# Subject Outlines

## International Restaurant and Catering Management

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Fundamentals</td>
<td>BUS101</td>
</tr>
<tr>
<td>Management and Leadership</td>
<td>BUS102</td>
</tr>
<tr>
<td>Communication in a Digital Age</td>
<td>BUS103</td>
</tr>
<tr>
<td>Sales and Marketing</td>
<td>BUS104</td>
</tr>
<tr>
<td>Cross Cultural Studies</td>
<td>BUS105</td>
</tr>
<tr>
<td>Food and Beverage Operations Management</td>
<td>HOS101</td>
</tr>
<tr>
<td>Food and Beverage Management and Control</td>
<td>HTL101</td>
</tr>
<tr>
<td>Introduction to the Restaurant &amp; Catering Industries</td>
<td>RCM101</td>
</tr>
<tr>
<td>Industry Practicum I</td>
<td>IPRC101</td>
</tr>
<tr>
<td>Management Accounting</td>
<td>BUS201</td>
</tr>
<tr>
<td>Economics</td>
<td>BUS202</td>
</tr>
<tr>
<td>Business Law</td>
<td>BUS203</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>BUS204</td>
</tr>
<tr>
<td>Research Skills and Practices</td>
<td>BUS205</td>
</tr>
<tr>
<td>Advanced Beverage and Wine Knowledge</td>
<td>RCM201</td>
</tr>
<tr>
<td>Menu Planning and Engineering</td>
<td>RCM202</td>
</tr>
<tr>
<td>Managing the Brand</td>
<td>RCM203</td>
</tr>
<tr>
<td>Industry Practicum II</td>
<td>IPRC201</td>
</tr>
<tr>
<td>Services Marketing</td>
<td>BUS301</td>
</tr>
<tr>
<td>Business Management and Entrepreneurship</td>
<td>BUS302</td>
</tr>
<tr>
<td>Organisational Development and Change</td>
<td>BUS303</td>
</tr>
<tr>
<td>Strategic Planning and Management</td>
<td>BUS304</td>
</tr>
<tr>
<td>Ethical Business Management</td>
<td>BUS305</td>
</tr>
<tr>
<td>Project Management (Venues)</td>
<td>RCM301</td>
</tr>
<tr>
<td>International Restaurant &amp; Catering Models, Design and Facilities</td>
<td>RCM302</td>
</tr>
<tr>
<td>The Leadership Experience</td>
<td>HTL303</td>
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</table>
Accounting Fundamentals (BUS101)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<tr>
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<tbody>
<tr>
<td>Diploma of Business (IHRM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Dr Zelko Livaic</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

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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<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 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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<th>Learning outcomes for subject</th>
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<tr>
<td>On completing this subject, students will be able to:</td>
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<tr>
<td>a. Assess and apply accounting terminology used globally.</td>
<td>Learning Portfolio Financial analysis, problem solving and budgeting exercises. (3,000 words)</td>
</tr>
<tr>
<td>b. Appraise the role of accounting information within tourism and hospitality operations (planning, operating and evaluating activities).</td>
<td></td>
</tr>
<tr>
<td>c. Outline and demonstrate the use of the accounting/ business activities/transactions relating to cost control, cash, credit, revenues and expenses applicable to a hospitality or tourism organisation.</td>
<td></td>
</tr>
<tr>
<td>d. Evaluate the need for business planning within an organisation.</td>
<td></td>
</tr>
<tr>
<td>e. Evaluate the accounting cycle.</td>
<td></td>
</tr>
<tr>
<td>f. Compare and contrast a series of source data and make accounting transactions.</td>
<td></td>
</tr>
<tr>
<td>g. Evaluate financial statements (income statement, balance sheet, cash flow statement) and preliminary analysis thereof.</td>
<td></td>
</tr>
<tr>
<td>h. Present financial information in a format to facilitate management decisions.</td>
<td></td>
</tr>
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<table>
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<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>
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<tr>
<td>a, b, c, d, e, f, g, h</td>
<td>Week 3-11</td>
<td>50%</td>
</tr>
<tr>
<td>Any of the following a, b, c, d, e, f</td>
<td>Exam</td>
<td>50%</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

- [x] 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
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- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [ ] Work-integrated learning activity
- [ ] Mixed/blended
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- [ ] 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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<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Evaluate the political, social and global trends affecting hospitality firms and how these trends impact on managers and leaders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Compare and contrast the array of management and leadership skills intrinsic to supervisory positions in the hospitality industry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Discuss the role of the manager in improving organisational performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Critically review and present the core skills and functions of a manager.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Examine the changing nature of organisational structures and evaluate how these influence organisations behaviour.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Critically review the challenges of managing and leading people in international hospitality firms.</td>
<td></td>
<td></td>
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<tr>
<td>a, b</td>
<td>Case study: role of hospitality supervisor. (2,000 words)</td>
<td>Week 5</td>
</tr>
<tr>
<td>c, d</td>
<td>Presentation: management styles Group (30 minutes)</td>
<td>Week 8</td>
</tr>
<tr>
<td>e, f</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:
Robbins, SP 2012, Management, 6th 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:
• MIT Sloan
• 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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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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☐ Yes  ☒ No

