



Master`s Degree in Tourism, Strategy & Leadership

Curriculum & Program Guidebook

1.0 Introduction

This curriculum and program guidebook is for the Master's Degree in Tourism, Strategy & Leadership (MA Tourism, Strategy & Leadership) that has been designed by a consortium of universities in Russia and Kyrgyzstan supported by partner universities from the EU. The funding for this project has come from an Erasmus+ project titled EurDiq – European Dimension in Qualifications for the Tourist Sector.

The overall purpose of the EurDiq project has been to develop a new Master's Degree in Tourism that is designed incorporating EU/Bologna Process best practice principles for the design of a Master's Degree. The content of the degree is aligned to Russian Federation national occupation standards for the tourism industry that have been produced by research undertaken for this project.

The learning outcomes-based curriculum is delivered by a variety of contemporary learning, teaching and assessment strategies that will not only develop the subject knowledge and understanding of the students but will also develop their management and leadership competences. Graduates of this degree will be able to attain senior executive positions within the tourism industry – both in their home countries of Russia and Kyrgyzstan but also internationally.

In designing the curriculum for this degree it is recognised that the tourism industries in Russia and Kyrgyzstan are very different. The Kyrgyzstan tourism industry includes mountain tourism, inland lake tourism, community tourism and city tourism (Bishkek). The tourism industry in the Russian Federation is even more diverse encompassing city tourism, mountain tourism, sports tourism, spa and health tourism. The different types of tourism in Russia and Kyrgyzstan have been reflected in the curriculum of this degree by the provision of electives which offer each participating university the opportunity to include specialised tourism courses in the curriculum that will be of relevance to local tourism product and market circumstances.

The curriculum for this degree also allows each participating university to include four 'home university courses' in the curriculum. These are courses that are already included in the curriculum of other Master's Degrees at each participating university and are relevant for the MA Tourism, Strategy & Leadership.

Thus, this MA Tourism, Strategy & Leadership has been designed to incorporate EU/Bologna Process best practice principles for the curriculum of a Level 7 program of study combined with the flexibility for each participating university to customise the curriculum for its national, regional and local perspectives.

1.1 *Background and philosophy*

This is a Level 7 postgraduate degree for students who are building on, or converting, their undergraduate and/or professional experience, who have a desire to study tourism at a higher level. This program is designed to enhance the ability of students to function effectively at a strategic level within public and

private sectors of the international tourism industry or to embark on an advanced programme of doctoral research.

Russian and Kyrgyzstan tourism organisations are increasingly competing in an international context, which requires graduates to understand this dynamic environment and the implications of it for current and future developments in national, regional and local tourism. It is recognised that the international tourism industry requires managers and leaders who are able to command a strategic overview of this industry within the wider context of the internal and external operating environments of the tourism industry. This degree will ensure students have a wide international perspective to devise creative management solutions in a dynamic international tourism environment.

Through the provision of electives, internships and a research project, students will be able to focus their learning in an appropriate way to facilitate their future career development. In addition to subject knowledge and understanding, students will also be developing transferable personal skills, employability skills, management and leadership competences that are appropriate for strategic management careers in tourism management.

1.2 Market and Demand for the degree

As mentioned in 1.1 above this is a Level 7 postgraduate degree for students who are building on, or converting, their undergraduate and/or professional experience, who have a desire to study tourism at a higher level. This programme is designed to enhance the ability of students to function effectively at a strategic level within public and private sectors of the international tourism industry or to embark on an advanced programme of doctoral research. Graduates of a tourism or hospitality degree from a Russian, Kyrgyzstan, EU university or an international university will find this program a relevant postgraduate qualification.

