

External Evaluation Report

of the project

Building a stronger future: balancing professional and liberal education ideals in undergraduate tourism and hospitality education

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<tourismhospitalityeducation.info>

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Executive summary

This is an evaluation report prepared by the external evaluator, Professor David Airey, University of Surrey, UK, of a project funded by the former Australian Learning and Teaching Council (ALTC) dealing with the curriculum, content and ideas relating to undergraduate education for Tourism, Hospitality and Events (TH&E) in Australia. The report provides a background to the project (undertaken between 2009 and 2012), sets out its aims and objectives and the ways in which it was organised and delivered, and it provides evaluative comment on the extent to which it achieved its aims and on its contribution to the understanding of education for TH&E.

The aims of the project were, above all, to provide information to academics and to decision makers about the nature of education for TH&E, particularly relating to the curriculum and content of programs. As indicated by the title the focus was on the extent to which these subject areas could and should combine professional and liberal education. In doing this it examined current provision in Australia and the needs and interests of the various stakeholders. It also aimed to provide practical guidance to students and employers.

The project itself was delivered by a team of seven academics, led by Dr Dianne Dredge of Southern Cross University, supported by a small Reference Group. It was supported by 19 project champions representing most of the institutions offering TH&E education in Australia. The latter played a vital role in supporting the data gathering process. The work included an extensive review of the literature that also drew on material from outside TH&E and from beyond Australia. This led to the development of a new theoretical framework that set the context for the subsequent fieldwork.

The fieldwork comprised a desk study of current offerings in Australia plus four major surveys of educators, students, academic managers and employers

The outcomes are presented in four issues papers plus a final report. In addition there have been numerous conference and other presentations by the project team members.

This evaluation report sets out that the project team met the objectives with a very sound theoretical framework and collection and analysis of data that provides an authoritative account of the nature of education for TH&E at undergraduate level. This will provide important information for those involved in developing modules and programmes and for academic decision makers generally. The report also points to the successes in the way in which the project was managed. In its aim to provide more detailed guidance for students and employers or for detailed articulation arrangements the report also suggests that the project may have been too ambitious, particularly at a time when arrangements have been changing so fast in higher education in Australia. It makes suggestions about how these more detailed aims may be achieved.

The project's Final Report is available at www.tourismhospitalityeducation.info and www.olt.gov.au.

1.0 Background to project

In 2009 a team of researchers headed by Dr Dianne Dredge (SCU) and including Pierre Benckendorff (UQ), Michele Day (SCU), Michael Gross (UniSA), Maree Walo (SCU), Paul Weeks (THSS/SCU) and Paul Whitelaw (VU) were awarded an ALTC competitive grant to examine the future of tourism and hospitality education in Australia. The project (CG9-1020) is entitled *Building a Stronger Future: Balancing Professional and Liberal Education Ideals in Tourism and Hospitality Education*.

2.0 Focus of the project

The aim of this project was to map the tourism and hospitality (T&H) education curricula including core knowledge requirements and the pathways that students can take within the curricula space (e.g. from professional/vocational education to liberal education) in order to clarify what constitutes tourism and hospitality education in the higher education environment. During the project the coverage was extended to include programmes in Events which, as an area of study, closely overlaps with tourism and hospitality: hence TH&E. Specifically the project addresses four challenges of emerging and continuing importance in TH&E education:

- (1) The challenge of finding a liberal-vocational balance in the TH&E curriculum so that it meets the demands of both a theoretical university education and the needs of industry.
- (2) The challenge presented by increased student diversity in terms of ethnicity, experience, knowledge, entry points and skill sets against which there is a need to clarify career pathways within TH&E education, aligning student and employer expectations and, ultimately, enhancing graduates' employability.
- (3) The challenge of increasingly complex issues associated with articulation agreements between VET and university sectors, student transfers and international exchanges by providing some clarity about the standard knowledge and skill sets required within TH&E higher education.
- (4) The challenge of global mobility driving the need for accreditation or other ways that universities, employers and students can evaluate whether the programs on offer are consistent with their values and expectations.

The outcomes of the project were given as to enhance TH&E learning and teaching by providing both strategic and practical evidence-based guidance to address these challenges.

3.0 Stakeholders and study audiences

This project aimed to benefit four main stakeholder groups in TH&E education and promote the transfer of this knowledge between these groups. As set out in the Original Proposal (Appendix 4) the stakeholder groups were:

- **University managers:** The knowledge generated will provide university managers with a better understanding of the complex needs and expectations of stakeholders in T&H education and, as a result, improve evidence-based policy development in T&H teaching and learning.
- **Educators:** Working papers, technical reports and the project's website will provide information and guidance for academics involved in the writing of new units and in program revision. Educators will benefit from greater insights into the needs and aspirations of students and employers. This knowledge will empower academics to

make changes to unit content and assessment to enhance alignment with industry and employer needs and student aspirations.

- **Students:** Students will benefit from the articulation of clearer understandings about the pathways through the T&H curricula space, which will enable them to make more informed decisions about their choice of program and pathway. The information generated will empower students to make more informed decisions about, for example, the liberal versus vocational balance they seek. The understandings and insights generated by the project about the skills and knowledge that employers require will also help to inform and direct student pathways. Students' ability to engage constructively in curriculum and accreditation debates will also be enhanced.
- **Employers:** Employers will benefit from a clearer understanding of T&H programs and the particular pathways they offer through the curricula space. Employers will also gain a better understanding of the graduate outcomes associated with various pathways. This will enable employer groups to participate more effectively in, for example, T&H education reviews currently underway or proposed in several universities, and to target their participation in WIL initiatives. Students will also benefit from these improvements.

