

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION



1. Programme Code	IHM					
2. Programme Title	International Hospitality and Tourism Management					
3. Target Award Title	BSc (Hons) Top up					
4. Exit Award Title(s)						
5. Subject area	Hospitality and Tourism					
6. School	Hospitality and Tourism Management					
7. Programme Team Leader(s)	Emmanuel Murasiranwa Hugh Smith					
8. Programme Type	Specialist					
9. Delivery Model	DL F/T		BL F/T	x	Apprenticeship	
	DL P/T	x	BL P/T		Other	
Where delivery model identified as 'Other' please provide details						
10. Location of delivery	All BL Centres and DL					
11. Proposed Start date	May 2024					
12. Reference points	QAA Subject Statement (2019): Events, Hospitality, Leisure, Sport and Tourism. QAA Subject Statement (2023): Business and Management The UK Quality Code for Higher Education (2023) FHEQ level 4, 5 & 6 descriptors (2014)					
13. Professional, Statutory & Regulatory Bodies (PSRB)	TBA					

14. Programme aims

Provide a brief outline of the educational aims of the Programme.

This programme aims to equip students with a knowledge and understanding of the key hospitality and tourism business functions and how these interrelate. They will also be given the opportunity to develop a range of generic and specialist hospitality and tourism skills applicable to the contemporary hospitality and tourism environments.

To achieve these overarching aims, students will:

1. Develop knowledge and skills in the core disciplinary areas of tourism and hospitality practice.
2. Integrate leading edge developments in academic theory with hospitality and tourism practice.
3. Enable students to develop specialist knowledge and skills in hospitality and tourism.
4. Develop creative, innovative, and entrepreneurial skills.

15. Programme Entry Requirements

Please adapt standard/typical entry requirements as necessary.

To be eligible for our BSc (Hons) International Hospitality and Tourism Top-Up programme, students must have:

- An HND in Hospitality and Tourism Management or equivalent, provided that prior learning is consistent with Level 5 of the functional areas of hospitality and tourism.

English proficiency

- IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent
- Alternatively, evidence you have previously studied in English, such as a letter to show that the Medium of Instruction was in English can be accepted.

16. Learning, teaching and assessment methods and strategies

The programme draws upon an eclectic mix of teaching methods and assessment strategies. Teaching strategies and assessments methods are based around blended and online interventions.

Learning and Teaching.

In line with Arden University's "digital first" teaching focus, interventions are enriched and enhanced by the deployment of a range of digital assets including specialist software, simulations, discussion fora, social media channels, collaborative tools, webinars and e-presentation software.

Teaching is designed to engage and inspire students via a range of innovative activities and retains a "real world" focus using interventions such as contemporary case studies and industry data sets.

Teaching is largely student led; students are expected to take ownership of their own learning journeys, reflect upon the teaching interventions, datasets, case and study materials and act upon tutor feedback as they develop their knowledge of and skills in business management.

Teaching activities may require students to work both collaboratively and individually, analyse case studies, participate in simulation exercises, devise solutions to "real world" problems by producing "work products", exchange peer to peer feedback and reflect upon their own work experiences (where applicable). Teaching is enriched by a programme of industry guest lectures.

Assessment

The assessment strategy similarly focuses on a strong alignment with real world organisational and business practice and embraces a range of assessment methods including work related products, presentations, report writing and group assignments. Students are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real business situations and indicate the requisite levels of academic rigour required at levels L6.

The programme culminates in the submission of the independent study assessment that builds upon content examined and skills developed in the taught modules.

17. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)		
1. Understand the essential digital, green, research and social skills, technologies, leadership and management competencies for success in modern global hospitality and tourism settings.	Through an integrated active learning and teaching pedagogy that includes both immersive asynchronous and synchronous learning activities drawing upon a range of academic and professional body (e.g., CMI, IoH, ITT and TMI) resource materials; students thus have multiple opportunities to gather knowledge of core concepts and consolidate their learning. (LOs 1, 2,3, 4, 5, 6, 8, 9, 10)	Formative Feedback – informal Students will have multiple informal opportunities to receive formative feedback as they navigate the programme. The Arden virtual learning environment (VLE) is highly interactive and features embedded tools to facilitate peer to peer and student to lecturer discussion opportunities, examples include discussion fora, interactive exercises and activities, self-assessment tools and reflective activities embedded in all lessons. (LOs 1-10)
2. Assess the roles and contributions of hospitality and tourism organisations and destinations in the wider environment.	Academic study and employability skills will be embedded in each lesson for all modules delivered via a team-teaching approach including subject matter lecturers, Academic skills tutors and the careers team. This will ensure the development of work-ready graduates. Students will benefit from accessing asynchronous content on Arden Futures career platform and a raft of careers resources provided through membership of CMI, IoH, ITT and TMI. Students will also have access to employer-led events and speaker panels. (LOs 1, 8, 9, 10)	Formative opportunities – formal As well as the plentiful opportunities for informal feedback, formative occasions will also be scheduled: Students will be given opportunities to share draft sections of assessments with lecturers and (in some modules) peers to garner feedback and guidance. This feedback can then be incorporated in their work to improve submissions for the summative assessments. Students may also be able to draft plans and outlines for assessment items and receive tutor and peer feedback in a similar manner.
3. Analyse challenges in hospitality and tourism from diverse stakeholder perspectives, including consumers, suppliers, governments, and intermediaries.	Throughout the programme, the student is encouraged to develop intellectual skills further by undertaking further independent study and research, i.e., in addition to “directed study” and learning. (LOs 1, 2, 3, 4, 5, 6, 8, 9, 10)	

<p>4. Apply entrepreneurial hospitality and tourism concepts responsibly in various global contexts, challenges, and situations, including crisis management.</p>	<p>Analysis of real-world live cases; using diagnostic skills and business analysis frameworks such as PESTLE, SWOT, Porter's Five Forces, to evaluate business and organisational performance and effectiveness. (LOs 2, 3, 4, 5, 6, 8, 9, 10)</p>	<p>(LOs 1-6, 9, 10)</p> <p>The virtual learning environment (VLE) enables students to engage in targeted online discussions relating to specific aspects of the programme modules, for example, examining ethical considerations, sustainability and climate change issues, business risks and corporate social responsibility. Students are encouraged to not just post discussion items in the relevant fora but also to ensure they engage in dialogues by commenting on posts uploaded by their peers. (LOs 1-6, 9, 10)</p>
<p>5. Analyse and interpret global hospitality and tourism management, business, and other relevant related Big Data to enhance organisational performance, growth and scaling.</p>	<p>Independent and directed student study, supported throughout by comprehensive classroom based and online multi-media teaching materials, activities, simulations, and resources. (LOs 1, 2, 3, 5, 6, 8, 9, 10)</p> <p>Active and immersive discussions in class and online forums where students discuss and critically engage with themes emerging from the materials they learn from; this might include business problems, case studies, simulations, datasets, and industry reports. (LOs 1, 2, 3, 4, 5, 6, 8, 9, 10)</p>	<p>Students will have access to academic staff in all the modules they study. These staff include subject matter experts (lecturers) and study support tutors. Students are invited to attend synchronous learning activities relating to both these areas (academic content and study support) including online lectures, guest lectures, webinars, and other activities. They will also have opportunities to arrange one to one meeting, normally conducted via video conferencing software, where they can discuss specific areas of concern with the lecturers(s). (LO1- 10)</p>
<p>6. Develop and evaluate innovative and effective solutions for hospitality and tourism-focused strategic plans to respond to multiple and simultaneous global business challenges and problems.</p>	<p>Problem solving and diagnostic skills are developed throughout the programme by formative assessment tasks including problem analyses, drafting business documents and reports, analysing case studies, ethical dilemma exercises, data analyses and self-assessments. (LOs 2, 5, 6, 8, 9, 10)</p>	<p>Where the summative assessment diet includes time constrained assessments (TCAs), students will have opportunities to practice "mock" style TCA questions and receive tutor feedback before the summative events. (LOs 2-6, 8)</p>
<p>7. Develop a critical understanding of the contemporary global hospitality and tourism environments and sharpen their capabilities to exploit opportunities and mitigate</p>	<p>Engaging in reflection on study activities such as: feedback (peer and tutor), cases, academic texts and articles, activities, and simulations. (LOs 1, 2, 3, 4, 5,</p>	<p>Other summative assessments used on the programme include:</p>

