

BQA NCQF Qualification Template

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Issue No.: 01

QUALIFICATION SPECIFICATION								SECTION A	
QUALIFICATION DEVELOPER		Botswana Accountancy College							
TITLE		Bachelor of Arts in International Hospitality Management				NCQF LEVEL		7	
FIELD		Services		SUB-FIELD		Personal Services			
New qualification		✓		Review of existing qualification					
SUB-FRAMEWORK		General Education		TVET		Higher Education		✓	
QUALIFICATION TYPE		Certificate		Diploma		Bachelor		✓	
		Bachelor Honours		Master		Doctor			
CREDIT VALUE		480							
RATIONALE AND PURPOSE OF THE QUALIFICATION									
<p>Botswana's economy relies heavily on mining. As a result of to the closure of some of the mines, the country's economic development has been negatively impacted. The tourism and hospitality industry is a sector that has potential to diversify Botswana's economy away from mining. The Botswana Tourism Masterplan (2000) revealed that the quality of tourism and hospitality services is a major constraint to the development of tourism in Botswana. Although service personnel are friendly, it was reported that they lack the relevant skills and professional competencies. Botswana Training Authority (BOTA) (2010) highlighted that service skills are limited in all areas particularly crafts, supervision, and management. Given this background, the rationale of the Hospitality Management Learning qualification is to address the identified skills gap.</p> <p>The Hospitality and Tourism Association of Botswana (HATAB) conducted a comprehensive analysis of occupational skills in demand across the hotels, camps and lodges and air charters sub-sectors in Botswana. According to HATAB (2013), senior managers and professionals, technical managers, technicians, clerks, and sales workers are in short supply in the industry. These results concur with findings from BOTA (2010) and Human Resource Development Council (HRDC) (2016)' s report on HRDC Interim sector skills in demand which revealed that chefs/executive chefs, food & beverage staff (food and beverage managers, bar tenders, waiters, event coordinators), finance and accounting</p>									

officers, front office staff (guest relations and receptionists), housekeepers, sales and marketing managers, camp managers, restaurant managers and lodge managers are in short supply. Soft skills in demand include work ethic, leadership, customer care and supervision. The rationale for a Hospitality Management qualification is to address these scarce skills shortages.

Botswana portrays itself as a viable high-end tourist destination, but high-end hotels have struggled to provide high-end service for premium tourists because staff lack the requisite hospitality skills and competencies. To address the skills gaps, locals who intended to pursue hospitality as a career were often trained abroad due to lack of domestic institution offering a hospitality specific degree (Travel and Tourism, 2013). Therefore, in the long-term Botswana should be self-sufficient in all areas of hospitality education and training to ensure a steady supply of talent for the hotel, food and beverage and tourism sector. Citizens should be able to access hospitality education and training so that they are eligible to occupy operational, supervisory and management positions in the sector. An abundant supply of local tourism and hospitality labour will reduce importation of foreign labour and reduce revenue leakage that is currently commonplace in the tourism and hospitality sector. The State of the Nation Address SONA (2018) emphasized that one of the key elements of a knowledge-based economy is the development of human capital by promoting access to a wide range of skills. Based on this premise, the tertiary education landscape has been dominated by a continuous growth of public and private institutions locally, consequently widening of access to diverse training qualifications. SONA (2018) further commends that a fundamental improvement in the development of the tertiary education sector includes the infusion of entrepreneurship, leadership, and business management skills within the various qualifications offered by local tertiary institutions. The proposed hospitality management qualification seeks to incorporate the above business management skills spelt out in the SONA of 2018 by broadening the fields of study in the tertiary landscape. Thus, the Bachelor of Arts International hospitality management qualification seeks to satisfy the training needs identified in the country's blueprints.

Botswana's Vision 2036 (2016) blueprint proposes the diversification of the tourism sector through Meetings, Incentives, Conferences and Exhibitions (MICE) industry. An assessment of the current and potential skills shows a shortage of skills in MICE (Tourism Sector Human Development Plan, 2014). Given the fact that the MICE industry is growing at a very high rate in Botswana, it is prudent to develop

a qualification that addresses the needs identified above. Therefore, the qualification has incorporated events and business modules that address the shortage of event management skills.

