

BQA NCQF Qualification Template

DNCQF.FDMD.GD04

Issue No.: 01

QUALIFICATION SPECIFICATION								SECTION A
QUALIFICATION DEVELOPER		Botswana Accountancy College						
TITLE		Bachelor of Arts in International Tourism 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>RATIONALE</p> <p>The BA International Tourism Management degree is a qualification with a four-year award, with the prospect for graduates to move into other higher education programmes. Upon completion of the 4 years of study, students graduate with a bachelor's award. The qualification places a strong emphasis on developing the skills and qualities graduates need to flourish in the diverse and globally competitive tourism industry. It is an industry full of opportunity both locally, regionally and internationally. In 2021, the World Travel and Tourism Council stated that tourism contributed 8.4% direct employment in 2019 but the figure fell to 6.6% in 2020 due the impact of COVID-19. The total contribution to GDP stood at 5.3% in 2020, from a high of 9.6% in 2019 (World Travel and Tourism Council, 2021). This shows an increasing high contribution and importance of the tourism sector which is also reflected in Botswana's economy even though the pandemic led to a reduction in this contribution.</p> <p>In Botswana, the tourism sector is viewed as an engine for economic growth especially in remote rural regions, and as key to achieving prosperity and productivity in the country as outlined in Vision 2036 (Government of Botswana, 2016). However, a document developed by Leechor, World Bank and Fabricius (2017) noted the concern among industry professionals on the lack of availability and quality of trained graduates. The key concerns raised in the document were: lack of motivation by the graduates as well as training courses that are not outcome based. Therefore, these has led to few locals holding middle to top management positions in this sector (Leechor, World Bank & Fabricius, 2017).</p> <p>Upon attainment of their degree, graduates are able to fill critical skills gaps in the tourism sector, particularly in diverse and dynamic areas such as wildlife management; sustainable development projects; and destination management. The qualification is particularly important because, as the HRDC Top Priority occupation list of 2019 highlights, occupations like Travel consultants and clerks, travel guides, Tourism and Hotel managers, Ecotourism professionals and Training and staff development professionals are in demand. Therefore, the graduates, well drilled in technical and soft skills will address</p>								

the skills and competencies deficiency that have been observed among staff and entrepreneurs in the tourism sector (Leechor, World Bank & Fabricius, 2017; HRDC, 2019). These competencies are those listed in Table 1 below.

Table 1: Top Priority Skills

Top Desirable Skills in Tourism	Modules included in the programme structure
Conservation and environmental knowledge	Tourism Planning and Development Tour Operations Management Global Tourism Geography
Business and Management	Enterprise Development and business leadership Business Finance Tourism Marketing Human Capital Development
Strategic understanding of the tourism industry	Enterprise Development and business leadership Strategic Management (top-up level)
Understanding of Technology and its use	Use of ICT and Learning Resources Fares & Ticketing Systems Creative Application of e-tourism (top-up level)
Level of general knowledge and understanding of global issues	Tourism & Hospitality Concepts
Understanding of Tourism in Botswana including various Acts and Policies	Tourism Planning and Development

Source: Tourism Sector Human Resource Development Plan (2014); HRDC Top Priority occupation list (HRDC, 2019)

The HRDC (2019) report also reiterate the difficulty of recruiting local tourism professionals for senior management positions in the tourism and hospitality industry. Given this background, the qualification seeks to address the critical and scarce skills identified in the two documents from HRDC (2014; 2019) as well as to develop managerial competencies that local professionals lack to assume top positions in the tourism industry. HRDC Top Priority occupation list (2019) also highlights the following soft skills as fundamental to the growth of the tourism sector in Botswana across a variety of occupations: customer relations, presentation, time management, attention to detail, analytical and communication among others. Therefore, these will inform the institution's tourism offering to ensure alignment with the industry's needs. By the end of the qualification, graduates would have the knowledge and skills to critic, evaluate and analyse issues that will enable them to predict and apply solutions within the evolving tourism environment.

Consultation has also taken place with stakeholders from the industry, the programme manager and other administrative support staff. The consultation process needed to appreciate key issues that reflect the institution's strength, weaknesses, opportunities and threats which played a critical role in the development of the qualification.

