

# Subject Outlines

## International Event Management

CRICOS Numbers:

Diploma of Business (IEM): 089924J

Associate Degree of Business (IEM): 089923K

Bachelor of Business (IEM): 089922M

Torrens University Australia: 03389E

Accounting Fundamentals	BUS101
Management and Leadership	BUS102
Research and Academic Skills	BUS103
Sales and Marketing	BUS104
Cross Cultural Studies	BUS105
Food and Beverage Operations Management	HOS101
Events Banqueting and Conferences	EVE101
International Events Industry	EVE102
Industry Placement I	IP101
Management Accounting	BUS201
Economics	BUS202
Business Law	BUS203
Human Resource Management	BUS204
Research Skills and Practices	BUS205
Operations and Environment Management	HOS201
Event Planning and Implementation	EVE201
The Professional Event Organiser	EVE202
Industry Placement II	IP201
Services Marketing	BUS301
Business Management and Entrepreneurship	BUS302
Organisational Development and Change	BUS303
Strategic Hotel Management and H.O.T.S.	BUS304
Ethical Business Management	BUS305
Managing Event Facilities	EVE301
Event Revenue and Budgeting	EVE302
Event Evaluation	EVE303

# Accounting Fundamentals (BUS101)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Diploma of Business (IEM)	1 year	Level 1	Dr Zelko Livaic
Associate Degree of Business (IEM)	2 years	Level 1	Dr Zelko Livaic
Bachelor of Business (IEM)	2.5 years	Level 1	Dr Zelko Livaic

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject

Learning outcomes for subject	Assessment tasks		
	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for subject)</i>
<p>On completing this subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a. Apply accounting tools to appraise the position and performance of organisations.</li> <li>b. Identify the role of accounting within tourism and hospitality operations.</li> <li>c. Evaluate financial information and related sources to make better business decisions.</li> <li>d. Prepare financial information in a format to facilitate better management decisions.</li> <li>e. Implement financial solutions both independently and as part of a diverse team.</li> </ul>			
a, b, c, d, e	Learning Portfolio Financial analysis, Problem solving and budgeting exercise. (3,000 words)	Week 3 - 11	50%
a, b, c, d	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:**

Tyler, J., Godwin, N., & Alderman, C. (2018). *ACCT2 Financial Asia-Pacific 3rd ed.* South Melbourne, Australia, Cengage.

### **Recommended:**

Dopson, L., & Hayes, D. (2009). *Managerial accounting for the hospitality industry.* Hoboken, NJ: John Wiley & Sons.

Epstein, M. J., & Lee, J. Y. (2008). *Advances in management accounting, volume 17.* Retrieved from <http://www.emeraldinsight.com/>

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

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Diploma of Business (IEM)	1 year	Level 1	Simon Pawson
Associate Degree of Business (IEM)	2 years	Level 1	Simon Pawson
Bachelor of Business (IEM)	2.5 years	Level 1	Simon Pawson

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject

Learning outcomes for subject	Assessment tasks		
<p>On completing this subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a. Identify and explain the main functions of management (eg. planning, organising, leading and controlling) in a global environment.</li> <li>b. Describe and apply foundational managerial concepts and skills in complex business environments.</li> <li>c. Explain how to work together effectively in diverse teams to achieve managerial objectives.</li> <li>d. Review the challenges of managing and leading people in international hospitality firms.</li> <li>e. Evaluate the principles of social responsibility and ethical behaviour in business.</li> </ul>	Type *	When assessed – year, session and week	Weighting
	<i>(see examples noted below this table)</i>		
	<i>(for example, year 1, semester 1, week 1)</i>		
	<i>(% of total marks for subject)</i>		
a, b	Case Study Role of Hospitality Supervisor (2,000 words)	Week 5	40%
c, d	Presentation Management Styles Group (30 minutes)	Week 8	20%
a, b, c, d & e	Exam	Exam week	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:**

Robbins, S. P. (2017). *Management* (8th ed.). Frenchs Forest, NSW: Pearson Education.

**Recommended:**

Barrows, C. W. (2012). *Introduction to the hospitality industry*, Wiley. Hoboken, NJ: Wiley.

Elliot, J., & Simon, W. L. (2011). *The Steve Jobs way: iLeadership for a new generation*. New York, NY: Vanguard Press.

Samson, D., & Daft, R. L. (2011). *Fundamentals of management*. South Melbourne, Vic: Cengage Learning.

Wilson, P. (2010). *The future of work and the changing workplace: challenges and issues for Australian HR practitioners*. Melbourne, Vic: Australian Human Resources Institute.

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

- MITSloan
- International Journal of Hospitality Management.
- Harvard Business Review
- Cornell Hospitality Quarterly
- Journal of Management and Organization
- Journal of Management Studies
- Lodging Hospitality
- International Journal of Hospitality Management.
- Hotel Management

# Research and Academic Skills (BUS103)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Diploma of Business (IEM)	1 year	Level 1	Dr Madalyn Scerri
Associate Degree of Business (IEM)	2 years	Level 1	Dr Madalyn Scerri
Bachelor of Business (IEM)	2.5 years	Level 1	Dr Madalyn Scerri

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for subject)</i>
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>To comprehend and demonstrate the process of academic writing and strategies to manage tertiary study;</li> <li>To apply scholarly principles of summarising, referencing, quoting and paraphrasing;</li> <li>To differentiate types of resources and demonstrate the gathering of credible academic information;</li> <li>To apply academic writing conventions within a range of text types and genres;</li> <li>To apply critical thinking skills in the integration and discussion of academic knowledge.</li> </ol>			
a, b, c, d	Annotated Bibliography (800 words)	Week 5	20%
a, b, c, d, e	Essay (1,200 words)	Week 8	40%
a, b, c, d, e	Group Report (3,000 words)	Week 10	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:**

Burns, T., & Sinfield, S. (2016). Essential study skills: the complete guide to success at university. Thousand Oaks, CA: Sage.

### **Recommended:**

Brick, J. 2009. Academic Culture: A Student's Guide to Studying at University, Macmillan, South Yarra

Morley-Warner, T. 2009. Academic Writing is... A Guide to Writing in a University Context, AALL, UTS, Sydney

Cottrell, S. 2011. Critical Thinking Skills, 2nd ed. Palgrave Macmillan, Hampshire

Dwyer, J. 2012. The Business Communication Handbook, 9th ed. Pearson Education, Frenchs Forest

Grellier, J. & Goerke, V. 2010. Communication Skills Toolkit. Unlocking the secrets of tertiary success, 2nd ed. Cengage Learning, South Melbourne

Sekaran, U. & Bougie, R. 2010. Research Methods for Business. A Skill Building Approach, 5th ed. Wiley, West Sussex

Swales, J. M. & Feak, C. B. 2012. Academic Writing for Graduate Students. Essential Tasks and Skills, 3rd ed. The University of Michigan Press, USA

Turner, K., Ireland, L., Krenus, B. & Pointon, L. 2011. Essential Academic Skills, 2nd ed. Oxford University Press, South Melbourne

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

Human Communication Research

International Journal of Business Research International Journal of Human Resource Management

Journal of Educational Multimedia and Hypermedia Journal of Intellectual Capital

Online Information Review

Strategic Finance

### **Online Resources:**

<http://aip.completeplanet.com>

<http://geert-hofstede.com/>

<http://openlearn.open.ac.uk/course/>

<http://www.ceu.hu/caw/resources>

<http://www.lib.berkeley.edu/instruct/guides/evaluation.html#suitability> <http://snap.vu.edu.au>

[www.apm.edu.au/about-us/think-start](http://www.apm.edu.au/about-us/think-start) or [www.williamblue.edu.au/about-us/think-start](http://www.williamblue.edu.au/about-us/think-start)

<http://owl.english.purdue.edu/owl/resource>



## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

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

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Outline the principles of sales and marketing in relation to the Hospitality Industry.</li> <li>Analyse the key characteristics of sales and marketing and the role of the consumer in that process.</li> <li>Compare and contrast sales promotion tools suitable for application in hospitality firms.</li> <li>Apply judgement to the need and use of pricing strategies.</li> <li>Appraise the nature of market segmentation and target market strategies.</li> <li>Evaluate how the external environment may influence a firm’s marketing strategy.</li> <li>Assess and interpret consumer needs, expectations and preferences.</li> </ol>	<p><i>(see examples noted below this table)</i></p>	<p><i>(for example, year 1, semester 1, week 1)</i></p>	<p>(% of total marks for subject)</p>
a, b	Individual Case Study Marketing Principles & Key Characteristics (1,500 words)	Week 6	30%
e, f, g,	Presentation of Marketing Segmentation Research. (Group Presentation) (20 minutes) Max 20 slides as a guide	Week 10	30%
a, b, c, d, e or f	Exam	Exam week	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:**

Lamb, C. W., Hair, J. F., McDaniel, C., Summers, J., & Gardiner, M. (2018). *MKTG4, Asia-Pacific* (4th ed.) South Melbourne, Vic: Cengage.

