbody>
</table>
1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- Face to face on site
- e-learning (online)
- Intensive (provide details)

- Block release (provide details)

- Work-integrated learning activity
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track (provide details)

- Other (please specify)
1.6 Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☒ Yes  ☐ No

If YES, provide details of specialist facilities and/or equipment below.

This subject has a practical component and thus the applied learning will be delivered in a combination of workshops and ‘hands on’ classes which will be undertaken within the practicum laboratories or simulated environment. Specifically a Commercial kitchen, and a variety of food and beverage outlets.
## SECTION 2 – ACADEMIC DETAILS

### Learning outcomes for subject

On completing this subject, students will be able to:

- a. Appraise the professional knowledge and skills required to advise and serve customers in food service outlets.
- b. Compare and contrast the differing styles and formality of service for a range of food and beverage service situations.
- c. Discuss the importance of hygiene and occupational health and safety legislation with respect to food and beverage operations.
- d. Evaluate the requirements for professional beverage outlet management
- e. Evaluate the array of interpersonal skills required to work as a member of a food and beverage service team.
- f. Differentiate various skills, techniques and methods for food production in a commercial culinary environment.
- g. Analyse the complex nature and the interrelationships of food, wine and beverage service.
- h. Assess the necessary skills for control, billing and accounting procedures in food service operations.

### Assessment tasks

<table>
<thead>
<tr>
<th>Type *</th>
<th>When assessed – year, session and week</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, b, c, d, e, f</td>
<td>Applied skills Assessment Weeks 5-10</td>
<td>40%</td>
</tr>
<tr>
<td>a, e</td>
<td>Reflective Report Skills analysis, Food and Wine Service (1,500 words) Week 6</td>
<td>20%</td>
</tr>
<tr>
<td>b, c, e, g, h</td>
<td>Exam Exam week</td>
<td>40%</td>
</tr>
</tbody>
</table>

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
### 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

<table>
<thead>
<tr>
<th>Prescribed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drummond, KE and Brefere, LM 2010 <em>Nutrition for foodservice and culinary professionals</em>, Wiley, Hoboken, NJ.</td>
</tr>
</tbody>
</table>

Together with a collection of relevant readings from the following journals:

- Asia Pacific Journal of Tourism Research
- Australian Hotelier
- Cornell Hospitality Quarterly
- Harvard Business Review
- Hospitality
- Hotel Management
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Lodging Hospitality
- Tourism & Hospitality Management
- Worldwide Hotels & Motels Industry Report
Events Banqueting and Conferences (EVE101)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards</th>
<th>Duration (for example, one semester, full year)</th>
<th>Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Business (IEM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Monica Gragg</td>
</tr>
<tr>
<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Monica Gragg</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 1</td>
<td>Monica Gragg</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<thead>
<tr>
<th>Subject credit points Example: 10 credit points</th>
<th>Total course credit points Example: 320 credit points</th>
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<tbody>
<tr>
<td>2 credit points</td>
<td>24 credit points for Diploma of Business (IEM)</td>
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<tr>
<td></td>
<td>48 credit points for Associate Degree of Business (IEM)</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
1.4 **Student workload**

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 9 = 13</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)

- [ ] Block release (provide details)

- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [ ] Full-time
- [ ] Part-time
- [ ] External
- [ ] Fast track (provide details)

- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☒ Yes  ☐ No

If YES, provide details of specialist facilities and/or equipment below.

This subject has a practical component and thus the applied learning will be delivered in a combination of workshops and ‘hands on’ classes which will be undertaken within the practicum laboratories or simulated environment. Specifically a Commercial kitchen, and a variety of food and beverage outlets. Additionally students will go off-campus to visit event sites and may participate in a range of community based events.
## SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td>When assessed – year, session and week</td>
</tr>
<tr>
<td>a. Evaluate the role and special nature of event banqueting and conferences and how they integrate with the international event industry.</td>
<td>Event Banqueting and Conference Proposal Group (2,500 words)</td>
</tr>
<tr>
<td>b. Distinguish between different types of event banqueting and conferences and evaluate their economic impact for domestic and international destinations.</td>
<td>Event Banqueting and Conference Operational Plan Group (2,500 words)</td>
</tr>
<tr>
<td>c. Analyse the specific market segments of event banqueting and conferences.</td>
<td></td>
</tr>
<tr>
<td>d. Design and develop an event banqueting and conference proposal.</td>
<td></td>
</tr>
<tr>
<td>e. Design and implement an operational plan for an event banqueting and conference.</td>
<td></td>
</tr>
<tr>
<td>f. Evaluate the development and implementation of event banqueting and conference management systems and procedures.</td>
<td></td>
</tr>
<tr>
<td>g. Practice the skills, knowledge and attributes needed to become an effective professional in event banqueting and conferences.</td>
<td>Applied Learning Evaluation</td>
</tr>
</tbody>
</table>

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**
Fenich, GG 2012, *Meetings, Exhibitions, Events, and Conventions: an introduction to the industry*, 3rd edn, Pearson Prentice Hall, Boston, MA

**Recommended:**


Shone, A & Parry, B 2010 *Successful event management: a practical handbook* Thomson, UK.

Together with a collection of relevant readings from the following journals:
- Conferences and Incentive Travel
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- Meetings and Conventions
- Entertainment Close-up
- Expo Magazine
- Micenet Asia
- Special events magazine
- Spice
- Event
### International Events Industry (EVE102)

#### SECTION 1 – GENERAL INFORMATION

1.1 **Administrative details**

<table>
<thead>
<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
<th>Duration (for example, one semester, full year)</th>
<th>Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Business (IEM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Monica Gragg</td>
</tr>
<tr>
<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Monica Gragg</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 1</td>
<td>Monica Gragg</td>
</tr>
</tbody>
</table>

1.2 **Core or elective subject**

Indicate if the subject is a

- ☒ core subject
- ☐ elective subject
- ☐ other (please specify below):

1.3 **Subject weighting**

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

<table>
<thead>
<tr>
<th>Subject credit points Example: 10 credit points</th>
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<tbody>
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<tr>
<td></td>
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</tbody>
</table>
1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)

- [ ] Block release (provide details)

- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] Part-time
- [ ] External
- [ ] Fast track (provide details)

- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.


SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td>Type * (see examples noted below this table)</td>
</tr>
<tr>
<td>a. Appraise the nature, extent, significance and history of events.</td>
<td>When assessed – year, session and week (for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td>b. Interpret the factors affecting demand and supply of events markets.</td>
<td></td>
</tr>
<tr>
<td>c. Critically examine the dynamic and changing nature of the global event marketplace.</td>
<td></td>
</tr>
<tr>
<td>d. Appraise the challenges associated with the management of differing event experiences.</td>
<td></td>
</tr>
<tr>
<td>e. Distinguish between the main stakeholders of events.</td>
<td></td>
</tr>
<tr>
<td>f. Analyse the attributes and knowledge requirements of an international event manager.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, b, c</td>
<td>50%</td>
</tr>
<tr>
<td>d, e, f</td>
<td>50%</td>
</tr>
</tbody>
</table>

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

<table>
<thead>
<tr>
<th>Prescribed:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommended:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, J 2009 <em>Event planning: the ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events</em>. John Wiley &amp; Sons.</td>
<td></td>
</tr>
</tbody>
</table>

Together with a collection of relevant readings from the following journals:

- International Journal of Event and Festival Management
- International Journal of Event Management Research
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- Micenet Asia
- Special events magazine
- Spice
- Event
**Industry Practicum I (IPE101)**

### SECTION 1 – GENERAL INFORMATION

#### 1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
<th>Duration (for example, one semester, full year)</th>
<th>Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Business (IEM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Jane Adams</td>
</tr>
<tr>
<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Jane Adams</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 1</td>
<td>Jane Adams</td>
</tr>
</tbody>
</table>

#### 1.2 Core or elective subject

Indicate if the subject is a
- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

#### 1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<thead>
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<th>Total course credit points</th>
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</thead>
<tbody>
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<td>Example: 320 credit points</td>
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<tr>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
1.4 **Student workload**

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour (contact) (average) 25 hours (in industry) (average)</td>
<td>4</td>
<td>30</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [ ] Full-time
- [ ] Part-time
- [ ] External
- [ ] Fast track (provide details)
The aim of industry practicum is to introduce students to the work environment external from the school. Students are first prepared for Industry Practicum by attending workshops on the preparation of recruitment and selection documentation and practice their interview skills. Whilst on placement students are provided with opportunities to develop their career pathway and enhance their operational skills and knowledge. This subject further provides the opportunity for students to reflect upon the relationship between their academic studies and the workplace environment. Employment for event students is to be undertaken in a food and beverage outlet in any venue that caters to events.

1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?

- Yes  - No

If YES, provide details of the prerequisite or co-requisite requirements below.

HTL101 Food and Beverage Operations Management
EVE101 Event Banqueting and Conferences

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

- Yes  - No

If YES, provide details of specialist facilities and/or equipment below.
## SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On completing this subject, students will be able to:</strong></td>
<td><strong>Type * (see examples noted below this table)</strong></td>
</tr>
<tr>
<td>a. Investigate industry processes and requirements for employment and selection.</td>
<td><strong>When assessed – year, session and week</strong></td>
</tr>
<tr>
<td>b. Analyse employability trends.</td>
<td><em>(for example, year 1, semester 1, week 1)</em></td>
</tr>
<tr>
<td>c. Evaluate and secure opportunities for industry practicum.</td>
<td><strong>Weighting</strong></td>
</tr>
<tr>
<td>d. Apply knowledge, skill, and abilities developed at the school to the work environment.</td>
<td>(% of total marks for subject)</td>
</tr>
<tr>
<td>e. Contribute to the organisational workplace through appropriate responses to projects and/or tasks as a constructive member of a team.</td>
<td></td>
</tr>
<tr>
<td>f. Critically reflect upon experiences within a hotel &amp; resort employment context.</td>
<td></td>
</tr>
<tr>
<td>g. Critically reflect upon and apply key performance competencies for success in a hotel &amp; resort employment environment.</td>
<td></td>
</tr>
<tr>
<td>h. Critically reflect upon the organisational culture and interpersonal workplace dynamics.</td>
<td></td>
</tr>
<tr>
<td>i. Evaluate the operations of food and beverage within an event context from a management perspective.</td>
<td></td>
</tr>
</tbody>
</table>

| a, b, c, f, g, h, i | Learning Portfolio - Employment Profile, Employment goals, Reflections of Work Experience. (5,000 words) | Progressive | 100% |

| d, e, | Proof of hours documentation: Completion of a minimum of 600 hours focused on F&B outlet in an event venue; fulfilment of contractual obligations to employer; officially signed by employer | End of Placement |

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed**

**Recommended**:


Stebleton, M & Henle, M 2011 *Hired!: the job hunting and career planning guide*, Pearson/Allyn& Bacon, Boston, MA.

White, L 2012 *Write a winning job application: a guide to responding to selection criteria 5th edn*, Lloyd White, Perth, WA.

Together with a collection of relevant readings from the following journals:
- The Career Development Quarterly
- The Journal of cooperative Education and Internship
- International journal of Contemporary Hospitality Management
- Cornell Hospitality Quarterly
- Hospitality
- Australian Hotelier
Management Accounting (BUS201)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
<th>Duration (for example, one semester, full year)</th>
<th>Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 2</td>
<td>Edmund Goh</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 2</td>
<td>Edmund Goh</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- [ ] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<thead>
<tr>
<th>Subject credit points Example: 10 credit points</th>
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<td>2 credit points</td>
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<td></td>
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</tr>
</tbody>
</table>
1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [x] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] Part-time
- [ ] External
- [x] Fast track (provide details)

- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☒ Yes ☐ No

If YES, provide details of the prerequisite or co-requisite requirements below.

Accounting Fundamentals (BUS101)

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes ☒ No

If YES, provide details of specialist facilities and/or equipment below.
### SECTION 2 – ACADEMIC DETAILS

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<tr>
<td>On completing this subject, students will be able to:</td>
<td>Type *&lt;br&gt;(see examples noted below this table)</td>
</tr>
<tr>
<td>a. Apply critical judgement to a range of financial techniques used to effectively monitor the performance of a business.</td>
<td>When assessed –&lt;br&gt;year, session and week&lt;br&gt;(for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td>b. Interpret financial reports for internal management and external users.</td>
<td></td>
</tr>
<tr>
<td>c. Analyse and interpret financial profitability and liquidity.</td>
<td></td>
</tr>
<tr>
<td>d. Evaluate the role of budgeting together with developing, implementing and managing operating and capital budgets.</td>
<td></td>
</tr>
<tr>
<td>e. Appraise the role and purpose of international benchmarking and analysis tools in evaluating business performance against budgets.</td>
<td></td>
</tr>
<tr>
<td>f. Examine different forms of debt and equity financing of a business.</td>
<td></td>
</tr>
<tr>
<td>g. Analyse the relationship of financial reports and operational performance.</td>
<td></td>
</tr>
<tr>
<td>h. Compile a set of financial information.</td>
<td></td>
</tr>
<tr>
<td>a, b, c, d, e, f, g, h,</td>
<td>Learning Portfolio: Financial analysis, Problem solving and Budgeting Exercise. (3,000 words)</td>
</tr>
<tr>
<td>Any of the following:</td>
<td>Week 3-10</td>
</tr>
<tr>
<td>a, b, c, d, e, f, g, h,</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Exam week</td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
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*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**


Together with a collection of relevant readings from the following journals:
- Cornell Hospitality Quarterly
- Harvard Business Review
- Hotel Management
- International Journal of Hospitality Management
- Journal of Management Studies
- Tourism & Hospitality Management
Economics (BUS202)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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1.2 Core or elective subject

Indicate if the subject is a

- ☒ core subject
- ☐ elective subject
- ☐ other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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1.4 Student workload

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<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
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<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- Face to face on site
- e-learning (online)
- Intensive (provide details)
- Block release (provide details)
- Work-integrated learning activity
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track (provide details)
- Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required to have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.


