SUBJECT BENCHMARK STATEMENT TOURISM

Agència
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SUMARI

1. INTRODUCTION AND OBJECTIVES

The number of bachelor and master's degrees in Tourism and/or related subjects offered by universities in Catalonia has increased in recent years. New programmes currently undergo an ex-ante accreditation procedure, or validation, and modifications may be proposed in subsequent annual progress reports. The final stage in the accreditation of a programme is a site visit by an external panel of experts. The fact that there are three different stages in the review process has become increasingly complex and this is perhaps not absolutely necessary.

In this context, this document serves as a self-validation instrument for autonomous use by institutions to ensure that greater emphasis is placed in the Agency's work on the accreditation stage.

This document is the Subject Benchmark Statement by AQU Catalunya on Tourism, which defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand on completing their studies. It mainly deals with undergraduate degrees in Tourism and other related subjects and also provides preliminary insights into the intended learning outcomes of Master degrees.

Subject Benchmark Statements are used as reference points in the design, delivery and review of academic programmes. They provide general guidance for articulating the learning outcomes associated with the programme but are not intended to represent a set curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a framework agreed by the subject community.

The document was inspired by the QAA Subject Benchmark Statement on Hospitality, Leisure, Sport and Tourism 2008 (hereinafter QAA-SBS-HLST)[1]. This is particularly so in sections 2 and 3 although insights have been tailored to the specific context here. Section 4 is specific to the university framework in Catalonia. Issued in 2017, this is the first edition of this Benchmark Statement by AQU Catalunya.

You may want to read this document if you are:

- Involved in the design, delivery and review of programmes of study in Tourism and/or related subjects.

- A prospective student thinking about studying Tourism or if you are currently a student of Tourism, to know what is expected of a graduate in Tourism.

- An employer, to find out about the knowledge and skills generally expected of a graduate in Tourism

A degree programme in Tourism encompasses subjects aligned closely with the service sector/experience economy. These subjects cover much of the 'hospitality, leisure and

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[1] http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Hospitality-leisure-sport-tourism-2008.pdf

entertainment' industry and as such were not grouped together until relatively recently. It is a discipline [QAA-SBS-HLST] that:

- Includes shared approaches, values and priorities as well as the distinctive characteristics of the different subjects. This position is reflected in the benchmark statement.

- Shares concern for the contribution that it makes to both the economy, through the sectors of industry with which it engages, and to society, through the products and services of these sectors.

- It is multidisciplinary in its make-up, encompassing a range of theory and practice from the social to the environmental sciences, and this influences the range and nature of the learning opportunities and experiences it offers.

- Continues to be particularly sensitive and responsive to changes in the world environment. This awareness of the need for education for sustainable development and social responsibility, with economic, environmental, cultural, social and technological issues having equal importance, is already evidenced in the curricula and in approaches to learning and teaching.

- Promotes innovation and creativity. It requires a disciplined approach to problem-solving. It approaches design and development through selection from alternative possibilities justified by carefully crafted arguments.

The increasing diversity of tourism-related subjects is reflected in the varied titles and curricula that higher education providers have used for related undergraduate degree courses worldwide and in Catalonia:

- Tourism (12 programmes)

- Hotel and Tourism Management (1 programmes)

- Hotel Management (1 programme)

- International Tourism (1 programme)

- Travel and Leisure Activities and Tourism (1 programme)

- Leisure Management and Tourism (1 programme)

Degrees in Tourism will continue to evolve in response to developments in the subject and to future human needs. This Statement therefore concentrates on general outcomes at undergraduate level and does not specify a core tourism and hospitality-related curriculum. It also does not include a syllabus or body of knowledge. Additional information, lists of skills, competences and other benchmark statements as a source of guidance on possible curriculum contents can be found in the following:

- Australian Learning and Teaching Academic Standards for Tourism, Hospitality and Events. https://sites.google.com/site/tourismandhospitalitystandard/file-cabinet

- ANECA Título de Grado en Turismo
  http://www.aneca.es/media/359791/libroblanco_turismo_03.pdf

- Tuning Tourism Competences http://tuningacademy.org/wp-content/uploads/2014/02/RefTourism_TuRu_EN.pdf (Russia)

- http://tuningmeda.org/wp-content/uploads/2015/05/Subject-specific-competences-TOURISM-EN-FR-AR.pdf (MIddle East and North Africa)

- The TEFI Values http://tourismeducationfutures.org/tefi-values/

The following papers may also be of use.