The planning and consultation process was informed by a wide variety of sources of information including feedback from current students relating to course design and content; feedback from former

students, especially in relation to specialised skills and employability; external examiner reports; market research data; the changing nature of the international student market; and the expertise of staff in the institution

In 2018, Botswana Accountancy College also undertook a programme needs assessment to ascertain the viability of the tourism programme. The survey instrument was administered to various senior managers from different sectors of the tourism industry. The questionnaire sought to get feedback on the relevance, need and desirable graduate skills for the BA (Hons) International Tourism Management qualification. Majority of the respondents indicate that the BA (Hons) International Tourism Management qualification is relevant to the needs of Botswana. About 51.4 % of the respondents indicate that the qualification is relevant, with just about 14.3 % indicating that it is not relevant. Additionally, the respondents noted that the following skills and competences are essential for tourism graduates to have:

Table 2: Desirable Learning outcomes from industry perspective

Desirable Learning Outcomes	Modules included in the programme structure
Display an awareness of professional ethics and ethical standards	Tourism & Hospitality Concepts
Demonstrate and apply practical and theoretical knowledge to the micro- and macro-economy.	Enterprise Development and business leadership Strategic Management (top-up level)
Integrate and apply marketing and financial principles.	Tourism Marketing Business Finance
Demonstrate management and analytical skill in the fields of Internet and tourism marketing, tourism, and local economic development	Use of ICT & Learning resources Tourism Marketing Fares & Ticketing Systems Tourism Planning and Development
Critically analyse and evaluate the economic environment in terms of the tourism potential	Enterprise Development and business leadership

Source: BAC Needs Assessment Report (2019; 2022)

Given this background, the qualification seeks to address the critical and scarce skills identified in the Tourism Sector Human Resource Development Plan of 2014 as well as the BAC Tourism industry needs assessment. The rationale for the qualification is also to develop managerial competencies that local professionals lack for them to assume top positions in the tourism industry. By the end of the qualification, graduates would have the knowledge to understand, critically evaluate and analyse ideas

in the tourism industry guided by the research skills that enable them to predict and evaluate the evolving tourism environment.

The skills as demonstrated in Table 2 above are addressed by various modules in the qualification structure. In broad terms, therefore, the rationale for the development and implementation of this qualification is to: (a) develop a qualification, which provides an entry criterion to the tourism industry; and (b) provide current and prospective tourism practitioners and managers with a professional qualification which is career related, but at the same time addresses the needs peculiar to the industry. Consequently, the qualification produces graduates with the knowledge and skills to operate as generalists with transferable competences as well as specialists that can focus more narrowly on vocational opportunities. The broad view of the qualification is that it equips the graduates with needed soft skills that are emphasized by the local and regional labour market, including problem solving skills which are a pre-requisite of today's emerging tourism industry internationally (Renfors, 2017). Furthermore, from a praxis perspective, the tourism sector requires competent, well qualified staff to rally with the sustainable tourism and e-commerce agenda that are driving the global tourism industry (Wee, 2017) and indeed relevant in Botswana and captured in the nation's vision 2036 and NDP 11 documents (Government of Botswana, 2016a; 2016b). The NDP 11 document's (Government of Botswana, 2016b) emphasis on "Sustainable Management of Natural and Cultural Resources" calls for professionals who are well versed in sustainability of both natural and cultural resources which are Botswana's primary tourism assets. The document and indeed the government's focus is further supported and crystalized by the HRDC Top Priority occupation list (2019) which also highlights environmental protection as a critical aspect in Botswana's tourism space. Therefore, the programme caters for these aspects by offering modules such as "Tourism Policy & Planning" and "Tour Operations Management" which speaks to sustainability from both a policy and management perspective. The programme further develops a graduate to think critically in wide a range of contexts and across an array of roles such as marketing, policy, business evaluation, strategy, and contemporary issues, skills which are required by industry and catered for through the desired learning outcomes communicated in Table 2 and addressed by different modules in the programme. All of these are essential and add to the soft skills identified earlier and are needed for the country.

The thought-provoking and challenging programme is a necessity in the present environment because it takes an all-embracing dimension to understanding tourism and its relationships with the economy, environment, and society, within an all-encompassing business-based syllabus. The expanse of transferable and discipline specific skills will enable the students to develop a multitude of skills and competencies that enable them to be successful both locally and internationally. The qualification, therefore, purpose to develop a responsible, honest, and ethical, problem solver and analytical graduate who is also a good collaborator.