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<td><strong>Type * (see examples noted below this table)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>When assessed – year, session and week</strong></td>
</tr>
<tr>
<td></td>
<td>(for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td></td>
<td><strong>Weighting (% of total marks for subject)</strong></td>
</tr>
<tr>
<td>a. Evaluate the relevance and significance of the study of economics in a complex and dynamic business environment.</td>
<td><strong>Learning Portfolio</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Weekly Quizes and reflections on readings</strong></td>
</tr>
<tr>
<td></td>
<td>(3,000 words)</td>
</tr>
<tr>
<td></td>
<td>Week 3-10</td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>b. Appraise the following principles and concepts: scarcity principle, cost-benefit principle, comparative advantage, opportunity cost, demand and supply.</td>
<td><strong>Exam</strong></td>
</tr>
<tr>
<td>c. Evaluate the meaning of “price elasticity of demand” and relate to practical applications including optimizing revenue maximization choices.</td>
<td><strong>Exam</strong></td>
</tr>
<tr>
<td>d. Analyse how economies are linked to the rest of the world through exchange rates and the balance of payments.</td>
<td><strong>Exam week</strong></td>
</tr>
<tr>
<td>e. Exercise judgement on how the main macroeconomic policy issues of the 21st century can be used to more effectively manage company resources.</td>
<td></td>
</tr>
<tr>
<td>f. Explain the behaviour of the macroeconomy and the relationships between macroeconomic variables such as inflation, aggregate demand, aggregate supply, the labour market, and economic growth.</td>
<td></td>
</tr>
<tr>
<td>g. Apply critical judgement on the operation of key economic policy areas including: Fiscal Policy, Monetary Policy and economic growth.</td>
<td></td>
</tr>
<tr>
<td>h. Critically review the impact of economic growth and evaluate global perspectives which affect Tourism and Hotel Industries.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a, b, c, d, e, f, g, h</th>
<th>Learning Portfolio Week 3-10 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any of the following:</td>
<td><strong>Exam</strong></td>
</tr>
<tr>
<td>a, b, c, d, e, f, g, h.</td>
<td><strong>Exam week</strong> 50%</td>
</tr>
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2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**
Sloman, J, Norris, K & Garratt, D 2010 *Principles of economics*, Pearson Education Australia, Frenchs Forest, NSW.


McTaggart, D, Findlay, C & Parkin, M 2010 *Economics*, Pearson education, Frenchs Forest, NSW.

Hubbard, RG, Garnett, A M & Lewis, P 2010 *Essentials of economics*, Pearson Education Australia, Frenchs Forest, NSW.


Together with a collection of relevant readings from the following journals:
- Cornell Hospitality Quarterly
- Harvard Business Review
- Hotel Management
- International Journal of Hospitality Management.
- Journal of Management Studies
- Tourism & Hospitality Management
Business Law (BUS203)

SECTION 1 – GENERAL INFORMATION

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<tr>
<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 2</td>
<td>Scott Richards</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 2</td>
<td>Scott Richards</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

☑ core subject
☐ elective subject
☐ other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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1.4 **Student workload**

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<thead>
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* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] Part-time
- [ ] External
- [ ] Fast track (provide details)
- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?
☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?
☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
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</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>a. Analyse central elements of relevant national legal systems.</td>
<td></td>
</tr>
<tr>
<td>b. Analyse the legal requirements of setting up and operating a business.</td>
<td></td>
</tr>
<tr>
<td>c. Analyse and critically reflect upon the key elements of business law.</td>
<td></td>
</tr>
<tr>
<td>d. Evaluate the influence of international law on transnational business operations</td>
<td></td>
</tr>
<tr>
<td>e. Critically reflect upon the legal, social, ethical responsibilities to your peers, the business environment and the community</td>
<td></td>
</tr>
<tr>
<td>f. Demonstrate the ability to access legal information, including online legal resources</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Portfolio (Including: short answer quizzes, legal debates, courtroom simulation, negotiation and conflict resolution exercise) (3,000 words)</th>
<th>When assessed – year, session and week</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Portfolio (Including: short answer quizzes, legal debates, courtroom simulation, negotiation and conflict resolution exercise) (3,000 words)</td>
<td>Week 2-10</td>
<td>70%</td>
</tr>
<tr>
<td>Essay Legal Systems Individual (2,000 words)</td>
<td>Week 10</td>
<td>30%</td>
</tr>
</tbody>
</table>

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2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

Prescribed:

OR

Local version approved by the Director of Academic Affairs

Recommended:
Harvey, C 2009 *Cornerstones of Australian law*, Tilde University Press, Prahran, Vic.

Pentony, B, Graw, S & Lennard, J 2009 *Understanding business law*, LexisNexis Butterworths, Chatswood, NSW.

Clarke, BR, Sweeney, BJ & Bender, M 2011 *Marketing & the law*, LexisNexis Butterworths, Chatswood, NSW.

Gibson, A & Fraser, D 2009 *Business law*, Pearson Education Australia, Frenchs Forest, NSW.

Gibson A & Fraser, D 2012 *Business law and ethics for tourism and hospitality*, Pearson Australia, Frenchs Forest, NSW.

Together with a collection of relevant readings from the following journals:

- International Journal of Hospitality Management
- Journal of Hospitality & Tourism Management
- Cornell Hospitality Quarterly
- Australian Hotelier
- Harvard Business Review
- MIT Sloan
- Hotel Management
Human Resource Management (BUS204)

SECTION 1 – GENERAL INFORMATION

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<td>Level 2</td>
<td>Monica Gragg</td>
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1.2 Core or elective subject

Indicate if the subject is a

- ☒ core subject
- ☐ elective subject
- ☐ other (please specify below):

1.3 Subject weighting

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For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
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- [ ] Other (please specify)
1.6 **Pre-requisites and co-requisites**

Are students required to have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 **Other resource requirements**

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.


