



Queen Margaret University
EDINBURGH

Programme Specification

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

| | |
|---|---|
| 1 | Awarding Institution Queen Margaret University |
| 2 | Teaching Institution Metropolitan College (AMC) |
| 3 | Work-based learning Metropolitan College (AMC) |
| 4 | Programme accredited by BA/ BA (Hons) International Hospitality and Tourism Management |
| 5 | Final Award BA/ BA (Hons) International Hospitality and Tourism Management |
| 6 | Programme BA/ BA (Hons) International Hospitality and Tourism Management |
| 7 | UCAS code (or other coding system if relevant) |
| 8 | Date of validation/review May 2015 |

9 Educational Aims of the programme

1. To prepare and develop graduates for a management career in the hospitality and tourism industries
2. To develop understanding and knowledge of the nature of hospitality and tourism alongside the organisation, management and impacts associated with the provision and consumption of hospitality and 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, leadership, 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 guidelines, be innovative and adaptable to change, manage and reflect on their own learning and who can contribute and respond effectively to the demands of their chosen profession
6. To provide students with a range of both 'hard' and 'soft' skills that encapsulate the requirements of 21st Century customer care and to demonstrate those with confidence and integrity
7. To provide understanding of progressive sustainability concepts, environmental impacts and ethical issues for the hospitality industry

10 Learning Outcomes of the Programme

A Knowledge and understanding

On completion of the programme, the students will have gained knowledge and understanding of:

1. The defining characteristics of tourism and hospitality in the modern world.
2. The central role of the tourism infrastructure and hospitality providers
3. The expectations of the guest/consumer
4. The impact of tourism and hospitality industries on the environment
5. Appropriate theories and concepts from the generic management areas applied to the tourism and hospitality contexts.
6. The application of technical, managerial and interpersonal skills and knowledge to propose and evaluate practical and theoretical solutions to complex problems in the tourism and hospitality arenas
7. The diversity of both internal and external stakeholders
8. The moral, ethical and safety issues which directly pertain to the subject domain including relevant legislation and professional codes of conduct.
9. Awareness of the sustainability of any new venture within a variety of tourism and hospitality contexts.

Teaching/learning methods and strategies

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

- Practical workshops – enabling experimentation and the analysis and discussion of issues, documents and materials;
- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars – to generate group and individual creativity, discussion and reflection;
- Guided reading and independent study – to enable participants to engage with relevant and appropriate debate;
- Supported self study using relevant materials – to promote individual enquiry and development;
- Individual tutorials – to enable a more extended, in-depth analysis and support of self study;
- Formative assessment tasks to allow students to monitor their own understanding and engagement will be provided at regular intervals throughout the module

Assessment

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to

encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

B Intellectual (thinking) skills

1. Research and assess subject specific facts, theories, paradigms, principles and concepts applicable to the tourism and hospitality domains
2. Select, summarise and synthesise evidence
3. Describe, analyse and evaluate data
4. Critically interpret data and text from a range of academic and empirical sources
5. Select and apply appropriate knowledge, methodologies and theories to problem solving
6. Develop a reasoned argument and challenge assumptions
7. Take responsibility for their own learning and continuing professional development

Teaching/learning methods and strategies

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

- Practical workshops – enabling experimentation and the analysis and discussion of issues, documents and materials;
- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars – to generate group and individual creativity, discussion and reflection;
- Guided reading and independent study – to enable participants to engage with relevant and appropriate debate;
- Supported self study using relevant materials – to promote individual enquiry and development;
- Individual tutorials – to enable a more extended, in-depth analysis and support of self study;
- Formative assessment tasks to allow students to monitor their own understanding and engagement will be provided a regular intervals throughout the module

Assessment

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to

encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

C Practical skills

1. Plan, design, execute and evaluate practical activities using appropriate techniques and procedures
2. Operate effectively as a member of a team
3. Undertake fieldwork with appropriate consideration for ethics, safety and risk assessment
4. Plan, design, execute and communicate a sustained piece of independent work using appropriate media
5. Use information technology in the tourism and hospitality workplace and in the analysis of findings and presentation of work.

