



Queen Margaret University
EDINBURGH

Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1	Awarding Institution	Queen Margaret University
2	Teaching Institution	Silver Mountain School of Hotel Management, Kathmandu, Nepal
3	Professional body accreditation	Institute of Hospitality
4	Final Award	BA Degree in International Hospitality and Tourism Management
	Subsidiary exit awards	
5	Programme Title	BA Degree in Hospitality and Tourism Management
6	UCAS code (or other coding system if relevant)	
7	SCQF Level	Level 9
8	Mode of delivery and duration	Full time
9	Date of validation/review	12 th July 2011

10. Educational Aims of the programme

- To prepare and develop graduates for a management career in the international Hospitality and Tourism industry.
- To develop students' understanding and knowledge of ethical and sustainable development, the products, structure, operations, organisations, management impacts and contemporary issues associated with the provision and consumption of hospitality and tourism in a global environment.
- To develop students' intellectual capabilities of analysis and interpretation; critical evaluation; selection and synthesis; reasoned argument; research and problem solving.
- To develop graduates who can demonstrate effective management, IT, numerical communication and research skills along with a range of 'soft' skills particularly in relation to the provision of excellent customer care and to demonstrate these skills with confidence and integrity.
- To produce desirable graduates who have a wide range of generic transferable skills enabling effective, sustainable and ethical management and research; effective communication; to work individually and in teams to deadlines; to be entrepreneurial in their approach; to be innovative and creative as drivers of change; to manage and reflect upon their own learning and who can contribute and respond effectively to the demands of their chosen profession.

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

QAA Benchmarks
HEA Enhancement Themes
Scottish Credit Qualifications framework

12. Learning Outcomes of the Programme

A – Knowledge and understanding

On completion of Level 9 of the IHTM programme, the graduates will have demonstrated knowledge and understanding of:

- A1 The crucial role of sustainable development and ethical management in the international hospitality and tourism industry;
- A2 The defining characteristics of hospitality and tourism in the modern world, its nature, organisations, management and impacts associated with the provision and consumption of hospitality and tourism in a contemporary global environment;
- A3 The impact of the business environment on the hospitality and tourism industry;
- A4 Appropriate theories and concepts from generic management areas applied to the hospitality and tourism context;
- A5 The application of technical, research, managerial and interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems in the hospitality and tourism area;
- A6 The diversity and requirements of various stakeholders in the industry;
- A7 The moral, ethical and safety issues that directly pertain to the subject area including relevant legislation and professional codes of conduct, where applicable.

B - Intellectual skills

On completion of this programme the graduates will be able to:

- B1 Research and assess subject specific statistics, theories, paradigms, principles and concepts;
- B2 Select, summarise and synthesise evidence;
- B3 Describe, analyse and evaluate data;
- B4 Critically interpret data and text from a range of academic and empirical sources;
- B5 Select and apply appropriate knowledge, methodologies and theories to the solution of familiar and unfamiliar problems;
- B6 Develop a reasoned argument and challenge assumptions;
- B7 Take responsibility for their own learning and continuing professional development.

C – Practical skills

On completion of this programme graduates will be able to:

- C1 Operate effectively as a leader and a member of a team;
- C2 Plan, design and execute and communicate a short piece of independent intellectual work using appropriate media;
- C3 Use information technology appropriately in the workplace and in the analysis of findings and presentation of work.

D – Transferable skills

On completion of this programme graduates 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;
- D6 Reflect on own practice;
- D7 Plan and manage learning and work to deadlines;
- D8 Work and learn independently.

13. Teaching and learning methods and strategies

The learning and teaching strategy for the Level 3 Hospitality and Tourism Management programme has been designed to align with the institutional priorities as laid out in the QELTA strategy and some of the enhancement themes as developed by QAA Scotland. Modules on the programme will be taught from a local, national and international perspective and, whilst retaining the same aims and learning outcomes as those taught in QMU, the programme will be suitably flexible to allow for local contextualisation to the hospitality and tourism industry within Nepal. Adopting a student-centred approach as a founding principle, modules will be taught using a variety of tools, including lectures, tutorials, student-led seminars, case studies, workshops and group projects, quizzes, and full use will be made of the WebCt tool to facilitate interactive learning. Given the nature of the degree, there will be an emphasis on delivering modules in a way that focuses on student needs and making students active partners in the learning process.