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<td><strong>Type</strong> *&lt;br&gt;(see examples noted below this table)**&lt;br&gt;<strong>When assessed – year, session and week</strong>&lt;br&gt;(for example, year 1, semester 1, week 1)&lt;br&gt;<strong>Weighting</strong>&lt;br&gt;(% of total marks for subject)</td>
</tr>
<tr>
<td>a. Analyse the employment relationship, and evaluate the shared responsibilities between employers, management, human resource specialists, and employees.</td>
<td></td>
</tr>
<tr>
<td>b. Evaluate the procedures and practices used for recruiting, selecting and remunerating employees.</td>
<td></td>
</tr>
<tr>
<td>c. Evaluate how HRM is responding to current business trends, opportunities and challenges whilst meeting the needs of an organisation or a department.</td>
<td></td>
</tr>
<tr>
<td>d. Assess the training requirements and design a training and orientation program.</td>
<td></td>
</tr>
<tr>
<td>e. Critically review the knowledge, skill and concepts needed to resolve actual human resource problems and issues.</td>
<td></td>
</tr>
<tr>
<td>f. Appraise the legal, ethical, and legislative requirements in relation to the management of human resources in hospitality and event firms.</td>
<td></td>
</tr>
<tr>
<td>g. Evaluate the responsibilities of management, HRM specialists, managers, and employees in managing the employment relationship in a unionised and non-unionised environment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a, b</th>
<th>Mid Term Exam</th>
<th>Week 6</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>d,</td>
<td>Case study, report (3,000words) and presentation (30 min) Training Needs Analysis (Group)</td>
<td>Week 8-10</td>
<td>30%</td>
</tr>
<tr>
<td>c, e, f, g</td>
<td>Exam</td>
<td>Exam week</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
### 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

<table>
<thead>
<tr>
<th>Prescribed:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommended:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilson, P &amp; Australian H.R. Institute 2010 <em>People@work 2020: the future of work and the changing workplace: challenges and issues for Australian HR practitioners</em>, Australian Human Resources Institute, Melbourne, Vic.</td>
<td></td>
</tr>
</tbody>
</table>

Together with a collection of relevant readings from the following journals:
- Journal of Human Resources in Hospitality & Tourism
- Journal of Management and Organization
- Journal of Management Studies
- Asia Pacific Journal of Tourism Research
- Cornell Hospitality Quarterly
- Harvard Business Review
- MIT Sloan
- Hotel Management
- International Journal of Hospitality Management
- Journal of Hospitality & Tourism Management
## Research Skills and Practice (BUS205)

### SECTION 1 – GENERAL INFORMATION

#### 1.1 Administrative details

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<tr>
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</tr>
</thead>
<tbody>
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</tr>
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<td>Level 2</td>
<td>Edmund Goh</td>
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#### 1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

#### 1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<tr>
<th>Subject credit points Example: 10 credit points</th>
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<tbody>
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1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

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<tr>
<th>No. timetabled hours per week*</th>
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<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [ ] Full-time
- [ ] Part-time
- [ ] External
- [ ] Fast track (provide details)

- [ ] Other (please specify)
1.6 **Pre-requisites and co-requisites**

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☑ Yes  ☐ No

*If YES, provide details of the prerequisite or co-requisite requirements below.*

1.7 **Other resource requirements**

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☑ Yes  ☐ No

*If YES, provide details of specialist facilities and/or equipment below.*
SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td>Type * (see examples noted below this table)</td>
</tr>
<tr>
<td>a. Compare and contrast quantitative and qualitative research methodologies.</td>
<td>Learning Portfolio (including an applied project) (5,000 words)</td>
</tr>
<tr>
<td>b. Evaluate data collection methods typically used in social research.</td>
<td></td>
</tr>
<tr>
<td>c. Undertake a literature review using a range of source materials, and exercise critical thinking and judgement in the categorisation of the results, and giving justice to the validity of the material.</td>
<td></td>
</tr>
<tr>
<td>d. Present clear and coherent statistical and graphical data analysis.</td>
<td></td>
</tr>
<tr>
<td>e. Evaluate scholarly and professional resources, research proposals and reports.</td>
<td></td>
</tr>
<tr>
<td>f. Examine the differences between academic and industry/business research approaches.</td>
<td></td>
</tr>
<tr>
<td>g. Appraise the role of ethics in research practice.</td>
<td></td>
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</table>

| a, b, c, d, e, f, g |

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

<table>
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<th>Prescribed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyde, K F, Ryan, C &amp; Woodside, A G 2012 <em>Field guide to case study research in tourism, hospitality and leisure</em>, Emerald, Bingley, UK.</td>
</tr>
<tr>
<td>Neuman, WL 2011 <em>Social research methods: qualitative and quantitative approaches</em>, Allyn and Bacon, Boston.</td>
</tr>
<tr>
<td>Oliver, P 2010 <em>Understanding the research process</em>, Sage, Thousand Oaks, CA.</td>
</tr>
</tbody>
</table>

Together with a collection of relevant readings from the following journals:

- Annals of Leisure Research
- Asia Pacific Journal of Tourism Research
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Journal of Travel Research
# Operations and Environment Management (HOS201)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

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### 1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

### 1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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### 1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

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<tr>
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* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

### 1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] Part-time
- [ ] External
- [ ] Fast track (provide details)
- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.


This online version is a controlled document. Any printed versions are considered uncontrolled versions of the document.
### SECTION 2 – ACADEMIC DETAILS

**Learning outcomes for subject**

On completing this subject, students will be able to:

- a. Critically evaluate the links between operational or facility design and increased sales and profitability.
- b. Critique the advantages and disadvantages of adopting sustainable development principles.
- c. Critically reflect upon the elements of effective design within the range of the design decision-making process.
- d. Critically analyse environmental benchmarking accreditation and legislation, including ISO14001.
- e. Analyse and critically reflect upon the current waste, water and energy management initiatives and practices relevant to the hospitality and tourism industry.
- f. Critically evaluate the changing nature of operations and environment management trends, specific to a hospitality and tourism facility through emerging literature.

<table>
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<tr>
<th>Assessment tasks</th>
<th>Type * (see examples noted below this table)</th>
<th>When assessed – year, session and week (for example, year 1, semester 1, week 1)</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Essay Sustainable Development principles (2,000 words)</td>
<td>Week 6</td>
<td>30%</td>
</tr>
<tr>
<td>a, b, c, d, e</td>
<td>EMS Plan, Presentation and Defence Group (30 min)</td>
<td>Week 8</td>
<td>30%</td>
</tr>
<tr>
<td>Any of the following: a ,b, c, d, e, f</td>
<td>Exam</td>
<td>Exam week</td>
<td>40%</td>
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*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Recommended:**


Eweje, G & Perry, M 2011 *Business and Sustainability concepts, Strategies and Changes*, Emerald, Bingley, UK.