Purpose of the Qualification

The purpose of the bachelor's degree in international Tourism Management is to produce graduates who have specialised knowledge, skills and competencies to:

- Demonstrate practical and theoretical knowledge of the local and global tourism industry and apply it to the micro and macro economy.
- Critically evaluate the economic, social, cultural environment in terms of the tourism potential

- Integrate management, marketing, and financial skills in business and local economic development.
- Apply business research skills, professional ethics, and ethical standards in tourism management.
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ENTRY REQUIREMENTS (including access and inclusion)

Entry to this qualification is through any of the following:

1. NCQF Level IV or equivalent, with passes in six subjects.
2. Mature entry based on RPL: 5 years relevant industry tourism and / or hospitality experience plus NCQF Level III.

QUALIFICATION SPECIFICATION SECTION B

GRADUATE PROFILE (LEARNING OUTCOMES)

LO 1. Explain theories, concepts and related approaches to management that contribute to the development of tourism.

ASSESSMENT CRITERIA

1. Explain theories and concepts used to comprehend the tourism discipline.
2. Describe the domestic and international tourism landscape.
3. Explain the potential contributions that certain disciplines (e.g. archeology, environmental science) make towards the development and nature of tourism.

<p>LO 2. Demonstrate knowledge of the required managerial and technical expertise in finance, human and physical resource management as related to tourism.</p>	<ol style="list-style-type: none"> 1. Plan and execute tourism related practical work (e.g. tour guide) in accordance with set techniques, procedures and standards. 2. Exhibit managerial skills and knowledge by interpreting financial statements. 3. Implement sound human resources strategies in coordinating and motivating the work force. 4. Formulate relevant strategies in the management of physical resources. 5. Evaluate the approaches to managing the development of tourism through models of policy and planning in managing destinations. 6. Apply relevant concepts associated with the operational and strategic management of financial, human and physical resources.
<p>LO 3. Analyse the factors that influence the operations of tourism organizations within the context of sustainable development.</p>	<ol style="list-style-type: none"> 1. Explain the patterns and characteristics of tourism demand and the influences on such demand. 2. Discuss the structure, operation and organisation of the public, private and not-for-profit sectors and their activities. 3. Evaluate factors that influence the development of organisations operating in tourism. 4. Understand the issues and principles of sustainability and social responsibility in the context of tourism.

<p>LO 4. Demonstrate understanding of the role of tourism demand and supply characteristics, consumer behavior and IT in marketing and management of tourism businesses</p>	<ol style="list-style-type: none"> 1. Analyse relations between consumers of tourism and the providers of tourism services. 2. Evaluate the contribution and impacts of tourism in social, economic, environmental, political, cultural and other terms. 3. Evaluate the role of ICT in marketing, management and sustainable development of tourism
<p>LO 5. Apply critical evaluation and interpretation of data in various research methodologies.</p>	<ol style="list-style-type: none"> 1. Evaluate paradigms, theories, principles, concepts and factual information and apply such skills in explaining and providing practical solutions to problems. 2. Critically interpret data of different kinds and appraise the strengths and weaknesses of methods adopted. 3. Critically evaluate evidence in the context of research methodologies and data sources. 4. Describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context.
<p>LO 6. Apply critical thinking and research skills in devising solutions to familiar and unfamiliar problems in a dynamic tourism sector.</p>	<ol style="list-style-type: none"> 1. Apply knowledge to the solution of familiar and unfamiliar problems. 2. Develop a sustained reasoned argument that challenges previous thinking. 3. Utilise a range of source material in investigating tourism. 4. Demonstrate an awareness of the dynamic nature of tourism in contemporary societies.

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<p>LO 7. Demonstrate interpersonal, effective communication skills and ability to work as an effective team member.</p>	<ol style="list-style-type: none"> 1. Demonstrate effective written communication. 2. Demonstrate work effectively done independently and with others. 3. Demonstrate effective presentation skills.
<p>LO 8. Demonstrate a high level of accountability and responsibility as well as moral and ethical standards in devising solutions to problems.</p>	<ol style="list-style-type: none"> 1. Demonstrate responsibility for own learning and continuing personal and professional development. 2. Self-appraise and reflect on practice. 3. Practice high moral, ethical, sustainability and safety consideration to issues which directly pertain to the context of study including relevant legislation and professional codes of conduct. 4. Employ continuous regard for safety and risk assessment in undertaking fieldwork. 5. Demonstrate the ability to plan and execute research in the field of tourism management.