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<td>a. Recognise and reflect critically on the importance of group communication.</td>
<td>Learning Portfolio</td>
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<tr>
<td>b. Critically review and make judgement upon constructing and disseminating good news and bad news messages in a business context.</td>
<td>Communication exercises, case studies, oral presentation.</td>
</tr>
<tr>
<td>c. Discuss and present the effective use of digital, voice, and written message technologies in business communication.</td>
<td>Individual</td>
</tr>
<tr>
<td>d. Analyse and apply the use of interpersonal communication in business.</td>
<td>(5,000 words)</td>
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<tr>
<td>e. Evaluate how legal and ethical constraints, diversity challenges, team environment and changing technologies influence the process of business communication.</td>
<td>Weeks 3-11</td>
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2.1 Prescribed and recommended readings

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**Prescribed:**

**Recommended:**


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)

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<td>a. Outline the principles of sales and marketing in relation to the Hospitality Industry.</td>
<td>Essay Marketing principles &amp; key characteristics Individual (1,500 words)</td>
<td>Week 6</td>
<td>20%</td>
</tr>
<tr>
<td>b. Analyse the key characteristics of sales and marketing and the role of the consumer in that process.</td>
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<td></td>
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</tr>
<tr>
<td>c. Compare and contrast sales promotion tools suitable for application in hospitality firms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Apply judgement to the need and use of pricing strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Appraise the nature of market segmentation and apply target market strategies.</td>
<td>Presentation of marketing segmentation research. Group (30 minutes)</td>
<td>Week 9</td>
<td>30%</td>
</tr>
<tr>
<td>f. Evaluate and present how the external environment may influence a firm’s marketing strategy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Assess, interpret and apply consumer needs, expectations and preferences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment tasks**

- a, b
- e, f, g
- c, d and any of a and b,

<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>Essay</td>
<td>(see examples noted below this table)</td>
<td>(for example, year 1, semester 1, week 1)</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:
- 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

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 (IHRM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Simon Pawson</td>
</tr>
<tr>
<td>Associate Degree of Business (IHRM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Simon Pawson</td>
</tr>
<tr>
<td>Bachelor of Business (IHRM)</td>
<td>2.5 years</td>
<td>Level 1</td>
<td>Simon Pawson</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 (IHRM)</td>
</tr>
<tr>
<td></td>
<td>48 credit points for Associate Degree of Business (IHRM)</td>
</tr>
<tr>
<td></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.


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>
</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. Critically review the complexity and diversity of different cultures.</td>
<td>When assessed – year, session and week (for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td>b. Evaluate the multiplicity of world views on cross culture.</td>
<td></td>
</tr>
<tr>
<td>c. Analyse and evaluate the characteristics of different cultures.</td>
<td></td>
</tr>
<tr>
<td>d. Review and resent the marketing perspectives of different cultures and reflect how culture may influence marketing strategies.</td>
<td></td>
</tr>
<tr>
<td>e. Recognise and critically reflect upon the challenges of working in a global context</td>
<td></td>
</tr>
<tr>
<td>f. Appraise cross culture and how it applies to organisational culture.</td>
<td></td>
</tr>
</tbody>
</table>

| a, b, c | Essay Cultural theories Individual (2,000 words) | Week 6 | 30% |
| d, f | Presentation Organisational Culture Group (30 minutes) | Week 9 - 10 | 20% |
| e and any of a,b,c | 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:**


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
Food and Beverage Operations Management (HOS101)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

<table>
<thead>
<tr>
<th>Associated higher education awards</th>
<th>Duration</th>
<th>Level</th>
<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>(for example, Bachelor, Diploma)</td>
<td>(for example, one semester, full year)</td>
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<td></td>
</tr>
<tr>
<td>Diploma of Business (IHRM)</td>
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<td>Level 1</td>
<td>Dr Rajka Presbury</td>
</tr>
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<td>Dr Rajka Presbury</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>
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<tbody>
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<td></td>
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<tr>
<td>2 credit points</td>
<td>Example: 320 credit points</td>
</tr>
</tbody>
</table>

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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:

- [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 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. Apply the 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 and apply to food and beverage operations.
- d. Evaluate the requirements for professional beverage outlet management.
- e. Evaluate and demonstrate interpersonal skills required to work as a member of a food and beverage service team.
- f. Apply the 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 and apply the necessary skills for control, billing and accounting procedures in food service operations.

<table>
<thead>
<tr>
<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>Type * (see examples noted below this table)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a, b, c, d, e, f</td>
<td>Applied skills Assessment</td>
<td>Weeks 5-10</td>
</tr>
<tr>
<td>a, e</td>
<td>Reflective Report</td>
<td>Weeks 5 &amp; 9</td>
</tr>
<tr>
<td>g, h and any of b, c, 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:**


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 Management
• Hotel Management
• International Journal of Hospitality Management.
• Journal of Hospitality & Tourism Management
• Lodging Hospitality
• Tourism & Hospitality Management
• Worldwide Hotels & Motels Industry Report
Food and Beverage Management and Control (HTL101)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
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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

☑ 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</th>
<th>Total course credit points</th>
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<tbody>
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</tr>
<tr>
<td>Example: 10 credit points</td>
<td>Example: 320 credit points</td>
</tr>
</tbody>
</table>
1.4 Student workload

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

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<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>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:

- [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 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.
### SECTON 2 – ACADEMIC DETAILS

**Learning outcomes for subject**

On completing this subject, students will be able to:

a. Formulate and apply key operational controls and procedures used in food and beverage outlets, with specific reference to product, service quality and business profitability.

b. Evaluate and practice food and beverage management cost control principles relating to sales, costs and use of resources.

c. Evaluate operational rosters and workforce considerations.

d. Critically review profit and loss statements for food and beverage outlets and make judgments’ upon revenue, costs, and expenses incurred.

e. Critically review current and emerging market trends with respect to food and beverage.

f. Evaluate the impact of food and beverage outlets on the environment and present solutions for a more sustainable practice.

g. Appraise and apply the legal obligations for food and beverage operations.

h. Critically review how food and beverage outlets use menu engineering to maximise outlets profitability.

i. Evaluate and design a range of menus for specific target markets, and critique from an ethnic, cultural, religious and dietary perspective.