### **Recommended:**

Barker, M. S., Barker, D. I., & Bormann, N. F. (2012). *Social media marketing: a strategic approach*. Mason, OH: South-Western Cengage Learning.

Burton, D. (2009). *Cross-cultural marketing: theory, practice and relevance*. New York, NY: Routledge.

Kotler, P., Bowen, J. T., Makens, J. C., Baloglu, S. (2017). *Marketing for hospitality and tourism* (7th ed.; Global edition). Harlow, Essex : Pearson Education.

Kotler, P., & Keller, K. L. (2012). *Marketing management* (14th ed.). Frenchs Forest, NSW: Pearson Education.

Martinez, P. (2012). *The consumer mind: brand perception and the implication for marketers*. London, UK: Kogan Page.

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

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Diploma of Business (IEM)	1 year	Level 1	Simon Pawson
Associate Degree of Business (IEM)	2 years	Level 1	Simon Pawson
Bachelor of Business (IEM)	2.5 years	Level 1	Simon Pawson

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for subject)</i>
<p>On completing this subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a. Critically review the complexity and diversity of different cultures.</li> <li>b. Evaluate the multiplicity of world views on cross culture.</li> <li>c. Analyse and evaluate the characteristics of different cultures.</li> <li>d. Review the marketing perspectives of different cultures and reflect how culture may influence marketing strategies.</li> <li>e. Recognise and critically reflect upon the challenges of working in a global context</li> <li>f. Appraise cross culture and how it applies to organisational culture.</li> </ul>			
a, b, c	In class quiz	Week 5	30%
d, f	Presentation of Cross-cultural Research (Group Presentation) (30 minutes)	Week 8 - 9	30%
a, b, c, d, e, f	Exam	Exam week	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:**

Browaeyes, M. J., & Price, R. (2015). *Understanding cross cultural management* (3rd ed.). UK: Pearson Education

### **Recommended:**

Adler, N. J., Budde-Sung, A., Cullen, J. B., & Parboteeah, P. (2011). *Cross-cultural management*. South Melbourne, Vic: Cengage Learning.

Bratton, J., Sawchuk, P., Forshaw, C., Callinan, M., & Corbett, M. (2010). *Work and organizational behaviour* (2nd ed.). Basingstoke, NY: Palgrave Macmillan.

Burton, D. (2009). *Cross-cultural marketing: theory, practice and relevance*, New York, NY: Routledge.

Deresky, H. (2013). *Cross cultural management* [VitalSource version] (2nd ed.). Retrieved from <http://www.pearson.com.au/>

Deresky, H. (2014). *International management: managing across borders and cultures: text case*. Essex, UK: Pearson.

Dickie, C., Soldan, Z., & Fazey, M. (2012). *Diversity at work: working with and managing diversity*. Prahran, Vic: Tilde Publishing.

Gannon, M. J., & Pillai, R. (2013). *Understanding global cultures: metaphorical journeys through 31 nations, clusters of nations, continents, and diversity*. Thousand Oaks, CA : Sage.

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

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Diploma of Business (IEM)	1 year	Level 1	Dr Rajka Presbury
Associate Degree of Business (IEM)	2 years	Level 1	Dr Rajka Presbury
Bachelor of Business (IEM)	2.5 years	Level 1	Dr Rajka Presbury

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4 + 9 = 13	4	17

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

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

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

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

Additional English language support: 4 hours per week

#### 1.5 Delivery mode

Tick all applicable delivery modes for the subject:

Face to face on site

e-learning (online)

Intensive (provide details)

Block release (provide details)

Work-integrated learning activity

Mixed/blended

Distance/independent learning (untimetabled)

Full-time

Part-time

External

Fast track (provide details)

Other (please specify)

#### 1.6 Pre-requisites and co-requisites

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

Yes  No

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

### 1.7 Other resource requirements

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

Yes  No

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

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

## SECTION 2 – ACADEMIC DETAILS

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Appraise the professional knowledge and skills required to advise and serve customers in food service outlets.</li> <li>Compare and contrast the differing styles and formality of service for a range of food and beverage service situations.</li> <li>Discuss the importance of hygiene and occupational health and safety legislation with respect to food and beverage operations.</li> <li>Evaluate the requirements for professional beverage outlet management</li> <li>Evaluate the array of interpersonal skills required to work as a member of a food and beverage service team.</li> <li>Differentiate various skills, techniques and methods for food production in a commercial culinary environment.</li> <li>Analyse the complex nature and the inter relationships of food, wine and beverage service.</li> <li>Assess the necessary skills for control, billing and accounting procedures in food service operations.</li> </ol>	<p><i>(see examples noted below this table)</i></p>	<p><i>(for example, year 1, semester 1, week 1)</i></p>	<p>(% of total marks for subject)</p>
a, b, c, d, e, f	Applied skills Assessment	Weeks 5-10	40%
a, e	Reflective Report	Weeks 5 & 9	20%
g, h and any of b, c, e	Exam	Exam week	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:**

Cousins, J., Lillicrap, D., & Weekes, S. (2014). *Food & beverage service* (9th ed.). London, UK: Hodder Education..

### **Recommended:**

Bennion, M., & Scheule, B. (2010). *Introductory foods* (13th ed.). Upper Saddle River, NJ: Prentice-Hall.

Brown, G., & Hepner, K. (2008). *The waiter's handbook* (4th ed.). Frenchs Forest, NSW: Pearson Education.

Dodgshun, G., Peters, M., & O'Dea, D. (2012). *Cookery for the hospitality industry* (6th ed.). Port Melbourne, Vic: Cambridge University Press.

Drummond, K. E., & Brefere, L. M. (2010). *Nutrition for foodservice and culinary professionals*, Hoboken, NJ: Wiley.

National Restaurant Association (2013). *ManageFirst: principles of food and beverage management* (2nd ed.). Upper Saddle River, NJ: Pearson.

Walker, J. R., & Miller, J. E. (2012). *Supervision in the hospitality industry: leading human resources*. Hoboken, NJ: John 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

# Events Banqueting and Conferences (EVE101)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Diploma of Business (IEM)	1 year	Level 1	Dr Rajka Presbury
Associate Degree of Business (IEM)	2 years	Level 1	Dr Rajka Presbury
Bachelor of Business (IEM)	2.5 years	Level 1	Dr Rajka Presbury

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)



#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4 + 9 = 13	4	17

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

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

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

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

Additional English language support: 4 hours per week

#### 1.5 Delivery mode

Tick all applicable delivery modes for the subject:

Face to face on site

e-learning (online)

Intensive (provide details)

Block release (provide details)

Work-integrated learning activity

Mixed/blended

Distance/independent learning (untimetabled)

Full-time

Part-time

External

Fast track (provide details)

Other (please specify)

#### 1.6 Pre-requisites and co-requisites

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

Yes  No

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

### 1.7 Other resource requirements

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

Yes  No

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

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

## SECTION 2 – ACADEMIC DETAILS

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks			
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Evaluate the role and special nature of event banqueting and conferences and how they integrate with the international event industry.</li> <li>Distinguish between different types of event banqueting and conferences and evaluate their economic impact for domestic and international destinations.</li> <li>Analyse the specific market segments of event banqueting and conferences.</li> <li>Design and develop an event banqueting and conference proposal.</li> <li>Design and implement an operational plan for an event banqueting and conference.</li> <li>Evaluate the development and implementation of event banqueting and conference management systems and procedures.</li> <li>Practice the skills, knowledge and attributes needed to become an effective professional in event banqueting and conferences.</li> </ol>	Type *	When assessed – year, session and week	Weighting	
	<i>(see examples noted below this table)</i>	<i>(for example, year 1, semester 1, week 1)</i>	(% of total marks for subject)	
	a, b, c, d	Event Banqueting and Conference Proposal Group (2,500 words)	Week 5	30%
	e, f	Event Banqueting and Conference Operational Plan Group (2,500 words)	Week 9	30%
g	Applied Learning Evaluation	Week 2- 10	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:**

Fenich, G. G. (2016). *Meetings, expositions, events and conventions: an introduction to the industry* (4th ed.). Upper Saddle River, NJ: Pearson.