14. Assessment strategies

Assessment in the Level 3 IHTM programme comprises a range of formative and summative assessments which are designed to provide students with an opportunity to gain feedback on their learning, identify strengths and weaknesses and to encourage deep rather than surface learning. Summative assessments in the programme consist of literature reviews, a written examination, an essay, a report, a management consultancy report, powerpoint and poster presentations and a viva. During the delivery of each module, tutors will engage students in a variety of summative assessments, including debates, online quizzes, discussion boards on WebCT, as well as short excerpts of writing and informal class presentations.

Knowledge, understanding and thinking skills:

The development of knowledge, understanding and thinking skills is an important aspect of the Level 3 IHTM programme. Students are encouraged to adopt a critical and evaluative approach to the module content. The development within students of reflective skills is integral to the programme and students are encouraged to reflect upon their learning continually during the programme. Debate and discussion is core to the development of intellectual skills and will help students to move away from a compartmentalised, and somewhat didactic, mode of learning to a more holistic approach to learning. Within the 6 modules in the programme, students will be expected to identify, diagnose and propose solutions to a range of organisational problems as well as to develop creative and original solutions to non-standard problems. Independent study is also an important element of the programme and students are expected to be able to engage with basic academic research and to evaluate ideas, concepts and perspectives from a broad range of hospitality, tourism and business literature. The production of literature reviews, essays, management reports and presentations will foster the development of intellectual skills. The concept of critical analysis and evaluation will feature across all of the modules at this level and students will be given guidance and practice at this in a variety of the aforementioned ways. The construction of evidence based arguments, as well as creative solutions to a variety of problems features in most of the assessments in the programme.

Practical skills:

A number of the modules feature the development, and assessment of practical skills. Whilst there are no practical skills development sessions in the programme related to food production and service as in the diploma programme, practical skills at Level 3 focus primarily on the student's ability to plan, collect and evaluate materials in relation to their particular modules. The module Contemporary Food and Drink requires students to produce a poster, thereby developing their creative skills as well as developing their practical knowledge in poster production. The programme encourages the students to acquire and develop their skills in working with various software packages.

Transferable Skills:

The programme encourages students to acquire a range of transferable skills that are important in the development of professional managers and leaders in the hospitality industry. Students will be expected to display competence in a broad range of transferable skills including presentation skills, time management, numeracy, IT skills, critical self awareness, interpersonal

skills and writing skills. Individual and group assignments will require students to work independently and collectively and students will be expected to take responsibility for their own learning and managing their schedules to meet the assessment deadlines.

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

The programme comprises 6 modules delivered at SCQF Level 9, as follows:

Semester One	Managing Hospitality Enterprises (MHE)	Strategic Management	E-Tourism
Semester Two	Sustainable Hospitality & Tourism Management	Business Consultancy	Contemporary Food and Drink

Each module is valued at 20 credit points and is allocated 200 hours of study time. This is divided inter alia between class contact with staff and students, student managed group activities, computer mediated interactions, seminars, tutorials, directed and independent study and the completion of assessments. Details for each module are provided in the module descriptor.

It should be noted that this is a prescriptive programme and there are no module options. This is similar in structure as the programme provided at our Singaporean and Indian partnership institutions. The BA award is made on the basis that the students enter with the SMSH Diploma in Hotel Management. This has already been assessed and found to have equivalency to the QMU Level 1&2 IHTM programme. The student will enter the QMU Level 3 programme immediately **after** completing her/his industrial placement and having achieved successful completion of all previous diploma level modules.

The programme embeds the dimensions of the School philosophy and its learning, teaching and assessment strategy to offer a range of knowledge, intellectual, practical and transferable skills that develop graduates that will be able to go out into the hospitality and tourism industry, and indeed to the wider global society to make a difference. Core transferable graduate and management skills are embedded in the two management modules, Strategic Management and Business Consultancy, whilst the remaining 4 modules develop specialism required more specifically for the hospitality and tourism industry.