<p>threats.</p>	<p>Practical business skills are further developed and integrated through a series of in-class and online activities intended to test practical ability, these can include group forums and activities, drafting business documentation, engaging in simulation exercises and informal peer assessment. (LOs 4, 7, 8, 9, 10)</p>	<p>Producing “work type products” (LOs 1,2,5)</p>
<p>8. Explore the ethical, sustainable, social and environmental responsibilities, EDI and governance practices required in hospitality and tourism operations and practice.</p>	<p>Group discussions and exercises in class and on the online forum promoting argumentation, listening, leadership and team working skills. (LOs 5, 7, 9, 10).</p> <p>The Arden Enterprise Incubator (AEI) provides opportunities for students to develop and sharpen their entrepreneurial</p>	<p>Case study analyses (LOs 1 -5, 9, 10)</p> <p>Individual presentations (LOs 1, 2, 5, 9, 10)</p> <p>Group assignments and presentations (LOs 1, 2, 5)</p> <p>Reflections (LOs 2,3,4, 7,8)</p>
<p>9. Evaluate the importance and impact of AI, IoT, digital transformation, technology, strategic change management, creativity and innovation in leveraging contemporary hospitality and tourism practices.</p>	<p>skills through mentorship, coaching, bootcamps, workshops and advisory mechanisms led by academics, entrepreneurs, alumni and industry practitioners. (LOs 2, 3, 4, 5, 6, 7, 8, 9, 10)</p> <p>Guest author and practitioner lectures organised in conjunction with Publishers and Accreditation bodies will enhance students’ understanding and appreciation of industry dynamics and help narrow the gap between academic theory and real-world practice.</p>	<p>Academic Skills Tutors and Careers Team run scheduled online feedback sessions and 1-2-1 in person sessions with students in the study Centres. (LOs, 1, 8, 9, 10)</p> <p>The AEI will offer mentorship and coaching opportunities for students to assess their own business ideas by accessing feedback from academic and industry experts.</p>
<p>10. Be an entrepreneurial innovative thought leader and practitioner within the global hospitality and tourism sector capable of leading people in developing new business models and revenue streams.</p>	<p>Faculty conferences and external accreditation bodies conferences and webinar series will offer the students opportunities to collaborate with lecturers, peers and practitioners and gain invaluable insights and feedback on their research or project ideas. Students will benefit from a raft of resources including mentorship and coaching offered by accreditation bodies such as CMI, IoH, ITT and TMI. (LOs 1, 4, 5, 8, 9, 10)</p>	<p>(LOs, 1, 5, 6, 7, 8, 9, 10)</p> <p>Collaborative conferences, webinars and workshop offer a raft of assessment and feedback opportunities for students to gain feedback on their research and project proposals. (LOs 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>

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18. Graduate Attributes and the means by which they are achieved and demonstrated <i>Attributes must be covered and assessed in every level of study on a programme.</i>		
Graduate Attribute	The means by which these attributes are achieved	The means by which these attributes are assessed
1. Digitally literate	Effective use and communication capitalising on IT is developed and reinforced in the programme via a range of both synchronous and asynchronous interactive and social learning-based activities, peer to peer exchanges and discussions, together with the utilisation of IT solutions within assessments.	Through reflections, group activities and peer assessments both formatively and summatively. Through group presentations and producing work products.
2. Contextually innovative	Students will be presented with opportunities to develop a range of such skills and apply their creative ideas, for example, the “Service Sector Marketing and Sales” module will help build negotiation and persuasion skills through innovative practice, the “Independent Study,” “Innovation in Hospitality” and “Hospitality Business Development” modules will focus upon being creative, innovative and finding novel solutions to hospitality and tourism problems. Participation in the Arden enterprise Incubator (AEI) and IoH mentorship and coaching programmes.	Through business plan development and business case pitches. Through independent research opportunities. Through formative opportunities and lecturer-peer interactions.
3. Socially intelligent and proactively inclusive	As students navigate the programme, they will be provided with opportunities to reflect upon the role and decisions of business, organisations, and their leaders. This will be achieved via interventions such as synchronous group discussions, asynchronous discussion forum activities and case study analyses. In addition, the “Hospitality Business Development” and “Hospitality Operations Management” modules will explore key ethical, legal and governance principles, sustainability and climate change, responsible sourcing theories across a range of hospitality and tourism contexts. Ultimately students will develop into socially responsible leaders within the hospitality sector.	Through business case presentations, reflections both formatively and summative. Through case study analysis and drawing on current experiences and sharing via summative assessments.