2 Aims and Learning Outcomes of the Degree

2.1 Aims

This degree will offer learners a high-quality educational experience providing students with an opportunity to apply skills and transfer knowledge of complex issues, systematically and creatively into tourism management and leadership practices. The MA Tourism, Strategy & Leadership will:

- enable the widest variety of students to benefit from engagement with education;
- provide a curriculum and learning environment that reflects global perspectives;
- facilitate the development of higher order intellectual, personal and professional skills and competences in learners;

- enhance the learner`s ability to communicate complex information and data through a variety of media;
- offer students opportunities to interact sympathetically and ethically with individuals and groups, in varied settings;
- offer learners a high-quality educational experience creating the ability to apply skills and transfer knowledge of complex issues, systematically and creatively into tourism management and leadership practice;
- develop the learner`s ability to set, negotiate and meet own objectives and deadlines to identified standards;
- develop the learner`s ability to devise valid and reliable methods and instruments for data and information collection in relation to an extended piece of research;

2.2 *Learning outcomes*

On successful completion of the MA Tourism, Strategy & Leadership students will be able to:

- critically understand the knowledge in the subjects studied and explain the key academic concepts inherent in the subjects studied;
- develop a critical awareness of current issues in the tourism industry which is informed by research and practice in the field;
- apply key academic concepts to the management and leadership of tourism organisations;
- analyse a range of complex tourist destination management situations in order to develop management strategies for the future development of these destinations;
- develop creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in the tourism industry;
- acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations;
- present a reasoned and well-structured argument, based on the analysis and interpretation of data, that challenges underlying assumptions;
- apply high order personal skills and competences in management and leadership situations and contexts.

2.3 *Intellectual Skills and Key Competences*

A student engaging in the learning process on the degree will have the opportunity to develop the following intellectual skills:

- the ability to evaluate the importance of subject specific facts, theories, paradigms, and concepts in relation to their ability to explain and solve problems;
- assessment and critically evaluative skills to interpret data with reference to methodology and the source of the data;
- to construct a reasoned and well-structured argument, based on the analysis and interpretation of data, that challenges underlying assumptions;
- analytical and synthesise skills to reinterpret data with a capacity for creative and original insight into issues relevant to the professional tourism context;

The key competences specifically developed are:

- written and oral communication and presentation competences;
- creativity abilities;
- critical thinking competence;
- data collection and interpretation expertise;
- employability competences for tourism employment;
- interactive and group work abilities;
- management and leadership competences;
- managing tasks and problem solving abilities.

3 Assessment Learning and Teaching (ALT)

3.1 *ALT Strategy*

The ALT strategy for the degree has been developed to ensure that:

- appropriate teaching methods are used, enabling students to achieve the specified learning outcomes of each course;
- learning takes place in an informed and supportive environment;

- students are encouraged to understand the relationship between learning outcomes and the assessment, enabling students to achieve those learning outcomes;
- assessments are designed which accurately test the learning outcomes;
- assessments are marked and appropriate feedback is given, helping the students understand how their performance has been evaluated and how they can improve performance.

3.2 *Learning and teaching*

All courses will foster a student-centred learning approach and the continued development of self-directed learning in support of independent and reflective learners.

Learning and teaching methods will be designed for the particular characteristics of each course combining in-depth theoretical and practical approaches that in turn integrate with the experience of students and prior knowledge from a first degree or professional experience.

A range of information and communications technologies will be utilised to reflect a diversity of learning styles and provide access to contemporary international contributions in the field of study.

Peer interaction will facilitate cross-cultural and contextual understanding and lead to the potential for idea generation, modification, development and implementation.

Independence of learning will be facilitated through inductive and deductive approaches designed to empower students when interacting with technology and learning resources and to identify a range of solutions to their individual needs.

The sequencing of courses and the range of courses has been carefully considered to help support and enhance student learning. The core modules for the MA Tourism, Strategy and Leadership are:

- Destination Development;
- Events Management;
- Innovations and Service;
- Law and Safety Management in Tourism;
- Principles of Tourism Management;
- Strategic Management and Marketing in Tourism;
- Sustainability in Tourism.

Principles of Tourism Management is offered at the beginning of the degree in semester one to bring all students to the same level of knowledge and understanding of the tourism industry. Strategic Management and Marketing in Tourism is also delivered in semester one as a building block for the degree and to introduce students to subject content that will be drawn on by subsequent courses that they study.