Travis, AS 2011 Planning for tourism, leisure and sustainability: international case studies, CABI, Cambridge, MA.

Together with a collection of relevant readings from the following journals:

- Energy Journal
- Environmental Design and Construction
- Facilities
- Facilities Design & Management
- Hospitality Design
- Journal of Environmental Engineering
- Journal of Environmental Planning and Management
- Journal of Facilities Management
- Water and Environment International
- Water Engineering and Management
Event Planning and Implementation (EVE201)

SECTION 1 – GENERAL INFORMATION

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1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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</tr>
</thead>
<tbody>
<tr>
<td>4 + 9 = 13</td>
<td>4</td>
<td>17</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
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For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
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- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?
☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?
☒ Yes  ☐ No

If YES, provide details of specialist facilities and/or equipment below.

This subject has a practical component and thus the applied learning will be delivered in a combination of workshops and ‘hands on’ classes which will be undertaken within the practicum laboratories or simulated environment. Students will go off-campus to visit event sites and may participate in a range of community based events.
### SECTION 2 – ACADEMIC DETAILS

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<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
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</thead>
<tbody>
<tr>
<td><strong>On completing this subject, students will be able to:</strong></td>
<td><strong>When assessed – year, session and week</strong></td>
</tr>
<tr>
<td>a. Examine critically and apply the process and steps involved in staging of events.</td>
<td><strong>Weighting</strong> (of total marks for subject)</td>
</tr>
<tr>
<td>b. Develop and implement event management systems and procedures.</td>
<td></td>
</tr>
<tr>
<td>c. Appraise the role of technology in staging events.</td>
<td></td>
</tr>
<tr>
<td>d. Evaluate the importance of risk management and legal compliance and apply to staging events.</td>
<td></td>
</tr>
<tr>
<td>e. Identify, analyse and evaluate the objectives of sponsorship and fundraising in relation to both the sponsoring organisation and the event.</td>
<td></td>
</tr>
<tr>
<td>f. Analyse the issues arising from the various contexts in which event sponsorship and fundraising occurs.</td>
<td></td>
</tr>
<tr>
<td>g. Research, secure, and implement a sponsorship plan for an event.</td>
<td></td>
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<tr>
<th>Type *</th>
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<table>
<thead>
<tr>
<th>a, b, c, d</th>
<th>Staging a Fundraising Event Practical Assessment</th>
<th>Week 2 - 10</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>e, f, g</td>
<td>Sponsorship Plan (3,000 words)</td>
<td>Week 7</td>
<td>40%</td>
</tr>
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2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**
Allen, J 2009 *Event planning: the ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events*, Judy Allen.


Mastermann, G. 2007 *Sponsorship for a return on investment*, Butterworth-Heinemann, UK.


Together with a collection of relevant readings from the following journals:
- International Journal of Event and Festival Management
- International Journal of Event Management Research
- The International Journal of Contemporary Hospitality Management
- Micenet Asia
- Special events magazine
- Spice
- Event
The Professional Event Organiser (EVE202)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
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** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
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1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?
☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?
☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
## SECTION 2 – ACADEMIC DETAILS

### Learning outcomes for subject

On completing this subject, students will be able to:

a. Critically examine the full event planning process, using a broad range of tools and strategies to procure, organise, implement and monitor the products and services that bring an event to life for a range of clients.

b. Create an event concept plan for a specific event incorporating design features, project management principles, appropriate site selection and the development of infrastructure services of entertainment in food and beverage.

c. Appraise the unique attributes, knowledge and abilities of the professional event organiser: including communication, project management, negotiation, conflict management and problem solving.

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Event Concept Plan Group (5,000 words)</strong></td>
<td><strong>50%</strong></td>
</tr>
<tr>
<td><strong>Exam</strong></td>
<td><strong>50%</strong></td>
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2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**

Shone, A & Parry, B 2010 *Successful event management: a practical handbook* Thomson, UK.

Allen, J 2009 *Event planning: the ultimate guide to successful meetings, corporate events, fundraising galas, conferences, conventions, incentives and other special events*. John Wiley & Sons.


Together with a collection of relevant readings from the following journals:

- International Journal of Event and Festival Management
- International Journal of Event Management Research
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- Micenet Asia
- Special events magazine
- Spice
- Event
Industry Practicum II (IPE201)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
<th>Duration (for example, one semester, full year)</th>
<th>Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree of Business (IEM)</td>
<td>2 years</td>
<td>Level 2</td>
<td>Jane Adams</td>
</tr>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 2</td>
<td>Jane Adams</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- [ ] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

<table>
<thead>
<tr>
<th>Subject credit points Example: 10 credit points</th>
<th>Total course credit points Example: 320 credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 credit points</td>
<td>48 credit points for Associate Degree of Business (IEM)</td>
</tr>
<tr>
<td></td>
<td>64 credit points for Bachelor of Business (IEM)</td>
</tr>
</tbody>
</table>
1.4 **Student workload**

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour (contact) (average)</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>25 hours (in industry) (average)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week

1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [ ] Full-time
- [ ] Part-time
- [ ] External
- [ ] Fast track (provide details)
The aim of industry practicum is to introduce students to the work environment external from the school. Students are first prepared for Industry Practicum by attending workshops on the preparation of recruitment and selection documentation and practice their interview skills. Whilst on placement students are provided with opportunities to develop their career pathway and enhance their operational skills and knowledge. This subject further provides the opportunity for students to reflect upon the relationship between their academic studies and the workplace environment. Employment for event students is to be undertaken with any event, or convention area OR students can be engaged in a community event project.

1.6 Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☑ Yes  ☐ No

If YES, provide details of the prerequisite or co-requisite requirements below.