Teaching/learning methods and strategies

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

- Practical workshops – enabling experimentation and the analysis and discussion of issues, documents and materials;
- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars – to generate group and individual creativity, discussion and reflection;
- Guided reading and independent study – to enable participants to engage with relevant and appropriate debate;
- Supported self study using relevant materials – to promote individual enquiry and development;
- Individual tutorials – to enable a more extended, in-depth analysis and support of self study;
- Formative assessment tasks to allow students to monitor their own understanding and engagement will be provided at regular intervals throughout the module

Assessment

A

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to

encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

D Transferable skills

1. Communicate and present information in oral, written and electronic formats
2. Apply numeric and information skills accurately and effectively
3. Successfully interact with others and work as a team
4. Identify and address complex problems
5. Take innovative approaches and adapt to changing circumstances
6. Employ numeracy and IT skills
7. Identify appropriate sources and apply business research methods appropriately
8. Reflect on their own practice
9. Plan and manage learning and work to deadlines
10. Work and learn independently
11. Develop appreciation of cultural, ethical and gender issues

Teaching/learning methods and strategies

The learning/teaching strategies adopted by the programme aim to encourage independent and active learning. A wide range of active teaching methods will be employed throughout the programme including

- Practical workshops – enabling experimentation and the analysis and discussion of issues, documents and materials;
- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument;
- Seminars – to generate group and individual creativity, discussion and reflection;
- Guided reading and independent study – to enable participants to engage with relevant and appropriate debate;
- Supported self study using relevant materials – to promote individual enquiry and development;
- Individual tutorials – to enable a more extended, in-depth analysis and support of self study;
- Formative assessment tasks to allow students to monitor their own understanding and engagement will be provided a regular intervals throughout the module

Assessment

As part of our approach to learning and teaching, a variety of assessment types are used within the programme. Importantly, each level within UG programmes offer a range of assessment types but offers a consistency in volume of assessment.

Assessment throughout the programme is both formative and summative and is designed to encourage deep rather than superficial learning. Examinations take a number of forms including unseen questions, case study analysis and open book. Coursework is assessed through essays, management reports, individual and group presentations, poster presentations, reflective portfolios, project proposals and the Honours Project. These assessment tools allow students to demonstrate their acquisition of knowledge and understanding through a variety of approaches.

11 Programme structures and features, curriculum units (modules), credits and award requirements

All modules in the Division are 20 credits apart from the dissertation which is 60 credits.

| BA INTERNATIONAL HOSPITALITY & TOURISM MANAGEMENT |
|--|
| Year 1 |
| Study skills for business students (0 credits module) |
| Foundations of Marketing |
| Business economics |
| Introduction to hospitality & tourism |
| Intro to finance & accounting |
| Principles and practice of tourism management |
| Hospitality management - practices and practicals |
| Year 2 |
| Human resource management |
| Operations management |
| Niche tourism |
| Customer experience |
| 9 month placement |
| Year 3 |
| Exploring strategy |
| New enterprise creation |
| Sustainable management of hospitality enterprises |
| Business research methods |
| Contemporary food and drink |
| Tourism and developing countries |
| Year 4 |

| |
|---|
| Management insight & consultancy |
| Honours dissertation |
| International destination management |
| Contemporary issues (challenges) in hospitality & tourism |

12 Support for students and their learning

AMC strives for excellence in supporting students in many ways. They will always be able to find a sympathetic person who will try to help them if at all possible. The first person to contact in many cases will be the programme leader. Students are also supported by module leaders and personal tutors. The programme leader will be able to advise students on general matters about the programme they are following. Programme leaders are responsible for liaison with student representatives for the programme. They also have other duties, which vary from year-to-year and are often connected with quality improvement projects.

Module Leaders are responsible for the delivery of their module and they coordinate the team of tutors who are available to students during tutorials and practical sessions. They usually take some if not all of the lectures for their module. General academic advice can also be obtained from personal tutors.

Every student is allocated a personal tutor within the first three weeks of their arrival at the university. This is a member of academic staff who the student can go to, individually, for general guidance and advice. Personal tutors may discuss key choices (eg. option choices) and review the student progress.

Most enquiries and administrative matters concerning registration for programmes and modules, programme regulations and other issues relating to student support can be dealt with at the Business School Registry.

Finally, AMC programme leaders after consultation with programme teams have jointly decided to create and offer a non-credit module to Level 1 students of all programmes, with the aim of supporting and enhancing students' experience with regards to study skills and academic writing. It has been common knowledge that students who enter directly the UK HE system face great difficulty in managing their self study and coursework, as well as produce written work of the required academic standards. The Academic Learning Centre's experience has taught us that it was imperative that students were supported in this respect in a more coherent and consistent manner. As a result this new module has been included in the programme structure and will be offered across the suite of the business programmes.