The Law and Safety Management in Tourism course then follows in semester two to provide students with a knowledge and understanding of the importance of compliance with national and international regulations that affect the tourism industry and how tourist destinations have to provide safe environments for their tourists. Innovations and Service is a very in-depth course and is taught in semesters two and three. Destination Development, Sustainability in Tourism and Events Management are taught next, in semester three, in order to give detailed specialist knowledge to the students on important subjects that all tourism managers need to understand.

Elective modules are provided to give the students an opportunity to tailor their program of study to meet their future career aspirations. The elective courses will be devised by each participating university to reflect the special circumstances within which their national, regional and local tourism industry operates. Electives are delivered in semester two.

In addition, each participating university will include within the curriculum four 'home university courses': course one - Foreign Language, semesters one, two and three; course two – Modern Research Methods, semester one; course three – Training Practice/Internship, semesters one, two, three and four; and course four – Dissertation, semester four. All of these four courses are essential to contribute to the development of tourism managers who can operate internationally (course one), who can collect, analyse and interpret data (course two), who have the practical work experience that will help develop their employability skills as tourism managers (course three), and who can complete a major piece of independent study (course four).

The combination of the core courses, the elective courses and the home university courses results in a new Master's Degree in Tourism for universities in Russia and Kyrgyzstan that is:

- designed with appropriate Level 7 learning outcomes;
- a combination of subject knowledge and experiential learning;
- competence based;
- innovative in content;
- of an international standard;
- highly relevant for the development of the tourism industry in Russia and Kyrgyzstan;
- offers mobility for both students and faculty lecturers between the participating universities.

3.3 *Assessment*

The assessment strategy is designed to determine the extent to which students have achieved the aims and objectives of the degree, the learning outcomes for each course and the development of their intellectual skills and key competences. The assessment strategy will include case study analysis, industry-based projects, written reports, essays, business plans, risk assessments, oral presentations and a dissertation (research project). Students will be required to present their

assignments using a variety of different media to include contemporary digital technologies. Individual and small group assignments will be undertaken depending on the learning outcomes of each course. Students will be encouraged to engage in tutorial discussion to develop further their oral presentation and self-confidence skills.

All courses have been written to include formative and summative assessments to aid in the development of student learning. The assessments within the program are staggered throughout each semester to enable on-going formative feedback for the students to ensure that they are aware of their progress before the end of each course.

3.4 Assessment regulations

The assessment regulations which apply to this degree will be those which each participating university has approved within its own academic regulations.

External Examiners

The external examiner appointed to the degree at each participating university will:

- ensure that students are assessed fairly in relation to other students on the degree, across the university, and in other participating universities;
- approve assessments and examination papers;
- be consulted about any proposed changes to the assessment regulations and any course major modifications;
- review examination scripts and coursework and moderate marks where necessary;
- attend examiners meetings, appropriate Examination Committees and Boards of Examiners;
- conduct viva voce examinations if appropriate;
- report on aspects of quality and standards in relation to the degree.

4 Course Structure and Curriculum

4.1 Course structure

The MA Tourism, Strategy & Leadership has 120 ECTS credits at Level 7.

The degree is offered as a two-year, full-time programme of study over four semesters. Each participating university will determine the start and finish dates of delivering the degree in accordance with its own academic calendar.

The degree will consist of 12 courses. The programme offers seven core courses, four home university courses and one elective course.

The following table outlines the requisite courses and the credits for each course.

| MA Tourism, Strategy & Leadership, 120 ECTS Credits | |
|--|---------------------|
| Core Course Title | ECTS Credits |
| Principles of Tourism Management | 6 |
| Strategic Management and Marketing in Tourism | 6 |
| Law and Safety Management in Tourism | 4 |
| Innovations & Service | 10 |
| Destination Development | 6 |
| Sustainability in Tourism | 6 |
| Events Management | 6 |
| Home University Course Title | |
| Foreign Language 1 & 2 | 10 |
| Modern Research Methods | 4 |
| Internship/Placement/ Pre-Graduate Practice/Deployment | 51 |
| Dissertation | 6 |
| Electives | |
| Each Participating University to offer its own Elective Courses. Students to select one elective course | 5 |
| TOTAL CREDITS | 120 |

Elective courses are offered subject to availability and demand by each participating university.

Sequencing of the Program

4.2 Rationale behind course structure

The structure of the degree has been developed to allow students to successfully achieve the learning outcomes of the degree and each course they study. This approach will provide structured learning and support for the students with feedback to allow them to learn for himself or herself and to become independent reflective learners.

The sequencing of the courses has been developed to enable the building blocks of the study programme to build incrementally upon each other. Thus, the introductory tourism course is delivered at the beginning of the study program which will be of benefit to those students who have a limited background in the tourism industry, and will update and consolidate knowledge for those students with previous experience of tourism. A more strategic focus is then adopted through the Strategic

Management and Marketing in Tourism course before the more specialised functional management courses are taught in semesters two and three.

Work practice in the tourism industry is provided for the students in all four semesters of the study program through training practice, internships, placements and pre-graduate practice/deployment. These practical work experiences will enable the students to relate their academic studies directly to the tourism industry and will ensure that the students are developing the employability skills and management competences that are needed by tourism organisations in Russia and Kyrgyzstan.

To contribute to the students` ability to work in the international tourism industry each student will learn two foreign languages which will be taught in semesters one, two and three. The ability to speak at least two foreign languages will make the students highly employable not just in Russia and Kyrgyzstan but internationally as well.

The course structure is indicated below.

MA Tourism, Strategy & Leadership Scheduling of Courses

| Semester 1 | Semester 2 | Semester 3 | Semester 4 |
|---|--------------------------------------|-------------------------------|----------------------------------|
| Core Courses | Core Courses | Core Courses | Core Courses |
| Principles of Tourism Management | Innovations and Service (1) | Innovations and Service (2) | |
| Strategic Management and Marketing in Tourism | Law and Safety Management in Tourism | Events Management | |
| | | Sustainability in Tourism | |
| | | Destination Development | |
| Home University Course | Home University Course | Home University Course | Home University Course |
| Foreign Language (1) | Foreign Language (1) | Second Foreign Language | Pre-Graduate Practice/Deployment |
| Modern Research Methods | Second Foreign Language | Placement/Internship | Dissertation |
| Training Practice/Internship | Placement/Internship | | |
| | Elective Course | | |
| | Elective Course (1) | | |
| Total ECTS Credits | Total ECTS Credits | Total ECTS Credits | Total ECTS Credits |
| 30 | 30 | 30 | 30 |

5 Mapping to External Reference Points

5.1 European standards and guidelines for quality assurance in higher education

The degree corresponds to the EU Bologna Agreement for the design and quality assurance of Level 7 qualifications.

The degree has been aligned to the United Kingdom Quality Assurance Agency's Code of Practice for the design of a Master's Degree.

5.2 Regulatory Bodies

The degree has been designed in accordance with Ministry of Education Regulations for Level 7 programs in Russia and Kyrgyzstan.

5.3 Accreditations, employers and/or other appropriate professional/sector practitioners

The degree has been designed to align with the national occupation standards for tourism that have been produced through research undertaken for this EurDiq project.

6 Support for students and Their Learning

6.1 Learning resources

The main resources to support student learning are provided through the:

- Course Handbooks;
- course learning materials supplied by the faculty lecturers;
- Curriculum and Program Guidebook;
- EurDiq Moodle website;
- home institution libraries;
- home institution online learning facility;
- additional range of electronic publications available from online sources.

6.2 Learning environment

All classrooms where the MA Tourism, Strategy and Leadership is taught will have appropriate audio-visual projectors and whiteboards or SMART boards. The online learning environment that supports e-learning is the standard university-wide Moodle platform which provides hosting for lecture slides, discussion notes, essential reading and other information as well as more interactive tools such as discussion forums.

6.3 Academic & Personal Support

Students enrolled on the program will be supported throughout their studies by the program team and by personal tutors. All students will have access to:

- program leader who will provide overall guidance to students about the curriculum, its structure and content and the assessment regulations for the program;

- course leaders to provide academic support, advice and information as appropriate in relation to the subject content being studied;
- personal tutors who are responsible for pastoral care and general academic guidance;
- administrative staff for administrative support, guidance and assistance.

All students will be allocated to a personal tutor who is the first point of contact for non-academic/course related pastoral support. The personal tutor meets all students on a regular basis, to review progress and identify support needs.

A range of other support services will be provided by each participating university for the students on this program:

- accommodation services;
- disability support;
- finance guidance and support;
- health and safety advice;
- health centre;
- internship, work placement and careers guidance;
- international office;
- learning support for students with learning and other disabilities e.g. dyslexia;
- place of worship and chaplaincy support;
- professional Counselling Service.

7 Admissions Regulations and Entry Requirements

7.1 Entry requirements

Applications to this MA Tourism, Strategy and Leadership will be based on the entry requirements for Level 7 postgraduate study that each participating university has in place. However, the following principles for admission of students to the program will be followed:

- students will normally be over 21 years of age and returning to study;
- evidence of personal, professional and educational experience which provides an indication of the ability of the student to achieve the learning outcomes of the program of study will be required;
- normally the minimum academic entry qualification is an undergraduate degree in a relevant subject or equivalent. A Postgraduate Diploma or a professional qualification recognised as being equivalent to an undergraduate degree is acceptable;

- access to the degree should be available to all who have the capacity to benefit from the content of the study program;
- accreditation of prior experiential learning and work experience should make it possible for applicants who do not have the pre-requisite formal education qualifications to be considered for a place on the degree.

8 Program Organisation and Management

8.1 Program Leader

The program leader is responsible for overseeing the operational management of the course on a day-to-day basis, in collaboration with the program team, course tutors and the program administrator.

Key roles and responsibilities include:

- ensuring and maintaining the overall academic quality of the program;
- continually developing the program in conjunction with the program leaders at each of the other participating universities;
- assisting in the recruitment, selection and admission of students, in liaison with the program administrator and the international admissions officers;
- ensuring, in co-operation with the Dean of School/Department Head that adequate arrangements are made for teaching and other duties related to the program;
- ensuring that the program evaluation, monitoring and review procedures are established and implemented in accordance with the quality assurance procedures for the program;
- maintaining overall responsibility for ensuring that the marking and moderation of student assessments takes place in accordance with the program quality assurance procedures.

8.2 Course Tutor

A course tutor is a member of faculty staff teaching on the course. The course tutors are responsible for the:

- design and updating of the assessment, learning and teaching strategies of their courses in collaboration with the program team;
- keeping the content of their courses up-to-date;

- implementing the course evaluation survey each semester with the students on the course.

8.3 The Program Management Team

The program management team comprises the program leader and the course tutors who make a significant contribution to the award, their responsibilities include:

- ensuring the efficient running of the program;
- reviewing feedback from students, course tutors, external examiner, employers providing internships and work placements, and other relevant stakeholders in advance of annual monitoring meetings;
- ensuring that action points from the annual monitoring process are taken forward.

The program team can allocate specific responsibilities to individual members, for example:

Admissions Tutor

The admissions tutor is responsible for administering and processing the application procedures that the participating university has in place to recruit students to the MA Tourism, Strategy & Leadership, liaising where appropriate with other university staff for example the international office admissions team.

Personal Tutor

The personal tutor is responsible for pastoral care and general academic guidance for students. See also section 6.3

8.4 Course Administration

The course administrators work closely with the program leader and the program management team to ensure the efficient running of the administrative aspects of the program and to respond to general student enquiries.

9 Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

9.1 Annual Monitoring

Annual monitoring is the process that will be implemented to assure the quality of this program by each participating university. The annual monitoring process is an opportunity for each participating university to continually review and monitor the

quality of the student learning experience and to make improvements to the quality of the program as a result of receiving and analysing feedback on the program and its courses from a variety of stakeholders.

The annual monitoring process is undertaken in three phases. Stage one meetings take place half way through semester one of each academic year and monitor progress on the program and its courses up-to that moment in time. Stage two meetings then take place mid-way through semester two and consider the student learning experience on the program and its courses since semester one. The stage three meeting takes place at the end of the academic year and provides an opportunity for the program team to analyse the student learning experience over the whole of the preceding academic year and to make recommendations for minor changes to the course content and course assessment, learning and teaching strategies for the subsequent academic year.

Stage one meetings will consider:

- the minutes and the action plan from the stage three meeting held in the previous academic year, evaluating what has been implemented to improve the quality of the student learning experience since the stage three meeting and what still needs to be implemented;
- program evaluation questionnaire analysis from the previous academic year;
- the initial impacts of any changes that have been made to the semester one courses as a result of last year's annual monitoring;
- feedback from the students on the quality of their learning experience in semester one;
- feedback from the course tutors on the progress of student learning in semester one;
- program and course issues that need to be referred to other university departments for their consideration and action in order to improve the quality of the students' learning experiences;
- program statistics/trends, for example the number of students recruited to the program, their profile.

Formal minutes of the meeting and an action plan will be produced that specifies what has to be undertaken, by whom and by when to improve the quality of the student learning experience as a result of the discussions held at the stage one meeting. The minutes of the meeting and the action plan will be circulated to all stakeholders of the program.

Stage two meetings will consider:

- the minutes and the action plan from the stage one meeting, evaluating what has been implemented to improve the quality of the student learning

experience since the stage one meeting and what still needs to be implemented;

- the initial impacts of any changes that have been made to the semester two courses as a result of last year's annual monitoring;
- feedback on the program and course issues that were referred to other university departments for their consideration and action after the stage one meeting in order to improve the quality of the students' learning experiences;
- course evaluation questionnaire analysis from semester one;
- outcomes and actions implemented as a result of receiving student feedback from the stage one meeting;
- feedback from the students on the quality of their learning experience in semester two;
- feedback from the course tutors on the progress of student learning in semester two;
- semester two program and course issues that need to be referred to other university departments for their consideration and action in order to improve the quality of the students' learning experiences;

Formal minutes of the meeting and an action plan will be produced that specifies what has to be undertaken, by whom and by when to improve the quality of the student learning experience as a result of the discussions held at the stage two meeting. The minutes of the meeting and the action plan will be circulated to all stakeholders of the program.

Stage three meetings take place after semester two has finished and before the start of the next academic year. The timing of the stage three meeting should be such that it enables the program team to analyse the student learning experience in the academic year that has just finished and to be in a position to make improvements to the student learning experience for the next academic year.

Stage three meetings will consider:

- the action plans from the stage one and stage two meetings evaluating the progress that has been made against the various points identified to improve the quality of the student learning experience;
- program statistics/trends – the progression and completion rates of students on the program, work experience opportunities and the first destinations of the students upon graduation;

- the achievement of the program and course learning outcomes by the students;
- external examiner reports on the program and its courses;
- course evaluation questionnaire analysis from semester two;
- feedback on the program and course issues that were referred to other university departments for their consideration and action after the stage two meeting in order to improve the quality of the students' learning experiences;
- actions that need to be implemented by the program team to improve the quality of the student learning experience on the program and its courses in the next academic year.

Formal minutes of the meeting and an action plan will be produced that specifies what has to be undertaken, by whom and by when to improve the quality of the student learning experience as a result of the discussions held at the stage three meeting. The minutes of the meeting and the action plan will be circulated to all stakeholders of the program.

9.2 *Student feedback*

Student feedback is gained via three formal methods: student representation; the annual monitoring process; program and course evaluation surveys. These different methods are described below.

Each cohort (batch) of students will elect at least four students to become the cohort's official student representatives. The student representatives will undertake the following responsibilities:

- each semester, before the stage one and stage two monitoring meetings the student representatives will receive feedback from all the students from the cohort on their satisfaction with the quality of their learning experiences on the program and the courses studied;
- to attend the stage one and stage two monitoring meetings, to contribute to the discussions and to provide feedback to the meeting on the satisfaction levels of their fellow students with the quality of their learning experience in relation to the program and its courses;
- outside of the stage one and stage two monitoring meetings to be a formal link between the program team and the students, informing the program leader of any program and course quality issues that need to be immediately considered by the program team in order to improve the quality of the student learning experience.

The student representatives will be formal members of the stage one and two monitoring meetings and as such will participate fully in the annual monitoring process for the program.