<p>4. Professional knowledgeable in their subject area</p>	<p>The programme draws upon leading edge and contemporary hospitality and tourism operations theory and professional practice developments. As such, graduates will depart Arden and enter the world of work equipped with the requisite skills and knowledge to hit the ground running and make superior contributions to a range of employers. Participation in the Arden enterprise Incubator and IoH mentorship and coaching programmes.</p>	<p>Application to case study analysis, report writing, independent study, developing presentations and multi-media work products. Business case presentations.</p>

19. Summary of modules and mapped programme learning outcomes

(List modules in order of delivery)

Level	Module Code and Module Title	Module type <i>Compulsory (C) or Optional (O)</i>	Pinned / Paired Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
L6	IHM6002 Innovation in Hospitality	C	P	X	X	X	X		X	X	X			X			
	BUS6020 Tourism Crisis Management	C	P	X	X	X	X	X	X	X	X	X				X	
	BUS6021 Tourism Trends & Futures	C		X	X	X	X	X	X	X	X				X		
	IHM6001 Hospitality Strategy	C		X	X		X	X	X	X	X	X	X			X	
	BUS6017 Independent Study	C		X	X		X	X	X			X	X		X		
	MKT6003 Global Brand Management	O		X	X	X		X	X		X						X
	BUS6018 Project Management	O		X		X	X	X	X	X							X
BSc (Hons) degree (Top-up) To be awarded the Top-up degree, students must successfully complete 120 credits at Level 6 including credits from the final project/dissertation																	



1. Graduate Attributes including Level Indicators

Students on Arden University courses are expected to gain a set of graduate attributes and programme teams should consider how these will be both achieved and evidenced. The Graduate Attributes are the same across all programmes and for both UG and PG and are listed below. They must be covered and assessed in every level of study on a programme.

The attributes should be mapped against each module (one module learning outcome must be a graduate attribute).

Graduate Attribute	Level 3	Level 4	Level 5	Level 6	Level 7	How attribute is developed and assessed
<p>1. Digitally literate to show confident and critical use of information and digital technologies across a range of professional, personal, and academic contexts. (This may include but is not limited to computer literacy, digital information, digital media, digital communication, and collaboration competencies).</p>	Identify digital tools and/or services and self-assess digital capabilities. Use digital applications and understand strategies for a restricted range of given purposes and tasks, with guidance.	Identify and apply digital tools and/or services and self-assess digital capabilities. Identify and use appropriate digital applications for given purposes and tasks.	Identify, evaluate and apply digital tools and/or services while reflecting on digital capabilities and opportunities for self-development. Select and use specific digital applications and strategies, as appropriate for various purposes and tasks.	Evaluate and apply digital tools and/or services while critically reflecting on opportunities for developing digital capabilities. Select, use, modify and evaluate digital applications and latest innovations and strategies which are appropriate for various purposes and tasks.	Evaluate and apply digital tools and/or services while critically reflecting on opportunities for developing novel digital capabilities. Identify, select, plan for, use, modify and evaluate digital applications and strategies to enhance the achievement of aims and desired outcomes.	<ul style="list-style-type: none"> Engaging with virtual learning environment Approach to studies, assessment, and dissertation Use of subject specific and general digital tools (e.g. excel, statistical models) Use of appropriate software across contexts Remote work experience and extra-curricular activities, workshops, networks
<p>2. Contextually innovative through applying skills of critical, creative, and evidenced based analysis and/or personal reflection to current real-world situations and future challenges.</p>	Solve given and clearly defined problems, carry out predefined and possibly innovative approaches and check and understand how the solution has solved the problem, reflecting on the solution achieved.	Solve given and clearly defined problems, use specified and innovative approaches, analyse, evaluate, and reflect on the approaches and solutions.	Solve common problems, identify, explain and use innovative approaches with reference to theory and practice. Identify innovative practice and evaluate the approaches and solutions with some critical context and reflection.	Identify problems, including complex ones, analyse and solve them with reference to theory and practice. Select, justify, and use innovative approaches, including some at the forefront of the subject/ profession. Critically evaluate and reflect on the approaches and solutions identified and if possible embedding possibilities for originality or creativity.	Identify and solve novel and complex problems related to aims and desired outcomes. Critically evaluate and reflect on the approaches and solutions identifying and embedding possibilities for originality or creativity.	<ul style="list-style-type: none"> Approach to studies, assessment, dissertation, and academic and career planning Problem-based learning Discussions and reflections within and outside modules Personal and professional reflection Discussion forums Work experience and extra-curricular activities Societies and special interest groups