EVE201 Event Planning and Implementation

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☑ No

If YES, provide details of specialist facilities and/or equipment below.
### SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On completing this subject, students will be able to:</strong></td>
<td><strong>Type</strong> <em>(^\text{Note}) (see examples noted below this table)</em>*</td>
</tr>
<tr>
<td>a. Investigate industry processes and requirements for employment and selection.</td>
<td>Learning Portfolio-Employment Profile, Employment goals, reflections of work experience. (5,000 words)</td>
</tr>
<tr>
<td>b. Analyse employability trends.</td>
<td></td>
</tr>
<tr>
<td>c. Evaluate and secure opportunities for industry practicum.</td>
<td></td>
</tr>
<tr>
<td>d. Apply knowledge, skill, and abilities developed at the school to the work environment.</td>
<td></td>
</tr>
<tr>
<td>e. Contribute to the organisational workplace through appropriate responses to projects and/or tasks as a constructive member of a team.</td>
<td></td>
</tr>
<tr>
<td>f. Critically reflect upon experiences within a hotel &amp; resort employment context.</td>
<td></td>
</tr>
<tr>
<td>g. Critically reflect upon and apply key performance competencies for success in a hotel &amp; resort employment environment.</td>
<td></td>
</tr>
<tr>
<td>h. Critically reflect upon the organisational culture and interpersonal workplace dynamics.</td>
<td></td>
</tr>
<tr>
<td>i. Evaluate the operations of events management from a management perspective.</td>
<td></td>
</tr>
<tr>
<td>a, b, c, f, g, h, i</td>
<td></td>
</tr>
</tbody>
</table>

| d, e, | | | |
| | Proof of hours documentation: Completion of a minimum of 600 hours focused on events management; fulfilment of contractual obligations to employer; officially signed by employer | End of Placement | |

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

Prescribed:

Recommended:

Harris, KJ 2005 Management Internship: A student Workbook, Prentice Hall.


Stebleton, M & Henle, M 2011 Hired!: the job hunting and career planning guide, Pearson/Allyn & Bacon, Boston, MA.

White, L 2012 Write a winning job application: a guide to responding to selection criteria 5th edn, Lloyd White, Perth, WA.

Together with a collection of relevant readings from the following journals:
- The Career Development Quarterly
- The Journal of cooperative Education and Internship
- International journal of Contemporary Hospitality Management
- Cornell Hospitality Quarterly
- Hospitality
- Australian Hotelier
Services Marketing (BUS301)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<tr>
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<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 3</td>
<td>Edmund Goh</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- ☒ core subject
- ☐ elective subject
- ☐ other (please specify below):


1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

<table>
<thead>
<tr>
<th>Subject credit points</th>
<th>Total course credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 10 credit points</td>
<td>Example: 320 credit points</td>
</tr>
<tr>
<td>2 credit points</td>
<td>64 credit points for Bachelor of Business (IEM)</td>
</tr>
</tbody>
</table>

1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
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<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 Delivery mode

Tick all applicable delivery modes for the subject:

☑ Face to face on site
☐ e-learning (online)
☐ Intensive (provide details)

☐ Block release (provide details)

☐ Work-integrated learning activity
☐ Mixed/blended
☐ Distance/independent learning (untimetabled)
☑ Full-time
☑ Part-time
☐ External
☐ Fast track (provide details)

☐ Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?
☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?
☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
### SECTION 2 – ACADEMIC DETAILS

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<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
<th>When assessed – year, session and week</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td><strong>Type * (see examples noted below this table)</strong></td>
<td><em>(for example, year 1, semester 1, week 1)</em></td>
<td></td>
</tr>
<tr>
<td>a. Analyse the distinctive aspects of services marketing.</td>
<td><strong>Essay</strong> Service Quality and Satisfaction Individual (2,000 words)</td>
<td>Week 6</td>
<td>30%</td>
</tr>
<tr>
<td>b. Compare different types of customer involvement within service processes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Examine different customer behaviour in a variety of service settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Critically review models of satisfaction and quality, and evaluate ways of measuring and monitoring satisfaction and quality.</td>
<td><strong>Presentation</strong> Group Marketing Idea and Plan (30 minutes)</td>
<td>Week 9</td>
<td>30%</td>
</tr>
<tr>
<td>e. Analyse the nature of service scapes in a tourism and hospitality context.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Appraise the key strategic issues in services marketing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Evaluate the nature, role, and significance of marketing communication in a service setting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Interpret the processes, determinants and tools of service delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Appraise ways of balancing capacity and demand in tourism and hospitality services.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**
Barker, MS, Barker, DI & Bormann, NF 2012 *Social media marketing: a strategic approach*, South-Western Cengage Learning, Ohio.


Reid, RD & Bojanic, DC 2010 *Hospitality marketing management*, John Wiley & Sons, Hoboken, NJ.


Together with a collection of relevant readings from the following journals:

- Journal of Hospitality Marketing & Management
- Tourism & Hospitality Research
- Journal of Management Studies
- Journal of Travel Research
- Harvard Business Review
- MIT Sloan
Business Management and Entrepreneurship (BUS302)

SECTION 1 – GENERAL INFORMATION

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<tbody>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 3</td>
<td>Craig Billingham</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<tr>
<th>Subject credit points Example: 10 credit points</th>
<th>Total course credit points Example: 320 credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credit points</td>
<td>64 credit points for Bachelor of Business (IHRM)</td>
</tr>
</tbody>
</table>

1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 Delivery mode

Tick all applicable delivery modes for the subject:

- ☒ Face to face on site
- ☐ e-learning (online)
- ☐ Intensive (provide details)

- ☐ Block release (provide details)

- ☐ Work-integrated learning activity
- ☐ Mixed/blended
- ☐ Distance/independent learning (untimetabled)
- ☒ Full-time
- ☒ Part-time
- ☐ External
- ☐ Fast track (provide details)

- ☐ Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
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<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
<th>When assessed – year, session and week</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Analyse the key trends and elements of global tourism and hospitality industries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Critically reflect on the underpinnings of entrepreneurship</td>
<td>Type *</td>
<td>Mid Term Exam</td>
<td>40%</td>
</tr>
<tr>
<td>c. Critically review the criteria used to evaluate business potential.</td>
<td>(see examples noted below this table)</td>
<td>Week 6</td>
<td></td>
</tr>
<tr>
<td>d. Appraise the nature of social entrepreneurship.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Evaluate the critical aspects of creating a new venture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Critically review theories and strategies used in business decision making and problem solving.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a, b, c, d</td>
<td>The Entrepreneur’s Business Plan Group</td>
<td>Week 10</td>
<td>60%</td>
</tr>
<tr>
<td>c, d, f</td>
<td>(5,000 words)</td>
<td></td>
<td></td>
</tr>
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*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**

Lumpkin, GT & Katz, JA 2009 *Entrepreneurial strategic content*, Emerald, Bingley, UK.

Mariotti, S &Glackin, C 2010 *Entrepreneurship starting and operating a small business*, Pearson Prentice Hall, Upper Saddle River, NJ.