4.0 Project team members

The project team was made up of seven academic members from four institutions:

- Dianne Dredge *Southern Cross University*, (SCU) Project Leader
- Pierre Benckendorff, *University of Queensland* (UQ)
- Michele Day, *Southern Cross University* (SCU)
- Michael Gross, *University of South Australia* (UniSA)
- Maree Walo, *Southern Cross University* (SCU)
- Paul Weeks, *The Hotel School Sydney/Southern Cross University* (SCU)
- Paul Whitelaw, *Victoria University* (VU)

Ms Emma-Jane Ford was the project manager in the first year, and this position was taken over by Ms Karyn Rendall in the second year, when Emma-Jane took maternity leave.

5.0 Project reference group

A project reference group was set up to provide guidance and advice in the development of the project. Due to the international locations and busy schedules of these individuals it quickly became apparent that joint teleconferencing was impossible. In response, the Project Team made an effort to keep each member of the reference group up to date and to draw from their individual expertise where relevant in the project's development. The project reference group included:

- Associate Professor Perry Hobson, THE-ICE/Southern Cross University
- Ms Adele Labine-Romain, Tourism and Transport Forum (TTF)
- Professor Bob McKercher, Hong Kong Polytechnic University
- Professor Pauline Sheldon, University of Hawaii
- Professor Janet Taylor, Southern Cross University
- Professor John Tribe, University of Surrey

A workshop with Reference Group member Pauline Sheldon was held at Southern Cross University (SCU) in September 2010 and attended by the Project Team to discuss the

literature review, data collection instruments, dissemination opportunities and current tourism and hospitality programs. Pauline gave a presentation on the international perspective of TH&E education which was attended by Dianne Dredge, Michael Gross, Michele Day, Maree Walo, Emma-Jane Ford and Karyn Rendall. Professor Pauline Sheldon comments on this work include:

After spending a day with key members of the project team, I was pleased to see that good progress has been made. The key investigators have done a very thorough review of the literature and more importantly had critically identified weaknesses in the literature to date. Dianne Dredge and Paul Whitelaw have developed a new model building on Tribe's model that will be the foundation for the project. I am was impressed with their creative, comprehensive and thoughtful approach. This model will be the foundation for the surveys to the different stakeholder groups.

I was also impressed with their careful designation of the various stakeholder groups and their identification of appropriate survey methods for each. (Professor Pauline Sheldon email, 22-10-2010)

6.0 Purpose of evaluation

The ALTC requires that an external project evaluation be conducted for all projects funded to more than \$150,000. A progress evaluation was undertaken in October 2010, in November 2010 and May 2011. The responses to these progress reports are set out below:

Report	Feedback from ALTC
Year 2 progress report Submitted 05/05/2010 and approved 10/10/2010	Approved, no comments.
Year 1 evaluation report approved 21/12/2010	"Thanks again for submitting the required Year 1 Report for this project. The project is progressing well and we would like to offer our congratulations to the team. We were especially pleased to note your progress with the collection of education data, development of semi-structured interviews and identification of project champions. We would be keen to know the names of the institutions in which these champions have been identified and would appreciate it if you could email this information to us via projects@altc.edu.au. In regard to the publicly accessible project website, please ensure that you refer to the Project Management Information document on our website (http://www.altc.edu.au/managing-your-project). This document contains information on our requirements for these sites. The Head of Programs has approved the release of Stage 2 funding and we will be in contact with more details once the payment has been finalised. We look forward to receiving the next Progress Report in May 2011."

Year 2 progress report month evaluation report approved 24/05/2011	“The team has made good progress, especially with the distribution of 1135 students surveys to the project champions. We also note the ongoing dissemination activities including participation to the 2011 CAUTHE Conference and establishment of a project website. ALTC's day-to-day operations will have been handed over to DEEWR by 30 September. There is no change to your reporting dates and we will advise new submission details in due course.”
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7.0 External evaluation report and framework

7.1 External evaluator

Professor David Airey from the School of Management, University of Surrey, was appointed as the external evaluator for the project. Professor Airey began his academic career at the University of Surrey in 1975-1985. After eight years with Government Ministry responsible for tourism education, and three years with European Commission, he returned to Surrey in 1997 as Professor of Tourism Management. Professor Airey served as Head of School from 2000-2002 and as University Pro-Vice Chancellor from 2001-2009. In 2004 he was awarded the EuroChrie President's award for outstanding achievement and in 2006 was recipient of the Ulysses award from the United Nations World Tourism Organization (UNWTO) for his work in tourism education. In 2007 he became co-chair of the UNWTO Education Council.

7.2 Purpose of evaluation

The purpose of this evaluation is to consider whether the project has met its objectives and delivered the outcomes it promised. This external evaluation report is prepared on the basis of guidance provided by the ALTC (www.olt.gov.au/evaluation).

7.3 Evaluation framework

The evaluation questions below provide the framework for the evaluation:

Aspect	Evaluation Questions
Aim Project Outcomes Literature review	1. Did the project meet its aims? 2. Were the project outcomes met? 3. Did the literature review address the aims of the project? 4. Is the literature review appropriate in terms of its quality, breadth and depth?
Research Approach Data Collection Survey Instruments	5. Did the research approach address the aims of the project? 6. Were the survey instruments well designed and appropriate to address the aims of the project? 7. Was the data that was collected appropriate and useful
Project management	8. Has the project been managed effectively? 9. Were the project outcomes completed in a timely manner?
Dissemination	10. Has the dissemination of the project results been appropriate? 11. Have the reporting strategies been appropriate and well targeted? - For external audiences (e.g. industry, non academic audiences)? - For internal audiences (e.g. academics, university managers)? 12. Are there avenues for further dissemination that have not been taken?
Feedback and Review	13. How useful are the project outcomes to tourism and hospitality education stakeholders and the project audiences? 14. How has the evaluation contributed to the quality of the project's outcomes? 15. Are there any outcomes that would be useful for other ALTC projects?

8.0 Project evaluation

8.1 Aim

Did the project meet its aims?

