



UNSW

UNSW Course Outline

SCIF3900 Sustainable Tourism in Regional Australia - 2024

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General Course Information

Course Code : SCIF3900

Year : 2024

Term : Summer

Teaching Period : U1

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Aviation

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course offers an introduction to concepts and tools necessary for understanding the challenges of sustainable development in the transport-environment-tourism nexus. Students will develop skills in comprehending and assessing the environmental, social and economic

sustainability of societal decisions in the context of tourism. A field excursion to Lady Elliott Island – located in the Southern tip of the Great Barrier Reef - will be undertaken with the objective of allowing students to develop an understanding of these societal trade-offs. The field-based learning will emphasise teamwork, as well as independent observational and enquiry skills using remote eco-resort as a context. Topics will include issues at the interface of transport and tourism management and sustainable development principles. Students will engage in preparatory learning leading up to the excursion, as well as reflective learning through assignments during- and post-trip. Around 24 hours of class, including education tours, fieldwork and presentations, are delivered on the island during the field excursion. This is a summer intensive course. Students should be aware that additional costs associated with the field trip will be incurred including return airfare to Lady Elliott Island (LEI), accommodation and food. This course is also available as AVIA3900.

Course Aims

The aim of this course is to provide students with a field-led understanding of the challenges of sustainable development with emphasis on sustainable transport and tourism management in regional Australia. Specifically, the course aims to provide students with an introduction to concepts and tools necessary for an understanding of the sustainable development issues in the transport-environment-tourism nexus, using ecotourism in the Great Barrier Reef as an illustrative context. Lady Elliott Island (LEI) represents a microcosm of human-environment interactions. The eco-tourism resort is particularly well suited for learning outcomes targeted at developing field-based observation skills, exposure to interdisciplinary knowledge and how this knowledge is used for the balancing of the economic, social and environmental goals. Students will be introduced to research in comprehending and assessing the physical, social, and economic sustainability of societal decisions. Although the main focus of the field excursion is on the Great Barrier Reef marine park, students will be required to apply the learning from the excursion to understanding a wide array of Australian and global destinations and protected areas, including remote aboriginal communities.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critique the trade-offs between economic, social and environmental considerations in relation to sustainable tourism in regional Australia.
CLO2 : Recall and appropriately apply principles, techniques and methods learnt for assessing sustainable development using transport operations or/and ecotourism in the Great Barrier Reef as an illustrative context.
CLO3 : Discuss the sustainable management challenges of a reef eco-tourism resort.
CLO4 : Explain the layers of complexity involved in the sustainable management of transport and tourism
CLO5 : Identify and extract relevant and contextual information, both in the field and in desktop research, for addressing challenges relating to sustainable tourism.
CLO6 : Effectively communicate the interdisciplinary challenges of the aviation-tourism-environment nexus to various audiences.
CLO7 : Appraise and convey the impact of aviation on sustainable development in a local and global context.

Course Learning Outcomes	Assessment Item
CLO1 : Critique the trade-offs between economic, social and environmental considerations in relation to sustainable tourism in regional Australia.	<ul style="list-style-type: none">• Field based assignments• Individual assignments
CLO2 : Recall and appropriately apply principles, techniques and methods learnt for assessing sustainable development using transport operations or/and ecotourism in the Great Barrier Reef as an illustrative context.	<ul style="list-style-type: none">• Final Exam• Field based assignments• Individual assignments
CLO3 : Discuss the sustainable management challenges of a reef eco-tourism resort.	<ul style="list-style-type: none">• Field based assignments
CLO4 : Explain the layers of complexity involved in the sustainable management of transport and tourism	<ul style="list-style-type: none">• Final Exam• Individual assignments• Field based assignments
CLO5 : Identify and extract relevant and contextual information, both in the field and in desktop research, for addressing challenges relating to sustainable tourism.	<ul style="list-style-type: none">• Final Exam• Field based assignments
CLO6 : Effectively communicate the interdisciplinary challenges of the aviation-tourism-environment nexus to various audiences.	<ul style="list-style-type: none">• Field based assignments
CLO7 : Appraise and convey the impact of aviation on sustainable development in a local and global context.	<ul style="list-style-type: none">• Individual assignments• Field based assignments

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Travel and tourism educators are responsible for preparing students for careers in an industry marked by complex problems and multicultural products, people, and services (Stone and Duffy 2015)[\[1\]](#). However, for deeper learning in tourism, it is essential to go beyond the narrow professional competence and acquire thinking tools to understand what is needed for a better leisure and tourism society (Tribe 2002[\[2\]](#)). During the field excursion students are required to sustain a high level of engagement under supervision on sustainable tourism practices and critically reflect on one's own practice. Based on this practical and controlled setting of a remote eco-resort island, the students are asked to become a researcher and devise a research question that solves a specific sustainable tourism challenge as well as propose a data collection method and experiment to answer these questions. They are prepared for this by being exposed to many scientific articles and case studies in sustainable tourism leading up to the trip. Post-trip, students are examined on the core principles learnt and the merits and limitations of introduced theories.

