

MGW3542 Sustainable Tourism Destinations

In MGW3542 Sustainable Tourism destinations, students will be completing a location-based authentic-experiential assessment programme. This programme is the completion of a Meta task, which will be completed through three assessment items (all assignments combined will achieve the overall Meta task).

Assessment Meta-Task

- Recommend a change to the destination that will enhance its sustainable ethical development and positive impacts

Assessment Items

1. (i) Present a sustainable and ethical vision; (ii) Profile the destination's current and expected future using tourism models; and (iii) Propose relevant tourism sustainability gaps within this framework
2. (i) Propose a relevant tourism opportunity to fill a sustainability gap at the destination; (ii) Evaluate the proposed opportunity for the specific destination
3. Make recommendations for a change to the destination that will enhance its sustainable ethical development and positive impacts

Assignment 2:

Destination Sustainable Enhancement Opportunity

Suggested word limit: 3,000 words

Marks available: 50%

Presentation requirements: Professional presentation

Due Date: Friday, 9am Week 9

Instructions to students:

- (i) Propose a relevant tourism opportunity to fill a sustainability gap at the destination
 - Using credible and relevant sources, determine a destination specific tourism opportunity to explicitly respond to an identified sustainability gap (from Assignment 1 and the destination checklist completions).
- (ii) Evaluate the proposed opportunity for the specific destination
 - Evaluate destination specific considerations for the opportunity, and make recommendations for the opportunities process of implementation at the destination.

Keep the marking rubric front-of-mind when preparing and obtaining reviews on your assignment. **A key element of the task is to obtain peer feedback** (from students in MGW3542) on components of assignment using the marking rubric (does not need to be all facets). Obtain feedback at least once from unit teaching staff, at least once from a learning skills adviser, and at least two times from fellow students. Keep up-to-date with the assignment, and obtain feedback regularly. Attached the peer feedback form to the end of your assignment (over page).

Please review the marking rubric for mark allocations, noting that marks are allocated to appropriate referencing and presentation

Submitting assignment: Submit the assignment through the MUSO assignment link. **Attach your completed coversheet at the END of the submitted assignment.**

Before submitting work please complete the following checklist (NOTE there are mark deductions for not complying with the checklist requirements = 10% per each criterion):

- There are no spelling mistakes in my report (also check word choice)
- There are no grammatical mistakes in my report
- All referencing in my report is complete and appropriate
- Using the assignment's marking rubric, I have self-assessed the assignment
- I have read and completed the report Cover Sheet, and submitted it

Finally, make sure the correct report is being submitted (i.e. not a draft copy), and that the report has been submitted.

The report must be submitted through MUSO (electronically) by 9.00am on the due date.

Estimated return date: Week 10

MGW3542 Peer Feedback Form

Reviewer 1			
Section(s) reviewed			
Overview of feedback			
Rubric used	YES	NO	Facet(s)
Signature:	Date:		

Reviewer 2			
Section(s) reviewed			
Overview of feedback			
Rubric used	YES	NO	Facet(s)
Signature:	Date:		

Reviewer 3			
Section(s) reviewed			
Overview of feedback			
Rubric used	YES	NO	Facet(s)
Signature:	Date:		

Reviewer 4			
Section(s) reviewed			
Overview of feedback			
Rubric used	YES	NO	Facet(s)
Signature:	Date:		

Reviewer 5			
Section(s) reviewed			
Overview of feedback			
Rubric used	YES	NO	Facet(s)
Signature:	Date:		

Explicitly consider your graduate attributes and your demonstration of them:

University graduate attributes	The Bachelor of Business and Commerce graduate will:	Fails to meet requirements	Meets requirements	Exceeds requirements
Our graduates will: 1. be critical and creative scholars who: <ul style="list-style-type: none"> • produce innovative solutions to problems • apply research skills to business challenges • communicate effectively and perceptively 	1.1 Produce innovative solutions to problems	Demonstrates limited or no attempt to identify or solve problems where appropriate.	Demonstrates a sound ability to identify and solve problems where appropriate.	Demonstrates excellence in identifying and solving problems where appropriate.
	1.2 Apply research skills to business challenges	Demonstrates limited or no ability to analyse issue/s using appropriate theory and evidence.	Demonstrates sound ability to analyse the issue/s, with appropriate theory and evidence.	Demonstrates excellence in analysing the issue/s with appropriate theory and evidence.
	1.3 Communicate effectively and perceptively	Presents a poor, written response that fails to provide a clear, coherent argument or follows academic conventions.	Presents a sound, written response that provides a clear, coherent argument and follows academic conventions.	Presents an excellent, written response that provides a clear, coherent argument and follows academic conventions.
2. be responsible and effective global citizens who: <ul style="list-style-type: none"> • engage in an internationalised world • exhibit cross cultural competence • demonstrate ethical values 	2.1 Engage in an internationalised world	Does not recognise the relevant, international context under consideration.	Makes sound reference to the relevant, international context under consideration.	Makes comprehensive reference to the relevant, international context under consideration.
	2.2 Exhibit cross cultural competence	Does not recognise cross-national factors in relation to the issue/s under consideration.	Makes sound reference to the relevant, cross-national factors in relation to the issue/s under consideration.	Makes comprehensive reference to the relevant, cross-national factors in relation to the issue/s under consideration.
	2.3 Demonstrate ethical values	Does not recognise the relevant, ethical dimensions of the issue/s under consideration.	Makes sound reference to the relevant, ethical dimensions of the issue/s under consideration.	Makes comprehensive reference to the relevant, ethical dimensions of the issue/s under consideration.
3. have a comprehensive understanding of their discipline and be able to provide discipline based solutions relevant to the business, professional and public policy communities we serve	3.1 Demonstrate a depth of understanding of the discipline that facilitates problem solving	Demonstrates limited ability to generate, understand or apply theory that underpins this discipline.	Demonstrates sound ability to generate, understand or apply theory that underpins this discipline.	Demonstrates excellent ability to generate, understand and apply theory that underpins this discipline.
	3.2 Have the capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates limited capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates good capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.	Demonstrates excellent capacity to integrate and synthesise knowledge from across disciplines to create innovative applications in organisational settings.