- Tesone, D.V., & Ricci, P. (2005). Job Competency Expectations for Hospitality and Tourism Employees. Journal of Human Resources in Hospitality & Tourism, 4(2), 53-64.

- Millar, M., Mao, Z., & Moreo, P. (2010). Hospitality & Tourism Educators vs. The Industry: A Competency Assessment. Journal of Hospitality & Tourism Education, 22(2), 38-50.

- Nolan, C., Conway, E., Farrell, T., & Monks, K. (2010). Competency needs in Irish hotels: employer and graduate perspectives. Journal of European Industrial Training, 34(5), 432-454.

- Suh, E., West, J.J., & Shin, J. (2012). Important competency requirements for managers in the hospitality industry. Journal of Hospitality, Leisure, Sport & Tourism Education, 11(2), 101-112.

- Testa, M.R., & Sipe, L. (2012). Service-leadership competencies for hospitality and tourism management. International Journal of Hospitality Management, 31(3), 648-658.

- Sisson, L.G., & Adams, A.R. (2013). Essential Hospitality Management Competencies: The Importance of Soft Skills. Journal of Hospitality & Tourism Education, 25(3), 131-145.

- Bharwani, S., & Jauhari, V. (2013). An exploratory study of competencies required to co-create memorable customer experiences in the hospitality industry. International Journal of Contemporary Hospitality Management, 25(6), 823-843.

2. THE NATURE AND EXTENT OF TOURISM

This section includes insights from Section 3 of the document [QAA-SBS-HLST], which defines the discipline and related subjects.

Tourism and related subjects are internationally important sectors within the global economy. The term applies to an increasingly diverse group of subjects all with a foundation in tourism as a field of knowledge and practice. The following sections broadly describe the specific characteristics of the three main subject areas covered by this benchmark statement within the framework of tourism, namely, hospitality, leisure, and tourism. This is followed by an outline of particular features regarding the learning outcomes of programmes in these three subject areas.

Hospitality is characterised by core skills that address the management of food, beverage and/or accommodation in a service context. The defining characteristic of any programme in this field will be the study of the management and technical disciplines relevant to hospitality. Provision of hospitality education stems from a highly vocational focus that combine technical, management and scientific disciplines as a coherent whole, including programmes in hotel and restaurant

management, food studies, culinary arts, spa management, and international hospitality management that offer students some degree of specialisation. The diversity of the hospitality industry has also led to the development of new areas for study, such as licensed retail management and events management.

In the context of this subject benchmark statement, the nature of leisure is taken to mean the full range of activities, processes and meanings associated with non-work time, although not exclusively so, recognising that the boundaries between work and leisure are blurred. This definition would specifically include both rational recreation forms as well as forms of cultural consumption often connected with the popular and commercial sectors. Thus, the term 'leisure' refers to a broad range of cultural and recreational activities and experiences by which people, through engagement in a variety of formal or informal modes of participation, seek to enhance the quality of their lives. Leisure studies may include sports studies, countryside recreation studies, arts and entertainment, leisure events, leisure operations, leisure policy, leisure resources management, leisure facilities management and leisure strategies. It is an interdisciplinary subject by nature. Leisure is studied for its inherent contribution to an understanding of contemporary society, as well as contributing to the student's employability and career preparation.

The term tourism refers to the activities and behaviours arising from the movement of people away from their normal home environments for a variety of purposes. The study of tourism draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks and thereby furnishes an understanding of what is now a major world activity. However, programmes may still lay emphasis on career and vocational objectives, with different emphases among programmes including a focus on sustainable tourism, strategic planning and development of tourism, geography of tourism, impacts of tourism, ethics, International tourism, operations management in the tourism industry, passenger transportation, research methods, technology in travel and tourism, tourism and the natural environment, tourism economics, tourism marketing, tourism policy and visitor management.

Programme designers, students and employers will need to be aware of this spectrum of programme identities, but behind such variation there are key ideas that can be expected to characterise any degree programme in Tourism: the concept of mobilities as a foundational framework of contemporary society, recognition of the need for the planning, management and operation of tourism-related activities, the relevance of a balance of practice and theory in a way that any practical/operational activity is supported by a clear understanding of the underlying principles as well as the hospitality/leisure/tourism system and its operations as the basis for guiding actions.