**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, i</td>
<td>Group Report - Management and Control (2,000 words)</td>
<td>Week 8</td>
</tr>
<tr>
<td>a, e, i</td>
<td>Individual Applied Learning Task</td>
<td>Week 10</td>
</tr>
<tr>
<td>g, h, and any of b, c, 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:**
Dopson, L and Hayes, D 2011, *Food and Beverage Cost Control, 5th edn*, Wiley.


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
# Introduction to the Restaurant and Catering Industries (RCM101)

## 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 (IRCM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Dr Rajka Presbury</td>
</tr>
<tr>
<td>Associate Degree of Business (IRCM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Dr Rajka Presbury</td>
</tr>
<tr>
<td>Bachelor of Business (IRCM)</td>
<td>2.5 years</td>
<td>Level 1</td>
<td>Dr Rajka Presbury</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>
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</tr>
</tbody>
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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)
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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

<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. Explain the nature, size and scope of the restaurant and catering industries.</td>
<td><strong>Type</strong> * (see examples noted below this table)</td>
</tr>
<tr>
<td>b. Compare and contrast the characteristics of restaurants and catering establishments.</td>
<td><strong>When assessed – year, session and week</strong> <em>(for example, year 1, semester 1, week 1)</em></td>
</tr>
<tr>
<td>c. Interpret current food and beverage trends shaping the restaurant and catering industries.</td>
<td><strong>Weighting</strong> (% of total marks for subject)</td>
</tr>
<tr>
<td>d. Discuss the political, economic, financial, commercial and cultural environments within which the restaurant and catering industries operate.</td>
<td></td>
</tr>
<tr>
<td>a, b, c, d.</td>
<td>Learning Portfolio: case studies, presentations, exercises and quizzes related to restaurant and catering.</td>
</tr>
<tr>
<td></td>
<td><strong>Progressive:</strong> Weeks 4-6-10</td>
</tr>
<tr>
<td></td>
<td>100%</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:**
Scanlon, NL 2013 *Catering management*, 4th edn, John Wiley & Sons, Hoboken, NJ.
Foskett, D and Paskins, P 2011 *Theory of hospitality & catering*, 12th edn, Cengage

**Recommended:**
Barrows, CW 2012 *Introduction to the hospitality industry*, Wiley, Hoboken, NJ.
Chen, JS 2012 *Advances in Hospitality and Leisure* (electronic resource) Vol. 8, Emerald, Bingley, UK.
Hayes, DK, Miller, AA, Ninemier, JD 2014 *The Professional restaurant manager*, Prentice Hall.

**Together with a collection of relevant readings from the following journals:**
- Cornell Hospitality Quarterly
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Tourism & Hospitality Management
- Australian Gourmet Traveller
- Delicious
- Gourmet Traveller Wine
- Hospitality
Industry Practicum I (IPRC101)

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 (IRCM)</td>
<td>1 year</td>
<td>Level 1</td>
<td>Janette Illingsworth</td>
</tr>
<tr>
<td>Associate Degree of Business (IRCM)</td>
<td>2 years</td>
<td>Level 1</td>
<td>Janette Illingsworth</td>
</tr>
<tr>
<td>Bachelor of Business (IRCM)</td>
<td>2.5 years</td>
<td>Level 1</td>
<td>Janette Illingsworth</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>24 credit points for Diploma of Business (IRCM)</td>
</tr>
<tr>
<td></td>
<td>48 credit points for Associate Degree of Business (IRCM)</td>
</tr>
<tr>
<td></td>
<td>64 credit points for Bachelor of Business (IRCM)</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:

- [x] Face to face on site
- [ ] e-learning (online)
- [ ] Intensive (provide details)
- [ ] Block release (provide details)
- [x] Work-integrated learning activity
- [ ] Mixed/blended
- [ ] Distance/independent learning (untimetabled)
- [x] Full-time
- [x] 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 placement by attending workshops on the preparation of recruitment and selection documentation and practise their interview skills. Whilst on placement, students are provided with opportunities to develop their career pathway and enhance their operational skills and knowledge.

This first placement (with one employer) can take place in any approved food and beverage environment, which may include hotels, restaurants, catering establishments, or convention centres.

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.

- HOS101 Food and Beverage Operations Management
- HTL101 Food and Beverage Management and Control
- RCM101 Introduction to the Restaurant and Catering Industries

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.** Investigate and apply industry processes and requirements for employment and selection.
- **b.** Analyse employability trends.
- **c.** Evaluate and secure opportunities for industry practicum.
- **d.** Apply knowledge, skill, and abilities developed at BMIHMS to the work environment.
- **e.** Contribute to the organisational workplace through appropriate responses to projects and/or tasks as a constructive member of a team.
- **f.** Critically reflect upon experiences within a restaurant or catering employment context.
- **g.** Critically reflect upon and apply key performance competencies for success in a restaurant or catering employment environment.
- **h.** Critically reflect upon the organisational culture and interpersonal workplace dynamics.
- **i.** Evaluate the operations of food and beverage within a restaurant or catering context from a management perspective.