### **Recommended:**

Allen, J., O'Toole, W., Harris, R., McDonnell, I., Brown, S., & Jones, M. (2011). *Festival & special event management* (5th ed.). Milton, Qld: John Wiley & Sons.

Astroff, M. T., & Abbey, J. R. (2010). *Convention management and service* (8th ed.). Lansing, MI: American Hotel & Lodging Association Educational Institute.

Fenich, G. G. (2012). *Meetings, exhibitions, events and conventions: an introduction to the industry* (3rd ed.). Boston, MA: Pearson Prentice Hall.

Rogers, T. (2012). *Conferences and conventions: a global industry* (3rd ed.). New York, NY: Routledge.

Shone, A., & Parry, B. (2010). *Successful event management: a practical handbook* (3rd ed.). London, UK: Cengage Learning.

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

- Conferences and Incentive Travel
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- Meetings and Conventions
- Entertainment Close-up
- Expo Magazine
- Micenet Asia
- Special events magazine
- Spice
- Event

# International Events Industry (EVE102)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Diploma of Business (IEM)	1 year	Level 1	Lis Bastian
Associate Degree of Business (IEM)	2 years	Level 1	Lis Bastian
Bachelor of Business (IEM)	2.5 years	Level 1	Lis Bastian

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for subject)</i>
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Appraise the nature, extent, significance and history of events.</li> <li>Interpret the factors affecting demand and supply of events markets.</li> <li>Critically examine the dynamic and changing nature of the global event marketplace.</li> <li>Appraise the challenges associated with the management of differing event experiences.</li> <li>Distinguish between the main stakeholders of events.</li> <li>Analyse the attributes and knowledge requirements of an international event manager.</li> </ol>			
a, b, c	Comparative Research Report Destinations and Events Individual (3,000 words)	Week 8	50%
d, e, f	Exam (Case study analysis)	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:**

Goldblatt, J. J., & Goldblatt, S. (2014). *Special events: creating and sustaining a new world for celebration* (7th ed.). Hoboken, NJ: Wiley.

### **Recommended:**

Allen, J. (2009). *Event planning: the ultimate guide to successful meetings, corporate events, fund-raising galas, conferences, conventions, incentives and other special events* (2nd ed.). Mississauga, Ont: John Wiley & Sons.

Allen, J., O'Toole, W., Harris, R., McDonnell, I., Brown, S., & Jones, M. (2011). *Festival & special event management* (5th ed.). Milton, Qld: John Wiley & Sons.

Goldblatt, J. J. (2011). *Special events: a new generation and the next frontier* (6th ed.). Hoboken, NJ: Wiley.

Van der Wagen, L. (2010). *Events and tourism essentials*. Frenchs Forest, NSW: Pearson.

Wrathall, J., & Gee, A. (2011). *Event management: theory and practice*. North Ryde, NSW: McGraw-Hill.

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

- International Journal of Event and Festival Management
- International Journal of Event Management Research
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- Micenet Asia
- Special events magazine
- Spice
- Event

# Industry Placement I (IP101)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Diploma of Business (IEM)	1 year	Level 1	Janette Illingsworth
Associate Degree of Business (IEM)	2 years	Level 1	Janette Illingsworth
Bachelor of Business (IEM)	2.5 years	Level 1	Janette Illingsworth

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
8 credit points	24 credit points for Diploma of Business (IEM) 48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload in preparation for Industry Placement (IP101a)

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

Duration	Facilitated study h/p/w	Personal study h/p/w	Total study h/p/w
12 week duration	1	3	4

### Student workload in preparation for Industry Placement (IP101b)

Duration	Facilitated study h/p/w	Personal study h/p/w	Total study h/p/w
24 week duration across 2 terms	25 average in industry	4	29
A minimum of 600 hours over 24 weeks (2 terms) of the industry placement.			

#### 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)

The aim of Industry Placement 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 practice their interview skills (IP101a).

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 Food and Beverage outlet within their chosen discipline (hotel, restaurant, event, hospitality environment).

#### 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.

**Bachelor of Business (International Event Management)**

EVE101 Event Banqueting and Conferences

HOS101 Food and Beverage Operations Management

**Bachelor of Business (International Hotel and Resort Management)**

HOS101 Food and Beverage Operations Management

HTL101 Food and Beverage Management and Control

**Bachelor of Business (International Restaurant and Catering Management)**

HOS101 Food and Beverage Operations Management

HTL101 Food and Beverage Management and Control

RCM101 Introduction to the Restaurant and Catering Industries

**Bachelor of Business (Guest Experience Management)**

HOS101 Food and Beverage Operations Management

**Note:** Students must complete a minimum of 10 credit points prior to commencing industry placement.

**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

### 2.1 Learning Outcomes

Subject Learning Outcomes	Mapping to Course Learning Outcomes
a) Investigate industry processes and requirements for employment and selection;	BBus IEM – CLO1 & Learning Portfolio BBus IHRM – CLO1 & Learning Portfolio BBus IRCM – CLO1 & Learning Portfolio BBus GEM – CLO1 & learning Portfolio
b) Analyse employability trends;	BBus IEM – CLO1 & Learning Portfolio BBus IHRM – CLO1 & Learning Portfolio BBus IRCM – CLO1 & Learning Portfolio BBus GEM – CLO1 & learning Portfolio
c) Evaluate and secure opportunities for industry practicum;	BBus IEM – CLO1 BBus IHRM – CLO1 BBus IRCM – CLO5 BBus GEM – CLO1
d) Apply knowledge, skill and abilities developed at the School to the work environment;	BBus IEM – CLO5 & Hours at IP BBus IHRM – CLO5 & Hours at IP BBus IRCM – CLO3 & Hours at IP BBus GEM – CLO3 & Hours at IP
e) Contribute to the organisational workplace through appropriate responses to projects and/or tasks as a constructive member of a team;	BBus IEM – CLO2 & Hours at IP BBus IHRM – CLO2 & Hours at IP BBus IRCM – CLO5 & Hours at IP BBus GEM – CLO5 & Hours at IP
f) Critically reflect upon experiences within the specialisation sector;	BBus IEM – CLO2 & 5 & Learning Portfolio BBus IHRM – CLO2 & 5 & Learning Portfolio BBus IRCM – CLO6 & learning Portfolio BBus GEM – CLO6 & learning Portfolio
g) Critically reflect upon and apply key performance competencies for success in an employment environment.	BBus IEM – CLO6 & Learning Portfolio BBus IHRM – CLO6 & Learning Portfolio BBus IRCM – CLO6 & Learning Portfolio BBus GEM – CLO2 & 3

### 2.2 Assessment Tasks

Students must attempt all assessments to qualify to pass the subject.

#### Weeks 1 - 12

No.	Type and Description	Assessment due	Weighting	Learning Outcome(s) assessed
1.	Written Assessment Part A Report (2,500 words)	First Term Week 8	25%	a, b, c
2.	Proof of Hours Documentation Minimum of 180 Hours	First Term Week 10	15%	d, e

## Weeks 13 - 24

No.	Type and Description	Assessment due	Weighting	Learning Outcome(s) assessed
3.	Written Assessment Part B Report (2,500 words)	Second Term Week 10	25%	f, g
4.	Proof of Hours Documentation Minimum of 420 additional Hours	Term after Completion Week 2	35%	d, e

### 2.3 Prescribed and recommended readings

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

#### Recommended:

Bratton, J, Sawchuk, P, Forshaw, C, Callinan, M & Corbett, M 2010, Work and organizational behaviour, 2nd edn, Palgrave Macmillan, Basingstoke, NY.

Harris, JK 2006, Hospitality management internship: a student workshop: a complete guide for rotational experiences, Prentice Hall, Upper Saddle River, NJ.

Neugebauer, J & Evans-Brain, J 2009, Making the most of your placement, Sage, Thousand Oaks, CA.

Stebleton, M & Henle, M 2011, Hired!: the job hunting and career planning guide, 4<sup>th</sup> edn, Pearson/Allyn & Bacon, Boston, MA.

Sweitzer, HF & King, MA 2013, The successful internship, 4<sup>th</sup> edn, Cengage, South Melbourne, Vic.