The project aims were:

- (1) Inform strategic decision-making within universities about T&H education;
- (2) Provide practical-level guidance to program coordinators and degree administrators in the process of curriculum renewal and to those whose role it is to deal with articulations admissions, credit applications and partnership arrangements with other universities and education providers;
- (3) Inform curriculum content, graduate skills and knowledge requirements of graduates from within these various pathways;
- (4) Provide information for the growing diversity of the student body by informing students about the T&H curriculum that can be used to assist in decision-making about a range of issues including pathways, work integrated learning (WIL) and employer expectations; and
- (5) Inform discussions about T&H accreditation.

Within these aims, as the project developed five objectives were identified:

- (1) To understand the dynamics and influences that shape TH&E curricula;
- (2) To map the Australian TH&E curriculum space;
- (3) To develop baseline information about Australian TH&E undergraduate education;
- (4) To explore and document stakeholder interests and values in the Australian TH&E education;
- (5) To inform discussions about the future of Australian TH&E education.

Evaluation.

Preamble

The “tasks” referred to in this evaluation are those set out in the original proposal (Appendix 4 pages 36-39 and summarised in Appendix 1). The “outcomes” refer to those provided in the original proposal (Appendix 4 page 39).

In summary most of the 29 identified tasks were covered, in most cases exactly as identified in the original proposal. These are all noted in this report. Those tasks that were not completed are as follows:

Task 17: the evaluation of data collection was not needed (see section 8.4.3)

Task 18: the part of this task concerned with developing pathways proved not to be possible (see later in this section)

Task 20: the workshop with the Project Reference Group on guidelines was not held partly due to difficulties of arranging joint meetings with the Group (see section 5) and partly because the guidelines were not developed in the way anticipated in the proposal (see later in this section). However, the project team intend to provide some guidance on curriculum design, development and key decision points, within the next couple of months, and work these through in THE-ICE benchmarking session on curriculum design to be held on June 13, 2012 at UQ.

Task 23: industry events for dissemination of project and feedback were not held due to the difficulties of engaging representatives from industry (see section 8.6.2)

Task 27: web information for students on career interests was not provided because of the problem of arriving at precise information of pathways (see later in this section).

After their experiences, the team believe that a more ‘bespoke’ approach is required by contacting and engaging with alumni. Such an approach should start with identifying and building better understandings of alumni career pathways and reflections on the strengths and weaknesses of their undergraduate education.

The outcomes were fully achieved. The form of the working papers was adjusted in the light of the data collected during the literature review so that ultimately 4 “issues” papers were produced plus a “Final Report”. Also the extension of duration of the project permitted an additional plenary presentation to the 2012 CAUTHE conference.

The project team took the decision at an early stage to extend the coverage to programmes dealing with “Events”. This is a relative newcomer to the repertoire and for the most part programmes dealing with events are closely related to and overlap with tourism and hospitality, often involving the same academic departments and academic staff and dealing with the same issues. Hence it was entirely appropriate that this project should also include programmes in events.

The aims of the project as set out in the original proposal have been substantially met. Notably, the outcomes in the form of the four working papers and the final report plus the associated conference presentations and academic papers provide a good basis for university managers and educators to make strategic decisions and the information will help them to reach informed decisions about curriculum content. The mapping of the curriculum space and the location on this space of programmes in different universities represents a significant contribution to an understanding of the nature of education for these subject areas. This will provide crucial background material for anyone seeking to make strategic decisions and to understand the provision of TH&E education. The latter could also be valuable for students and potential students in understanding their programmes and for employers and the industry at large. The most significant part of the aims that was not met in the form envisaged is in the area of practical level guidance relating to specific pathways (see aims 2 and 4). Given the range of coverage and given the changes taking place, it was not possible to provide the level of detail needed to offer practical-level guidance suitable for immediate relevance for students or employers. Similarly the information in the form of precise guidelines is limited for those involved in curriculum renewal or in articulations, transfer and similar activities. However the project does provide thorough contextual background that is vital in informing curricular decisions and can be useful in providing general guidance (as distinct from institution or career specific guidance) about programmes in these areas of study for students and employers.

Turning to the objectives that were established and refined as the project developed, these are consistent with the overall aim of the project and they properly reflect the project as developed. Consistent with the point already made about the difficulties of providing practical level guidance on pathways, this aspect was not included in the objectives. The objectives as stated were all thoroughly met in the outcomes.

8.2 Project outcomes

Were the project outcomes met?

Evaluation.

The original proposal set out 8 outcomes (deliverables) (p39) in the form of 3 Working Papers; 2 presentations to the peak body for Australian TH&E education (CAUTHE); a technical report; information sheets; a web site; and academic papers and presentations. All of these outcomes and more have been achieved. The working papers (broadly Task 7, Task 16, Task 18) were cast as 4 Issues Papers that present outcomes of the reviews of the literature as well as the results of the fieldwork. Three presentations have been made at the CAUTHE conference (Task 21) (the extension to the duration of the project permitted a plenary presentation at the 2012 conference). A Final report was been prepared (Task 25). Information sheets have been prepared and distributed (Task 26). A web site has been used to disseminate working papers (Task 22) although as noted below, the ending of the ALTC meant that this was a stand-alone website rather than being a part of the ALTC. This web site with its own web address is linked to the CAUTHE website. Finally, so far 2 papers in academic journals and numerous conference and other presentations have been made both in Australia and overseas (Task 28.) These later outcomes are scheduled to continue for a few years. The project is perhaps the most comprehensive study of education for tourism and hospitality and events that has ever been undertaken at an international level. This, plus the overall quality and rigour of the work, and the fact that university systems in all parts of the developed world are facing similar issues and having to make similar decisions, means that the authors of this project will be called upon to talk about their work for a number of years to come.

The original proposal identified a total of 29 Tasks to be carried out in order to achieve outcomes. As noted in the above and subsequent paragraphs nearly all of these tasks were taken to completion.

8.3 Literature review

Did the literature review address the aims of the project?

Evaluation.