Graduate Attribute	Level 3	Level 4	Level 5	Level 6	Level 7	How attribute is developed and assessed
<p>3. Socially intelligent and proactively inclusive, able to effectively navigate complex (working) relationships with others from any background or culture using teamwork, communication, and leadership skills.</p>	<p>Team engagement is evidenced while experiencing different views of others, including an understanding of equality, diversity, and inclusion. Accurately present ideas, information, or results. Operate with others in clearly defined situations, to meet given objectives and own responsibilities, using given approaches/ techniques.</p>	<p>Distinguishable team engagement is evidenced while recognising different views of others, including an understanding of equality, diversity, and inclusion. Operate with others in given situations, to meet specified objectives and own responsibilities, using given approaches/ technique.</p>	<p>Clear team engagement is evidenced while recognising different views of others, including an appreciation of equality, diversity, and inclusion. Operate with others in various situations, to meet specified objectives and own responsibilities, using appropriate approaches/ techniques.</p>	<p>Clear and effective team engagement is evidenced while enabling understanding and engagement of others, clearly integrating possible diversity, equality, and inclusion to achieve outputs. Identify objectives and own responsibility in operating with others, use and evaluate strategies to meet them.</p>	<p>Clear and effective team engagement is evidenced while enhancing understanding and engagement of others, clearly using possible diversity, equality, and inclusion as an advantage. Identify who and how others may help in achieving aims and desired outcomes and put plans into action.</p>	<ul style="list-style-type: none"> • Approach to studies, assessment, and dissertation • Discussion forums and virtual learning environment • Peer activities • Societies, work experience, extra-curricular activities, special interest groups • Personal reflection
<p>4. Professionally knowledgeable in their subject area, with in-depth comprehension, awareness, independent research skills, and other skills associated with their subject area and discipline(s).</p>	<p>Gather knowledge and understanding of subject area with ability to define the core skills and concepts associated with the discipline(s).</p>	<p>Analyse information of subject area with the ability to identify key questions, research and pursue evidence-based arguments within the discipline using academic and professional body resources.</p>	<p>Evaluate understanding of subject area with the ability to identify key questions, research and pursue evidence-based arguments within the discipline using various academic and professional body resources.</p>	<p>Evaluate and further contextualise understanding of subject area with the ability to understand how the key knowledge is constructed, research and pursue evidence-based arguments within the discipline using a broad range of academic and professional body resources. Show some ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.</p>	<p>Critically evaluate and further contextualise understanding of subject area with the ability to link the discipline(s) to local, national and global issues, research and pursue evidence-based arguments within the discipline using an extensive range of academic and professional body resources. Show clear ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.</p>	<ul style="list-style-type: none"> • Teaching and learning activities • Self-directed learning, reading, practice, and event attendance • Engagement with workshops • Engaging with library and academic skills resources • Special interest groups and networking • Engaging in extra-curricular activities