Course evaluation will involve each student completing a course evaluation questionnaire at the end of each semester. The course evaluation questionnaire will include questions that will assist the course tutors to reflect on the satisfaction of the students with their learning experience on the course and what could be improved for subsequent cohorts of students. Findings from the course evaluation questionnaires will be considered at the stage two and stage three meetings.

Program evaluation will involve each student in the cohort receiving a program evaluation questionnaire towards the end of semester two. The program evaluation questionnaire will include questions that will enable the program team to evaluate the level of student satisfaction with their program of study (assessment, learning and teaching strategies) and the resources that are provided by the participating university to support the students in their learning. The analysis of the program evaluation questionnaires will be considered at the stage three meeting each year with a report of the actions arising from the survey being presented to the stage one meeting.

10 Academic Regulations and Procedures for Managing Program Assessment

The students on the program will adhere to the academic and assessment regulations and procedures that are set by each participating university.

Appendix 1 – Mapping of Course Learning Outcomes to Program Learning Outcomes

| Program learning outcomes: | Principles of Tourism Management | Strategic Management and Marketing in Tourism | Law and Safety Management in Tourism | Innovations and Service | Destination Development | Sustainability in Tourism | Events Management |
|---|----------------------------------|---|--------------------------------------|-------------------------|-------------------------|---------------------------|-------------------|
| Critically understand the development of knowledge in the subjects studied and explain the key academic concepts inherent in the subjects studied | X | X | X | | X | X | X |
| Develop a critical awareness of current issues in the tourism industry which is informed by research and practice in the field | X | X | X | X | X | X | |
| Apply key academic concepts to the management and leadership of tourism organisations | X | X | | X | | | |
| Analyse a range of complex tourist destination management situations in order to develop management strategies for the future development of these destinations | | | X | | X | X | X |
| Develop creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in the tourism industry | X | X | | X | X | | X |
| Acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations | | | X | X | X | X | |
| Present a reasoned and well-structured argument, based on the analysis and interpretation of data, that challenges underlying assumptions | X | | X | X | X | X | X |
| Apply high order personal skills and competences in management and leadership situations and contexts | X | | | | | X | X |

Appendix 2 – Key Competences Mapping

This table maps the key competences to be developed and assessed through each course.

D = competences developed; A = competences developed and assessed

| | Communication and Presentation | Creativity | Critical Thinking | Data collection and Interpretation | Employability | Interactive and Group | Management and Leadership | Managing Tasks and Solving Problems |
|---|--------------------------------|------------|-------------------|------------------------------------|---------------|-----------------------|---------------------------|-------------------------------------|
| Level 7 | | | | | | | | |
| Principles of Tourism Management | A | D | A | D | D | D | A | D |
| Strategic Management and Marketing in Tourism | D | D | A | D | A | D | A | D |
| Law and Safety Management in | A | | A | | D | | | A |
| Innovations and Service | | | D | D | A | | A | D |
| Destination Development | A | A | D | A | D | D | | A |
| Sustainability in Tourism | D | | A | | D | | D | D |
| Events Management | | A | | | D | | | A |

APPENDIX 3 – Core Course Assessment Methods

The following table is indicative of how the core courses are assessed

| | Essay | Oral Presentation | Written Report | Case study Analysis | Project Teamwork | Academic Paper Discussion | Design a Risk Assessment | Design an Innovation Plan | Create a Business Plan | Create a Sustainability Plan | Create a Plan for a Tour | Time Controlled Assessment | Research Report |
|---|-------|-------------------|----------------|---------------------|------------------|---------------------------|--------------------------|---------------------------|------------------------|------------------------------|--------------------------|----------------------------|-----------------|
| Principles of Tourism Management | | X | X | X | X | | | | | | X | | |
| Strategic Management and Marketing in Tourism | | | | | | | | | | | | | |
| Law and Safety Management in Tourism | | X | | X | | | X | | | | | X | |
| Innovations and Service | | X | X | | | | | X | | | | | X |
| Destination Development | | X | | X | X | X | | | | | | | |
| Sustainability in Tourism | X | X | | | | | | | X | X | | | |
| Events Management | X | X | X | X | | | X | | | | | | |