The literature review is very comprehensive and fully meets the aims of the project in helping, as set out in Task 6, to determine the key curriculum issues, concerns and values from the perspectives of employers, academics, students and senior university managers. The literature review sets out the emergence of hospitality and tourism education in Australia, International Developments and the Role of Peak Bodies, the Australian Higher Education Policy Context and Drivers of Change, the Nature of Hospitality and Tourism Education, Future Issues for Students Academics and Industry as well as a Summary of Themes Identified in the Literature. It effectively met its objectives of permitting the production of a Working Paper (No 1 Task 7, Deliverable No 1). It is now in fact presented as two papers (Issues papers 1&2) that examine issues for and influences on Australian Tourism, Hospitality and Events Education drawing on Australian and international experiences. The papers are well set within the existing literature, they conceptualise the curriculum space and they identify and consider the role and influence of the various stakeholders in Australian tourism education. From this they reconceptualise the curriculum space in a way that relates to the Australian experience in 2011 which provides a current and sound theoretical starting point for the project.

Is the literature review appropriate in terms of its quality, breadth and depth?

Evaluation.

The literature review is very appropriate in its quality, breadth and depth. It has identified the key studies relevant to TH&E from the literature in English. This goes well beyond literature dealing specifically with TH&E and well beyond the confines of Australia. It includes outputs from relevant major research studies. Very good use is made of organising and analysing the literature to provide a sound basis for the Issues papers 1&2 (Task 7, Deliverable No 1) which in turn provides a very well argued and cogent basis for the project.

8.4 Research approach, data collection and survey instruments

Did the research approach address the aims of the project?

The project involved four key overlapping and interconnected stages:

- (1) Establish a collaboration framework: This collaborative consultative framework adopted a networked approach to data collection and information dissemination. The project team established a network of project 'champions' at each university that offered a TH&E degree program. These are listed in Appendix 2. The role of the champions was to assist in data collection via an established survey methodology. Opportunities for research papers derived from this data were available for the champions.
- (2) Literature review and desk top analysis: A literature review of current factors affecting higher education and their impact on TH&E education was undertaken. An analysis of overseas trends and directions was undertaken and information about current TH&E degree offerings were collected and analysed.
- (3) Data collection: The project involved the use of surveys of industry stakeholders, TH&E educators and students. Interviews were conducted with university managers.

- (4) Information dissemination and guidance: Discussion papers and preliminary results were released throughout the course of the project, and opportunities to disseminate and generate discussion and feedback were sought in conferences, industry forums and via the CAUTHE website.

Approach to Data Collection

In considering what data collection approach is appropriate, this project is based on the assumption that the curriculum space, and ultimately the balance between liberal and vocational unit and program content, is dynamic and socially constructed. A range of stakeholders including TH&E educators, university managers, students and industry influence this space using various methods of communication and influence. Internal and external factors also influence how and why these stakeholders participate in these debates.

Based on this assumption, in order to better understand the way in which the curricula space is shaped, it is necessary to collect data from these four main stakeholder groups. The approach to each group is outlined below:

Tourism Hospitality and Events Educators			
Key information sought	Data collection tools	Participants and approach	Target no.
Data collection focuses on identifying academic-centred values, including: - Perceived need for and value of liberal and vocational education in T&H - Challenges associated with liberal versus vocational education delivery in terms of • demographics • academic qualifications/disciplinary background • academic workloads • required expertise (academic vs industry experience) • employment conditions • staffing • teacher engagement in practice • pedagogy • teaching-research nexus - Perceived positioning of own institution's degree offerings	On-line survey Focus Groups (if sufficient interest)	Email to CAUTHE members; Email from project champions at each university who have volunteered to champion the project at their institution (Approx. 20 champions approach academic staff within their university); A general call for participation through appropriate tourism and hospitality email listserve(e.g. CAUTHE, THE-ICE Australian Members)	100

University Managers			
Key information sought	Data collection tools	Participants and approach	Target no.
Data collection focuses on identifying university manager-centred values towards THE delivery, including: - influence of higher education reforms - economic conditions - student demand - university budgetary conditions - university resourcing - quality assurance processes - internal management reviews - strategic positioning - positioning of T&H relative to other programs	Semi-structured interviews	Appropriate university managers (e.g. Heads of School/Departments/ Deans/PVCs/DVCs) will be identified at each of the universities offering THE programs. They will be approached using email or a telephone call by the most appropriate project team member and asked if they will participate in the study. Contact details will be obtained via the university's public directory.	20
Senior Undergraduates or recent graduates			
Key information sought	Data collection tools	Participants and approach	Target no.
Data collection focuses on identifying student-centred values towards liberal and vocational centred learning, including: - student demographics - paid part-time employment & industry experience - impact of Cmth policies on demand - incentives from country of origin (if international) - resources available - attitudes to learning, study and career - student characteristics and support required - expectations about their education and liberal vs vocational balance - expectations about WIL and skills development	Online survey Paper-based survey in class	Students will be approached via the project champion based at each university. Alumni students will be emailed Final year undergraduate students will be approached in a core class where the project champion will ask students to voluntarily participate in the paper-based survey.	700 students (20 universities x 35 students)
Industry			
Key information sought	Data collection tools	Participants and approach	Target no.
Data collection focuses on identifying industry-centred values towards liberal and vocational centred learning, including: - Influence of external labour conditions - employer demands and attitudes - attitudes towards internship and WIL - employer conditions (whether they facilitate vocational/liberal education learning) - expectations about content & skills universities should develop	Online survey	Industry stakeholders will be approached via an email from project champions and asked to participate in the online survey. Project champions may be able to use contacts from industry advisory board, work placement lists, etc. thus ensuring greater connection between industry and participating universities.	500 industry responses (20 universities x 25 industry participants)

Evaluation.

