



# **TOUR20025 Climate Change and Managing Tourism Risk**

## **Term 1 - 2017**

Profile information current as at 17/05/2024 07:48 pm

All details in this unit profile for TOUR20025 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

In the short term, tourism destinations face numerous types of risks including naturally occurring risks such as those associated with weather and geological forces as well as economic and political disruptions. Climate change has been identified as posing a long term risk to the economic and environmental sustainability of many tourism destinations. Coastal destinations and regions which rely on the beauty of their natural environment to attract tourists are particularly threatened. Unless managed effectively, risks of all type can reduce long term economic and environmental sustainability. This unit introduces students to a range of issues associated with risk management with a specific emphasis on climate change. Students will develop a better understanding of key aspects of risk and how businesses and destinations are able to identify and plan to manage risk. Student learning will include classroom and fieldwork experiences. By the conclusion of the unit students will have a sound theoretical understanding of the key aspects of risk identification and management.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Cairns
- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Practical and Written Assessment**

Weighting: 40%

#### 3. **Presentation**

Weighting: 20%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. evaluate the concept of risk and how various risks may affect tourism businesses and destinations;
2. critique the concept of climate change and describe how the long term sustainability of destinations and natural areas may be affected;
3. review and critically evaluate current models for managing tourism risk including climate change; and
4. translate your ability to develop strategies to deal with risk, including climate change, and illustrate through a range of tourism destination settings.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•	•		
2 - Practical and Written Assessment - 40%			•	•
3 - Presentation - 20%			•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	◦	◦	◦	◦
2 - Communication	◦	◦	◦	◦
3 - Cognitive, technical and creative skills	◦	◦	◦	◦
4 - Research	◦	◦	◦	◦
5 - Self-management	◦	◦	◦	◦
6 - Ethical and Professional Responsibility	◦	◦	◦	◦
7 - Leadership				◦
8 - Aboriginal and Torres Strait Islander Cultures				

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 40%	◦	◦	◦	◦	◦			
2 - Practical and Written Assessment - 40%	◦	◦	◦	◦	◦	◦		
3 - Presentation - 20%	◦	◦	◦	◦	◦	◦	◦	

## Textbooks and Resources

### Textbooks

TOUR20025

#### Prescribed

##### **Tourism and Climate Change Impacts, Adaptation and Mitigation**

Edition: 1st (2012)

Authors: Daniel Scott, Michale Hall and Stefan Gossling

Routledge

UK

ISBN: 9781136462924

Binding: Paperback

TOUR20025

#### Supplementary

##### **Crisis and Disaster Management for Tourism**

Edition: 1st (2009)

Authors: Brent Richie

Channel View

Bristol, UK

ISBN: 1845413121, 9781845413125

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Bruce Prideaux** Unit Coordinator

[b.prideaux@cqu.edu.au](mailto:b.prideaux@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 1 The Science of Climate Change	Texr: Chapter 1 Readings 1 Pang, S., McKercher, B. & Prideaux, B. (2013), Climate Change and Tourism: An Overview, <i>Asia Pacific Journal of Tourism Research</i> , (18(1-2), 4-20. 2. Hanna, Scarles, Cohen and Adams (2016)	

**Week 2 - 13 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 2 The Importance of Climate Change to the Long Term Sustainability of the Tourism Sector	Text: Chapter 3 Readings: 1. Scott, Hall & Gosslong (2016) 2. Scott and Becken (2010)	

**Week 3 - 20 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 3 The Impact of Climate Change on Destinations	Text: Chapter 5 Readings: 1. Prideaux, B. (2015), Climate change as a major crisis event: Implications for a tropical nature based destination, in Ruhanen, L. (Ed), <i>Responding to Climate Change: Tourism Initiatives in Asia and the Pacific</i> , UNWTO, Madrid, pp.182-189. 2. Pham, Simmons and Spurr (2010) 3. Turton et al (2010)	

**Week 4 - 27 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 4 Management of Carbon and Mitigation Strategies	Text: Chapter 4 Readings: 1. Su (2012) 2. Gossling and Schumacher (2010)	