A needs analysis conducted in 2019 for the institution established that indeed the Bachelor of Arts International Hospitality Management qualification is relevant to the current human resources needs of Botswana (BAC Needs Assessment Report, 2019).

The research sought to investigate the relevance of the Bachelor of Arts International Hospitality Management qualification. The findings from the survey indicate that (refer to Figure 1) 45.7 % of the respondents agree that the Bachelor of Arts in International Hospitality Management qualification is relevant to the human resources needs of Botswana. Respondents indicated desirable skills for the tourism and hospitality industry which include knowledge and understanding of marketing, management, entrepreneurship, tourism trends, tourism consumer behaviour, casino management, central reservation systems, global distribution systems and creative arts such as animateur. Furthermore, respondents expressed the need for tourism and hospitality graduates to have transferable interpersonal, intercultural, communication, teamwork, adaptive, customer service, creativity, and professionalism skills as well as good ethical conduct.

The rationale for the Bachelor of Arts in International Hospitality Management qualification is to equip learners with the relevant knowledge, skills and insights expected in the diverse and dynamic hospitality industry. The learning outcomes integrate academic, professional and career development skills by facilitating both cognitive and practical skills development in the curriculum. The qualification was developed with employers' consultation, not to just satisfy local needs but to ensure learners also respond to demands of regional and global employers. The rationale for developing Bachelor of Arts International Hospitality Management qualification is therefore to close the gap in soft skills, management, entrepreneurship, hospitality knowledge and competencies as exemplified from empirical and secondary study findings (Botswana Tourism Masterplan (2000), BOTA(2010), HATAB(2013), Travel and Tourism (2013), Tourism sector Human Development Plan(2014), HRDC(2016), SONA(2020), the School of Business and Leisure report (2019) and Needs analysis report 2022.

The Bachelor of Arts International Hospitality Management aims to provide learners with a challenging broad business education base that balances theory and practice with personal development,

transferable skills, and hospitality subject specific skills. The qualification provides the basis for the progressive development of intellectual knowledge and understanding of vocational skills and competences that enhance learner employability and helps develop creative and innovative learners. In addition, it promotes work experience and real-world practical business engagement through commercial work-based learning at all levels. The qualification embraces the changing nature of the contemporary hospitality business environment and its impact on business processes, transactions, and enterprise leadership. It seeks to prepare learners for the diversity and complexity that accompanies a globally integrated and internationally focused business environment.

Purpose

The purpose of this qualification is to produce graduates with knowledge, skills and competence to:

- Apply theories, concepts and practical skills underpinning the international hospitality industry.
- Evaluate relevant operational, strategic, financial, human and physical resources in the hospitality industry to maximize performance.
- Exhibit critical knowledge and experience of outstanding guest-service quality, server-guest relationships, hospitality consumer value, customer experience and ethics.
- Solve hospitality specific problems through use of research skills to collect, analyse and present findings using appropriate medium, to a range of audiences.
- Evaluate hospitality business performance, applying appropriate strategic management principles to hospitality business operations in the accomplishment of organizational goals and objectives.
- Demonstrate high level of accountability, responsibility, moral and ethical standards in the hospitality industry.

ENTRY REQUIREMENTS (including access and inclusion)

Entry to this qualification is through any of the following:

1. NCQF Level IV or any equivalent qualification.
2. Mature entry based on RPL: 5 years tourism and / or hospitality experience plus NCQF Level III or IV.

QUALIFICATION SPECIFICATION		SECTION B
GRADUATE PROFILE (LEARNING OUTCOMES)	ASSESSMENT CRITERIA	
LO1. Demonstrate knowledge and understanding of key hospitality industry theories and concepts and apply them.	<ol style="list-style-type: none"> 1. Describe and explain hospitality theories and concepts. 2. Apply theories to solve hospitality industry problems. 	
LO2. Demonstrate knowledge and understanding of relevant operational, strategic, financial, human, and physical resources in the hospitality industry.	<ol style="list-style-type: none"> 1. Explain marketing and describe its importance in Hospitality industry. 2. Apply principles of finance and their role in the hospitality industry. 3. Plan and execute hospitality-related practical work (e.g., bake a cake) in accordance with set standards. 4. Manage a wide range of resources within the hospitality industry. 	
LO3. Exhibit critical knowledge and understanding of hospitality consumer value within customer experience.	<ol style="list-style-type: none"> 1. Discuss the importance of consumers in hospitality service provision. 2. Evaluate best practices for product and service provision in the hospitality industry. 3. Critique the operation and management of services provided in hospitality businesses. 	
LO4. Analyze the factors that influence the development of the hospitality industry	<ol style="list-style-type: none"> 1. Identify factors that influence development of the hospitality industry. 2. Critically analyze factors responsible for the growth and development of hospitality industry 	
LO5. Demonstrate skills to collect, analyze and present data to solve industry specific problems.	<ol style="list-style-type: none"> 1. Analyze data from various sources to solve hospitality industry challenges. 	

	<ol style="list-style-type: none"> Utilise a variety of relevant software packages and information technology applications to retrieve, analyze and present data.
LO6. Develop skills in critical evaluation and interpretation by using relevant research methodologies	<ol style="list-style-type: none"> Critically evaluate problematic situations in the business environment with a view propose solutions. Evaluate the appropriateness of a variety of problem-solving approaches and techniques
LO7. Develop students' ability to locate, assimilate, reflect on learning and present information in an appropriate medium with the intention of communicating effectively to a range of audiences.	<ol style="list-style-type: none"> Present information using verbal and non-verbal communication skills. communicate and interact well with others in groups. Apply academic and business writing skills in the hospitality business environment. Apply ICT skills in the Hospitality work environment. Apply various statistical methods to solve problems in the Hospitality Industry.
LO8. Demonstrate a high level of accountability and responsibility as well as moral and ethical standards in devising solutions to problems	<ol style="list-style-type: none"> Plan tasks and work with others in groups to solve problems. Develop hospitality plans, taking into stakeholders, as well as moral, ethical and legal considerations.

QUALIFICATION STRUCTURE			
			SECTION C
FUNDAMENTAL Subjects / Units / Modules /Courses	Title	Level	Credits
	Learning and Academic Skills	5	20
	Introduction to Venture Creation	5	20
	The Use of ICT & Learning resources	5	20
	Business Communication	5	20
	Introduction to Financial and Cost Accounting	5	20
	Tourism and Hospitality Concepts	5	20
	TOTAL CREDITS		120
CORE COMPONENT Subjects / Units / Modules /Courses			
	Food Production and Services	6	20
	Academic Study Skills	6	20
	Pastry and Baking Sciences	6	20
	Business Finance	6	20
	Human Capital Development	6	20
	Hospitality Operations	6	20
	TOTAL CREDITS		120
	Rooms Division Operations	6	20
	Business Research Methods	6	20
	Events Management	6	20
	Enterprise Development and Business Leadership	6	20
	Hospitality Marketing	6	20
	Food and Beverage Control	6	20
	TOTAL CREDITS		120
	Consumer Behaviour	7	20
	Food and Beverage Management	7	20
	International Resort Management	7	20
	Strategic Management	7	20
	Independent Study	7	40
	TOTAL CREDITS		120
	GRAND TOTAL CREDITS		480
OPTION COMPONENT Subjects / Units / Modules /Courses	Catering in the transport industry	7	20
	Managing Cultural Issues	7	20

Rules of combinations, Credit distribution (where applicable):

The qualification has a total of 480 credits comprising of fundamental and core modules. There are six fundamental modules at level 5 and the remaining modules being core. All core modules are compulsory. The credits distributed across the qualification are as follows: (level 5) = 120; (level 6) = 120; (level 6) = 120 and (level 7) = 120. This gives a total credit of 480.

To progress in the qualification, learners must meet the credit requirements at each level of the qualification. The modules at each level of the qualification are not a prerequisite of each other and may be arranged and offered in any sequence. The rule for progressing from one level to the next is based on the number of credits accumulated.

ASSESSMENT AND MODERATION ARRANGEMENTS

Assessment shall take different forms including formative and summative depending on the module. A variety of assessment methods will be used, e.g., self-assessment tests, posters/presentations, written assignments, portfolios, reflective essays and case studies assessments. Time will be allocated for staff and learners to work through each other's expectations and understanding of the module's assessment tasks. Before doing an assignment, learners will have opportunities to present work and receive either verbal or written feedback from both peers and tutors for formative feedback.

Formative assessment

Formative assessment methods will be employed to provide learners with feedback on their achievement. Formative assessment will have 40% weighting. Examples of formative assessments seminar and tutorial work, group discussions, debates and written observations after activities.

Summative Assessment

There will be two forms of summative assessments, namely examination and course work. The weighting for summative assessment will be 60%. Table 1 below. Where the module is assessed solely by coursework, the weight of the summative assessment elements shall total 100%.

Table 1: Proportionate weighting of assessments

Mode of assessment	Weighting range	Comments
Formative assessment (E.g., quiz, tests)	40%	No weighting given to formative assessment
Summative assessment (e.g., coursework /assignments, Oral presentations), Final Examinations	60%	Depending on the module

Pass requirements:

A learner passes a module if the learner obtains a final mark of 50% or more in the module.

Moderation Arrangements

The following shall apply for both internal and external moderation in accordance with the applicable academic regulation and policies.

Documentation

All documentation including the marking grid (rubrics), assessment instruments, and clearly articulated submission procedures will be provided for each assessment for moderation. In general, the marking and moderation process shall commence per the academic regulations.

Pre-assessment Moderation

Assessment tasks (with assessment criteria) shall be developed for each module. Before administering any assessment that contribute to the award of credits, moderation will take place. This entails the following:

- Ascertaining that the assessment strategy to be used is appropriate for the learning outcome to be assessed.
- Ascertaining that the assessment instrument adequately captures the learning outcomes against which assessment is to be carried out.
- Ascertaining whether the assessment tasks or questions can enable the assessor to collect sufficient evidence that is typical of relevant exit level descriptors.
- Checking if the cover page contains all necessary information.

- Checking if the assessment instrument layout is appropriate and that wording of assessment tasks or questions is appropriate.
- Checking if the assessment criteria or rubric is consistent with the learning outcomes against which assessment is to be done.

Post-assessment Moderation

The moderator shall verify that the assessment has been done in compliance with relevant principles.

This include the following;

- Checking that all scripts have been assessed.
- Checking that calculation of marks have been done correctly.
- Checking that records and reports where necessary have been completed.
- Checking the submission of all documentation to the designated academic head.

Sampling Procedure for Moderation

The sample for moderation shall be selected as per the academic regulation. The sample shall be of appropriate size related to the cohort, (e.g. the Square Root of the total assessment scripts with a minimum of five scripts). If the total assessment scripts are twenty or less, then the moderator shall moderate the whole cohort. The sample shall be representative of the student cohort in relation to the top, middle and bottom level performance.

Moderation Report

The moderator's report shall cover but not limited to the following: validity of the assessment instruments, performance of the learners, standard of learner competencies, reliability of the marking and any irregularities in terms of the academic regulations.

Internal Moderation Arrangements

All assessments instruments and marked assessment scripts shall be subjected to a process of internal moderation. The internal moderation of the assessment instruments shall assess the validity and reliability of the instruments in relation to: learning outcomes, level of study of the learners, content coverage, and also assess whether there are errors.

External Moderation Arrangements

The external moderation shall be done by external subject experts to verify that the assessment instruments and marking are at the right standard for the qualification. The external moderator is

presented with a complete set of marks and a sample set of scripts after the completion of the internal moderation process. The documentation to be sent to the external moderator include:

- Marked Scripts (Sampled)
- Marking guide
- All captured grades for the module
- Module handbook detailing learning outcomes and assessment brief (for coursework assessments)

The external moderator is provided with an explanation of the marking/moderation process and this process is visible to the external moderator based on the package sent. The external moderator's role is to audit/validate the marking and moderation process. External moderation may result in the adjustment of allocated marks. All external moderators shall comply with the academic regulation on confidentiality and non-disclosure of information.

RECOGNITION OF PRIOR LEARNING (if applicable)

Candidate wishing to apply for Recognition of Prior Learning (RPL) shall submit their application for recognition during the normal application period. RPL allows for the recognition of knowledge and skills acquired through formal learning experience. In applying for RPL candidates are to provide the following documentary evidence: a learning portfolio. Candidates may be assessed via:

- Test / challenge examination
- Portfolio.
- Interview.
- Artefacts

Provisions are in place to accommodate appeal of the decisions in the event a candidate chooses.

PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)

Vertical Pathways

The qualification can articulate vertically onto Bachelor's (Honors) International Hospitality Management at NCQF Level 8, or Postgraduate courses in specialist areas such as Events Management.

Horizontal Pathways

The qualification articulates horizontally onto Bachelor of Culinary Arts, Bachelor of Arts in Tourism Management and Bachelor of Arts Events management NCQF Level 7.

Employment Pathways

With this qualification graduates will have requisite competences and attributes to work as:

- Food and beverage supervisors
- Event supervisors
- Front office supervisors
- Housekeeping supervisors
- Guest relations manager
- Restaurant supervisor
- Licensed retail supervision
- Hotel Manager
- Resort Manager
- Lodging Managers
- Restaurant manager

QUALIFICATION AWARD AND CERTIFICATION

A learner must meet the minimum credit requirements of 480 in order to be awarded the qualification. Upon completion, the learner shall be awarded with Bachelor of Arts in International Hospitality Management.

Final Exit Point	Award
Completion of 480 Credits	Bachelor of Arts in International Hospitality Management

REGIONAL AND INTERNATIONAL COMPARABILITY

Regional benchmarking

Regional benchmarking was done with Midlands State University (Zimbabwe), Great Zimbabwe University (Zimbabwe), Durban University of Technology (South Africa). Similarities and differences were noted with benchmarked qualifications. The durations of the qualifications are different; with Durban University of Technology offering the qualification for three years, those in Zimbabwe offering 4 years. Some of the regional universities also have combined both tourism and hospitality into their

degrees while this qualification and Durban University of Technology offers a purely hospitality qualification. Another aspect noted in the benchmarking exercise was that all the universities have agreements with various tourism and hotel establishments such as Intercontinental Hotel groups, Hilton hotels and African- Sun Hotels for attachment placements whilst there are no arrangements to have credit bearing attachment for this qualification.

International Benchmarking

Benchmarking was done internationally using the UK Quality Assurance Agency (QAA), Subject Benchmark Statement for Hospitality, leisure, sport, and tourism subject benchmarks (2008). The UK QAA framework was utilized because international Universities such as the partner university, University of Derby's curriculum was designed following the guides. Benchmarking provided a general guidance for articulating the learning outcomes associated with the qualification, support for internal quality assurance and provision of an international measure for crafting learning outcomes for the qualification.

Summary of Findings

This qualification generally compares well with all the hospitality qualifications analysed as the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and type of qualification as done within the region and beyond. The Bachelor of Arts in International Hospitality Management qualification curricular adopted the following aspects from the results of the benchmarking exercise: a 4-year degree of study incorporating business modules, professional development and subject specific modules within the qualification. The qualification also has practical modules which is common amongst institutions offering the Hospitality management qualification. The qualification further incorporated a dissertation component which carries 40 credits (year-long module) which makes it better when judged against bench marked institutions.

REVIEW PERIOD

The qualification will be reviewed every 5 years.