MGW3542 Assignment 2 Marking Rubric

↓ Facet of Inquiry	Level I Students research at the level of a closed inquiry* and require a high degree of structure/guidance	Level II Students research at the level of a closed inquiry* and require some structure/guidance	Level III Students research independently at the level of a closed inquiry*	Level IV Students research at the level of an open inquiry* within structured guidelines
1. Students embark on inquiry and so determine a need for knowledge/ understanding	<ul style="list-style-type: none"> Inconcise, illogical and unsupported opportunity to fill the destination's sustainability gap 	<ul style="list-style-type: none"> Concise, logical or supported, opportunity to fill the destination's sustainability gap 	<ul style="list-style-type: none"> Mostly concise, logical and well supported opportunity to fill the destination's sustainability gap 	<ul style="list-style-type: none"> Concise, logical and well supported opportunity to fill the destination's sustainability gap
2. Students find/generate needed information/ data using appropriate methodology	<ul style="list-style-type: none"> Sources collected <ul style="list-style-type: none"> Only from reading list, or Key readings from the reading list not used 	<ul style="list-style-type: none"> Appropriate sources collected <ul style="list-style-type: none"> Including key readings from the reading list, and Occasionally from beyond the reading list 	<ul style="list-style-type: none"> A range of appropriate sources collected <ul style="list-style-type: none"> Including key readings from the reading list, and Some from beyond the reading list 	<ul style="list-style-type: none"> A range of appropriate sources collected <ul style="list-style-type: none"> Including key readings from the reading list, and Most from beyond the reading list
3. Students critically evaluate information/ data and the process to find/ generate that information/ data	<ul style="list-style-type: none"> Have not identified appropriate information No evaluation of relevance and credibility of sources used 	<ul style="list-style-type: none"> Identified appropriate information for the objectives, though not used in appropriate sections Occasional evaluation of relevance and credibility of sources used 	<ul style="list-style-type: none"> Identified and used appropriate information for the objectives in appropriate sections Most sources' relevance and credibility evaluated 	<ul style="list-style-type: none"> Identified and used appropriate information for the objectives in appropriate sections, from beyond the directed material Full evaluation of the relevance and credibility of sources used
4. Students organise information collected/ generated	<ul style="list-style-type: none"> Used suggested structure, though contents in wrong sections Flow and connections of information within and between some sections, yet <ul style="list-style-type: none"> Not explicit, and or Not coherent 	<ul style="list-style-type: none"> Occasionally used suggested structure and contents in right sections Flow and connections of information within and between most sections, yet <ul style="list-style-type: none"> Not explicit, and or Not coherent 	<ul style="list-style-type: none"> Mostly used suggested structure and contents in right sections Flow and connections of information within and between all sections, yet <ul style="list-style-type: none"> Not explicit or Not coherent 	<ul style="list-style-type: none"> Used suggested structure, and contents in right sections Explicit and coherent flow and connection of information within and between all sections
5. Students synthesise and analyse and apply new knowledge	<ul style="list-style-type: none"> Presents ideas but are separated according to source Literature rarely cited, or Student voice lost in the literature Does not identify and present appropriate areas for action to fill recognised project specific gaps, and or <ul style="list-style-type: none"> Does not support and justify actions with explicit links to previous discussion Does not conclude report findings <ul style="list-style-type: none"> For example, conclusion either re-introduces structure or content 	<ul style="list-style-type: none"> Combines and integrates ideas from different sources, but some inaccuracies or misinterpretations evident Student voice restricted by or replicating the literature Identifies and presents appropriate areas for action to fill recognised project specific gaps, yet: <ul style="list-style-type: none"> Inappropriate actions, and/ or Not concise, and/ or Does not support and justify actions with explicit links to previous discussion Concludes the main point from each and every section, and the overall and main concluding points, yet: <ul style="list-style-type: none"> Not concise, and Misses sections or concluding points 	<ul style="list-style-type: none"> Combines and integrates ideas from different sources that accurately reflect sentiment portrayed in the original sources Student voice supported by a range of sources Identifies and presents appropriate actions to fill recognised project specific gaps, yet: <ul style="list-style-type: none"> Not concise, or Does not support and justify actions with explicit links to previous discussion Concludes the main point from each and every section, and the overall and main concluding points, yet: <ul style="list-style-type: none"> Not concise, or Misses sections or concluding points 	<ul style="list-style-type: none"> Represents project specific ideas by combining and integrating ideas from different sources, which also accurately reflect sentiment portrayed in the original sources Student voice integrated into literature conversation Concise identifies and presents appropriate actions to fill recognised project specific gaps, and <ul style="list-style-type: none"> Supports and justifies actions with explicit links to previous discussion Concise concludes the main point from each and every section, and the overall and main concluding points
6. Students communicate knowledge, understanding and the process used to generate it, with an awareness of ethical, social and cultural issues	<ul style="list-style-type: none"> Title and headings are present, yet: <ul style="list-style-type: none"> Most require refinement, and or Do not relate to key ideas within the report or sections Use of lay language and or inappropriate genre for report audience Presentation format and style not appropriate for report audience Partial and/ or incorrect acknowledgement of sources, and Partial and/ or incorrect reference list provided 	<ul style="list-style-type: none"> Title and headings relate to the key ideas within the report and sections, but require some refinement Sometimes use of language of discipline and appropriate genre for report audience Presentation format and style sometimes appropriate for report audience Acknowledgement of all sources within report, and Reference list contains all sources cited 	<ul style="list-style-type: none"> Title and headings mostly clearly and succinctly reflect contents of the report Mostly use of language of discipline and appropriate genre for report audience Presentation format and style mostly appropriate for report audience Full acknowledgement of all sources, with differentiation between direct quote, paraphrasing and thematic referencing, and Reference list contains all sources cited and mostly follows referencing conventions 	<ul style="list-style-type: none"> Title and headings clearly and succinctly reflect contents of the report Use of language of discipline and appropriate genre for report audience Presentation format and style appropriate for report audience Full and correct acknowledgement of all sources, with differentiation between direct quote, paraphrasing and thematic referencing, and Reference list contains all sources cited and follows referencing conventions