13 Criteria for admission

Students are admitted to the Undergraduate programmes within the Division of Business, Enterprise and Management from a diverse variety of academic backgrounds.

The standard precepts of the University Admissions Regulations apply to all applicants, including those which pertain to non-standard entry and accreditation of prior learning, as summarised at: <http://www.qmu.ac.uk/quality/gr/default.htm>.

The standard entry requirement for students entering level 1 will be a Greek Secondary School diploma (Apolytirion of Lykeio) with a minimum average of 10 (equivalent of 50%). Non-Greek nationals who have obtained this qualification through attendance in the Greek schooling system will be eligible for admission on the same basis as Greek nationals. Greek nationals who have been schooled overseas may be admitted to the programme on demonstrating that:

1. They hold a qualification recognised by QMU for admission to undergraduate programmes, as documented in the University Admissions Regulations.
2. They have demonstrated command of the Greek language through possession of an appropriate qualification recognised by the Greek educational authorities

AMC has an organised interviewing and admissions process which it follows for every academic programme it offers. Candidates are expected to sit one or more interviews with a qualified interviewer (who is usually the Course Leader in the student's respective field of interest). Following the interview, candidates are required to fill out an application form which formalises their request to be granted admission to their chosen programme of study. All decisions on student admission are then undertaken by a committee consisting of the Director, the Course Leader, and selected course tutors.

Successful completion of the two-years (4 semesters) of the Institute Vocational Training (IVT) **Diplomas Hospitality and Tourism** (IVT Studies – IEK AKMI) or equivalent two year programme, such as HND etc, allows candidates to be admitted onto Year 3 of the BA (Hons) International Hospitality and Tourism Management with advanced standing, these students must complete two additional modules from Year 3 as follows:

- Niche tourism is taught and assessed at the autumn semester of Year 3 (Level 9, Semester 5)
- Customer experience is taught and assessed at the spring semester of Year 4 (Level 10, Semester 8)

Even though there is an English department within AMC, an English language requirement is not necessary since the programmes are delivered in the Greek language.

AMC follows a three –pronged strategy on observation of learning and teaching. The aim is to provide a system of checks and balances so that no single system of reporting is relied on but is compared to inputs from other sources. This ensures that the operations of the standards identified in the Quality System are constantly monitored and any areas of potential weakness identified and improvements made. The areas of the strategy are:

Independent review is undertaken by the quality department on a sampling basis and unannounced so that lecturers are unable to prepare for it. The objective is to take a non-specialist look at teaching methods on a module, identify areas of excellence that can be disseminated throughout AMC and areas for improvement. Special attention is made to whether the lecturer is communicating efficiently to all students, differentiating when different levels of ability are evident and making use of a variety of teaching methods to communicate and maintain interest and academic rigour. Attention is also paid to routine matters such as staff and student punctuality and how the lecturer deals with matters of discipline when necessary.

Peer review is undertaken by colleagues at an equivalent or higher level to the lecturer being reviewed. They consider the module being taught from a specialist academic perspective and decide whether the key points of the module lesson plan are being effectively communicated. The teaching of the module is also considered from the perspective of its place in the context of the whole programme. The degree to which the lecturer is keeping up to date with developments in their discipline rather than keeping to a pre-defined script is also assessed. Peer review creates mutuality between teaching staff – since they review each other there is a cross fertilisation of ideas to improve teaching.

Self review seeks to create a critical awareness on the part of the lecturer of the need to constantly investigate and evaluate their own teaching and identify areas for improvement. The aim is to compare self assessment with external assessment and identify any discrepancies and areas for development and improvement.

Detailed forms are used for reporting the results ensuring these three interrelated approaches work effectively in providing checks and balances upon each other. When supplemented with comment from the student feedback form and the course results they provide a thorough picture of the reality of teaching practice and the efficacy of learning taking place. These results are monitored in Management meetings and more specifically at the board meetings for the programmes.

Annual Monitoring Review and Enhancement Process

This annual monitoring review includes the evaluation of and the development of an action plan based on:

- external examiner reports and accreditation reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback obtained via programme committee and module evaluation questionnaires.