Tourism is evolving at a rapid pace, it touches all aspects of life and it is a driver of technological, economic and social progress. Graduates in Tourism and related subjects will apply their understanding, skills, knowledge and experience to creating social and economic value by building memorable life experiences for people. In this context, Tourism and related subjects are academic disciplines in their own right although being based on a wide range of other social sciences they can be taught in a wide range of other joint and interdisciplinary programmes, including culture and the arts, environment, business and economics, marketing and

communication, geography, architecture and urban planning. This benchmark statement can be used in reference to the Tourism component of such programmes.

As a subject that covers much of the hospitality, leisure and entertainment industry, there is considerable scope for innovation, diversity and new programme development. There is also considerable potential for enhancing the portfolio of universities and other higher education institutions in Catalonia. In addition, it is an area of development that will likely take into consideration the increased importance of corporate social responsibility by ensuring that global sustainability and ethical positioning are clearly visible and appropriately supported across a student's entire learning experience.

3. GENERIC AND SPECIFIC SKILLS

This section includes insights from the document [QAA-SBS-HLST], which presents a precise and structured view of skills in Tourism and related subjects adapted to the context of Catalonia. Students of Tourism and related subjects are expected to develop a wide range of skills. These can be grouped according to three main categories:

- Cognitive skills
- Practical skills
- Generic skills for employability.

Cognitive, practical and generic skills need to be placed in the context of the programme of study as designed by the higher education provider and/or the possible pathways selected by the individual student. There is an implicit interplay between these identified skills within and across these three categories. The extent to which students acquire these skills depends on the emphasis of individual degree programmes.

Cognitive skills include:

- Knowledge and understanding of essential facts, concepts, principles and theories relating to tourism and related subjects.
- Practical identification of criteria appropriate to solve specific problems, and planning of strategies for their solutions.
- Deployment of appropriate tools for the specification, design, implementation and evaluation of tourism activities, products and experiences.
- Professional, economic, social, environmental, moral and ethical issues involved in the sustainable and responsible planning, development and management of tourism activities, products and experiences.
- Multilanguage skills adapted to the general international changing business environment and to the particular destinations and companies involved in the potential career development of students.

Practical skills include:

- The ability to use acquired knowledge and understanding in the planning and management of tourism activities, products and experiences

- The ability to critically evaluate and analyse complex problems, including those with incomplete information, and devise appropriate solutions.

- The ability to evaluate tourism-related activities, products and experiences in terms of quality attributes and possible trade offs presented within a given problem.

- The ability to plan and manage tourism projects within constraints of requirements, timescale and budget.

- The ability to recognise any risks and safety aspects that may be involved in the development of tourism activities, products and experiences within a given context.

- The ability to understand the whole process involved in the effective development of tourism-related activities.

- The ability to adopt appropriate professional, ethical and legal practices.

In addition, the many different types of programme covered by Tourism and related subjects need to be designed so that graduates acquire the necessary knowledge, understanding and skills in order to start a professional career in any given aspect of tourism and related subjects. Generic skills are therefore necessary in tourism-related programmes for employability.

Students are expected to develop a wide range of generic skills to ensure they become effective in the workplace, to the benefit of themselves, employers and the wider economy. Students who develop generic skills and are able to prove and demonstrate such skills will gain significant advantage when seeking employment. It is the responsibility of higher education providers to provide every student with the opportunity to acquire and demonstrate generic skills, and it is the responsibility of the student to make the most of that opportunity. These skills include:

- Intellectual skills: critical thinking; making a case; numeracy and literacy; information literacy. The ability to construct well argued and grammatically correct documents. The ability to locate and retrieve relevant ideas, and ensure these are correctly and accurately referenced and attributed.

- Self-management: self-awareness and reflection; goal setting and action planning; independence and adaptability; acting on initiative; pro-activity, innovation and creativity. The ability to work unsupervised, plan effectively and meet deadlines, and respond readily to changing situations and priorities. Entrepreneurship

- Oral, in writing and electronic interaction: reflection and communication: the ability to succinctly present rational and reasoned arguments that address a given problem or opportunity, to a range of audiences and also in English. Interpersonal skills, including the ability to make public presentations

- Team work and management: the ability to recognise and make best use of the skills and knowledge of each individual to collaborate in order to reach a common objective and to understand the role of a leader in setting direction and taking responsibility for actions and decisions.

- Negotiation: The ability to identify problems and desired outcomes and negotiate to mutually acceptable conclusions in a team-working environment.

- Contextual awareness: the ability to understand and meet the needs of individuals, business and the community, and to understand how workplaces and organisations are governed.

- The ability to innovate, design and develop practical and usable products and to achieve successful solutions.

- The ability to work, negotiate and self-manage in multicultural environments.

Curriculum design must be based and informed on current developments, reflecting appropriate recent research and business practices, together with an understanding of potential graduate destinations.

Work-based learning, including activities such as company placements, is an essential part of the curriculum. They must be properly integrated in terms of the preparation of students before the activity, debriefing, building on the experience afterwards and assessment. Placements offer the opportunity for students to apply and validate their learning and skills in the context of the real world and provide early exposure to professional skills. Formal links with specific companies and organizations acting as associated teaching facilities should be developed.

Access to software and communication facilities enables students to extend their horizons. Apart from the usual range of basic software including software libraries, graphics packages, integrated development environments, hospitality management software, project management software, and planning systems might be provided as appropriate to the course of study.

The curriculum should allow students to demonstrate their ability in applying practical and analytical skills as a whole: this will often take the form of a final year project.

Student projects should include design-and-build, consultancy, and research-led tasks to develop both independence of thought and the ability to work effectively in a team. Projects must be theoretically informed and linked to applications that students will encounter after graduation. Teaching and learning need to be placed within the context of social, ethical, legal, professional and economic factors relevant to tourism.

Students achieve an understanding of tourism through:

- A solid disciplinary and theoretical base

- Significant exposure to practical coursework, substantial individual and group-project work, and problems and projects taken from the real world.

- A solid ability to use general and tourism-oriented IT applications.

- Learning to be innovative in problem solving and to evaluate, select, justify, and communicate.

- Learning to be innovative in sustainable and responsible tourism projects

Annex 1 lists objectives, skills and potential undergraduate curriculum contents for each of the three related subjects included in this benchmark: hospitality, leisure and tourism. Master's degrees should go beyond the generalist knowledge associated to each related subject of the tourism domain and should provide specialist foundations within a particular interest in developing leadership and design values. This is a current characteristic of already existing master's degrees in Catalonia for the 2016-17 academic year. Specialization is at the present time reflected in the varied focus of master's degrees being currently run at Catalan universities:

- Hotel Management (6 programmes)

- [Sustainable/International] Tourism Planning and Management (4 programmes)

- Tourism innovation (2 programmes)

- Niche/specialty tourism markets [Urban/Cultural/Wine] (3 programmes)

- Multi-disciplinary tourism approaches [ICT, International relations and governance, Sustainability of hotel buildings] (3 programmes)

Given the specialist knowledge associated with the potential focus of a master's programme, unlike undergraduate degrees, the skills, learning outcomes and content of master's curricula are not considered in this document. The analysis of master's programmes needs to be specific and undertaken on an individual basis where required.

4. BENCHMARK STANDARDS

Undergraduate degrees should preferably be generalist. They should ensure that students acquire a solid foundation that enables them to learn and understand advanced tourism-related concepts with a broad-minded perspective. Undergraduate curricula should combine fundamental concepts with practical examples and project- based design challenges related to tourism.

There should be a significant difference between bachelor and master's programmes. An undergraduate degree should help students to understand and make best use of intended learning outcomes. A master's degree should involve cutting-edge innovation practices, include more specialized and informed knowledge and add the capability to develop leadership skills in the design, planning and management of tourism, hospitality and leisure-related companies, activities, projects and public organisations.

Undergraduate level

A graduate with a degree in Tourism and/or related subjects should be able to:

- Demonstrate a sound understanding of the main areas of the body of knowledge within their programme of study, with an ability to exercise critical judgment

- Critically analyse and apply essential concepts, principles and practices of the subject in the context of loosely defined scenarios, showing effective judgment in the selection and use of tools and techniques

- Produce work involving problem identification, the analysis, design and/or development of a system, with appropriate documentation, recognising the important relationships between these. The work will show problem solving and evaluation skills, draw upon supporting evidence and demonstrate a good understanding of the need for a high quality solution

- Demonstrate generic skills with an ability to show organised work both as an individual and as a team member and with minimum guidance

- Apply appropriate practices within a professional, legal and ethical framework and identify mechanisms for continuing professional development and lifelong learning.

Excellent students will also:

- Be able to contribute significantly to the analysis, design and development of tourism activities, products and experiences which are complex and fit for purpose, recognising the important relationships between these

- Be creative and innovative in their application of the principles covered in the curriculum

- Be able to exercise critical evaluation and review of both their own work and the work of others.

Master's degree level

Master's degrees should be specialist in nature and focus on one of the major tourism-related subjects in order to meet the requirements of students and professionals to increase knowledge and leadership skills in specific areas of design, planning and management. They can also be multidisciplinary or/and specialist in nature. Master's degrees include the outcomes of undergraduate degrees and go beyond them to provide a greater range and depth of specialist knowledge, often within a research and industrial environment.

5. SELF-BENCHMARKING

This document is conceived as a reference guide to the design, delivery and review of study programmes and offers general guidelines for establishing the learning outcomes associated with programmes. Institutions that are either starting new studies in Tourism and related subjects or in the process of modifying existing programmes are asked to follow the checklist in Annex 2 to self-benchmarking their curricular project.

ANNEX 1. OUTCOMES, SKILLS AND COMPETENCES, AND CONTENT, ACCORDING TO ASSOCIATED DISCIPLINES: HOSPITALITY, LEISURE AND TOURISM

Hospitality

Overall objective

To train and prepare individuals for professional duties in hotel and restaurant management at middle and senior management level (planning, organisation, implementation, control, etc.) for managerial positions and responsibilities. To provide a solid grounding of knowledge and skills to understand hospitality in all of its dimensions including professional ethics and the principles of sustainability, including its impact on the environment and people and connection with the regional setting. The degree programme should enable graduates to establish, manage and run their own businesses in the sector.

Defining skills

1. Understand and critically use potential contributions from disciplines, theories and concepts in the field of hospitality and hotel management.

2. Describe the different concepts of hospitality.

3. Recognise the principles of business and management and administration of hospitality businesses and organisations. Managerial and administrative responsibilities, finance and economy.

4. Recognise the principles of production, services and service quality-based management and marketing.

5. Demonstrate the ability to run operations, production processes and the management of people in the hospitality sector and organisations.

6. Understand issues regarding ethics, sustainability and social responsibility relating to the hospitality sector and organisations

7. Have the analytical capability to analyse and assess contextual and environmental influencing hospitality organisations.

8. Be capable of assessing the advantages and disadvantages and the costs and benefits of hospitality on the region, culture, society, environment, economy, politics and local community.

9. Understand the meaning of hospitality, its origins, limits and intercultural differences.

10. Identify sources of useful information for hospitality management and administration.

11. Evaluate and demonstrate effective use of useful technological applications in hospitality management and administration.

12. Be capable of evaluating the contributions and impacts of policies and planning in the development of facilities in the hospitality sector.

13. Describe, understand and know how to explain tourist behaviour. Demonstrate the ability to analyse market (demand) needs and develop corresponding supply.

14. Be capable of working in complex, intense and unpredictable situations.

15. Be capable of working in different cultural, multi-cultural and business contexts.

16. Have a drive for innovation.

Curricular content

Specific

■ Concept and definition of tourist activities.

■ Interactions between the hospitality sector and tourism and other economic and social agents.

■ Development and trends in the hospitality sector.

■ Institutions and organisations in the hospitality sector.

■ Products, structure, operations and interactions in the hospitality sector with other agents and regions.

■ Structure and organisation of businesses in the hospitality sector.

■ Trends and developments in the demand for tourism.

Fundamental

■ Concept, definition and type of hospitality.

■ Business management and administration in the hospitality industry. Functional areas.

■ Operations management in the hospitality sector.

■ Human Resources Management.

■ Marketing and market research.

■ Quality of service.

■ Law and the hospitality sector.

■ Politics and the hospitality sector.

■ IT and hospitality.

■ Consumer behaviour and the hospitality sector.

■ Market research applied to the hospitality sector.

■ Financial management in the hospitality sector.

- Food and beverage management.

Instrumental

- Entrepreneurship and business start-ups.

- Leadership, organisational behaviour and strategic management.

- Sustainability and climate change. Impact of the hospitality sector on the community, economy and environment.

- Business ethics and corporate social responsibility.

- Documentation and secondary sources in tourism.

- Statistics.

- English.

- Other languages.

Specialisation

- Facility/installation design, planning and management.

- Strategic planning and the development of the hospitality sector.

- Strategic and multi-national management.

- Security and risk management.

- Management and administration of different types of business in the hospitality sector.

- Entertainment management in the hospitality sector.

LEISURE

Overall objective

To train and prepare individuals for professional duties in both public and private organisations at middle and senior management level in activities associated with leisure, taking into account the different associated socio-cultural and anthropological aspects, together with the issues relative to their planning, management and organisation, including their connection with the regional setting, their role in the regional dynamics of tourism and, more generically, the different modalities, industries and products involved and their particular circumstances. To provide a broad-based knowledge and understanding of the sector including professional ethics and the principles of sustainability, taking into consideration its impact on the environment and people. The degree programme should enable graduates to establish, manage and run their own businesses.

Defining skills

1. Understand and know how to critically use the potential contributions de disciplines, theories and concepts that explain the nature and development of leisure.

2. Identify the development, dimensions and trends in the field of leisure. Recognise the multicultural dimension of leisure.

3. Classify the distinctive and complementary agents, organisations and structures that define the scope of leisure.

4. Have operational capacity in the diverse facilities and installations, activities and products associated with leisure.

5. Value the role of leisure in personal, social, cultural and urban development.

6. Identify the personal, cultural and social factors that affect leisure development, production and consumption.

7. Understand the issues regarding ethics, sustainability and social responsibility in the field of leisure in both the public and private domains.

8. Identify the impact of leisure in the personal, social, business, economic, regional, environmental and cultural spheres, bearing in mind their type, differences and limitations.

9. Evaluate and demonstrate effective use of useful technological applications for learning, application and research in leisure.

10. Identify and demonstrate effective use of sources of information for learning, application and research in leisure.

11. Describe the impact of the economy and policies on the development of leisure activities, facilities and installations, organisations, demand and events.

12. Understand and apply principles of management and administration in leisure organisations, business, facilities and installations, events and activities.

13. Identify the interaction between content, context and process in the production of leisure experiences.

14. Design, plan and assess leisure plans that fulfil the needs of citizens in general and particular communities and groups such as children, youth, retirees, the handicapped and immigrants.

15. Design, plan and assess leisure plans that fulfil the needs of tourists and visitors to tourist destinations.

16. Compare business models and experiences that deal with the dynamism and diversity in the leisure sector. Evaluate how structures and businesses in the leisure sector are organised and how they operate.

Curriculum content

Specific

- Concept, definition and type of leisure.

- Scientific approaches and disciplines associated with the study of leisure.

- History, development and trends in the sphere of leisure. Leisure in contemporary society.

- Leisure and personal development. Lifestyles and the life cycle (childhood, youth, adults, elderly, specific groups).

- Structure and composition of the industry and the demand for leisure.

- Leisure organisations, institutions, facilities and installations.

- Dimensions of leisure: performing arts, sport, music, entertainment, gastronomy and events.

- Leisure and tourism.

Fundamental

- Philosophy and Leisure.

- Sociology and Leisure.

- Psychology and Leisure.

- Culture, History and Leisure.

- Economy and Leisure.

- Geography and Leisure.

- Business Management and Administration and Leisure.

- Marketing and Leisure.

- Law and Leisure.

- Politics and Leisure.

- IT and Leisure.

- Consumer Behaviour and Leisure.

Instrumental

- Planning, governance, organisation and management of leisure.

- Structure, composition and management of leisure industries: products, services and running.

- The demand for leisure: type, segments, and motivations. Consumer patterns and types of leisure. Market research and leisure.

- Design, development and commercialisation of leisure products and experiences. Creating value. Imagineering. Storytelling.

- Entrepreneurship and the setting up of leisure-related businesses.

- Sustainability and the impact of tourist activities on the region and society.

- Business ethics and corporate social responsibility.

- Leisure and citizen participation. Leisure and non-profit organisations. Volunteerism and NGOs.

- Documentation and secondary sources in tourism.

- Creating value, positioning and branding.

- Experiential marketing and leisure.

- Statistics.

- English.

- Other languages.

Specialisation

- Event management.

- Tourist attraction management.

- Sport management.

- Management of culture and cultural industries.

- Leisure and community development.

- Sponsorship and patronage.

- Management of commercial leisure centres.

- Management of public leisure centres.

- Management of leisure centres.

- Technological leisure. Dimensions and types. Social media as leisure. Gamification.

- Management of recreational activities in natural settings.

- Commercialisation and communication.

- Strategic management and public management of leisure.