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

#### Journals and magazines:

- The Career Development Quarterly
- International Journal of Contemporary Hospitality Management
- Australian Hotelier
- Cornell Hospitality Quarterly
- Hospitality

#### Online Resources: Careers Connect

Careers Connect, connecting future hospitality professionals with today's Industry Leaders. Here we bring together Industry's top talent into a single network where ambitious Blue Mountains students can explore and apply for Industry Placement and Job Opportunities, RSVP for Career Events, research employers and upload resumes & applications. This Career Management System is where you will find all of your communication and resources to assist you in securing your industry placement and preparing you for your future as a hospitality professional.

<https://bluemountains-csm.symplicity.com/students>



# Management Accounting (BUS201)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Associate Degree of Business (IEM)	2 years	Level 2	Dr Zelko Livaic
Bachelor of Business (IEM)	2.5 years	Level 2	Dr Zelko Livaic

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)



#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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.

Accounting Fundamentals (BUS101)

**1.7 Other resource requirements**

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

Yes  No

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

## SECTION 2 – ACADEMIC DETAILS

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting
On completing this subject, students will be able to: <ol style="list-style-type: none"> <li>Apply critical judgement to a range of financial techniques used to effectively monitor the performance of a business.</li> <li>Interpret financial reports for internal management and external users.</li> <li>Analyse and interpret financial profitability and liquidity.</li> <li>Evaluate the role of budgeting together with developing, implementing and managing operating and capital budgets.</li> <li>Appraise the role and purpose of international benchmarking and analysis tools in evaluating business performance against budgets.</li> <li>Examine different forms of debt and equity financing of a business.</li> <li>Analyse the relationship of financial reports and operational performance.</li> <li>Compile a set of financial information.</li> </ol>	(see examples noted below this table)	(for example, year 1, semester 1, week 1)	(% of total marks for subject)
a, b, c, d, e, f, g, h,	Learning Portfolio: Financial analysis, Problem solving and Budgeting Exercise. (3,000 words)	Week 3-11	50%
Any of the following: a, b, c, d, e, f, g, h,	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:**

Sivabalan, P., Wakefield, J., Sawyers, R. B., & Jackson, S. (2018). *ACCT3 Management* (3rd Asia pacific ed.). South Melbourne, Australia: Cengage.

### **Recommended:**

Dopson, L. R., & Hayes, D. K. (2009). *Managerial accounting for the hospitality industry*. Hoboken, NJ: John Wiley & Sons.

Epstein, M. J., & Lee, J. Y. (2008). *Advances in management accounting, volume 17*. Retrieved from <http://www.emeraldinsight.com/>

McTaggart, D., Findlay, C., & Parkin, M. (2010). *Economics*. Frenchs Forest, NSW: Pearson Education.

Sawyers, R. B., Jackson, S., & Jenkins, G. (2012). *Managerial ACCT2* (2nd ed.). South Melbourne, Vic: Cengage Learning.

Warren, C. S., Reeve, J. M., & Duchac, J. (2012). *Financial & managerial accounting* (11th ed.). Mason, OH: South-Western Cengage Learning.

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

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Associate Degree of Business (IEM)	2 years	Level 2	Dr Zelko Livaic
Bachelor of Business (IEM)	2.5 years	Level 2	Dr Zelko Livaic

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting  (% of total marks for subject)
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Evaluate the relevance and significance of the study of economics in a complex and dynamic business environment.</li> <li>Appraise the following principles and concepts: scarcity principle, cost-benefit principle, comparative advantage, opportunity cost, demand and supply.</li> <li>Evaluate the meaning of “price elasticity of demand” and relate to practical applications including optimizing revenue maximization choices.</li> <li>Analyse how economies are linked to the rest of the world through exchange rates and the balance of payments.</li> <li>Exercise judgement on how the main macroeconomic policy issues of the 21<sup>st</sup> century can be used to more effectively manage company resources.</li> <li>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.</li> <li>Apply critical judgement on the operation of key economic policy areas including: Fiscal Policy, Monetary Policy and economic growth.</li> <li>Critically review the impact of economic growth and evaluate global perspectives which affect Tourism and Hotel Industries.</li> </ol>			
<p>a, b, c, d, e, f, g, h</p>	<p>Learning Portfolio Weekly Quizzes and reflections on readings (3,000 words)</p>	<p>Week 3-11</p>	<p>50%</p>
<p>Any of the following: a, b, c, d, e, f, g, h.</p>	<p>Exam</p>	<p>Exam week</p>	<p>50%</p>

*\* 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:**

Sexton, R. L. (2016). *Survey of ECON* (3rd ed.). South Melbourne, Vic: Cengage.

**Recommended:**

Global Economic Crisis Resource Centre. (2010). *Global economic watch: impact on business ethics, government and society*. Mason, OH: South-Western Cengage Learning.

Hubbard, R. G., & O'Brien, A. P. (2013). *Essentials of economics* (3rd ed.). Boston, MA: Pearson.

McTaggart, D., Findlay, C., & Parkin, M. (2010). *Economics*. Frenchs Forest, NSW: Pearson Education.

Nagle, T. T., Hogan, J. E., & Zale, J. (2011). *The strategy and tactics of pricing: a guide to growing more profitably*. Upper Saddle River, NJ: Pearson Education.

Newbold, P., Carlson, W. L., & Thorne, B. M. (2013). *Statistics for business and economics* (8th ed.). Boston, MA: Pearson.

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

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

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

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

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting (% of total marks for subject)
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Analyse central elements of relevant national legal systems.</li> <li>Analyse the legal requirements of setting up and operating a business.</li> <li>Analyse and critically reflect upon the key elements of business law.</li> <li>Evaluate the influence of international law on transnational business operations</li> <li>Critically reflect upon the legal, social, ethical responsibilities to your peers, the business environment and the community</li> <li>Demonstrate the ability to access legal information, including online legal resources</li> </ol>	<p>(see examples noted below this table)</p>	<p>(for example, year 1, semester 1, week 1)</p>	
a, b, c	In class quiz	Week 5	20%
a, b, c, d, e, f	Group presentation	Week 9 & 10	30%
a, b, c, d, e	Final 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:**

Gibson, A., (2018). *Business Law* (10<sup>th</sup> ed.). Melbourne, VIC: Pearson Education.

**Recommended:**

Vickery, R. & Flood, M. (2012). *Australian business law: compliance and practice* (7th ed.). Frenchs Forest, NSW: Pearson Education.

**OR**

Local version approved by the Director of Academic Affairs

Clarke, B. R., Sweeney, B. J., & Bender, M. (2011). *Marketing & the law*. Chatswood, NSW: LexisNexis Butterworths.

Gibson, A., & Fraser, D. (2009). *Business law* (4th ed.). Frenchs Forest, NSW: Pearson Education Australia.

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

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

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

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

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

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

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
10 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
4	8	12

### 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting (% of total marks for subject)
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Analyse the employment relationship, and evaluate the shared responsibilities between employers, management, human resource specialists, and employees.</li> <li>Evaluate the procedures and practices used for recruiting, selecting and remunerating employees.</li> <li>Evaluate how HRM is responding to current business trends, opportunities and challenges whilst meeting the needs of an organisation or a department.</li> <li>Assess the training requirements and design a training and orientation program.</li> <li>Critically review the knowledge, skill and concepts needed to resolve actual human resource problems and issues.</li> <li>Appraise the legal, ethical, and legislative requirements in relation to the management of human resources in hospitality and event firms.</li> <li>Evaluate the responsibilities of management, HRM specialists, managers, and employees in managing the employment relationship in a unionised and non-unionised environment.</li> </ol>	<p><i>(see examples noted below this table)</i></p>	<p><i>(for example, year 1, semester 1, week 1)</i></p>	
a, e, f	Individual Case study exercise (2,000 word max)	Week 6	20%
c, d	Group Report & Presentation (4,000 word max)	Week 8 Week 9 & 10	40%
a, b, c, g	Exam	Exam week	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:**

DeNisi, A. & Griffin, R., 2017, *HR*, 4th ed, Cengage, Boston, MA.

### **Recommended:**

Boxall, P.F. & Purcell, J., 2011, *Strategy and human resources management*, Palgrave MacMillan, Basingstoke, UK.

Dessler, G., 2013, *Human resource management*, 13<sup>th</sup> ed, Prentice Hall, Boston, MA.

Dessler, G., Griffiths, J. & Lloyd-Walker, B., 2007, *Human resource management: theory, skills, application*, 3<sup>rd</sup> ed, Pearson, Frenchs Forest NSW.

Hsiao, A., Auld, C., & Ma, E. (2015). Perceived organizational diversity and employee behavior. *International Journal of Hospitality Management*, 48, 102-112.