16. Criteria for admission

Admission to SMSH Diploma:

In order to gain admission to SMSH a student must have completed 10+2 level of studies or equivalent (Higher Secondary Examination), in any stream (Science, Humanities or Management). They must have scored 50% aggregated marks. Hotel Management is a part of the curriculum in class 11 and 12 and students may take it as one subject. Additionally students are interviewed twice before admission to evaluate their language skill and have to undertake an aptitude test. Also, students must have studied English language for twelve years (class 1-12) before they can join SMSH. Potential students with weak language skills need to join the British Council language classes before joining SMSH. English language is a compulsory part of the curriculum in Nepalese schools.

Admission to Level 3 International Hospitality and Tourism Management Programme

Admission to Level 3 of the above programme will be dependant upon the applicant successfully passing the 2 year Diploma programme in 'Hospitality Management'.

Widening access and participation:

Students from diverse backgrounds are encouraged to apply and there is social assistance provided by SMSH . They also offer 15 free places per year to bright students from underprivileged backgrounds, for example from the Nawa Asha Griha (NAG) local orphanage.

<http://www.qmu.ac.uk/quality/gr/default.IHTM>)

17. Support for students and their learning

A range of issues in regard to support are addressed within this section:

Support for study skills

The team at QMU and SMSH recognise that the transition of the diploma students into the QMU Level 3 programme may be challenging for a variety of reasons. In order to meet these challenges the team will endeavour to roll out the QMU International Bridging Programme which has been developed over several years and is a model which has been successfully used for some years in Chur, Bangalore, Kolkata, Delhi and Mumbai and which is based the successful Bridging Programme that is delivered annually at the Edinburgh campus.

The International Bridging Programme will be delivered by members of the QMU team in conjunction with a representative of CAP. This one week programme, delivered the week before teaching commences.

Initially, students are exposed to a range of inputs that amplify and explain academic programme structures, aims and objectives and coping strategies for a student centred learning approach. To do this requires that a cultural awareness is implemented, that a clear baseline is drawn from where all students will commence their learning journey and that expectations are managed from many perspectives.

Within this Bridging programme, experience has shown that it is vital for the success of the student explain in detail the various assessment methods that they will encounter in the programme; to develop the techniques for information search and retrieval to aid their research in various modules; that a clear understanding of what constitutes good academic writing is embedded and that plagiarism and the use of Turnitin is clarified. Importantly at this early session, the concept of adopting a critical approach to their learning and writing, as well as the idea of reflection is introduced and explored, as well as the various student responsibilities. This transition to degree study is managed in advance of the commencement of the programme. However, in line with the precepts of longitudinal induction, it will be supplemented by various student support interventions during the two semesters by QMU and SMSH lecturers primarily driven through WebCT use, access to electronic resources such as eportfolio via the QMU Citrix system and the assistance from

CAP inspired directives and initiatives. It is envisaged that in subsequent years the bridging programme will be delivered by SMSH staff directly, with support from the QMU team through intermediaries such as Adobe Connect, WebCT and through the maintenance of good communications and support via the ALP role.

In order to facilitate ongoing student support with study skills, and in keeping with the precepts of longitudinal induction, SMSH have identified a specific student support teacher who will be appointed prior to the commencement of the QMU programme to provide ongoing support to students with research and writing skills activities and personal development planning.

Personal development planning

Both SMSH and QMU embrace the concept of Personal Development Planning (PDP). At the diploma level in SMSH, students are introduced at an early stage to the Career Management Passport tool, which is used to help guide the students through various issues in regard to their future career, recording various issues such as the construction of the Curriculum Vitae, knowledge of various aspects in regard to hospitality and tourism provision within Nepal, etc. Within the QMU Level 3 programme, this is developed further, as QMU recognises that Personal development planning (PDP) is a key component of today's Life Long Learner's Continuous Professional Development. It is designed to support the attainment of personal and professional objectives and to help plan short and long term career, personal and professional goals. There is an emphasis on learners making sense of what they are learning and how they are learning it and ultimately taking responsibility for what they learn.