QUALIFICATION STRUCTURE			
FUNDAMENTAL COMPONENT Subjects / Units / Modules /Courses	Title	SECTION C	
		Level	Credits
	Use of ICT and Learning Resources	5	20
	Business Communication	5	20
	Introduction to Venture Creations	5	20
	Learning and Academic Skills	5	20
	Tourism and Hospitality Concepts	5	20
	Introduction to Financial and Cost Accounting	5	20
	TOTAL CREDITS		120
	Academic Study Skills	6	20
	Global Tourism Geography	6	20
	Travel Agency Practice	6	20
	Business Finance	6	20
	Human Capital Development	6	20
	Fares & Ticketing Systems	6	20

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CORE COMPONENT Subjects / Units / Modules /Courses	TOTAL CREDITS		120
	Enterprise Development and business leadership	6	20
	Business Research Methods	6	20
	Tourism Marketing	6	20
	Tour Operations Management	6	20
	Tourism Planning and Development	6	20
	Niche Tourism	6	20
	TOTAL CREDITS		120
	Consumer Behaviour	7	20
	Creative Applications of E-Tourism	7	20
	Event Tourism	7	20
	Strategic Management	7	20
	Independent Study (Research Project)	7	40
	TOTAL CREDITS		120
	GRANDTOTAL CREDITS		480
ELECTIVE COMPONENT Subjects / Units / Modules /Courses (20 Credits each)	Business Tourism and Global Distribution	7	20
	Tourism and the Media	7	20

Rules of combinations, Credit distribution (where applicable):

Typically, the qualification duration is four years 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.

Table 1: Total Credits for the Qualification

NCQF Level	Total Credits
Level 5	120
Level 6a	120
Level 6b	120
Level 7	120
Total	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.

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%. See 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) coursework /assignments.	40%	Depending on the module
Summative assessment (e.g., 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. The final mark is constituted of two (2) pieces of assessments (100%).

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 includes 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 is 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 (see national Policy on RPL). 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 (Honours) International Tourism Management at NCQF Level 8, or Postgraduate certificate/diploma courses in specialist areas such as ecotourism (NCQF Level).

Horizontal Pathways

The qualification articulates horizontally onto Bachelor's in Business Management (NCQF Level 7).

Employment Pathways

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

- Tour Manager
- Tourist Information Centre Supervisor
- Hotel Manager
- Resort Manager
- Travel Agents
- Travel Guides

- Lodging Managers
- Restaurant manager
- Casino manager/Gaming manager

QUALIFICATION AWARD AND CERTIFICATION

A learner must meet all the minimum credit requirements of 480 in order to be awarded the qualification having satisfied the rules of combinations.

The qualification shall be awarded with a Bachelor of Arts in International Tourism Management.

Credit requirement for one to fulfil in order to be awarded the qualification.	Award
Completion of 480 Credits	Bachelor of Arts in International Tourism Management

REGIONAL AND INTERNATIONAL COMPARABILITY

External Benchmarking

All details of the benchmarking exercise is communicated in the comparability matrix attached

Regional benchmarking

Regional benchmarking indicates that, there were differences as well with the benchmarked institutions. The duration of the qualifications are different; with others like University of South Africa having 3-year degrees, while University of Zimbabwe having 4-year qualifications. The regional universities also have combined both tourism and hospitality into their degrees. 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.

International Benchmarking

University of Derby and University of Surrey have similar qualifications in international tourism management. As such, the UK Quality Assurance Agency (QAA, 2008) subject benchmarks for Hospitality, leisure, sport and tourism subject benchmarks were consulted in designing the qualification. They 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 tourism 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 International Tourism Management qualification curricular adopted the following aspects from the results of the benchmarking exercise: a 4-year degree of study incorporating business modules as well as technical tourism modules within the qualification, partnership with industry sector for students to undertake attachment



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placements. The qualification further incorporated a dissertation component which carries 40 credits (year-long module) which makes it better when judged against benchmarked institutions.

REVIEW PERIOD

The qualification will be reviewed every 5 years.