The approach to the research was very effective in addressing the aims of the project. The momentum and coordination of the research team was maintained through regular virtual and actual meetings all of which are well documented and reported. The tasks of the various members of the research team were appropriately allocated and the delivery was well managed and monitored. In brief the collaboration framework was very effective

In planning the work the research team also engaged with a Project Reference Group (including international representatives) (Task 3). These were able to provide comments and suggestions and members of the group took part in discussions with the team, including at the CAUTHE conference in February 2010.

The approach began with a thorough review of the literature (Task 6) followed by a desk top study (Task 11). This desk-based study drew on information from 30 universities. The research approach included very effective measures to engage with its community before implementation. This included the distribution of draft working paper 1 developed from the literature review (Task 6) as well as a presentation at the main gathering of likely respondents (at a conference in February 2010 -Task 10). This was then followed by a situation analysis of TH&E in Australian Higher Education (Working Paper No 2, Task 16, Deliverable No 2) which was presented at the equivalent conference in February 2011. (This working paper was based on the desk-based situation analysis rather than “all data and information” as suggested in the original proposal. This change was entirely appropriate both to inform the stakeholders and to establish their engagement at a time when the implementation of the survey was being held up as a result of delays in gaining ethical approval (see below)). Both of these interventions were effective in informing, priming and preparing likely respondents, especially from the education sector. As noted above, project champions (19 in total) were also recruited to assist in the research survey. Appropriate attention was paid to ethical considerations (Task 8). The intended approach to gaining ethical approval for the research interventions at the respondent Universities was to seek general approval based on the approval of one of the university participants (that of the lead researcher). In the event this was not possible at some of the participant institutions and this led to a significant delay in implementation (further comments on this are provided in section 8.5.2).

The fieldwork itself clearly distinguished between the four stakeholders (educators (Task 12 by on-line survey instruments), university managers (Task 15 by short interviews), senior undergraduates (Task 14 – by in class and on-line survey) and industry (Task 13 by on-line survey instruments)). For each an appropriate method was developed to collect the data as indicated above. The process was also supported by the institutional project champions (see Appendix 2) who helped in disseminating information on the project and distributing the survey instrument to colleagues, as well as to students and industry contacts.

The survey instrument was very well developed based on the literature review. Responses from the four groups of respondents were: educators 128 (target 100); university managers 13 (target 20); students 665 (target 700); employers 70 (target 500). The response from the employers is particularly disappointing given the attempts to engage with industry by for example having an industry representative on the Project Reference Group, by explaining the survey, distributing the survey instruments at industry events and by engaging with university advisory groups. Further comments on this are provided in section 8.6.2.

Were the survey instruments well designed and appropriate to address the aim of the project?

Evaluation.

The survey instruments were very well designed and entirely appropriate to address the aim of the project. The instruments were carefully crafted to suit the stakeholder group and appropriate use was made of on-line, in class and face-to-face methods. The instruments are provided in 5 and attachments.

Was the data that was collected appropriate and useful?

Evaluation.

The data collected were both appropriate and useful and they were very effectively analysed.

This initial desk-based study (website and direct contact with institutions) provided a very useful way of establishing the scale and broad dimensions of the provision of TH&E programs in Australia. The fact that it drew upon virtually the full range of provision make this the most comprehensive such survey in Australia and provided an authoritative starting point for the study of content, structure and balance of programmes. The subsequent data collection from the main surveys of the four groups of respondents (educators, managers, students and industry) usefully garnered information from the main stakeholders related to the key question of the balance between the vocational and the liberal aspects of education which lie at the heart of the study. Notwithstanding some disappointing response rates from the employers this provided a very rich source of data from which to develop well-grounded analysis. Except for the chasing of responses from employers the data were sufficiently rich that the supplementary actions referred to in the proposal as Task 17 were not required. The analyses themselves are very effective in drawing out the key issues for the curriculum for these subject areas and usefully make important distinctions between the views of the different stakeholders and between the approaches at different types of institution. This is the first time data of this sort have been available and they will provide an important source for policy-makers and for those designing programs as well as for students and employers in understanding the nature of provision in these subject areas.

8.5 Project management

Has the project been managed effectively?

Establishing the project. A project manager was employed immediately upon notification of the successful grant application and in consultation with the project team. The Project Manager was located at Southern Cross University. Most of the researchers in the project team have worked together before and were all committed and aligned to the project's aim and objectives. A clear working relationship was established early in the project under the direction of the Project Leader, Dianne Dredge. To achieve this, a detailed project management framework and communication strategy were some of the first tasks undertaken.

Team management. Dianne Dredge, the Project Leader, took ultimate responsibility for the project. The Project Manager was responsible for the day-to-day running of the project including setting up and maintaining an active communication network with the team and the stakeholder communities. Monthly team meetings were held using Skype and a commercial teleconferencing service. The Project Leader and the Project Manager communicated regularly via email, telephone and teleconference. The project team met face-to-face on the following occasions:

- CAUTHE 2010 conference (Council of Australasian University Tourism and Hospitality Educators) in Hobart. At this conference, meetings were also arranged with Prof David Airey (external evaluator), and reference group members Prof John Tribe (U. of Surrey), Prof Pauline Sheldon (U of Hawaii, USA) and Ms Adele Labine-Romain (TTF).
- CAUTHE 2011 conference (Council of Australasian University Tourism and Hospitality Educators) in Adelaide. This meeting also included the external

evaluator, Prof David Airey and reference group members A/Prof Perry Hobson (SCU), Ms Adele Labine-Romaine (TTF), Bob McKercher (HPU, Hong Kong).

- Sydney (two day face-to-face meeting at the Sydney Hotel School hosted by project team member, Paul Weeks) in April and August 2011.