#### 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>Learning Portfolio: employment profile, employment goals, networking and social media, and interview exercises. (5,000 words)</td>
<td>Progressive</td>
<td>100%</td>
</tr>
<tr>
<td>Proof of hours documentation: completion of a minimum of 600 hours and fulfilment of contractual obligations to employer, officially signed by employer</td>
<td>End of Placement</td>
<td></td>
</tr>
</tbody>
</table>

* (see examples noted below this 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:**


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


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

- The Career Development Quarterly
- The Journal of Cooperative Education & Internship.
- International Journal of Contemporary Hospitality Management.
- Australian Hotelier
- Cornell Hospitality Quarterly
- Hospitality
Management Accounting (BUS201)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<tbody>
<tr>
<td>Associate Degree of Business (IHRM)</td>
<td>2 years</td>
<td>Level 2</td>
<td>Dr Zelko Livaic</td>
</tr>
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</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

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

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<td>8</td>
<td>12</td>
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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)
**SECTION 2 – ACADEMIC DETAILS**

<table>
<thead>
<tr>
<th>Learning outcomes for subject</th>
<th>Assessment tasks</th>
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<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></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>Type *&lt;br&gt;(see examples noted below this table)</td>
</tr>
<tr>
<td>b. Interpret financial reports for internal management and external users.</td>
<td>When assessed – year, session and week&lt;br&gt;(for example, year 1, semester 1, week 1)</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>
</tbody>
</table>

| a, b, c, d, e, f, g, h, | Learning portfolio:<br>financial analysis, problem solving and budgeting exercise.<br>(3,000 words) | Week 3-11 | 50% |
| Any of the following:<br>b, c, d, e, g, | 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.*

*This online version is a controlled document. Any printed versions are considered uncontrolled versions of the document.*
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

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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

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* Total time spent per week at lectures, tutorials, clinical and other placements 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)
- [ ] 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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# SECTION 2 – ACADEMIC DETAILS

## Learning outcomes for subject

On completing this subject, students will be able to:

a. Evaluate the relevance and significance of the study of economics in a complex and dynamic business environment.

b. Appraise the following principles and concepts: scarcity principle, cost-benefit principle, comparative advantage, opportunity cost, demand and supply.

c. Evaluate the meaning of “price elasticity of demand” and relate to practical applications including optimizing revenue maximization choices.

d. Analyse how economies are linked to the rest of the world through exchange rates and the balance of payments.

e. Exercise judgement as to how the main macroeconomic policy issues of the 21st century can be used to more effectively manage company resources.

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.

g. Apply critical judgement on the operation of key economic policy areas

h. Critically review the impact of economic growth and evaluate global perspectives which affect tourism and hotel industries.

## 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>
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<tr>
<td>(see examples noted below this table)</td>
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</tr>
</tbody>
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### Learning Portfolio

- **Weekly quizzes and reflections on readings (3,000 words)**
- **Week 3-11**
- **50%**

### Any of the following:

- **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:**
Sloman, J, Norris, K & Garratt, D 2010, *Principles 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

1.1 Administrative details

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<tr>
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<td></td>
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<tr>
<td>Associate Degree of Business (IHRM)</td>
<td>2 years</td>
<td>Level 2</td>
<td>Edmund Goh</td>
</tr>
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<td>Bachelor of Business (IHRM)</td>
<td>2.5 years</td>
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<td>Edmund Goh</td>
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</tbody>
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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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1.4 Student workload

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<table>
<thead>
<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.
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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
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- [ ] 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>
<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>On completing this subject, students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Analyse central elements of relevant national legal systems.</td>
<td>Type <em>(see examples noted below this table)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Analyse the legal requirements of setting up and operating a business.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Analyse and critically reflect upon the key elements of business law.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Evaluate the influence of international law on transnational business operations</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Demonstrate the ability to access legal information, including online legal resources</td>
<td></td>
<td></td>
<td></td>
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### Assessment tasks

<table>
<thead>
<tr>
<th>Type</th>
<th>When assessed</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Portfolio (Including: legal debates, courtroom simulation, negotiation and conflict resolution exercise) (2,000 words)</td>
<td>Week 2-11</td>
<td>40%</td>
</tr>
<tr>
<td>a, b, c, d, e, f</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay Legal Systems Individual (2,000 words)</td>
<td>Week 10</td>
<td>30%</td>
</tr>
<tr>
<td>a, c, e, f</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam Week</td>
<td>30%</td>
</tr>
<tr>
<td>a, b, c, d, e, f</td>
<td></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:**

OR

Local version approved by the Director of Academic Affairs.

**Recommended:**


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

1.1 Administrative details

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Indicate if the subject is a

- [x] core subject
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1.3 Subject weighting

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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.


### 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. 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 and apply 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>

**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>e, f</td>
<td>Group exercise in problem solving</td>
<td>Week 6</td>
</tr>
<tr>
<td>d</td>
<td>Case study, report (3,000 words) and presentation (30 minutes) Training needs Analysis Group</td>
<td>Week 8-10</td>
</tr>
<tr>
<td>a, b, c, g</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:


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:

• 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
• Human Resource Management
• Human Resource Development Quarterly
• Research Practice in Human Resources
• Asia Pacific Journal of Human Resources
• Human Resource Management International Digest
Research Skills and Practices (BUS205)

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 (IHRM)</td>
<td>2 years</td>
<td>Level 2</td>
<td>Edmund Goh</td>
</tr>
<tr>
<td>Bachelor of Business (IHRM)</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

- [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>
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</thead>
<tbody>
<tr>
<td>2 credit points</td>
<td>48 credit points for Associate Degree of Business (IHRM)</td>
</tr>
<tr>
<td></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.
### 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. Compare, contrast and apply quantitative and qualitative research methodologies.</td>
<td>Type *&lt;br&gt;(see examples noted below this table)</td>
</tr>
<tr>
<td>b. Evaluate and apply data collection methods typically used in social research.</td>
<td>When assessed – year, session and week&lt;br&gt;(for example, year 1, semester 1, week 1)</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>Weighting&lt;br&gt;(% of total marks for subject)</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>
</tr>
</tbody>
</table>

| a, b, c, d, e, f, g | Learning Portfolio (including an applied project) (5,000 words) | Weeks 3-11 | 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:


Together with a collection of relevant readings from the following journals:
- Annals of Leisure Research
- Asia Pacific Journal of Tourism Research
- International Journal of Tourism Management.
- Journal of Hospitality & Tourism Management
- Journal of Travel Research
Advanced Beverage and Wine Knowledge (RCM201)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<thead>
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<th>Duration (for example, one semester, full year)</th>
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<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree of Business (IRCM)</td>
<td>2 years</td>
<td>Level 2</td>
<td>Dr Rajka Presbury</td>
</tr>
<tr>
<td>Bachelor of Business (IRCM)</td>
<td>2.5 years</td>
<td>Level 2</td>
<td>Dr Rajka Presbury</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>2 credit points</td>
<td>48 credit points for Associate Degree of Business (IRCM)</td>
</tr>
<tr>
<td></td>
<td>64 credit points for Bachelor of Business (IRCM)</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 + 2</td>
<td>6</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.

HOS101 Food and Beverage Operations Management

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 a beverage laboratory or simulated environment at the Leura campus.
**SECTION 2 – ACADEMIC DETAILS**

<table>
<thead>
<tr>
<th><strong>Learning outcomes for subject</strong></th>
<th><strong>Assessment tasks</strong></th>
<th><strong>When assessed – year, session and week</strong></th>
<th><strong>Weighting (% of total marks for subject)</strong></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. Demonstrate and apply theoretical and practical knowledge of climate, soil, geography, grape varieties, history, laws and practices of major winegrowing regions of the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Demonstrate and apply theoretical and practical knowledge of beverages served in restaurant and catering establishments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Explain the winemaking process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Critically reflect upon the differentiating characteristics of old world and new world styles of wine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Communicate visually and verbally a profound confidence in tasting procedures and analysis of wine and other beverages</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | **Type * (see examples noted below this table)** | **When assessed – year, session and week (for example, year 1, semester 1, week 1)** | |
| a, b, d and e | Poster Presentation: World Wines OR Beverages Individual (2,000 words) | Week 8 | 40% |
| c | Field Trip Exercise | Week 6 | 20% |
| a, b, and d | Quizzes | Progressive Weeks 2-4-6-8 | 40% |

*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:**

Hayes, DK Miller, AA Ninemeier, JD 2014 The professional restaurant manager, Prentice Hall, Hoboken NJ.

Harrington, RJ 2008 *Food and wine pairing: a sensory experience*, John Wiley & Sons, Hoboken NJ.


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

- Cornell Hospitality Quarterly
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Tourism & Hospitality Management
- International Journal of Culture Tourism and Hospitality Research
- Australian Gourmet Traveller
- Gourmet Traveller Wine
- Hospitality
- Beer & Brewer
- James Halliday’s Wine companion
- B&C (bars and clubs)
Menu Planning and Engineering (RCM202)

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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</table>
1.4 Student workload

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<thead>
<tr>
<th>No. timetabled 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
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- [ ] 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.

---
# SECTION 2 – ACADEMIC DETAILS

## Learning outcomes for subject

On completing this subject, students will be able to:

- a. Evaluate the concepts in the planning, presentation and merchandising of food and beverage.
- b. Compare and contrast marketing techniques applied to planning and designing menus.
- c. Critically analyse “Food Blogging” and its impact upon the restaurant and catering sector.
- d. Demonstrate a broad understanding of ethical food and the challenges faced with respect to economies of scale.
- e. Plan and justify cost structures of menus for a variety of outlets, including the formulation of suitable recipes and service methods.

## 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>Menu Plan and Cost Sales Analysis (2,000 words)</td>
<td>Week 8</td>
<td>60%</td>
</tr>
<tr>
<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:**
Walker, JR. 2010 *The restaurant: from concept to operation*, 6th edn, John Wiley, Hoboken NJ.
Scanlon, NL 2013 *Catering management*, 4th edn, John Wiley, Hoboken, NJ.

**Recommended:**
Foskett, D and Paskins, P 2011 *Theory of hospitality & catering*, 12th edn, Cengage
Hayes, DK, Miller, AA, Ninemier, JD 2014 *The Professional restaurant manager*, Prentice Hall, Hoboken, NJ.
Shiring, SB. 2014 *Professional catering: the modern caterer’s guide to success*, Delmar, Clifton Park, NY.

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

- Cornell Hospitality Quarterly
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Tourism & Hospitality Management
- International Journal of Culture Tourism and Hospitality Research
- Australian Gourmet Traveller.
- Delicious.
- Food Service Technology
- Food Service
## Managing the Brand (RCM203)

### SECTION 1 – GENERAL INFORMATION

**1.1 Administrative details**

<table>
<thead>
<tr>
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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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1.4 Student workload

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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)
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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
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☐ 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>
</tr>
</thead>
<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
</tr>
<tr>
<td>a. Explain the elements of brand value and perception</td>
</tr>
<tr>
<td>b. Demonstrate knowledge of the theoretical and practical basis of brand management</td>
</tr>
<tr>
<td>c. Detect and analyse specific issues within brand management and devise practical solutions</td>
</tr>
<tr>
<td>d. Measure brand performance and value</td>
</tr>
<tr>
<td>e. Communicate brand theory and problem solving strategies in oral, visual and written forms</td>
</tr>
<tr>
<td>f. Apply analytical and practically based solutions to position, leverage, manage, and measure the brand value of a business.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong> <em>&lt;br&gt;(see examples noted below this table)</em></td>
</tr>
<tr>
<td><strong>When assessed</strong> – year, session and week&lt;br&gt;(for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td><strong>Weighting</strong> (% of total marks for subject)</td>
</tr>
</tbody>
</table>

| a, b, |
| Analytical Report (3,000 words) | Week 6 | 40% |
| a, b, c, d, e, f |
| Brand Strategy Presentation (30 mins) | Week 9-10 | 60% |

*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:
Keller, KL 2012 Strategic Brand Management: building, measuring, and managing brand equity, 4th edn, Pearson, Boston, MA.

Recommended:
Hayes, DK Miller, AA Ninemeier, JD 2014, The Professional restaurant manager, Prentice Hall, Hoboken NJ.
Scanlon, NL 2013, Catering management, 4th edn, John Wiley, Hoboken, NJ.
Shiring, SB 2014, Professional catering: the modern caterer’s guide to success, Delmar, Clifton Park.
Tresidder, R & Hirst, C 2012, Marketing in food, hospitality, tourism, and events. a critical approach, Goodfellow Publishers, Oxford UK.
Wade, D 2006, Successful restaurant management: from vision to execution (electronic resource), Delmar Cengage Learning, Australia.

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

- Cornell Hospitality Quarterly
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Tourism & Hospitality Management
- International Journal of Culture Tourism and Hospitality Research
- Journal of Hospitality Marketing & Management
- Asia Pacific Journal of Tourism Research
Industry Practicum II (IPRC201)

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 (IRCM)</td>
<td>2 years</td>
<td>Year 2</td>
<td>Janette Illingsworth</td>
</tr>
<tr>
<td>Bachelor of Business (IRCM)</td>
<td>2.5 years</td>
<td>Year 2</td>
<td>Janette Illingsworth</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</td>
<td>48 credit points for Associate Degree of Business (IRCM)</td>
</tr>
<tr>
<td></td>
<td>64 credit points for Bachelor of Business (IRCM)</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. 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 is to be undertaken in a restaurant and/or catering operation.

This second placement can take place in any approved restaurants, and/or catering establishment and students can undertake this industry placement across a period of one year on a full time or part-time basis with one or more approved employers.

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

- [x] Yes
- [ ] No

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

- RCM101 Introduction to the Restaurant and Catering Industries
- RCM201 Advanced Beverage and Wine Knowledge
- RCM202 Menu Planning and Engineering

### 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
- [x] 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 *&lt;br&gt;(see examples noted below this table)</td>
</tr>
<tr>
<td>a. Investigate industry processes and requirements for employment and selection.</td>
<td><strong>Learning Portfolio:</strong>&lt;br&gt;Reflective Report on 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 BMIHMS 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 restaurant and/or catering employment context.</td>
<td></td>
</tr>
<tr>
<td>g. Critically reflect upon and apply key performance competencies for success in a restaurant and/or catering 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 a restaurant and catering operation from a management perspective.</td>
<td></td>
</tr>
</tbody>
</table>

| Any of the following a, b, c, f, g, h, i | Proof of hours documentation:<br>Completion of a minimum of 600 hours and fulfilment of contractual obligations to employer, officially signed by employer | End of Placement | |
| d, e, | | | |

*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.


Together with a collection of relevant readings from the following journals:
- The Career Development Quarterly
- The Journal of Cooperative Education & Internship.
- International Journal of Contemporary Hospitality Management.
- Australian Hotelier
- Cornell Hospitality Quarterly
- Hospitality
SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<th>Associated higher education awards</th>
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<th>Subject Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>(for example, Bachelor, Diploma)</td>
<td>(for example, one semester, full year)</td>
<td>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business (IHRM)</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).

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<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 (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>
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</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 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>
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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 the distinctive aspects of services marketing.</td>
<td>Report Service Quality and Satisfaction Individual (2,000 words)</td>
</tr>
<tr>
<td>b. Compare different types of customer involvement within service processes.</td>
<td></td>
</tr>
<tr>
<td>c. Examine and appropriately apply different customer behaviour in a variety of service settings.</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></td>
</tr>
<tr>
<td>e. Analyse the nature of service scapes and apply it in a tourism and hospitality context.</td>
<td></td>
</tr>
<tr>
<td>f. Appraise the key strategic issues in services marketing.</td>
<td></td>
</tr>
<tr>
<td>g. Evaluate the nature, role, and significance of marketing communication in a service setting.</td>
<td></td>
</tr>
<tr>
<td>h. Interpret the processes, determinants and tools of service delivery.</td>
<td></td>
</tr>
<tr>
<td>i. Appraise ways of balancing capacity and demand in tourism and hospitality services.</td>
<td></td>
</tr>
</tbody>
</table>

<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>a, b, c, d</td>
<td>Report Service Quality and Satisfaction Individual (2,000 words)</td>
<td>Week 6</td>
</tr>
<tr>
<td>b, c, d, e</td>
<td>Presentation Marketing Idea and Plan. Group (30 minutes)</td>
<td>Week 9</td>
</tr>
<tr>
<td>f, g, h, i</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:**
Lovelock, CH, Patterson, PG & Wirtz, J 2011, *Services marketing: an Asia-Pacific and Australian perspective 5th* edn, Pearson Education, Frenchs Forest, NSW.

**Recommended:**


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

1.1 Administrative details

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<td>Level 3</td>
<td>Simon Pawson</td>
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</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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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>
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</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 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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<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>a. Analyse the key trends and elements of global tourism and hospitality industries.</td>
<td></td>
</tr>
<tr>
<td>b. Critically reflect on the underpinnings of entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>c. Critically review and apply the criteria used to evaluate business potential.</td>
<td></td>
</tr>
<tr>
<td>d. Appraise the nature of social entrepreneurship.</td>
<td></td>
</tr>
<tr>
<td>e. Evaluate the critical aspects of creating a new venture.</td>
<td></td>
</tr>
<tr>
<td>f. Critically review theories and strategies used in business decision making and apply to problem solving.</td>
<td></td>
</tr>
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<tr>
<th>Type *</th>
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<tbody>
<tr>
<td>(see examples noted below this table)</td>
<td>(for example, year 1, semester 1, week 1)</td>
<td></td>
</tr>
<tr>
<td>c, e, f</td>
<td>The Entrepreneur’s Business Plan Group (5,000 words)</td>
<td>Week 9</td>
</tr>
<tr>
<td>a, b, d</td>
<td>Final Exam</td>
<td>Exam Week</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:**

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

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<td>2.5 years</td>
<td>Level 3</td>
<td>Simon Pawson</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

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1.4 Student workload

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</tr>
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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 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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<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Evaluate and apply the fundamental concepts of the change process.</td>
<td>Case Study Report Change Process and Impact Individual (3,000 words)</td>
<td>Week 7</td>
<td>50%</td>
</tr>
<tr>
<td>b. Appraise corporate culture within tourism and hospitality organisations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Assess the major sources of change and their impact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Investigate, evaluate and apply change management strategies to specific cases.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Demonstrate applied knowledge of change in relation to a given organisation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Evaluate and discuss current ODC literature.</td>
<td></td>
<td></td>
<td></td>
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</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.*

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<th>Weighting (% of total marks for subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, b, c, d, e</td>
<td>(see examples noted below this table) (for example, year 1, semester 1, week 1)</td>
<td>50%</td>
</tr>
<tr>
<td>f and any of the following: a, b, c, d,</td>
<td>Exam</td>
<td>Exam week</td>
</tr>
</tbody>
</table>
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:
- 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

<table>
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<tr>
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</tbody>
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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).

<table>
<thead>
<tr>
<th>Subject credit points Example: 10 credit points</th>
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</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>
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<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>
<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. Critically review and apply strategy formulation, implementation, and evaluation to a hospitality organisation</td>
<td><strong>Type</strong> * (see examples noted below this table)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Apply analytical tools to identify strategic options</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Generate and justify strategies required for new business ventures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Evaluate and justify resources, capabilities, competencies and competitive advantage for a new hospitality organisation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Analyse the managerial tasks associated with implementing and executing organisational strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Assess the intra-organisational activities of hospitality firms that influence the planning process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a, b, c, d</td>
<td><strong>Business Strategy Analysis Report</strong> <strong>Group</strong> <em>(5,000 words)</em></td>
<td><strong>Week 10</strong></td>
<td><strong>70%</strong></td>
</tr>
<tr>
<td>e, f</td>
<td><strong>Mid-Term Test</strong></td>
<td><strong>Week 7</strong></td>
<td><strong>30%</strong></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>
<tbody>
<tr>
<td><strong>Recommended:</strong></td>
<td></td>
</tr>
</tbody>
</table>

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
Ethical Business Management (BUS305)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<tr>
<th>Associated higher education awards (for example, Bachelor, Diploma)</th>
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<tbody>
<tr>
<td>Bachelor of Business (IHRM)</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

- [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>
<th>No. timetabled hours per week*</th>
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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:

- 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. Formulate a practical framework for ethical decision making.
- b. Critically reflect upon and communicate the ethical issues inherent in changing business environments.
- c. Apply ethical principles to particular cases or practices in business.
- d. Evaluate and communicate the major approaches and issues related to business ethics, corporate social responsibility, and environmental sustainability.
- e. Analyse and express the presuppositions of business from a moral point of view.
- f. Appraise and apply the techniques of moral reasoning and argumentation that are needed to analyse moral issues in business and thus encourage and maintain ethical corporate climates.