Joshi, A., Liao, H. & Martocchio, J.J., 2010, *Research in personnel and human resources management*, e-book Emerald eBook Series.

Lepak, D. & Gowan, M., 2010, *Human resource management: managing employees for competitive advantage*, International ed, Pearson Prentice-Hall, Upper Saddle River, 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:

- 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 Practice (BUS205)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

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

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting
<p>On completing this subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a. Compare and contrast quantitative and qualitative research methodologies.</li> <li>b. Evaluate data collection methods typically used in social research.</li> <li>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.</li> <li>d. Present clear and coherent statistical and graphical data analysis.</li> <li>e. Evaluate scholarly and professional resources, research proposals and reports.</li> <li>f. Examine the differences between academic and industry/business research approaches.</li> <li>g. Appraise the role of ethics in research practice.</li> </ul>	<p>(see examples noted below this table)</p>	<p>(for example, year 1, semester 1, week 1)</p>	<p>(% of total marks for subject)</p>
<p>a, b, c, d, e, f, g</p>	<p>Learning Portfolio (5,000 words)</p>	<p>Weeks 3-11</p>	<p>100%</p>

*\* 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:

Zikmund, W., Quilan, C., Griffin, M., Babin, B. & Carr, J. (2019). *Business research methods* (2<sup>nd</sup> ed.) Cengage learning EMEA.

### Recommended:

Ghauri, P. N., & Grønhaug, K. (2010). *Research methods in business studies* (4th ed.). New York: Financial Times Prentice Hall.

Hyde, K. F., Ryan, C., & Woodside, A. G. (Eds.). (2012). *Field guide to case study research in tourism, hospitality and leisure*. Retrieved from <http://www.emeraldinsight.com/>

Kumar, R. (2011). *Research methodology: a step-by-step guide for beginners*. London, UK: Sage.

Neuman, W. L. (2011). *Social research methods: qualitative and quantitative approaches* (7th ed.). Boston, MA: Allyn and Bacon.

O'Leary, Z. (2010). *The Essential guide to doing your research project* (2nd ed.). Thousand Oaks, CA: Sage.

Oliver, P. (2010). *Understanding the research process*. Thousand Oaks, CA: Sage.

Veal, A. J. (2011). *Research methods for leisure & tourism* (4th ed.). Harlow, UK: Prentice Hall.

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

- Annals of Leisure Research
- Asia Pacific Journal of Tourism Research
- International Journal of Hospitality Management.
- Journal of Hospitality & Tourism Management
- Journal of Travel Research

# Operations and Environment Management (HOS201)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Associate Degree of Business (IEM)	2 years	Level 2	Simon Pawson
Bachelor of Business (IEM)	2.5 years	Level 2	Simon Pawson

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)



#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for subject)</i>
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Critically evaluate the links between operational or facility design and increased sales and profitability.</li> <li>Critique the advantages and disadvantages of adopting sustainable development principles.</li> <li>Critically reflect upon the elements of effective design within the range of the design decision-making process.</li> <li>Critically analyse environmental benchmarking accreditation and legislation, including ISO14001.</li> <li>Analyse and critically reflect upon the current waste, water and energy management initiatives and practices relevant to the hospitality and tourism industry.</li> <li>Critically evaluate the changing nature of operations and environment management trends, specific to a hospitality and tourism facility through emerging literature</li> </ol>			
b	Essay Sustainable Development principles  (2,000 words)	Week 6	30%
a, b, c, d, e	EMS Plan, Presentation and Defence  Group (30 min)	Week 7	30%
Any of the following: a ,b, c, d, e, f	Exam	Exam week	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:**

Sloan, P. Legrand, W., & Chen, J. (2017). *Sustainability in the hospitality industry: principles of sustainable operations* (3rd ed.). New York, NY: Routledge.

### **Recommended:**

Carroll, A. B., & Buchholtz, A. K. (2012). *Business & society: ethics, sustainability and stakeholder management* (8th ed.). Mason, OH: South-Western Cengage Learning.

Edwards, A. (2004). *ISO 14001: Environmental certification step-by-step* (Rev. ed.). Oxford, UK: Butterworth-Heinemann.

Eweje, G., & Perry, M. (2011). *Business and sustainability concepts, strategies and changes*. Bingley, UK: Emerald.

McCarty, T., Jordan, M., & Probst, D. (2011). *Six sigma for sustainability: how organizations design and deploy winning environmental programs*. New York, NY: McGraw-Hill.

McConnell, R., & Abel, D. (2008). *Environmental issues: an introduction to sustainability* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Stringer, L. (2010). *The green workplace: sustainable strategies that benefit employees, and the bottom line*. New York, NY: Palgrave Macmillan.

Travis, A. S. (2011). *Planning for tourism, leisure and sustainability: international case studies*. Cambridge, MA: CABI.

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

- Energy Journal
- Environmental Design and Construction
- Facilities
- Facilities Design & Management
- Hospitality Design
- Journal of Environmental Engineering
- Journal of Environmental Planning and Management
- Journal of Facilities Management
- Water and Environment International
- Water Engineering and Management

# Event Planning and Implementation (EVE201)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Associate Degree of Business (IEM)	2 years	Level 2	Lis Bastian
Bachelor of Business (IEM)	2.5 years	Level 2	Lis Bastian

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4 + 9 = 13	4	17

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

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

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

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

Additional English language support: 4 hours per week

#### 1.5 Delivery mode

Tick all applicable delivery modes for the subject:

Face to face on site

e-learning (online)

Intensive (provide details)

Block release (provide details)

Work-integrated learning activity

Mixed/blended

Distance/independent learning (untimetabled)

Full-time

Part-time

External

Fast track (provide details)

Other (please specify)

#### 1.6 Pre-requisites and co-requisites

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

Yes  No

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

### 1.7 Other resource requirements

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

Yes  No

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

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

## SECTION 2 – ACADEMIC DETAILS

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Examine critically and apply the process and steps involved in staging of events.</li> <li>Develop and implement event management systems and procedures.</li> <li>Appraise the role of technology in staging events.</li> <li>Evaluate the importance of risk management and legal compliance and apply to staging events.</li> <li>Identify, analyse and evaluate the objectives of sponsorship and fundraising in relation to both the sponsoring organisation and the event.</li> <li>Analyse the issues arising from the various contexts in which event sponsorship and fundraising occurs.</li> <li>Research, secure, and implement a sponsorship plan for an event.</li> </ol>	Type *	When assessed – year, session and week	Weighting
a, b, c, d	<i>(see examples noted below this table)</i> Staging a Fundraising Event Practical Assessment	(for example, year 1, semester 1, week 1) Week 2 - 10	(% of total marks for subject) 60%
e, f, g	Sponsorship Plan (3,000 words)	Week 7	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:**

Shone, A., & Parry, B. (2013). *Successful event management: a practical handbook* (4th ed.). South Melbourne, Vic: Cengage.

### **Recommended:**

Allen, J. (2009). *Event planning: ethics and etiquette: a principled approach to the business of special event management*. Etobicoke, ON: John Wiley & Sons.

Allen, J. (2009). *Event planning: the ultimate guide to successful meetings, corporate events, fund-raising galas, conferences, conventions, incentives and other special events* (2nd ed.). Mississauga, ON: John Wiley & Sons.

Goldblatt, J. J. (2011). *Special events: a new generation and the next frontier* (6th ed.). Hoboken, NJ: Wiley.

Masterman, G. (2007). *Sponsorship for a return on investment*. Oxford, UK: Butterworth-Heinemann.

Skinner, B. E., & Rukavina, V. (2003). *Event sponsorship*. Hoboken, NJ: John Wiley.

Sonder, M. (2004). *Event entertainment and production*. Hoboken, NJ: John Wiley.

Tarlow, P. E. (2002). *Event risk management and safety*. New York, NY: John Wiley.

Wendroff, A. L. (2004). *Special events: proven strategies for non-profit fundraising* (2nd ed.). Hoboken, NJ: John Wiley.