The tasks and input from various team members took into account expertise, positions within the professional field as well as university position, and the opportunities for advocacy they were able to bring to the project. A general description of the roles and responsibilities of each task member include:

- Dianne Dredge (SCU)– Project Manager; ethics applications; data collection manager; co-ordinate dissemination, literature review, website, preparation of journal papers, conference presentations and dissemination material.
- Pierre Benckendorff (UQ) – Data collection with university managers, students; dissemination with students and managers, preparation of journal papers, conference papers and dissemination material.
- Michele Day (SCU) - Data collection with students; analysis of programs; dissemination with teachers and students/alumni; preparation of journal papers, conference presentations and dissemination material.
- Michael Gross (UniSA)– Data collection with university managers, students, employers; dissemination to students, professional bodies and employers; preparation of journal papers, conference presentations and dissemination material; preparation of book proposal.
- Maree Walo (SCU) – Data collection with students; analysis of programs; dissemination to students industry/employers groups.
- Paul Weeks (SCU) – Data Collection with industry/employers stakeholder groups; analysis of programs; dissemination to employers/industry groups
- Paul Whitelaw (VU) - Data collection with students, teachers; literature review; analysis of programs; preparation of conference papers and journal papers; dissemination teachers and professional bodies.

Financial and staff management. SCU was the institution responsible for the financial management of the project. SCU administration staff with responsibility for assisting in budget management are located in Lismore. The Project Manager was located at the Beachside campus. There is no administration staff at the Beachside (Gold Coast) campus to assist in timely and efficient project management and as a result some issues were encountered in (1) managing the replacement for the first Project Manager (who took maternity leave) and (2) timely budget advice.

Team member feedback: Continued monthly teleconferences were arranged with project team members and there was inclusion of formative evaluation on each meeting agenda. Team members were asked for feedback on communication issues such as timing, method and conduct of meetings. Typical feedback from team member includes:

“My feedback ... is fairly positive - overall I am very pleased with the way the project is proceeding and we seem to be drawing on the strengths that individuals bring to the team. Major challenge has been getting everyone together at the same meeting and balancing people's schedules but I am not sure there is a solution to that. Otherwise interactions have been very positive. Lessons learnt - don't muck around with internal contracts and agreements between institutions unless

absolutely necessary! Reference group has been absolutely fantastic and very supportive.” (Team Member email)

From my perspective the project is making good progress and it is a pleasure to work with such an enlightening group of academics who appear to support each other and encourage discussion of ideas across all aspects of the project. Feel that the regular meetings have sustained the momentum for us all and kept us informed and on track! It would be great to when we can all be in the same room face to face at one time - but understand that's quite a challenge given our locations and busy work commitments. The team works well together and with Dianne at the helm, provides strong leadership and clearly demonstrates her experience in these sorts of projects. The project members have a diverse range of skills and it is great that we have been allocated tasks so that we can work to our individual skills base. Also using sub-groups to allocate some tasks makes the job much easier than say an individual working solely on their own. (Team member email)

The coming months and indeed until the project is completed will be quite an intensive time with this project and perhaps it might be useful to revisit our time-line schedule of when projects tasks (including future meeting dates, potential conference opportunities) are due and by who etc and distribute amongst the team. This will help with our forward planning around work commitments for 2011. (Team member email).

I've been really impressed with how the work on the project has evolved. I feel that the initial face-to-face meeting in Sydney last December was crucial in cementing the team's working relationship and this has been enhanced by regular phone contact since then. Although it's not always possible to get all team members together, regular meetings and emails have ensured that there has been excellent communication between team members. I'm also very happy with the way team members are working to their strengths within the project. We all seem, by accident or design, to be involved in aspects of the project that suit our various skills. The positive feedback from the day with Pauline Sheldon in September this year was really heartening. By sharing with her, and reflecting on, the work that had been done to date I thought we were able to see the project more clearly in its entirety, rather than just the 'sum of its parts'. I think that as a team we've achieved a lot over the last 12 months and have a clear direction for the next (data collection and analysis) stages of the project. (Team member email)

Evaluation.

The above account provides an accurate summary of the management arrangements for the project. These were effectively carried out. The change in Project Manager (Task 1) as a result of maternity leave did not significantly affect achievement of the project in meeting its aims. The funding for the replacement Project Manager came from the funds originally allocated to a research assistant which had a slight impact on the timeliness of the research assistance originally planned. Some of the administrative arrangements were also delayed by the absence of university administrative staff at the Gold Coast location that housed the project at SCU (i.e. almost all administration at SCU is located at Lismore).

The project itself was very effectively managed by the project team (Task 2). The seven team members from five different institutions plus the 19 institutional champions and the seven member reference group made it a challenging project in terms of maintaining coherence and momentum. This was overcome by effective communication, particularly between the team members, and providing good opportunities to “meet” both virtually and actually (Task 19). As a result the

enthusiasm and commitment was well maintained. This was clearly demonstrated to the evaluator on the three occasions when he met the team members in 2010, 2011 and 2012. The fact that the project needed a time extension was due to the unforeseen delays in gaining ethical approval and in the difficulties of getting responses, particularly from the employers (see section 8.5.2).

It was more challenging to maintain links with the champions and the reference group. With 19 individual champions, each at a different institutions, it is not surprising that the degree of engagement varied, but they all played an important part in helping with the data collection. For the reference group, three were based overseas and one moved overseas during the life of the project. Their level of engagement over the life of the project varied but the project leaders managed to use their inputs effectively, for example, by getting them to provide seminars (Tribe and Sheldon in 2011) and to comment on the progress (Sheldon 2011).

The evaluation framework was established and the external evaluator (Task 5) was appointed at an early stage. This was particularly useful given the fact that the evaluator was based overseas. The long time scale permitted him, during three visits to Australia during the course of the project in February 2010, February 2011, and February to April 2012, to meet the project team and engage with the project during the CAUTHE conferences. He was also able to visit the lead institution and take part in a project team meeting in February 2011 at which the plans for the fieldwork were being finalised. This permitted formative feedback during the development of the project although these did not extend to feedback from industry (Task 24) that as noted later (see section 8.6.2) was difficult to secure. The evaluation report (Task 29) reflects this engagement of the evaluator in the process combining both commentary on the extent to which the outcomes and tasks have been carried out as well as reflection on the issues and challenges and the ways in which the project team dealt with these.