**Week 5 - 03 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 5 Government and Industry Response - the Role of Mitigation	Text: Chapters 3 & 6 Readings 1. Prideaux, B., McKercher, B. and McNamara, K. (2013), Modelling a Tourism Response to Climate Change Using a Four Stage Problem Definition and Response Framework, <i>Asia Pacific Journal of Tourism Research</i> , 18(1-2), 165-182. DOI:10.1080/10941665.2012.6885162. 2. Michailidou, Vlachokostas and Moussipoulos (2016) 3. Shakeela and Becken (2014) 4. Coles, Dinan and Warren (2015)	

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture 6  
The Consumer Response to Climate Change

Text: Chapter 7  
Readings:  
1. McKercher, B., Prideaux, B. & Pang, S. (2013) Attitudes of Tourism Students to the Environment and Climate Change, *Asia Pacific Journal of Tourism Research.*, 18(1-2), 108-143. DOI:10.1080/10941665.2012.688514  
2. Gossling, Scott, Hall, Ceron and Dubois (2012)  
3 Ramis, M. and Prideaux, B. (2013), The importance of visitor perceptions in estimating how climate change will affect future tourists flows on the Great Barrier Reef, in Reddy, M and Wilkes, K. (eds), *Tourism, Climate Change and Sustainability*, Routledge, London, pp. 173-188.  
4. Steiger (2012)  
5. McEnvoy, Gavin, Handley, McMorrow and Lindley (2008)

**Written Assessment** Due: Week 6  
Friday (21 Apr 2017) 5:00 pm AEST

#### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 7 Introduction to Tourism Crisis Management	Text: Chapter 1 & 2	

#### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 8 Strategic Crisis Management	Text: Chapter 3	

#### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 9 Developing a Crisis Management Strategy	Text: Chapters 5 & 6	

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 10 Crisis Prevention and Disaster Mitigation	Text: Chapter 4	

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 11 Post Crisis Communications and Recovery	Text: Chapters 7 & 8	<b>Practical and Written Assessment</b> Due: Week 11 Friday (26 May 2017) 5:00 pm AEST

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Lecture 12 Presentations		Presentations  <b>Presentation</b> Due: Week 12 Wednesday (31 May 2017) 5:00 pm AEST

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 12 Jun 2017

## Assessment Tasks

### 1 Written Assessment

**Assessment Type**

Written Assessment

**Task Description**

Climate change has emerged as a major, and in some cases divisive, issue that is vigorously debated at all levels of society. The vast majority of the scientific community supports the view that the Earth is warming as a result of human actions. Assuming that the scientific community is correct in its concern, and given the importance of climate and sustainable ecosystems to the long term viability of many tourism destinations, the tourism industry needs to begin factoring potential climate change impacts into its long term planning.

In this assignment you are to identify the major climate change related issues facing the tourism industry. Focusing on mitigation, adaptation and sustainability discuss the potential impact these factors might have in coming decades. Next, select one type of destination, eg a coastal area, a national park system with a temperature sensitive ecosystem, a ski region etc. Discuss the potential effects of climate change on the long-term sustainability of this destination type. In your discussion outline the type of adaptation strategies that may be available to cope with the adverse effects of climate change at the destination level.

Your assignment should be no longer than 2500 words excluding references.

**Assessment Due Date**

Week 6 Friday (21 Apr 2017) 5:00 pm AEST

**Return Date to Students**

Week 8 Friday (5 May 2017)

Hardcopy

**Weighting**

40%

**Assessment Criteria****Introduction (10 marks)**

- Articulate the main purpose and relevant background information

**Discussion (50 marks)**

- Demonstrate an understanding of the major climate change factors affecting tourism
- Demonstrate an understanding of key terms such as mitigation, adaptation and sustainability
- Demonstrate an understanding of the impact of climate change at destination level
- Demonstrate an understanding of the type of adaptation strategies that may be implemented at the destination level

**References (15 marks)**

- Use of appropriate references to support discussion. A minimum of 10 academic references should be provided

**Organisation and structure (15 marks)**

- A clear and consistent flow of ideas

**Presentation and style (10 marks)**

- Adherence to standard writing conventions (i.e. spelling, punctuation, grammar, use of sentences and paragraphs)