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

- International Journal of Event and Festival Management
- International Journal of Event Management Research
- The International Journal of Contemporary Hospitality Management
- Micenet Asia
- Special events magazine
- Spice
- Event

# The Professional Event Organiser (EVE202)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Associate Degree of Business (IEM)	2 years	Level 2	Dr Rajka Presbury
Bachelor of Business (IEM)	2.5 years	Level 2	Dr Rajka Presbury

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

#### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for subject)</i>
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Critically examine the full event planning process, using a broad range of tools and strategies to procure, organise, implement and monitor the products and services that bring an event to life for a range of clients.</li> <li>Create an event concept plan for a specific event incorporating design features, project management principles, appropriate site selection and the development of infrastructure services of entertainment in food and beverage.</li> <li>Appraise the unique attributes, knowledge and abilities of the professional event organiser: including communication, project management, negotiation, conflict management and problem solving.</li> </ol>			
a, b, c	Event Concept Plan Group (5,000 words)	Week 9	50%
a, 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:**

Rutherford-Silvers, J. (2012). *Professional event coordination* (2nd ed.). Hoboken, NJ: John Wiley.

### **Recommended:**

Allen, J. (2009). *Event planning: ethics and etiquette: a principled approach to the business of special event management*. Etobicoke, ON: John Wiley & Sons.

Allen, J. (2009). *Event planning: the ultimate guide to successful meetings, corporate events, fund-raising galas, conferences, conventions, incentives and other special events* (2nd ed.). Mississauga, ON: John Wiley & Sons.

Columbus, G. (2011). *The complete guide to careers in special events: step toward success!*. Hoboken, NJ: John Wiley.

Shone, A., & Parry, B. (2010). *Successful event management: a practical handbook* (3rd ed.). London, UK: Cengage Learning.

Sonder, M. (2004). *Event entertainment and production*. Hoboken, NJ: John Wiley.

Tarlow, P. E. (2002). *Event risk management and safety*. New York, NY: John Wiley.

Wendroff, A. L. (2004). *Special events: proven strategies for non-profit fundraising* (2nd ed.). Hoboken, NJ: John Wiley.

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

- International Journal of Event and Festival Management
- International Journal of Event Management Research
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- Micenet Asia
- Special events magazine
- Spice
- Event

# Industry Placement II (IP201)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Associate Degree of Business (IEM)	2 years	Level 2	Janette Illingsworth
Bachelor of Business (IEM)	2.5 years	Level 2	Janette Illingsworth

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
8 credit points	48 credit points for Associate Degree of Business (IEM) 64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload in preparation for Industry Placement (IP201a)

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

Duration	Facilitated study h/p/w	Personal study h/p/w	Total study h/p/w
12 week duration	1	3	4

### Student workload during Industry Placement (IP201b)

Duration	Facilitated study h/p/w	Personal study h/p/w	Total study h/p/w
24 week duration	25 average in industry	4	29

Duration	Facilitated study h/p/w	Personal study h/p/w	Total study h/p/w
across 2 terms			
A minimum of 600 hours over 24 weeks (2 terms) of the industry placement.			

### 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)

The aim of Industry Placement 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 practice their interview skills (IP201a).

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 at an approved facility within their chosen discipline (hotel, restaurant, event, hospitality environment).

#### 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.

**Bachelor of Business (International Event Management)**

EVE201 Event Planning and Implementation

**Bachelor of Business (International Hotel and Resort Management)**

HTL201 Rooms Division Management

**Bachelor of Business (International Restaurant and Catering Management)**

RCM101 Introduction to the Restaurant and Catering Industries

RCM201 Advanced Beverage and Wine Knowledge

RCM202 Menu Planning and Engineering

**Bachelor of Business (Guest Experience Management)**

HOS101 Food and Beverage Operations Management

Students should have completed at least two out of the three subjects in their chosen specialisation before commencing IP201.

Plus IP101 for all of the above

#### 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

### 2.1 Learning Outcomes

Subject Learning Outcomes	Mapping to Course Learning Outcomes
a) Engage with industry employability trends and processes to secure opportunities for industry placement;	BBus IEM – CLO BBus IHRM – CLO1 & Learning Portfolio BBus IRCM – CLO1 & Learning Portfolio BBus GEM – CLO1
b) Apply knowledge, skill and abilities developed at the School to the work environment;	BBus IEM – CLO BBus IHRM – CLO CLO5 & Hours at IP BBus IRCM – CLO3 & Hours at IP BBus GEM – CLO3 & Hours at IP
c) Contribute to the organisational workplace through appropriate responses to projects and/or tasks as a constructive member of a team;	BBus IEM – CLO BBus IHRM – CLO2 & Hours at IP BBus IRCM – CLO2 & Hours at IP BBus GEM – CLO
d) Critically reflect upon experiences within the specialisation sector;	BBus IEM – CLO BBus IHRM – CLO2 & Learning Portfolio BBus IRCM – CLO2 & Learning Portfolio BBus GEM – CLO6 & learning Portfolio
e) Critically reflect upon and apply key performance competencies for building a career in an employment environment;	BBus IEM – CLO BBus IHRM – CLO6 & Learning Portfolio BBus IRCM – CLO6 & Learning Portfolio BBus GEM – CLO2 & 3
f) Evaluate the operations from a management perspective.	BBus IEM – CLO1 & Learning Portfolio BBus IHRM – CLO3 & Learning portfolio BBus IRCM – CLO5 & 6 BBus GEM – CLO5 & 6

### 2.2 Assessment Tasks

Students must attempt all assessments to qualify to pass the subject.

#### Weeks 1 - 12

No.	Type and Description	Assessment due	Weighting	Learning Outcome(s) assessed
1.	Written Assessment Part A Report (2,500 words)	First Term Week 8	25%	a, b, c
2.	Proof of Hours Documentation Minimum of 180 Hours	First Term Week 10	15%	d, e

## Weeks 13 – 24

No.	Type and Description	Assessment due	Weighting	Learning Outcome(s) assessed
3.	Written Assessment Part B Report (2,500 words)	Second Term Week 10	25%	f
4.	Proof of Hours Documentation Minimum of 420 additional Hours	Term after Completion Week 2	35%	d, e

### 2.3 Prescribed and recommended readings

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

#### **Recommended:**

Bratton, J, Sawchuk, P, Forshaw, C, Callinan, M & Corbett, M 2010, Work and organizational behaviour, 2nd edn, Palgrave Macmillan, Basingstoke, NY.

Harris, JK 2006, Hospitality management internship: a student workshop: a complete guide for rotational experiences, Prentice Hall, Upper Saddle River, NJ.

Neugebauer, J & Evans-Brain, J 2009, Making the most of your placement, Sage, Thousand Oaks, CA.

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

Sweitzer, HF & King, MA 2013, The successful internship, 4<sup>th</sup> edn, Cengage, South Melbourne, Vic.

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

#### **Journals and magazines:**

- The Career Development Quarterly
- International Journal of Contemporary Hospitality Management
- Australian Hotelier
- Cornell Hospitality Quarterly
- Hospitality

#### **Online Resources:** Careers Connect

Careers Connect, connecting future hospitality professionals with today's Industry Leaders. Here we bring together Industry's top talent into a single network where ambitious Blue Mountains students can explore and apply for Industry Placement and Job Opportunities, RSVP for Career Events, research employers and upload resumes & applications. This Career Management System is where you will find all of your communication and resources to assist you in securing your industry placement and preparing you for your future as a hospitality professional.

<https://bluemountains-csm.symplicity.com/students>



## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

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

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Analyse the distinctive aspects of services marketing.</li> <li>Compare different types of customer involvement within service processes.</li> <li>Examine different customer behaviour in a variety of service settings.</li> <li>Critically review models of satisfaction and quality, and evaluate ways of measuring and monitoring satisfaction and quality.</li> <li>Analyse the nature of service scapes in a tourism and hospitality context.</li> <li>Appraise the key strategic issues in services marketing.</li> <li>Evaluate the nature, role, and significance of marketing communication in a service setting.</li> <li>Interpret the processes, determinants and tools of service delivery.</li> <li>Appraise ways of balancing capacity and demand in tourism and hospitality services.</li> </ol>	Type *	When assessed – year, session and week	Weighting
	(see examples noted below this table)	(for example, year 1, semester 1, week 1)	(% of total marks for subject)
a, b, c, d	Essay Service Quality and Satisfaction Individual (2,000 words)	Week 6	30%
b, c, d, e	Presentation Group Marketing Idea and Plan (30 minutes)	Week 9	30%
f, g, h, i	Exam	Exam week	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:**

Lovelock, C. H., Patterson, P. G., & Wirtz, J. (2014). *Services marketing: an Asia-Pacific and Australian perspective* (6th ed.). Frenchs Forest, NSW: Pearson Education.

### **Recommended:**

Barker, M. S., Barker, D. I., & Bormann, N. F. (2012). *Social media marketing: a strategic approach*. Mason, OH: South-Western Cengage Learning.

Belk, R. W. (Ed). (2011). *Research in consumer behaviour*. Retrieved from <http://www.emeraldinsight.com/>

Glynn, M. S. & Woodside, A. G. (2012). *Business-to-business marketing management: strategies, cases, and solutions*. Retrieved from <http://www.emeraldinsight.com/>

Kotler, P., & Keller, K. L. (2012). *Marketing management* (14th ed.). Frenchs Forest, NSW: Pearson.

Kotler, P., Bowen, J. T., & Makens, J. C. (2013). *Marketing for hospitality and tourism* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Reid, R. D., & Bojanic, D. C. (2010). *Hospitality marketing management* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Strauss, J., & Frost, R. (2013). *E-marketing*. Upper Saddle River, NJ: Pearson.

Thomases, H. (2010). *Twitter marketing: an hour a day*. Indianapolis, IN: Wiley.

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

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Bachelor of Business (IEM)	2.5 years	Level 3	Simon Pawson

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IHRM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting (% of total marks for subject)
On completing this subject, students will be able to: <ol style="list-style-type: none"> <li>Analyse the key trends and elements of global tourism and hospitality industries.</li> <li>Critically reflect on the underpinnings of entrepreneurship</li> <li>Critically review the criteria used to evaluate business potential.</li> <li>Appraise the nature of social entrepreneurship.</li> <li>Evaluate the critical aspects of creating a new venture.</li> <li>Critically review theories and strategies used in business decision making and problem solving.</li> </ol>	(see examples noted below this table)	(for example, year 1, semester 1, week 1)	
c, e, f	The Entrepreneur’s Business Plan Group (5,000 words)	Week 9	60%
a, b, d	Final Exam	Exam Week	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:**

Frederick, H., O'Connor, A., & Kuratko, D. (2018). *Entrepreneurship: theory, process, practice* (5th ed.). South Melbourne, Vic: Cengage.

### **Recommended:**

Lee-Ross, D., & Lashley, C. (2009). *Entrepreneurship and small business management in the hospitality industry*. London, UK: Butterworth-Heinemann.

Lumpkin, G. T., & Katz, J. A. (2009). *Entrepreneurial strategic content*. Retrieved from <http://www.emeraldinsight.com/>

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

Mazzarol, T. (2011). *Entrepreneurship and innovation: readings and cases*. Prahran, Vic: Tilde University Press.

### **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

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Bachelor of Business (IEM)	2.5 years	Level 3	Simon Pawson

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting (% of total marks for subject)
On completing this subject, students will be able to: <ol style="list-style-type: none"> <li>Evaluate the fundamental concepts of the change process.</li> <li>Appraise corporate culture within tourism and hospitality organisations.</li> <li>Assess the major sources of change and their impact.</li> <li>Investigate and evaluate change management strategies.</li> <li>Make judgement upon change methods for a given organisation.</li> <li>Evaluate and discuss current ODC literature.</li> </ol>	<i>(see examples noted below this table)</i>	<i>(for example, year 1, semester 1, week 1)</i>	
a, b, c, d,	Essay Change Process and Impacts Individual (3,000 words)	Week 7	50%
Any of the following: a, b, c, d, e, f,	Exam	Exam week	50%

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

## 2.1 Prescribed and recommended readings

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

### **Prescribed:**

Waddell, D. (2017). *Organisational change: development and transformation* (6th ed.). Melbourne, Vic: Cengage.

### **Recommended:**

Fullen, M. (2011). *Change leaders: learning to do what matters most*. San Francisco, CA: Jossey-Bass.

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

Robbins, S. P. (2012). *Management* (6th ed.). Frenchs Forest, NSW: Pearson.

Robbins, S. P., & Judge, T. A. (2010). *Essentials of organizational behaviour*. Upper Saddle River, NJ: Pearson Education.

Spector, B. (2010). *Implementing organizational change: theory and practice*. Upper Saddle River, NJ: Pearson Prentice Hall.

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

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Bachelor of Business (IEM)	2.5 years	Level 3	Simon Pawson

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting (% of total marks for subject)
On completing this subject, students will be able to: <ol style="list-style-type: none"> <li>Understand and apply analytical tools for strategy formulation appropriate to a hotel</li> <li>Prepare, apply and monitor a strategic business plan for a hotel</li> <li>Generate, implement and justify business and marketing strategies suitable for new or continuing hotels</li> <li>Evaluate and justify resources, capabilities, competencies and competitive advantage for new or continuing hotels</li> <li>Analyse the managerial tasks associated with developing and executing organisational strategies</li> <li>Work effectively in teams and participate in strategic management decision-making concerning the operations of a hotel</li> </ol>	<i>(see examples noted below this table)</i>	<i>(for example, year 1, semester 1, week 1)</i>	
a, b, c, d, e, f	HOTS Strategic Business Plan (4,000 words) (Group)	Week 10	60%
a, c, d	Strategic Briefing Paper (1,000 words) (Individual)	Week 7	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:**

*Harrison, JS, St. John, CH 2014, Foundations in Strategic Management, 6th edn, Cengage, South Melbourne, Vic.*

### **Recommended:**

Aaker, D. A., & McLoughlin, D. (2010). *Strategic market management: global perspectives*. Hoboken, NJ: Wiley.

Aras, G. & Crowther, D. (Eds). (2012). *Business strategy and sustainability*. Retrieved from <http://www.emeraldinsight.com/>

Frynas, J. G., & Mellahi, K. (2011). *Global strategic management*. Oxford, UK: Oxford University Press.

Gamble, J., & Thompson, A. A. (2011). *Essentials of strategic management: the quest for competitive advantage*. New York, NY: McGraw-Hill Irwin.

Ghemawat, P., & Siegel, J. (2011). *Redefining global strategy*. Boston, Mass: Harvard Business Publishing.

Gupta, A., Wakayama, T., & Rangan, S. (2012). *Global strategies for emerging Asia*, San Francisco, CA: Jossey-Bass.

Johnson, G., Whittington, T., & Scholes, K. (2011). *Exploring strategy: text and cases* (9th ed.). Harlow, UK: Pearson.

*Lamb, C.W, Hair, JF, McDaniel, C, Summers, J & Gardiner, M 2013, MKTG2, Asia-Pacific edn, Cengage, South Melbourne, Vic.*

Okumus, F., Altinay, L., & Chathoth, P. (2010). *Strategic management for hospitality and tourism*. Oxford, UK: Butterworth-Heinmann.

Stockport, G. (2011). *Strategy case studies*. Pahrn, Vic: Tilde University Press.

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

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



# Ethical Business Management (BUS305)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

<b>Associated higher education awards</b> <i>(for example, Bachelor, Diploma)</i>	<b>Duration</b> <i>(for example, one semester, full year)</i>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Subject Coordinator</b>
Bachelor of Business (IEM)	2.5 years	Level 3	Edmund Goh

### 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).

<b>Subject credit points</b> <i>Example: 10 credit points</i>	<b>Total course credit points</b> <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

<b>No. timetabled hours per week*</b>	<b>No. personal study hours per week**</b>	<b>Total workload hours per week***</b>
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
On completing this subject, students will be able to:	Type * <i>(see examples noted below this table)</i>	When assessed – year, session and week <i>(for example, year 1, semester 1, week 1)</i>	Weighting <i>(% of total marks for subject)</i>
<ul style="list-style-type: none"> <li>a. Formulate a practical framework for ethical decision making.</li> <li>b. Critically reflect upon the ethical issues inherent in changing business environments.</li> <li>c. Apply ethical principles to particular cases or practices in business.</li> </ul>	Case Study Report Principles of Ethics (2,000 words)	Week 6	40%
<ul style="list-style-type: none"> <li>d. Evaluate the major approaches and issues related to business ethics, corporate social responsibility, and environmental sustainability.</li> <li>e. Analyse the presuppositions of business from a moral point of view.</li> <li>f. Appraise the techniques of moral reasoning and argumentation that are needed to analyse moral issues in business and thus encourage and maintain ethical corporate climates.</li> </ul>	Group Debate Ethical Issues in Business	Week 10	20%
Any of the following: b, d, e, f.	Exam	Exam week	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:**

Shaw, W. H., Barry, V., Issa, T., & Catley, B. (2016). *Moral issues in business* (3rd Asia Pacific ed.). South Melbourne, Vic: Cengage.

### **Recommended:**

Carroll, A. B., & Buchholtz, A. K. (2012). *Business and society: ethics, sustainability and stakeholder management* (8th ed.). Mason, OH: South-Western Cengage learning.

Collins, D. (2012). *Business ethics: how to design and manage ethical organizations*. Hoboken, NJ: Wiley.

Crane, A., & Matten, D. (2010). *Business ethics: managing corporate citizenship and sustainability in the age of globalization*. Oxford, UK: Oxford University Press.

De George, R. T. (2013). *Business ethics* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

DesJardins, J. (2012). *An introduction to business ethics* (5th ed.). NewYork, NY: McGraw-Hill.

Grace, D., & Cohen, S. (2010). *Business ethics* (4th ed.). South Melbourne, Vic: Oxford University Press.

Hartman, L. P., DesJardins, J., & MacDonald, C. (2014). *Business ethics: decision making for personal integrity and social responsibility* (3rd ed.). NewYork: McGraw-Hill.

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

- Academy of Management Journal
- Academy of Management Review
- Business & Society
- Business & Society Review
- Ethical Investor
- Journal of Business Ethics
- Journal of Corporate Citizenship
- Harvard Business Review
- MIT Sloan

# Managing Event Facilities (EVE301)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Bachelor of Business (IEM)	2.5 years	Level 3	Philip Maw

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
On completing this subject, students will be able to:	Type *	When assessed – year, session and week	Weighting
a. Critically analyse and apply the strategies and practical responses that event facilities can employ in their efforts to become more sustainable. b. Identify a variety of venues and evaluate their suitability for specific events, aligned with project management and budgeting. c. Reflect critically upon the key principles and risks that impact the effective management of event facilities. d. Identify legal and regulatory compliance and their application to event facilities.	<i>(see examples noted below this table)</i>	<i>(for example, year 1, semester 1, week 1)</i>	(% of total marks for subject)
a, d	Case Study Individual (3,000 words)	Week 6	60%
b, c	Event Proposal Group Presentation (30 minutes)	Week 11	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:

Berners, P. (2019). *The practical guide to managing event venues*. London, UK: Routledge.

Berridge, G. (2011). *Events design and experience*. Abingdon, UK: Routledge.

Bladen, C., Kennell, J., Abson, E. & Wilde, N. (2018). *Events Management: An introduction* (2<sup>nd</sup> ed.). London, UK: Routledge.

Goldblatt, S. D. (2012). *The complete guide to greener meetings and events*. Hoboken, NJ: John Wiley.

Miller, D. R., Harris, S., Harper, A. A., VanDyke S. & Blask, C. (2011). *Security information and event management (SIEM) implementation*. New York, NY: McGraw Hill.

Schwarz, E. C., Westerbeek, H., Liu, D., Emery, P., & Turner, P. (2017). *Managing sport facilities and major events* (2<sup>nd</sup> ed.). New York, NY: Routledge

.

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

- International Journal of Event Management Research
- Journal of Convention & Event Tourism
- Journal of Leisure Property
- The International Journal of Contemporary Hospitality Management
- Entertainment Close-up
- Hospitality Construction
- Micenet Asia
- Special events magazine
- Spice
- Event

# Event Revenue and Budgeting (EVE302)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Bachelor of Business (IEM)	2.5 years	Level 3	Dr Zelko Livaic

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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)

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

- Other (please specify)

### 1.6 Pre-requisites and co-requisites

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

- Yes    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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
<p>Upon successful completion of this subject students will be able to:</p> <ol style="list-style-type: none"> <li>Apply principles of revenue management to events.</li> <li>Articulate potential problems and issues in event revenue management.</li> <li>Analyse the effectiveness of the pricing and revenue management strategies of selected events.</li> <li>Assemble and defend an event budget, in relations with event facilities and event evaluation.</li> </ol>	Type *	When assessed – year, session and week	Weighting
a, b, c	<p>Learning Portfolio</p> <p>Case study presentations (5 minutes)</p> <p>Calculations (30 minutes)</p> <p>Comparative analysis (5 minutes)</p>	<p>Weeks 4 – 9</p> <p>Modules 4, 6 &amp; 8</p> <p>Module 7</p> <p>Modules 5 &amp; 9</p>	<p>6 x 10%</p> <p>TOTAL 60%</p>
a, b, d	<p>Event Proposal</p> <p>Group presentation (30 minutes)</p>	<p>Week 11</p>	<p>40%</p>

*\* 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:**

Bladen, C., Kennell, J., Abson, E. & Wilde, N. (2018). Events management: an introduction (2<sup>nd</sup> ed.). Routledge, Taylor & Francis Group, London

Forgacs, G. (2017). Revenue Management: Maximizing Revenues for Hospitality Operations (2<sup>nd</sup> ed.). Lansing, MA: AHLEI

Fyall, A., Legohere, P., & Poutier, E. (2013). Revenue management for hospitality and tourism. Oxford, UK: Goodfellow Publishers.

Hayes, D. K., & Miller, A. A. (2011). Revenue management for the hospitality industry. Hoboken, NJ: John Wiley & Sons.

Ingold, A., McMahon-Beattie, U., & Yeoman, I. (2007). Yield management: strategies for the service industries (2<sup>nd</sup> ed.). London, UK: Thomson.

Tranter, K. A., Stuart-Hill, T. & Parker, J. (2008). An introduction to revenue management for the hospitality industry: principles and practices for the real world. Upper Saddle River, NJ: Pearson Prentice Hall.

van der Wagen, L. & White, L. (2018). Event management: for tourism, cultural, business and sporting events (5<sup>th</sup> ed.). Cengage Learning Australia, South Melbourne, Victoria

Yeoman, I. (2004). Festival and events management: an international arts and culture perspective. Elsevier Butterworth-Heinemann, Amsterdam, The Netherlands

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

- Conferences and Incentive Travel
- Journal of Convention & Event Tourism
- The International Journal of Contemporary Hospitality Management
- International Journal of Event and Festival Management
- International Journal of Event Management Research
- Journal of revenue and Pricing Management
- International Journal of Revenue Management

# Event Evaluation (EVE303)

## SECTION 1 – GENERAL INFORMATION

### 1.1 Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Subject Coordinator
Bachelor of Business (IEM)	2.5 years	Level 3	Lis Bastian

### 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).

Subject credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
2 credit points	64 credit points for Bachelor of Business (IEM)

### 1.4 Student workload

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

To successfully complete this subject, students must maintain a minimum average class attendance of 80% at all times as a unit requirement.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
4	8	12

\* 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

Students must attempt all assessments to qualify to pass the subject.

Learning outcomes for subject	Assessment tasks		
	Type *	When assessed – year, session and week	Weighting
<p>On completing this subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Measure the effectiveness of events through three stages: pre-event, during and post-event.</li> <li>Assess the success of income and expenditure strategies for a specific event.</li> <li>Substantiate the importance of authentic events experience design for brand image.</li> <li>Evaluate the event’s social and cultural impacts to the host community.</li> </ol>	<p><i>(see examples noted below this table)</i></p>	<p><i>(for example, year 1, semester 1, week 1)</i></p>	<p>(% of total marks for subject)</p>
<p>a, c, d</p>	<p>Experiential Portfolio (2,500 words) Diary log – pre and during event (50%) Participation and experience (50%)</p>	<p>Week 3 - 10</p>	<p>60%</p>
<p>a, b, d</p>	<p>Event Proposal Group presentation (30 minutes)</p>	<p>Week 11</p>	<p>40%</p>

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

## 2.1 Prescribed and recommended readings

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

### **Recommended:**

Bladen, C., Kennell, J., Abson, E. & Wilde, N. (2018). *Events Management: An introduction* (2<sup>nd</sup> ed.). London, UK: Routledge.

Berridge, G. (2007). *Events design and experience*. Abingdon, OX: Butterworth-Heinemann

Conway, D. G. (2009). *The event manager's bible: the complete guide to planning and organising a voluntary or public event*. Oxford, UK: How to Books

Getz, D. (2012). *Event studies: theory, research and policy for planned events* (2nd ed.). London, UK: Routledge.

Goldblatt, J. (2011). *Special events: a new generation and the next frontier* (6th ed.). Hoboken, NJ: Wiley.

Preston, C. A. & Hoyle, L. (2012). *Event marketing: how to successfully promote events, festivals, conventions and expositions* (2nd ed.). Hoboken, NJ: John Wiley.

van der Wagen, L. & Wagen, L. & White, L. (2018). *Event Management: For tourism, cultural, business, and sporting events* (5<sup>th</sup> ed.). South Melbourne, VIC: Cengage Learning Australia.

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

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