TOURISM

Overall objective

To train and prepare individuals for professional duties in the field of tourism at middle and senior management level (planning, organisation, implementation, control, etc.) in public and private organisations, with the capacity for reflection and an understanding of tourism in all its dimensions from a cross-disciplinary, multi-disciplinary and inter-disciplinary perspective, ranging from aspects regarding its nature and functioning to the dynamics of tourism and the agents and stakeholders concerned, and connections with the regional setting. Students are required to acquire an awareness of ethical considerations, sustainability and the impact of tourism on the environment and on people. The degree programme should enable graduates to set up, manage and run their own businesses, as well as other organisations.

Defining skills

1. Understand and make critical use of potential contributions from disciplines, theories and concepts that help to both understand and explain the nature and development of tourism.

2. Understand and make critical use of tourism-related theories and concepts.

3. Be capable of gaining a cross- and inter-disciplinary overview of the sector and of its economic, environmental and social sustainability.

4. Recognise the dynamic nature of tourism in modern society, its development and trends.

5. Understand and be capable of assessing the advantages and disadvantages, the contribution and impact, and the costs and benefits of tourism in geographical, cultural, social, environmental, economic, political terms as well as that of the local community.

6. Compare the structure, functionality and organisation of the public, private and non-profit sectors.

7. Understand and be capable of assessing the contributions and impact of policies and planning on the management, running and development of tourism.

8. Identify and use sources of tourism information for learning, application and research in tourism. Have analytical skills to understand macro data on the sector.

9. Assess and be capable of using existing technologies applied to tourism.

10. Assess the operations and main actors in tourism activities: itineraries, intermediaries, transportation and accommodation.

11. Understand the dynamics of national and international tourism and its intercultural dimensions.

12. Assess the cultural importance of tourism for tourists and for society.

13. Have an interest in, and a vision of the future of innovation.

14. Describe, understand and explain tourist behaviour and trends in demand.

15. Have an analytical capacity for understanding relations between consumers and service providers.

16. Understand the ethical considerations and issues relating to sustainability and social responsibility in both the public and private domains associated with the functioning and development of tourism.

Curricular content

Specific

- Concept, definition and type of tourism. Nature and characteristics of tourism.
- History, development, flows and trends in tourism.
- Products, structure, operations and interactions in the tourism sector.

- Characteristics of tourism demand.
- Tourism institutions and organisations.

Fundamental

- Geography and tourism.
- Economy and tourism.
- Business management and tourism.
- Finance, accounting and tourism.
- Human resources and tourism.
- Marketing and tourism.
- Law and tourism.
- Politics and tourism.
- IT and tourism.
- Transport and tourism.
- Consumer behaviour and tourism

Instrumental

- Entrepreneurship and the start up of business operations.
- Sustainability, climate change and effects of tourism on communities and the environment.
- Business ethics and corporate social responsibility.
- Documentation and secondary sources in tourism.
- Creating value, positioning and branding.
- Market research/destinations.
- Statistics.
- Research techniques.
- English.
- Other languages.

Specialisation

- Design and development of products/destinations.
- Commercialisation and communication of products/destinations.
- Strategic planning and development of tourism.
- Strategic management and public management (governance) of tourism.
- Visitor management.

ANNEX 2. CHECKLIST OF QUESTIONS FOR SELF-BENCHMARKING THE CURRICULAR PROJECT

The aim of the following list of questions is to serve as a benchmark for the design of new programmes in Tourism. They are in the same order as the structure for the ex-ante accreditation (validation) of new programmes at national level. As the checklist focuses on the main academic issues, certain other requirements of this process are not included.

1. Title

    a. Is the title of the programme appropriate and clear as regards the labour market?

2. Justification

    a. Are the areas of tourism and related subjects mainly considered for the professional practice of graduates present in your region?

    b. Do you prepare your graduates for the international labour market? Have you performed an analysis of potential graduate destinations worldwide?

    c. Have you analysed the mission of your degree programme (fundamental vs. industry-oriented)?

3. Skills and competences

    a. Do you take into account the professional profiles sought after by business and industry in the region?

    b. Are graduates able to recognize, analyse and discuss criteria and principles appropriate to specific problems, as well as designing appropriate strategies for their solution by team working?

    c. Are graduates able to deploy appropriate theory, practices and tools for the specification, design, implementation and evaluation of tourism activities, products and experiences?

    d. Do students acquire the ability to solve problems and analyse the influence of assumptions in the final performance of companies and organizations?

    e. Are students able to prepare well-argued and grammatically correct documents?

    f. Are students able to present solid arguments that address a given problem or opportunity in a succinct way to a range of audiences not only orally, but also in writing?

    g. Are students able to recognize the professional, economic, social, environmental and ethical issues involved in the sustainable development of tourism activities, products and experiences?

    h. Are students able to recognize any risks and safety aspects that may affect the operation of activities, products and experiences in real practice?

    i. How do you encourage, assess and evaluate entrepreneurship?