Appointment of external examiners

The academic standards of this programme are monitored by at least one external examiner external to QMU, appointed by QMU. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to all students.
- External examiners fulfil these responsibilities in a variety of ways including:
 - Approving exam papers/assignments;
 - Attending assessment boards;
 - Reviewing samples of student work and moderating standards;
 - Ensuring that regulations are followed;
 - Providing feedback to the University through an annual report that enables us to make improvements for the future.

Periodic reviews of the partnership and programme

This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.

Committees with responsibility for monitoring and evaluating quality and standards

- **The Programme Committee**

The Programme Committee is the major decision-making body and is the forum for policy concerning conduct, review and development of the course and students on it.

Student representatives and academic staff from the programme will meet formally at the PC to address issues of mutual interest, discuss and propose programme changes; discuss programme reports and other documentation.

The Programme Committee is chaired by the Programme Leader. Its membership includes all of the full-time academic staff who teach or assess the course, or representation from the relevant department, and students from each year of the course. The chairman may invite any non-member to attend a meeting and participate in the discussions.

Terms of Reference:

- a) To keep under review the subjects of study within modules, the integration of subjects, curricula, syllabi and assessment arrangements (consonant with any requirements of relevant external bodies) in respect of the programme.
- b) To be responsible for the maintenance of academic standards in the programme and for the conduct of the programme including the work and progress of students
- c) To monitor the operation of the programme and to report annually on such operation and on possible improvements to the course to the School. Future proposals are included within an action plan as part of this annual report.
- d) To keep under review the regulations for the course.
- e) To establish a Student/Staff Consultative Committee for the course and to consider the minutes of meetings of the Consultative Committee.

- f) To plan for the re-approval of existing programmes and to prepare appropriate documents for consideration by the Course Approvals Committee.
- g) To receive, consider and take action as appropriate on external examiners' reports. The reports and an account of action taken shall be included in the annual report.
- h) To appoint such ad-hoc sub-committees as may be required from time to time.
- i) To make available the minutes of its meetings to the School Academic Board.

- **Boards of Examiners**

Board of Examiners is responsible for making decisions about students' performance including decisions about progression and award. Analytically, it is responsible for agreeing the level of performance for each student on each module under consideration, confirming marks for modules and deciding whether a student should be awarded a pass or fail in any module within their jurisdiction and the mechanisms for re-assessment especially in cases of extenuating circumstances. The Board reviews the students' whole performance across all the modules and makes decisions. The Board, in reaching its decisions, is guided by the University's academic regulations and, exceptionally, any programme specific regulations approved at the time of validation and as laid out in the definitive programme document.

Normally, there are at least two meetings of the Board of Examiners each year, one at the end of Semester 2 and the other after the re-examinations prior the beginning of the new academic year in order to decide on the students' performance in the re-examinations.

- **Joint Board of Examiners**

After the completion of each academic year and prior the beginning of the new academic year, a Joint Board of Examiners takes place which thoroughly analyses the Annual Monitoring Report, a document written by the Programme Leader with the participation of the programme team where needed. The AMR consists of a review of the academic year that has just been completed, a report by the Programme Leader as a reply to the External Examiner's report, which refers to the progress of the course according to the Exam Board, the minutes of the Student and Staff Consultative Committee meetings as well as a table with the issues that have to be resolved and the kind of action that will be taken. During this Board, final decisions are taken and start to get materialized after the official approval by the responsible QMU Committees. The Delegate of QMU (convener), the Programme Leader, the Programme Team and the External Examiner take part in the Joint Board of Studies.

- **Student-Staff Consultative Committees**

A Student-Staff Consultative Committee will operate for each programme in order to allow students to discuss issues affecting their studies. The Committee will consider any matters directly related to the programme and report or make recommendations, as felt necessary, to the Programme Committee.

The membership of the Committee shall be drawn from staff teaching on the programme and student representatives; there should be more students than staff. The student membership

should cover the main subject areas and activities of the programme. It is appropriate for a student to convene the committee and take minutes. Where a student member is not identified to take minutes, a member of the Programme Team will take on this role.

It is essential that some record be kept of the meetings for the purpose of demonstrating what issues were discussed, what the response was and whether the issue was then satisfactorily resolved. Programme Leaders will be expected to refer to SSCC minutes when writing their annual programme monitoring report.

- **Subject Group Teams**

Each Programme belongs to a Subject division. The Programme Leader, within this group is responsible for the day-to-day running of the programme. The Subject Group is responsible for the overall management of the Programmes within its grouping. The programme BSc (Hons) BA/ BA (Hons) International Hospitality and Tourism Management [Athens] belongs to the QMU Division of Business, Enterprise and Management. The programme leader and the programme committee refer and report to the QMU Dean and Head of Division.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- **Module evaluation forms**

Module evaluation forms completed anonymously by the students, once per semester are used for monitoring and development purposes. The questionnaire seeks to elicit information with regards to learning objectives, the degree of support and guidance available to students, the quality and consistency of feedback on coursework and progress received by students, as well as the adequacy of IT and library resources.

- **Student Survey**

An interdisciplinary student survey is conducted once a year, whereby feedback is gained with regards to:

- Description of the respondents
- Communication and interaction with lecturers
- Feedback on assignments, class work and exams.
- Quality of teaching and timetabling
- Learning Resource Centre and Information Services

Open ended questions, such as 'best things about QMU and things to be changed (related to LRC and Information Services)' are also included in the survey.

- **Student & Staff Consultative Committee**

Furthermore, at least two meetings of the Students & Staff Consultative Committees are scheduled per semester during which the educational progress and probable problems are discussed by the year tutors, the course leader and the students' representatives. In cases of urgent issues, extra

meetings take place. The minutes of these meetings are attached in the Annual Monitoring Report and discussed in the Joint Board of Studies. Final decisions of the Board validate the changes following QMU regulations.

- **PAT Meetings**

Each student can refer to the Personal Academic Tutor who is responsible for discussing and appraising his/her progress. Both parties work together so as to mutually find ways to surpass any difficulties that the student may have. Students must at least once a semester meet their year tutors, according to the QMU philosophy and regulations, and discuss their progress. This meeting usually takes place in the middle of semester in order tutors to have a clear picture of the students and be able to guide them. Students can also contact their tutors through e-mail for a more direct communication. The information obtained by the PAT meetings is gathered and discussed in the Programme Committee, which is held once per semester, and is combined by the feedback obtained at the SSCC meeting, which always takes place prior to the PC Meeting.

Staff development priorities include

AMC has in place effective measures to monitor and assure the proficiency of staff and identify any training needs.

On the other hand, QMU has a responsibility to provide opportunities for staff training to partner institutions. AMC Metropolitan College can ask the Centre for Academic Practice to support the Academic Link Person in providing:

- advice on setting assessments
- advice on drawing up module descriptors and defining learning outcomes
- advice on producing programme documents for validation
- advice on provision of student feedback

More advanced training, such as use of information and communication technology, can be negotiated with the University. AMC staff consistently attends workshops run by QMU's staff, which take place at the College's premises, These are part of the normal staff development programme. The Short Course in Learning, Teaching and Assessment is particularly recommended for staff of partner organisations.

Finally, the Centre for Academic Practice offers specialised 3-day workshops in teaching and learning for new members of staff at AMC.

15 Material used in designing the programme

16 Key sources of information about the programme can be found in

- The **QMU regulations** can be found on the Quality web site:
<http://www.qmu.ac.uk/quality/gr/default.htm>
- Information on AMC can be found on:
<http://www.metropolitan.edu.gr>
- Information relevant to the programme and delivery at AMC can be found at”
<http://www.metropolitan.edu.gr/moodle>
- Thorough information considering **assessment regulation** can be found in :
<http://www.qmu.ac.uk/quality/documents/AssessmentRegulations.doc>
- Continuation of study regulations are available under “**Admissions Regulations**” at the following link <http://www.qmu.ac.uk/quality/qm/AZindex.htm>
- Regulations pertaining to Undergraduate awards of the University are available under “**Awards of the University**” at the following link
<http://www.qmu.ac.uk/quality/qm/AZindex.htm#u>
- For the full details relating to RPL please click on the following link under “**Recognition of Prior Learning - summary guide**”:
<http://www.qmu.ac.uk/quality/documents/RPL%20summary%20guide.doc>
- You can find full information relating to the **Academic Appeals Procedure** at the following link under “*Appeals procedure*” :
<http://www.qmu.ac.uk/quality/documents/Academic%20Appeals%20Procedure%20Update%20June%202010.doc>
- The **Complaints procedure** and Complaints form can be found at the following link under “Policies and Codes of Conduct”. <http://www.qmu.ac.uk/quality/gr/>