Together with a collection of relevant readings from the following journals:

- Competitiveness Review (incorporating Journal of Global Competitiveness)
- Global Business and Organizational Excellence
- Journal of International Business Studies
- Journal of International Management
- Journal of World Business
- Management International Review
Organisational Development and Change (BUS303)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<td>2.5 years</td>
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</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<td>2 credit points</td>
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</tbody>
</table>

1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
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<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
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<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [ ] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)

- [ ] Block release (provide details)

- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [ ] Part-time
- [ ] External
- [ ] Fast track (provide details)

- [ ] Other (please specify)

1.6 **Pre-requisites and co-requisites**

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

- [ ] Yes
- [x] No

**If YES**, provide details of the prerequisite or co-requisite requirements below.
1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes   ☒ No

If YES, provide details of specialist facilities and/or equipment below.
**SECTION 2 – ACADEMIC DETAILS**

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<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On completing this subject, students will be able to:</strong></td>
<td><strong>Type * (see examples noted below this table)</strong></td>
</tr>
<tr>
<td>a. Evaluate the fundamental concepts of the change process.</td>
<td>Essay</td>
</tr>
<tr>
<td>b. Appraise corporate culture within tourism and hospitality organisations.</td>
<td>Change Process and Impacts Individual (3,000 words)</td>
</tr>
<tr>
<td>c. Assess the major sources of change and their impact.</td>
<td></td>
</tr>
<tr>
<td>d. Investigate and evaluate change management strategies.</td>
<td></td>
</tr>
<tr>
<td>e. Make judgement upon change methods for a given organisation.</td>
<td></td>
</tr>
<tr>
<td>f. Evaluate and discuss current ODC literature.</td>
<td></td>
</tr>
</tbody>
</table>

| a, b, c, d, | | |  |

| Any of the following: a, b, c, d, e, f, | Exam | Exam week | 50% |

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**

Jones, G 2010 *Organizational theory, design, and change*, Pearson Education, Upper Saddle River, NJ.


Together with a collection of relevant readings from the following journals:
- Harvard Business Review
- Cornell Hospitality Quarterly
- Journal of Human Resources in Hospitality & Tourism
- Journal of Management and Organization
- Journal of Management Studies
- MIT Sloan
Strategic Planning and Management (BUS304)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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1.2 Core or elective subject

Indicate if the subject is a

- [x] core subject
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1.3 Subject weighting

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1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

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</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)

- [ ] Block release (provide details)

- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] Part-time
- [ ] External
- [ ] Fast track (provide details)

- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.


1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.


### SECTION 2 – ACADEMIC DETAILS

#### Learning outcomes for subject

On completing this subject, students will be able to:

- a. Critically review the elements of sustainable competitive advantage for a hotel or event organisation.
- b. Undertake strategic analyses in a variety of industry and competitive situations.
- c. Generate and justify strategies required for new business ventures.
- d. Analyse organisational behaviour from a problem solving perspective.
- e. Compare and contrast the usefulness of different decision making tools in business strategy.

#### Assessment tasks

<table>
<thead>
<tr>
<th>Type * (see examples noted below this table)</th>
<th>When assessed – year, session and week (for example, year 1, semester 1, week 1)</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Strategy Analysis Report Group (5,000 words)</td>
<td>Week 8</td>
<td>50%</td>
</tr>
<tr>
<td>Any of the following: a, b, c, d, e</td>
<td>Exam</td>
<td>Exam week</td>
</tr>
</tbody>
</table>

* Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**

Aras, G, & Crowther, D 2012 *Business strategy and sustainability*, Emerald, Bingley, UK.


Together with a collection of relevant readings from the following journals:
- Competitiveness Review (incorporating Journal of Global Competitiveness)
- Global Business and Organizational Excellence
- International Business Review
- Journal of International Business Studies
- Journal of International Management
- Journal of World Business
- Management International Review
Ethical Business Management (BUS305)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
<th>Duration (for example, one semester, full year)</th>
<th>Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 3</td>
<td>Ariane Lellman</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject
Indicate if the subject is a

- [x] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting
Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

<table>
<thead>
<tr>
<th>Subject credit points</th>
<th>Total course credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 10 credit points</td>
<td>Example: 320 credit points</td>
</tr>
<tr>
<td>2 credit points</td>
<td>64 credit points for Bachelor of Business (IEM)</td>
</tr>
</tbody>
</table>

1.4 Student workload
Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] Part-time
- [ ] External
- [ ] Fast track (provide details)
- [ ] Other (please specify)
1.6 Pre-requisites and co-requisites
Are students required to have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.

1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
### SECTION 2 – ACADEMIC DETAILS

**Learning outcomes for subject**

On completing this subject, students will be able to:

a. Formulate a practical framework for ethical decision making.

b. Critically reflect upon the ethical issues inherent in changing business environments.

c. Apply ethical principles to particular cases or practices in business.

d. Evaluate the major approaches and issues related to business ethics, corporate social responsibility, and environmental sustainability.

e. Analyse the presuppositions of business from a moral point of view.

f. Appraise the techniques of moral reasoning and argumentation that are needed to analyse moral issues in business and thus encourage and maintain ethical corporate climates.

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Type * (see examples noted below this table)</th>
<th>When assessed – year, session and week (for example, year 1, semester 1, week 1)</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, b, c</td>
<td>Case Study Report Principles of Ethics (2,000 words)</td>
<td>Week 8</td>
<td>40%</td>
</tr>
<tr>
<td>d, e, f</td>
<td>Group Debate Ethical Issues in Business</td>
<td>Week 10</td>
<td>20%</td>
</tr>
<tr>
<td>Any of the following: b, d, e, f.</td>
<td>Exam</td>
<td>Exam week</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.*
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**
Carroll, AB & Buchholtz, AK 2012 *Business & society: ethics, sustainability, and stakeholder management* South-Western Cengage Learning, Mason, OH.

Collins, D 2012 *Business ethics: how to design and manage ethical organizations*, John Wiley & Sons Hoboken, NJ.