4. Access and student admission

   a. Are mechanisms in place for the selection of students?

5. Curriculum

   a. Have companies and economic agents in the region been involved in defining the Tourism curriculum? How have they been involved?

   b. Do you adapt the contents of the Tourism and related subjects curriculum to the needs of companies and organizations hiring Tourism graduates?

   c. Have you involved external and international experts in the process of eliminating curriculum imbalances? Have specific procedures been established to keep such pressures and influences under control?

   d. Have you been able to prevent influences (lobbying) by faculty staff from resulting in teaching imbalances in the curriculum? Have specific procedures been established to keep these pressures and influences under control?

   e. How have curriculum documents from ANECA, ALTASTHE, TEFI, QAA and other agencies been taken into account?

   f. Have the consistency and completeness of the contents been checked?

   g. Have you included specific mechanisms for a periodic review and update of the curriculum, based on new research results and business/company practices?

   h. Does the curriculum contain basic courses to introduce students in the main concepts of the various relevant Social Sciences?

   i. Does the curriculum include periods of time for students to work in a company (or similar organisation) on placement?

   j. How is intra- and inter-university cooperation implemented? How does the curriculum describe and facilitate mobility, including at international level?

   k. How do you encourage, assess and evaluate peer-to-peer learning?

   l. Is gender perspective and diversity (multiculturalism) included in the curriculum?

6. Human resources (teachers and staff)

   a. Is the number of teachers adequate for programme delivery and student support?

   b. Is the percentage of staff with PhD qualifications over 50% (for Bachelor programmes)/70% (Master's programmes)?

   c. Is the percentage of staff with external recognition and PhD qualifications above 60%?

   d. Do you have a strategy to increase this percentage (Bachelor/Master's level)?

   e. Is an annual report produced on the faculty's indexed publications?

    f.   Is an annual report produced on the (international, national) competitive projects led by your faculty?

    g.   What percentage of your teaching staff has been trained in educational skills?

7.   Resources and services

    a.   What is the forecast for the total number of students during the next 10 years?

    b.   Do you have plans to update resources and facilities in the future?

    c.   How many computers and facilities are there in student labs? What software is available for students? Is there a library for use by the students?

    d.   How is student guidance embedded in the curriculum? How are the duties and responsibilities for student guidance defined? Who participates in guidance tasks?

8.   Intended learning outcomes

    a.   How are interpersonal skills (team working, ability to make public presentations) assessed?

    b.   Do you assess the ability of students to work in complex projects and problems?

    c.   Do you assess their ability to develop activities, products and experiences and to achieve successful solutions?

    d.   Do you assess initiative and proactive skills?

    e.   Do you assess entrepreneurship? How?

9.   Quality management system

    a.   Have you designed programme quality assurance mechanisms?

    b.   Are external agencies involved in quality assurance?

    c.   Is there an external validation procedure to ensure that the curriculum, learning outcomes, assignments and grades are equivalent in terms of quality with tourism-related degrees run at other universities and higher education institutions in Catalonia?

    d.   Are external experts involved in quality assurance?

    e.   Are internal tools applied in the quality assurance and assessment of student work and activities?

    f.   Are mechanisms in place to detect excellence among students?

    g.   Are specific curriculum options planned for these students?

10. Delivery timeline

    a.   Is the delivery of the programme realistic, given the actual and planned resources?

ANNEX 3: MEMBERSHIP OF THE AQU EXPERTS COMMITTEE

Membership of the panel of experts for the Subject Benchmark Statement for Tourism (2017)

- Salvador Anton Clavé (Rovira i Virgili University), Chair

- José Antonio Donaire (University of Girona)

- Marcelo Royo (University of Valencia)

- Xavier Font (University of Surrey)

- Bruno Hallé (MAGMA)

- Pere Duran (Director General for Tourism, Barcelona)

- Marién André (University of Barcelona/UB)

- Esther Huertas (AQU Catalunya), Secretary