The purpose of PDP is to:

- Help all learners understand what they are learning and contextualise this to their wider learning;
- Develop study skills;
- Improve employability;
- Encourage learners to become more articulate about their achievements and their future goals;
- To develop a positive attitude to learning throughout an individual's professional life

(Source: Higher education Academy: PDP and employability)

QMU guidelines suggest that all programmes should have some form of PDP embedded within them, and at SMSH it is envisaged that this will be delivered in a number of ways. Initially, this concept will be made manifest through the medium of the Personal Academic Tutor system (PAT) and the discussions with each student formally documented, containing some form of PDP type agenda relating to goals, aspirations, and importantly reflection on achievements and how this will fit into the student's future career. Other activities in which PDP will be introduced is through the process of reflection on learning which can be done either on an individual basis or in class, for example, one early activity that will be undertaken at the start of the QMU Level 3 programme is to reflect upon the industrial placement as part of the bridging Programme, setting in place the building blocks for the reflective learning process, and developing at the same time their ability to self assess and place a value on their workplace activity. Within the Level 3 modules there is ample opportunity for such critical reflection and this can be recorded through the use of the eportfolio. This tool

will be introduced to the students as part of longitudinal induction and will form part of the learning experience in the module Contemporary Food and Drink. Further detail on the use of eportfolios can be found at <http://www.qmu.ac.uk/eportfolio/develop.IHTM>

However, there are other methods that PDP activities will be embedded in the curriculum at Level 3. SMSH enjoys a very good relationship with many of the key hospitality and tourism organisations within Nepal, and indeed some of the part-time staff work in some of these institutions in addition to SMSH. Industry engagement is therefore something which is already well embedded at SMSH and which will be continued at Level 3 through the use of guest speakers from industry, visits to industry and tourism projects, engagement in extra-curricular activities such as the “Great Himalayan Trail” and through connections with the Sustainable Tourism Network, the WWF Nepal and the Nepal Tourism Board.

Support for students from diverse backgrounds

SMSH has already several methods of increasing student numbers from diverse backgrounds. Each year the school admits 10 students who have been given a support package backed by the government due to their ‘poor’ status or they have disabled parents. In addition to the government sponsored packages to these students, the school itself will also ‘sponsor’ at least one or two such students themselves every year.

Personal Academic Tutor (PAT) system

Personal Academic Tutors are already in place in SMSH but are known as ‘Class Teachers’. They function in the same manner as the PAT system at QMU and provide general first-point of contact to students who may require pastoral help or academic inputs for a range of issues or challenges that the student may be facing. Some of the activities that the PAT (or Class Teacher) will undertake at Level 3 would be:

- Periodic review of the progress of each student linked to the formative assessment feedback supplied by module tutors;
- Advice and assistance with any difficulties which may arise in connection with a student’s studies;
- Keeping a brief record of the meetings discussed and action agreed at each meeting;
- Identification of any student who may be at risk in relation to achieving the requirements of the Degree award;
- Directing students, where applicable, to other sources of help in SMSH;
- Modules and mode of delivery of modules.

Student Staff Consultative Committee

There are already mechanisms in place for SMSH students to give feedback in line with QMU procedures and policies and a Student Staff Consultative Committee will be established. This committee will meet at least once a semester, in advance of the Programme Committee.

Careers Advice

Careers advice is already a large part of the SMSH cultural ethos and the senior management team there have inculcated a range of interventions by industrial figures who come regularly to the institution and participate in guest lectures before carrying out interviews for internships or graduate opportunities. There is anecdotal evidence to suggest that first destination career opportunities exist with hospitality and tourism organisations throughout Nepal and internationally, for example SMSH has a very close relationship with the Intercontinental hotel group and this would be indicative of the global opportunities graduates will have upon completion of their degree.

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks
- Access to Student Learning Services, Library and IT support
- Representation through Student-Staff Committees

Delete any which are not applicable and add others as appropriate.

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/>