Together with a collection of relevant readings from the following journals:
- Academy of Management Journal
- Academy of Management Review
- Business & Society
- Business & Society Review
- Ethical Investor
- Journal of Business Ethics
- Journal of Corporate Citizenship
- Harvard Business Review
- MIT Sloan
Managing Event Facilities (EVE301)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards</th>
<th>Duration (for example, one semester, full year)</th>
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<tbody>
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<td>Bachelor of Business (IEM)</td>
<td>2.5 years</td>
<td>Level 3</td>
<td>Monica Gragg</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- [ ] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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<td>64 credit points for Bachelor of Business (IEM)</td>
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</table>

1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

<table>
<thead>
<tr>
<th>No. timetabled hours per week*</th>
<th>No. personal study hours per week**</th>
<th>Total workload hours per week***</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 Delivery mode

Tick all applicable delivery modes for the subject:

☒ Face to face on site
☐ e-learning (online)
☐ Intensive (provide details)

☐ Block release (provide details)

☐ Work-integrated learning activity
☐ Mixed/blended
☐ Distance/independent learning (untimetabled)
☒ Full-time
☒ Part-time
☐ External
☐ Fast track (provide details)

☐ Other (please specify)

1.6 Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☐ Yes  ☒ No

If YES, provide details of the prerequisite or co-requisite requirements below.
1.7 Other resource requirements
Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
## SECTION 2 – ACADEMIC DETAILS

### Learning outcomes for subject

On completing this subject, students will be able to:

- a. Critically analyse and apply the concept of sustainable development with respect to event facilities.
- b. Evaluate and apply the strategies and practical responses that event facilities can employ in their efforts to become more sustainable.
- c. Identify a variety of venues and evaluate their suitability for specific events.
- d. Reflect critically upon the key principles and challenges that impact the effective management of event facilities.
- e. Critically reflect upon legal and regulatory compliance and the application to event facilities.
- f. Interpret a range of risks specific to event facilities and develop risk mitigation strategies.

### Assessment tasks

<table>
<thead>
<tr>
<th>Type *</th>
<th>When assessed – year, session and week (for example, year 1, semester 1, week 1)</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, b,</td>
<td>Case Study Report Sustainable Events Individual (2,000 words)</td>
<td>40%</td>
</tr>
<tr>
<td>c, d, e, f</td>
<td>Research Report Event Venues Individual (3,000 words)</td>
<td>60%</td>
</tr>
</tbody>
</table>

*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**


Together with a collection of relevant readings from the following journals:
- International Journal of Event Management Research
- Journal of Convention & Event Tourism
- Journal of Leisure Property
- The International Journal of Contemporary Hospitality Management
- Entertainment Close-up
- Hospitality Construction
- Micenet Asia
- Special events magazine
- Spice
- Event
Event Revenue and Yield (EVE302)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<td>Craig Billingham</td>
</tr>
</tbody>
</table>

1.2 Core or elective subject

Indicate if the subject is a

- [ ] core subject
- [ ] elective subject
- [ ] other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

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1.4 Student workload

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</tr>
</tbody>
</table>

* Total time spent per week at lectures, tutorials, clinical and other placements etc.
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 **Delivery mode**

Tick all applicable delivery modes for the subject:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] Part-time
- [ ] External
- [ ] Fast track (provide details)

Delivery will be a combination of face-to-face (traditional classroom delivery including lectures, seminars, group discussions, presentations, industry guest speakers).

- [ ] Other (please specify)

---

1.6 **Pre-requisites and co-requisites**

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

- [ ] Yes  [x] No

**If YES**, provide details of the prerequisite or co-requisite requirements below.
1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes  ☒ No

If YES, provide details of specialist facilities and/or equipment below.
SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of this subject students will be able to:</td>
<td>Type * (see examples noted below this table)</td>
</tr>
<tr>
<td>a. Critically review the evolution of yield and revenue management with specific reference to events.</td>
<td>When assessed – year, session and week (for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td>b. Apply principles of revenue management to events.</td>
<td></td>
</tr>
<tr>
<td>c. Articulate potential problems and issues in event revenue management.</td>
<td></td>
</tr>
<tr>
<td>d. Analyse the effectiveness of the pricing and revenue management strategies of selected events.</td>
<td></td>
</tr>
<tr>
<td>e. Appraise the use software to support revenue management decisions.</td>
<td></td>
</tr>
<tr>
<td>f. Evaluate a variety of qualitative and quantitative data to make revenue management decisions.</td>
<td></td>
</tr>
<tr>
<td>a, b, c, d, e, f</td>
<td>Learning Portfolio: case studies, pricing analysis, calculations, forecasting, comparative analysis</td>
</tr>
</tbody>
</table>

| Weighting | Weeks 3 - 10 | 100% |

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2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

Prescribed:
Hayes, DK & Miller, AA 2011, Revenue Management for the Hospitality Industry, John Wiley & Sons, Hoboken, NJ.

Recommended:


Together with a collection of relevant readings from the following journals:
- Conferences and Incentive Travel
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- International Journal of Event and Festival Management
- International Journal of Event Management Research
Event Evaluation (EVE303)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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1.2 Core or elective subject

Indicate if the subject is a
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1.4 Student workload

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** Total time students are expected to spend per week in studying, completing assignments, etc.
*** That is, * + ** = workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 4 hours per week
1.5 Delivery mode
Tick all applicable delivery modes for the subject:
- Face to face on site
- e-learning (online)
- Intensive (provide details)
- Block release (provide details)
- Work-integrated learning activity
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track (provide details)
- Other (please specify)

1.6 Pre-requisites and co-requisites
Are students required have undertaken a prerequisite or co-requisite subject for this subject?
- Yes
- No

If YES, provide details of the prerequisite or co-requisite requirements below.
1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes ☒ No

If YES, provide details of specialist facilities and/or equipment below.
SECTION 2 – ACADEMIC DETAILS

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>a.  Measure the effectiveness of a specific event.</td>
<td></td>
</tr>
<tr>
<td>b.  Assess the success of marketing strategies for a specific event.</td>
<td></td>
</tr>
<tr>
<td>c.  Critically explore how event holders can satisfy requirements of sponsors and major stakeholders.</td>
<td></td>
</tr>
<tr>
<td>d.  Substantiate the importance of events as a contributor to economic development for a destination.</td>
<td></td>
</tr>
<tr>
<td>e.  Evaluate the benefits of events to the host community.</td>
<td></td>
</tr>
<tr>
<td>f.  Appraise the mechanisms for continuous improvement of events.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type *</th>
<th>When assessed – year, session and week (for example, year 1, semester 1, week 1)</th>
<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, b, c</td>
<td>Event Evaluation Report Group (5,000 words)</td>
<td>Week 9 50%</td>
</tr>
<tr>
<td>d, e, f</td>
<td>Exam</td>
<td>Exam week 50%</td>
</tr>
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*Examples of types of assessment tasks include: assignments; examinations; group projects; online quiz/test; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment, and any specific formats.
2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

**Prescribed:**

**Recommended:**


Preston, CA & Hoyle, L 2012 *Event marketing: How to Successfully Promote Events, Festivals, Conventions and Expositions*. John Wiley.

Together with a collection of relevant readings from the following journals:

- Event Management
- International Journal of Contemporary Hospitality Management
- International Journal of Event and Festival Management
- Marketing Event
- MICEBTN
- MicenetAsia
- Special Events Magazine
- Spice