[\[1\]](#) Garrett A. Stone & Lauren N. Duffy (2015) Transformative Learning Theory: A Systematic Review of Travel and Tourism Scholarship, Journal of Teaching in Travel & Tourism, 15:3, 204-224

[\[2\]](#) John Tribe (2002) Education for Ethical Tourism Action, Journal of Sustainable Tourism, 10:4, 309-324

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Field based assignments Assessment Format: Individual	30%	Start Date: During field excursion Due Date: During field excursion
Individual assignments Assessment Format: Individual	30%	Start Date: Assignment is available at the beginning of each week Due Date: Assignment is due at the end of each week.
Final Exam Assessment Format: Individual	40%	Start Date: 04/02/2024 05:00 PM Due Date: 06/02/2024 11:59 PM

Assessment Details

Field based assignments

Assessment Overview

During the course field trip, you will be required to complete two field-based assignments. Field-based assignment 1 is an individual written report and Field-based assignment 2 is a group presentation. Both parts are worth 15% of your final grade, respectively (total 30% for this assessment).

Field-based assignment 1 requires you to complete a hand-written response during the field trip to questions provided in the Field Trip Materials. Your answers for the assignment must be submitted to the course staff at the nominated time during the trip. Written feedback and marks will be provided by the convenor within 10 working days after the field trip.

Field-based assignment 2 involves you working in a teacher-allocated group of approximately 4 to 5 members to:

- design a small research project and
- prepare a presentation on the project designed.

Information regarding your group and rooming will be announced by course staff upon arrival at the field trip site. You will be assessed on your clarity in presenting relevant information, evidence of teamwork, and the quality of the research.

Feedback and marks will be provided during the field trip.

Course Learning Outcomes

- CLO1 : Critique the trade-offs between economic, social and environmental considerations in relation to sustainable tourism in regional Australia.
- CLO2 : Recall and appropriately apply principles, techniques and methods learnt for assessing sustainable development using transport operations or/and ecotourism in the Great Barrier Reef as an illustrative context.
- CLO3 : Discuss the sustainable management challenges of a reef eco-tourism resort.
- CLO4 : Explain the layers of complexity involved in the sustainable management of transport and tourism
- CLO5 : Identify and extract relevant and contextual information, both in the field and in desktop research, for addressing challenges relating to sustainable tourism.
- CLO6 : Effectively communicate the interdisciplinary challenges of the aviation-tourism-environment nexus to various audiences.
- CLO7 : Appraise and convey the impact of aviation on sustainable development in a local and global context.

Individual assignments

Assessment Overview

For the individual assignments, you will be required to address two items. The total weighting of Item 1 is 15% and the total weighting for Item 2 is 15%.

For Item 1, you are required to complete three weekly assignments worth 5% each. Assignments 1, 2 and 3 are due in Week 1, Week 2 and Week 3, respectively.

For Item 2, you need to record and submit a video presentation no longer than 6 minutes in length on a piece of scholarly paper related to sustainable tourism. The video must be submitted by Week 4 of the term (or prior to the field excursion)

You will be assessed on your knowledge and communication of key aspects of the paper chosen.

Written feedback and marks will be provided within 10 working days of the submission deadline.

Course Learning Outcomes

- CLO1 : Critique the trade-offs between economic, social and environmental considerations in relation to sustainable tourism in regional Australia.
- CLO2 : Recall and appropriately apply principles, techniques and methods learnt for assessing sustainable development using transport operations or/and ecotourism in the Great Barrier Reef as an illustrative context.
- CLO4 : Explain the layers of complexity involved in the sustainable management of transport and tourism
- CLO7 : Appraise and convey the impact of aviation on sustainable development in a local and global context.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Final Exam

Assessment Overview

You are required to complete a take home final open book exam and submit it during the final exam period of summer term.

The assessment involves a mix of short answers and essay questions. All contents in the course are assessable.

Detailed assignment information will be released in Week 5 (or the final week of the summer term). Feedback and a specific mark for this exam will not be provided. Instead, the mark will form a part of your final grade to be released on the official UNSW Release of Results date.

Course Learning Outcomes

- CLO2 : Recall and appropriately apply principles, techniques and methods learnt for assessing sustainable development using transport operations or/and ecotourism in the Great Barrier Reef as an illustrative context.
- CLO4 : Explain the layers of complexity involved in the sustainable management of transport and tourism
- CLO5 : Identify and extract relevant and contextual information, both in the field and in desktop research, for addressing challenges relating to sustainable tourism.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

General Assessment Information

Grading Basis

Standard

Requirements to pass course

Fieldtrip attendance. Achieve at least a pass mark (50/100) in the final exam as well as a composite mark of at least 50/100.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 1 January - 7 January	Module	Sustainable development principles and theories Protected area governance in your chosen site First three weeks are online asynchronous. You can access course content via Moodle.
Week 2 : 8 January - 14 January	Module	Economic dimension of sustainability Critical appraisal of an ecotourism product First three weeks are online asynchronous. You can access course content via Moodle.
Week 3 : 15 January - 21 January	Module	Approaches to assessing and managing social and environmental sustainability Sustainability indicators. First three weeks are online asynchronous. You can access course content via Moodle.
Week 4 : 22 January - 28 January	Assessment	No class. Individual article assignment due.
Week 5 : 29 January - 4 February	Fieldwork	Please check the exact dates with the course admin.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Resources

Additional Costs

Field trip incurs an additional cost.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Tay Koo					No	Yes
	Elena Longo					No	No
	David House					No	No
	Katie Wang					No	No

Other Useful Information

Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

Academic Honesty and Plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage. At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

The Student Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>

Submission of Assessment Tasks

Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Faculty-specific Information

Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)

School Contact Information

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