Were the project outcomes completed in a timely manner?

The outcomes completed are detailed in Appendix 1.

Evaluation.

It was necessary for the project leader to apply for a six month extension. There were two main reasons for this. Given the scale of the project, involving so many different institutions, some delay might have been expected. But the amount of time needed to deal with the ethical approval arrangements and in getting responses from the employers could not reasonably have been anticipated. As far as the ethical approval is concerned it was reasonable for the project team to follow an assumption that other institutions would accept the ethical decision of the lead institution (and there is a national protocol for this to happen). This was not always the case. For the employers, given the regular comments by employers on education and graduates in TH&E and given the measures taken to involve the industry in the project it was reasonable to assume that response rates to direct contact would be adequate over a relatively short period. This was not the case. In the end it was mainly through the involvement of the project champions working with the industry advisory groups at their own institutions that enabled a reasonable (albeit disappointing) response rate to be reached.

8.6 Dissemination

Has dissemination of the project results been appropriate?

Evaluation.

The initial team dissemination strategy was agreed at a team meeting held in Sydney in December 2009, the minutes recording that dissemination would include:

- ALTC Exchange (which later became <tourismhospitalityeducation.info> public face for info sheets, synopsis of results, internal documents for project group drafts etc
- Post links on the ALTC website for info on the CAUTHE like a bulletin board (also space in CAUTHE newsletter distributed to 750 quarterly)
- Invite the “23” universities to join ALTC website and then link to CAUTHE website
- Skype with Project Team at 10am (NSW time) the first Friday of each month in 2010 except the first meeting on January 8th. This is a project management meeting not a project task meeting – need Skype addresses from the group

These and other dissemination arrangements have been good both in relation to the process and in relation to the results. The planned future dissemination arrangements are also sound. The stakeholders in the process have been kept well informed by the series of progress reports that have been distributed electronically and on paper. They were also kept well informed through meetings held at the annual conferences of CAUTHE in 2010, 2011 and 2012 as well as at other events in Australia. Formal dissemination to wider audiences of progress and results have also taken place at the annual CAUTHE conferences with paper presentations and workshops. One of the papers achieved a “best paper” award. A plenary presentation of the key results was made at the 2012 conference. For a list of events and awareness raising activities see Appendix 3. The CAUTHE conference is particularly important in this connection since each year it attracts representatives from academics from most institutions offering TH&E in Australia as well as some senior staff and representatives from industry with also a good range of academics from overseas. Further, paper presentations have been made at relevant international conferences in the USA (Philadelphia TEFI and BESTEN, both in May 2011) and the UK (University of Surrey July 2011) and so far two peer reviewed papers have been accepted for publication in leading academic journals in the field.

A project web site <tourismhospitalityeducation.info> was established at the start of the project and has been updated as the project has proceeded. It has been established as a stand-alone site and is linked to the CAUTHE website. This has carried progress reports, information sheets, other useful links and results and will be the vehicle for continued dissemination.

Now that the final Issues papers are nearing completion, the project team will be continuing their presentation at international gatherings (TEFI, Italy June 2012) and the issues papers themselves will be made available on the project website.

These channels of communication represent an effective way to reach the academic and senior institutional level audience for the project. Dissemination to industry stakeholders and to students is less effectively or fully developed. In the case of industry stakeholders, as with the data collection, this has proved to be a difficult group to reach (Task 23). This dissemination was mainly confined to Industry Advisory Bodies at project members’ own institutions and through the Tourism and Transport Forum. In the case of students, the fact that the detailed guidance on pathways proved not to be possible, the information from the project is of less direct relevance.

Have the reporting strategies been appropriate and well targeted?

(a) For external audiences (e.g. industry, non academic audiences)?

Evaluation

The project experienced difficulties in securing and maintaining the attention of industry and non-academic audiences both in the collection of data and in the reporting of the findings (Task 23). A number of approaches were adopted in attempts to overcome this, some with success:

- Invitations were sent to industry advisory board members by the institutional project champions and team members. This was the most effective method in securing data returns
- Hard copies of the survey in an industry 'goodie bag' were received at an industry cocktail function;
- An invitation was sent through the Tourism and Transport Forum (TTF) inviting peak group contacts to participate (e.g. hotel associations, caravanning groups).

As far as the reporting to industry is concerned this also presented difficulties. The TTF representative on the Reference Group has maintained her interest and passes information on through their networks. However, business confidentiality is such that the project team are not able to communicate directly through these networks. Project team members have reported to their professional advisory boards.

(b) For internal audiences (e.g. academics, university managers)?

Evaluation

By contrast, the reporting strategies for internal audiences have been very appropriate and generally successful. At the centre of this have been some well-developed papers and information sheets that have been prominent at three annual conferences of the prime academic conference for TH&E in Australia. These have been complemented by a range of other links both formal through published papers, and informal through workshops with the academic community.

University managers have also indicated a high level of interest in the findings and seek an interpretation of the findings in the context of their own university. The project team have discussed with their university managers the findings of the project. In April 2012 the Project Leader Dianne Dredge also visited the University of Tasmania, where the program is under considerable pressure and she continues to liaise with this institution.

International interest has also resulted in the Project Leader being (tentatively) invited to Lapland in late 2012 to review program and curriculum renewal after government reforms.

Are there avenues for further dissemination?

Dissemination is planned to continue over the next year with the production of papers for conferences and for journals. Some are already under review.

Dianne Dredge and Pierre Benckendorff are now leading a Special Interest Group (SIG) in Teaching and Learning for CAUTHE, and they expect to continue disseminating their findings through this avenue.

Pierre Benckendorff and Dianne Dredge are involved in THE-ICE (International Centre of Excellence in Tourism and Hospitality Education) Benchmarking session on curriculum design in tourism and hospitality in June 2012.

Dianne Dredge has been appointed an auditor to the THE-ICE which also provides an opportunity for on-going engagement and dissemination to international institutions.