### 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</td>
<td>Case Study Report Principles on Ethics (2,000 words)</td>
<td>Week 8</td>
</tr>
<tr>
<td>d, e, f</td>
<td>Group Debate Ethical Issues in Business.</td>
<td>Week 10</td>
</tr>
<tr>
<td>Any of the following:</td>
<td>Exam</td>
<td>Exam week</td>
</tr>
<tr>
<td>b, d, e, f.</td>
<td></td>
<td></td>
</tr>
</tbody>
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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:
- 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
Project Management (Venues) (RCM301)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

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<td></td>
</tr>
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<td>Bachelor of Business (IRCM)</td>
<td>2.5 years</td>
<td>Level 3</td>
<td>Philip Maw</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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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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* 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.


**SECTION 2 – ACADEMIC DETAILS**

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<tr>
<th>Learning outcomes for subject</th>
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<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>a. Critically reflect upon the management skills needed of a Project Manager.</td>
<td>Type * (see examples noted below this table)</td>
</tr>
<tr>
<td>b. Evaluate the key principles that drive the effective management of project teams</td>
<td></td>
</tr>
<tr>
<td>c. Apply appropriate disciplinary methodologies in conducting a real-life project</td>
<td>When assessed – year, session and week (for example, year 1, semester 1, week 1)</td>
</tr>
<tr>
<td>d. Appraise and apply the principles of project planning, budgeting, and scheduling required for creating successful project outcomes</td>
<td></td>
</tr>
<tr>
<td>e. Justify the importance of monitoring projects and the use of information systems in project evaluation</td>
<td>Weighting (% of total marks for subject)</td>
</tr>
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</table>

| a, b, | Creation of a concept plan for a restaurant or catering project (2,000 words) | Week 5 | 30% |
| a, b, c, d, e. | Microsoft Project Plan for a restaurant or catering venue (3,000 words) | Week 10 | 70% |

*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:**

Pinto J, 2013 *Project management: achieving competitive advantage*, 3rd edn, Pearsons, UK.

**Recommended:**

Scanlon, NL 2013 *Catering management*, 4th edn, John Wiley, Hoboken NJ.

**Together with a collection of relevant readings from the following journals:**
- Cornell Hospitality Quarterly
- International Journal of Hospitality Management
- Journal of Hospitality & Tourism Management
- Tourism & Hospitality Management
- Tourism & Hospitality Research
- Journal of International Business Studies
- Management International Review
SECTION 1 – GENERAL INFORMATION

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1.2 Core or elective subject

Indicate if the subject is a

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- [ ] other (please specify below):

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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 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>Learning outcomes for subject</th>
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<tbody>
<tr>
<td>On completing this subject, students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Assess the role and key challenges of foodservice facilities through an analysis of international case studies.</td>
<td>Case Study 1: International Foodservice Reflection and synthesis report (2,000 words)</td>
<td>Week 5</td>
<td>35%</td>
</tr>
<tr>
<td>b. Assess the role and key challenges of beverage service facilities through an analysis of international case studies.</td>
<td>Case Study 2: International Beverage Service Reflection and synthesis report (2,000 words)</td>
<td>Week 7</td>
<td>35%</td>
</tr>
<tr>
<td>c. Demonstrate and apply theoretical and practical knowledge of food service systems, commonly used catering equipment, kitchen and restaurant workflow, nutrition and roles in restaurant and catering operations.</td>
<td>Case Study 3: Technology and Sustainability in Food and Beverage Service Reflection and synthesis report (1,500 words)</td>
<td>Week 10</td>
<td>30%</td>
</tr>
<tr>
<td>d. Critically review and apply the use of food and beverage technology and its application to facility management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Critically review and apply principles and systems for sustainable facilities management.</td>
<td></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:**
No textbook is prescribed for this subject; a selection of contemporary readings and case studies will be used.

**Recommended:**


Hayes, DK Miller, AA Ninemier, JD 2014 *The Professional restaurant manager*, Prentice Hall, Hoboken NJ.

Scanlon, NL 2013 *Catering management*, 4th edn, John Wiley, Hoboken NJ.


**Together with a collection of relevant readings from the following journals:**
- Cornell Hospitality Quarterly
- International Journal of Hospitality Management
- Journal of Hospitality & Tourism Management
- Tourism & Hospitality Management
- Journal of International Business Studies
- Journal of International Management
- Journal of World Business
- Management International Review
- Facilities
- Hospitality Design
The Leadership Experience (HTL303)

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

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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)
- [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.

BUS102 Management and Leadership

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.** Evaluate the full meaning of leadership, leadership potential in oneself, and others.
- **b.** Review critically historical and contemporary leadership approaches and apply them to the practice of leadership.
- **c.** Compare and contrast the traditional functions of management with the fundamentals of leadership.
- **d.** Critically reflect upon the importance of providing direction, alignment, relationships, personal qualities and outcomes.
- **e.** Apply leadership communication (listening skills; discussion; persuasion; and negotiation) to specific work scenarios.

### 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>Research Report Individual Approaches to Leadership. (3,000 words)</td>
<td>Week 6</td>
<td>50%</td>
</tr>
<tr>
<td>Case Study Presentation Leadership at work. (30 mins)</td>
<td>Week 10</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:
- Australian Hotelier
- Cornell Hospitality Quarterly
- Harvard Business Review
- Hotel Management
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Journal of Hospitality Marketing & Management
- Journal of Management and Organization
- Journal of Management Studies