



Queen Margaret University

EDINBURGH

# Programme Specification

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

1	<b>Awarding Institution</b>	Queen Margaret University
2	<b>Teaching Institution</b>	Silver Mountain School of Hotel Management, Kathmandu, Nepal
3	<b>Professional body accreditation</b>	Institute of Hospitality
4	<b>Final Award</b>	BA (Hons)
	<b>Subsidiary exit awards</b>	BA
5	<b>Programme Title</b>	International Hospitality and Tourism Management
6	<b>UCAS code</b> (or other coding system if relevant)	n/a
7	<b>SCQF Level</b>	Level 10
8	<b>Mode of delivery and duration</b>	Full time
9	<b>Date of validation/review</b>	June 2017

## 10. Educational Aims of the programme

The aims of the International Hospitality and Tourism Management programme are:

- 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/Enhancement Themes  
Scottish Credit Qualifications framework

## 12. Learning Outcomes of the Programme

**A – Knowledge**

On completion 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.
- A8 The centrality of the hospitality consumer so as to apply relevant theories and concepts, analyse the needs and expectations of hospitality consumers and the quality of service encounter

### **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, synthesise, interpret, analyse and evaluate information and 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 Creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills;
- C3 Use information technology appropriately in the workplace and in the analysis of findings and presentation of work;
- C4 demonstrate the numeracy skills required to manage budgets and analyse quantitative data;

### **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 work effectively independently and with others as both a team member and a leader;
- 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**

A variety of teaching, learning and assessment methods will be provided to allow the students to engage with and demonstrate mastery of theory, practice and achievements in as wide a variety of contexts as possible, given the number and scope of the modules to be studied. In so doing, students will be provided with opportunities to deepen confidence and independence in selecting, transforming and applying knowledge, theory and skills in a variety of different situations.

One of the 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. 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 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 continue to develop and practice student-centred learning approaches. These have already been practised by the staff at SMSHM with the valuable guidance and assistance from the QMU staff in conjunction with in country staff development. The opportunities where students can develop and practice increased responsibility for personal learning will be provided in a number of ways within the IHTM programme, primarily through the range of different kinds of learning experiences embedded within the modules as well as through the use of the dedicated Hub learning platform. The use of Hub and the extensive online library facilities has provided the students at SMSHM with as equitable a range of learning experiences as their counterparts in Edinburgh. These experiences will 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 10 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.

The effectiveness of the learning and teaching goals in implementation will be sustained by a learning environment that is driven by principles of enhancement led quality assurance. The institute teaching team is alert to the need for constant review of its practice to embed added value in the students' experience. The staff will continue to draw upon all the resources available in order to develop an increasing self-critical approach to inform and enhance the quality of the learning environment.

### **14. Assessment strategies**

The role and nature of assessment, and the feedback from it, is integral to our learning and teaching strategy. It is essential that assessment is both integrated into the learning experience and that it motivates the learner. In addition to its role in relation to the maintenance of academic standards, we recognise that the function of assessment can only be central to effective student learning when accompanied by feedback. Regular feedback will be structured within every module in both formal and informal ways and will be provided within QMU timescales after assessment submissions. Students will be provided with an evaluation of the strengths and weaknesses of their performance

against the assessment criteria, together with guidelines as to how their work could be improved. We now utilize Grademark as an on line marking tool and Turnitin to give students the opportunity to check their submissions.

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 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.

With regard to assessment regulations, these will continue to conform to established QMU policy and practice and as such clearly outline procedures for the advance communication of assessment requirements to the students, the assessment criteria, submission date, conduct of examinations where applicable, arrangements for marking and moderation of assessments, the progression of students, the remediation of failure and the conduct of meetings of the Boards of Examiners to ensure that academic standards are maintained.

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

The IHTM programme is relatively straightforward and consists of nine core modules, each worth 20 credits and a six months internship module worth 60 credits. These are listed below.

Semester 1	Sustainable Management of Hospitality Enterprises	Business Research methods	Exploring Strategy
Semester 2	Tourism & Developing Countries	New Enterprise Creation	Contemporary Food and Drink
Semester 3	Food and Communication	Organisational Behaviour for Managers	Marketing Communication
Semester 4	Supervisory Internship (60 credits) 6 months		

#### **Common modules with BA International Culinary Arts**

### **16. Criteria for admission**

SMSHM admission opens from August every year for the intake in November every year after the published results of Higher Secondary Examination Board of Nepal.

Admission to SMSHM Diploma:

In order to gain admission to SMSHM 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 SMSHM. Potential students with weak language skills need to join the British Council Language Centre classes before joining SMSHM. English language is a compulsory part of the curriculum in Nepalese schools from primary level.

Admission to the above programme will be dependant upon the applicant successfully passing the 2 year Diploma programme in 'Hospitality Management'. The 2 Year SMSHM HM Diploma equates to SCQF Levels 7 and 8, and all 4 years of the BA (Hons) programme articulates into Levels 7, 8, 9 and 10. On successful completion of Level 3 the subsidiary exit award is a BA and on successful completion of Level 4 the exit award is a BA (Hons).

### **17. Support for students and their learning**

QMU/SMSHM programme provide the following student support:

- Personal Academic Tutors known as 'Class Teachers'
- Student handbook & Placement Handbook
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers advice, counselling
- 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/>