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- evaluate the concept of risk and how various risks may affect tourism businesses and destinations;
- critique the concept of climate change and describe how the long term sustainability of destinations and natural areas may be affected;

**Graduate Attributes**

- Knowledge

- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

## 2 Practical and Written Assessment

### Assessment Type

Practical and Written Assessment

### Task Description

The aim of this assessment task is to discuss the role of a crisis management plan at destination level. You should first outline the component parts of a crisis management plan. Next, using case studies published in the academic literature, demonstrate the role of each component of a crisis management plan. Finally, select a destination that has the potential to suffer a crisis event (a cyclone or earthquake for example) and outline how a crisis management plan may assist the destination's tourism industry respond to a crisis event.

Your assignment should be no longer than 2500 words excluding 10 academic references.

### Assessment Due Date

Week 11 Friday (26 May 2017) 5:00 pm AEST

Online

### Return Date to Students

Review/Exam Week Friday (9 June 2017)

Hard copy

### Weighting

40%

### Assessment Criteria

#### Introduction (10 marks)

- Articulation of the aim of the assessment and relevant background information

#### Discussion (50 marks)

- Demonstrate understanding of tourism crisis theory
- Demonstrate understanding of key elements of a destination crisis management plan
- Selection of appropriate case studies
- Justification of the selected destination and identification of potential crisis events
- Demonstrate an understanding of how crisis management plans can assist rapid recovery in the post crisis period.

#### References (15 marks)

- Use of appropriate references to support discussion

#### Organisation and structure (15 marks)

- A clear and consistent flow of ideas

#### Presentation and style (10 marks)

- Adherence to standard writing conventions (i.e. spelling, punctuation, grammar, use of sentences and paragraphs)

## Referencing Style

American Psychological Association (APA)

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- review and critically evaluate current models for managing tourism risk including climate change; and
- translate your ability to develop strategies to deal with risk, including climate change, and illustrate through a range of tourism destination settings.

### Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility



### 3 Presentation

#### Assessment Type

Presentation

#### Task Description

For many firms operating in the tourism sector, the long term nature of the predicted adverse impacts of climate change appear to have no relevance within their planning cycle which often runs over a 5-6 year period. However, climate change is a system wide problem and the impacts at the ecosystem level and to some extent on ambient temperatures, are beginning to affect destinations. Low altitude ski destinations are one example of destinations affected by climate change. The aim of this presentation is to outline strategies that firms within the destination type discussed in assessment 1 can implement to cope with the long term impacts of climate change.

#### Your presentation should include:

- Outline the type of impacts that can be expected at destination level
- Outline the general approach that has been recommended for tourism firms in terms of mitigation and adaptation
- Outline suggested strategies that individual firms can adopt to adapt to the anticipated impacts of climate change.
- Outline the potential impact of climate change on long term sustainability of firms that fail to adopt adaptation strategies
- The final slide should contain a list of references.

#### Instructions

You have 15 minutes to deliver your presentation.

Weighting - 20%

#### Assessment Due Date

Week 12 Wednesday (31 May 2017) 5:00 pm AEST

#### Return Date to Students

Week 12 Friday (2 June 2017)

Hardcopy

#### Weighting

20%

#### Assessment Criteria

##### Introduction 15 marks

- Articulates the main purpose of presentation and relevant background information

##### Content 50 marks

- Understanding of impacts at destination and firm levels
- Understanding of strategies

##### References 15 marks

- Use and presentation of references to support your arguments

##### Organisation and Structure 10 marks

- Structure or sequence of headings and titles and labelling of figures and tables
- Use of photographs, diagrams and tables

##### Presentation & Style 10 marks

- Spelling, punctuation, capitalisation and grammar
- Use of powerpoint

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Offline

#### Submission Instructions

Presentations in class

#### Learning Outcomes Assessed

- review and critically evaluate current models for managing tourism risk including climate change; and
- translate your ability to develop strategies to deal with risk, including climate change, and illustrate through a range of tourism destination settings.

#### Graduate Attributes

- Knowledge
- Communication

- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem