Programme Specification

Queen Margaret University
EDINBURGH

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	ITM – Institute of Hotel Management
3	**Professional body accreditation**	N/A
4	**Final Award**	BA International Hospitality Tourism Management
	Subsidiary exit awards	none
5	**Programme Title**	International Hospitality Tourism Management
6	**UCAS code** (or other coding system if relevant)	N/A
7	**SCQF Level**	9
8	**Mode of delivery and duration**	FT/1 year top-up programme
9	**Date of validation/review**	May 2017

10. Educational Aims of the programme

1. To prepare and develop graduates for a management career in the Hospitality and/or Tourism industry

2. To develop understanding and knowledge of the nature of hospitality, and the organisations, management and impacts associated with the provision and consumption of hospitality & tourism in a contemporary global environment

3. To develop students' intellectual capabilities of analysis and interpretation, critical evaluation; selection and synthesis; reasoned argument; research and problem solving

4. To develop graduates who can demonstrate effective management, technical, IT, numerical, communication and research skills

5. To produce graduates who have a range of generic transferable attributes enabling them to communicate effectively, work individually and in teams to deadlines, be innovative and adaptable to change, to be entrepreneurial in their approach, to manage and reflect on their own learning; and who can contribute and respond effectively to the demands of their chosen profession.

6. To provide the student with a range of both 'hard' and 'soft' skills that encapsulates the requirements of 21st century customer care and to demonstrate these with confidence and integrity.

7. To provide understanding of progressive sustainability concepts, environmental impacts and awareness and ethical issues for the hospitality industry.

8. To impart to graduates an international perspective of the hospitality & Tourism industries, turning them into truly global citizens.

11. Benchmark statements/professional and statutory body requirements covered by the programme

QAA Subject Benchmarks
- HLST subject LTSN guide to good practice
- Scottish Credit Qualifications Framework

- All India Council for Technical Education Guidelines
- National Council for Hotel Management & Catering Technology Guidelines
- Mumbai University Benchmarks

12. Learning Outcomes of the Programme

On completion of the first two entry levels leading to the Diploma award, the student will:

1. Have a good understanding of the requirements of the Hospitality & Tourism Industry
2. Have good communication and soft skills
3. Be confident to face/ handle most situations that arise in the hotel
4. Have an understanding of the basic management and entrepreneurial skills
5. To apply the theoretical knowledge they have learnt and practice it
6. Be proficient in practical skills in all operational areas.

A. Knowledge and Understanding

On completion of the 2+1 programme the students will have demonstrated knowledge and understanding of:

A1   The defining characteristics of hospitality and tourism in the modern world

A2   The central role of the hospitality provider and consumer

A3   The expectations of the guest/consumer

A4   The impact of the hospitality & tourism industry on the environment

A5   Appropriate theories and concepts from the generic management areas applied to the hospitality & tourism context

A6   The application of technical, managerial and interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems in the hospitality & tourism arena

A7   The diversity of the both internal and external stakeholders

A8   The moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct

A9   Awareness of the sustainability of any new venture within a hospitality & tourism context.

B. Intellectual skills

On completion of this programme students will be able to:

B1   Research and assess subject specific facts, theories, paradigms, principles and concepts

B2   Select, summarise, and synthesise evidence

B3   Describe, analyse and evaluate data

B3   Critically interpret data and text from a range of academic and empirical sources

B4   Select and apply appropriate knowledge, methodologies and theories to the solution of
       familiar and unfamiliar problems

B5   Develop a reasoned argument and challenge assumptions

B6   Take responsibility for own learning and continuing professional development

C. Practical Skills

On completing the programme the student will be able to:

C1   Plan, design and execute practical activities using appropriate techniques and procedures

C2   Operate effectively as a member of a team

C3   Undertake laboratory or fieldwork with due regard for safety and risk assessment

C4   Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media

C5   Use information technology appropriately in the hospitality work place and in the analysis of findings and presentation of work

D. Transferable Skills

On completing the programme the student will be able to:

D1   Communicate and present information effectively in oral, written and electronic formats

D2   Apply numeric and IT skills accurately and effectively

D3   Successfully interact with others and work as a team

D4   Identify and address complex problems

D5   Take innovative approaches and adapt to changing circumstances

D5   Identify appropriate sources and apply research techniques effectively

D6   Reflect on own practice

D7   Plan and manage learning, and work to deadlines

D8   Work and learn independently

D9   Develop appreciation of cultural, ethical and gender issues

13. Teaching and learning methods and strategies

One of our main goals is to locate the student at the centre of the learning process, to encourage them to take ownership of the learning experience and to drive their own learning.   At Level 3 this manifests itself in encouraging the practice of critical thinking and reasoning, and students are encouraged to challenge assumptions and facts. It also is used to provoke an attitude of enquiry, confidence and independence, and contributes to the idea of reflective practice, helping them to maximise their personal potential, be of benefit to their careers and help to contribute to the professional community and wider society.

An important dimension of our learning and teaching strategy is therefore to develop and practice student-centred learning approaches. Some of these approaches are already practised within the current diploma programme and are now becoming well developed by the staff at ITM. The IHTM programme continues to incorporate a range of creative and interactive activities into the curriculum to foster student engagement, self reflection and ownership of the learning process. The opportunities where students can develop and practice increased responsibility for personal learning will be provided in a number of ways within the programme, primarily through the range of different kinds of learning and assessment experiences embedded within the modules as well as through the use of the dedicated VLE. In some modules the use of the VLE will include the use of narrated lectures, to which the students can have access at any time they wish, as well as tutorial worksheets, quizzes, post–tutorial class feedback and the other associated learning materials for the module. The use of the VLE and the extensive online library facilities provides the students at ITM with as equitable a range of learning experiences as their counterparts in Edinburgh. These experiences not only foster student-centeredness, but also increase interactive, flexible and creative learning opportunities for the students.

In addition, the modules offered at SCQF Level 9 will enhance professional practice and graduate employability through the acquisition of a range of transferable, personal and professional attributes; for example, leadership, effective networking, teambuilding, presentation and negotiation skills, as well as knowledge of the profession in which they will be employed. This will be achieved by exposure to, and practice of, real world situations in the various modules in the programme, and the

adoption of assessment tools that provide real and simulated experiences of these professional requirements.

14. Assessment strategies

The provision of a variety of assessment methods underpins the programme's educational philosophy. The hospitality and tourism industry demands an agile, communicative and confident graduate who possesses a versatile range of skills, who is a critical reflective learner able to operate either individually or in groups with a firm grasp of managerial skills and able to put theory into practice. The assessment types in this SCQF Level 9 programme have been developed in order to nurture students in an educational environment conducive to the development of these characteristics and abilities. The assessment pattern for each module reflects the aims, learning outcomes and learning approaches for that module, and within these precepts of constructive alignment, the various assessments in the programme are supportive of deep learning. Students shall engage in multiple assessments consistently across all modules that challenge the students in different ways within the parameters of the studied subject specifics as summarised in the table below:

LEVEL 3			
Modules	**Credits**	**Assessment 1**	**Assessment 2**
Strategic Leadership in Hospitality & Tourism Industries	20	Report 2500 w (80%)	Group PowerPoint Presentation (20%)
New Enterprise Creation	20	Business Plan (75%)	Bank Style Interview (25%)
Hospitality Operations Management	20	Report 2500 w (50%)	Group PowerPoint Presentation (50%)
Sustainable Management of Hospitality Enterprises	20	Examination (100%)	
Organisational Behaviour	20	Essay 2500w (70%)	PowerPoint Presentation (30%)
Tourism & Developing Countries	20	Essay 2000w (50%)	Examination (50%)

15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)

The following modules below make up the BA IHTM programme. The two year Diploma taken at ITM-IHM corresponds and maps directly to the aims and objectives of Levels 1 and 2 of the BA International Hospitality & Tourism Programme at QMU. Students then articulate into Level 3 of the BA programme as per the below structure:

Semester 1	Hospitality Operations Management	New Enterprise Creation	Strategic Leadership in Hospitality and Tourism Industries
Semester 2	Tourism in Developing Countries	Sustainable Management of Hospitality Enterprises	Organisational Behaviour

16. Criteria for admission

The minimum entry requirement for the programme in BA IHTM degree in collaboration with QMU shall be the 10+2 school qualification i.e. Higher Secondary Certificate or equivalent through English as a subject, from the streams of Arts, Commerce, Science or Home Science/Home Economics or any other equivalent (which is considered as a minimum entry level for all graduate programmes in Indian universities). The 10+2 school qualification i.e. Higher Secondary Certificate covers most of the contents of study of A levels in UK. Formal education is delivered in the English medium. An entrance test is always conducted on broad based questions from the following areas: - English Language, General Knowledge, Science, Mathematics and Aptitude for Service Sector. The Institution welcomes applicants from diverse backgrounds therefore nationality, religion, caste, gender and physical impairments shall not preclude any applicant from being considered for a place on the programme. Students with physical disabilities are provided with equitable opportunities to participate in all vocational learning activities.
The admission process is as follows:
1.Initial meeting to ascertain if the candidate has the correct attitude and aptitude for this
particular programme.
2. Written Test.
3. Interviews

Interviews will take two formats, namely an interview with the student on his/her own, and a second interview when the student is accompanied by his/her parents. This is expected within our cultural context. Interviews ascertain the applicant's level of suitable English, reasons for wishing to take the programme and general demeanour and enthusiasm for study. Those found suitable for the course shall be admitted. Candidates must have attained the age of 17 years on or before 1st July for entry to the course.

The 2 Year ITM Diploma equates to SCQF Levels 7 and 8. On successful completion of the Diploma (240 credits) the students are eligible to proceed to Level 3 for the QMU degree. The unsuccessful students may exit at the end of Diploma year 2. The rest of the students are enrolled into the Bridging/ Transitional Programme in June. This programme runs from June to September each year.

17. Support for students and their learning

The QMU/ITM International Hospitality Tourism Management programme will provide the following student support:

- Personal Academic Tutors
- Student handbook
- Access to QMU Library and VLE
- Access to Student Services (Career Guidance, Counselling Services)
- Representation through Student-Staff Committees

18. Quality Assurance arrangements

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: http://www.qmu.ac.uk/quality/