Signposting: To be the Best

An effective assignment is one that presents the 'story' clearly and concisely. To assist with clarity, and particularly for the reader, it is important to follow the three-part rule:

- 1) Tell them what you are going to tell them
- 2) Tell them, and
- 3) Tell them what you told them

We should see that these three parts match the introduction, body and conclusion of an essay, though is also evident in other assignment types. Importantly, with the three-part rule it is necessary to tell the reader where they are along the story path. The introduction creates a **map** for the story's journey, the body is the **journey**, and the conclusion is the photos or **recollections** from the journey.

So, what is signposting? Signposting is providing clear markers for the reader to indicate where they are along the story journey, in direct relation to the introductory map. Just as on a road trip we often know where we are due to the signposts we see along the way, and where we are going (especially important for those indicating a change of direction).

How do I signpost? Signposting is largely completed using consistent keywords. When introducing the assignment, we will use keywords to indicate the coming story journey. For example in the third part of the introduction (after introducing the conceptual context and the assignment's objective), the structure of the assignment is introduced: *To achieve the objective this report will be presented in five sections. First definitions and understanding of small business manager training will be synthesised. Second, two theories of management training will be compared. Third, a case example of a local small business manager's attempt for training is presented. Fourth, findings for future cases of manager training are derived. Finally, the main points from the report are presented in the conclusion.*

The next section will then use the keywords in the very first sentence, for example:

*This section will **synthesise definitions and understanding of small business manager training.***

At the end of the section, again these keywords will be used, whilst presenting outcomes of the discussion, for example:

*The **understanding of small business manager training can be synthesised** into discipline categories, including HRM, accounting and marketing, and into location, including on-the-job and off-site training.*

The use of these consistent keywords has marked the beginning and end of this part of the journey for the reader.

The next section will then start using keywords from the introduction, for example:

*Mintzberg's (1985) and Porter's (1998) **theories of management training will be compared** in this section.*

And end with the keywords, for example:

*The **two theories of management training** are very similar, except for Mintzberg's (1985) emergent skill development needs, compared with Porter's (1998) explicit skill development needs.*

Within sections, if they have titles or not, then the keywords of that section (not necessarily all the section's keywords), will be used at the beginning and end of each paragraph. Not only does this signal we are still at that part of the story, though it also makes that paragraph relevant to the story.

By completing this mapping and signposting process you will not only enhance the clarity for readers, though should also see your understanding of the concepts being discussed increase. Additionally, the last sentence of each of these sections is a very useful starting point in the preparation of an Executive Summary (or an abstract). These final sentences include the keywords and the section's main outcomes. Thus, copy these to the executive summary, and remember to revise them so that they flow with the summary sentences from the other sections.

Once your assignment is completed (final draft), it is a great to get someone else to proof read your assignment. Importantly, from the proof reading make the needed changes.