8.7 Findings and review

How useful are the project outcomes to tourism and hospitality education stakeholders and the project audiences?

The findings are set out in four issues papers as follows:

1. *Key Issues in Australian Tourism, Hospitality and Events Curriculum Design and Development*
2. *Influences on Australian Tourism, Hospitality and Events Undergraduate Education*
3. *A Stakeholder Approach to Curriculum Development in Tourism, Hospitality and Events Education*
4. *Analysis of Australian Tourism, Hospitality and Events Undergraduate Education Programs*

Plus the Final Report: *Building a Stronger Future: balancing professional and liberal education ideals in undergraduate tourism and hospitality education.*

Evaluation

Together these provide a theoretically robust, thorough and authoritative outline and analysis of the current position of the content and curriculum of these subject areas. By clearly establishing the vocational and academic (professional and liberal) dimensions of the programs across Australia and analysing these against different types of institution and program they provide important frameworks against which future program and curricula development will take place and which will inform these developments. For academics developing programs and for university management engaged in taking decisions about future program strategies, the reports and other outcomes from this project represent an important and directly relevant contribution. This obviously has most relevance in Australia but the issues have resonance worldwide. For students and industry, the results provide a starting point for their decisions. There is further work needed to take the material here to develop guidelines to assist their thinking and their engagement with the higher education for TH&E. The outcomes provide the basis for individual institutions to develop such guidance in relation to their own provision.

How has the evaluation contributed to the quality of the project's outcomes?

Evaluation

Processes of formative and summative evaluation have been very valuable dimensions of the project. Developing the evaluation framework early in the project enabled the team to take a targeted approach to the project and anticipate opportunities for dissemination and stakeholder engagement.

Formative evaluation conducted throughout the project, as formally discussed at the end of the monthly teleconferences and informally in conversations amongst team members, their peers and the reference group provided useful feedback.

Of the formal evaluation process undertaken by the external evaluator, the Project Leader has indicated "it has been a very reassuring experience to have Professor David Airey take so much interest in the project, including three visits to Australia over the

course of the project. Professor Airey's formative feedback has kept the project grounded in the realities of what is happening globally and not get too bogged down in parochialism."

Are there any outcomes that would be useful for other OLT projects?

There are a number of ways in which the experience and outcomes of this project can have wider implications for similar projects.

- Given that TH&E are just one area of vocational type higher education, all of which face similar challenges in balancing professional and liberal education, the findings and outcomes of this report can inform a much wider academic community.
- The experience of the project highlights the sheer difficulty of engaging with the industry when it comes to considering the content and curricula of program. This possibly points to the need for a completely different approach to industry and one that focuses on their views of the weaknesses and strengths of the provision from their perspective.
- The experience of the project demonstrates the difficulties of providing general guidance to students on pathways at a time when so many changes are taking place that affect these pathways. This is possibly always best handled at an institutional level.
- The institutionally based champions played an important part in data collection process and in other aspects of providing traction between the project and the institutions. This is clearly a key element for such projects.
- In relation to project management the team employed an innovative distributed engagement approach, engaging 19 project champions in other institutions (i.e. participation of over 70 percent of all institutions offering TH&E higher education undergraduate programs in Australia was achieved). This built important social collateral within the higher education community which will positively contribute to the development of academic standards in the future.
- Alignment with peak professional associations such as CAUTHE, THE-ICE, BEST-EN and TEFI have provided this project with significant national and international profile. This approach could be adopted in other projects.

9.0 Conclusions

Evaluation

This has been a challenging and, in many ways, a ground-breaking project. Its major strengths have been that it has been very well managed; it has engaged very effectively with the academic community in undergraduate TH&E across Australia; it has kept this community very well informed; it has developed a very sound theoretical framework for understanding a form of education which is increasingly important in higher education across the world; using this framework it has successfully carried out a rigorous study of four stakeholder groups; and it has analysed the material into five important documents that provide the first general and authoritative basis for future decision-making about this area of education provision. The fact that TH&E have many things in common with other vocational areas of study mean that this work also has relevance beyond TH&E.

Not surprisingly the project met challenges which meant that some of the goals or possibilities were not fully met. In terms of the stakeholders, the response and the engagement from industry was disappointing. The effect of this is felt partly in the data

collection. The number of respondents was fewer than planned. But possibly more importantly it is felt in the dissemination of the outcomes. There is still further work to be done in raising awareness of the importance of these findings for industry. The other main challenge was in converting the thinking and findings of the project into guidance on pathways, especially for students. The rapidly changing context of articulation and progression meant that it was not possible to do this in a meaningful way that would be useful for students.

Appendices

1. List of outcomes and deliverables as described in project proposal

TASK No.	Description	COMPLETED
1	Appoint Project Manager	☐
2	Convene team meeting following appointment of Project Manager	☐
3	Project team to finalise membership of Project Reference Group	☐
4	Prepare communication and dissemination strategy	☐
5	Appoint external evaluator and refine evaluation framework	☐
6	Literature review in collaboration with Project Team	☐
7	Produce Working paper No. 1 - Literature Review	☐
8	Prepare Ethics application. <i>Note: In addition to the ethics application prepared for the project and submitted to SCU, some institutions some required additional approval. The Project Manager and Project Leader assisted 4 other universities apply for ethics approval.</i>	☐
9	Disseminate Working Paper No. 1 via ALTC Exchange website. <i>Note: The ALTC Exchange website was not suitable and, as a result, http://www.tourismhospitalityeducation.info was created and remains the key site for dissemination</i>	☐
10	Deliver workshop at CAUTHE Conference (2010)	☐
11	Collect and analyse current Australian TH education data (including desktop study of Australian TH degree programs supplemented by interviews with program conveners). <i>Note: Due to the extensive literature review undertaken, the final literature review and analysis of programs was divided into a total of 5 issues papers</i>	☐
12 & 13	Conduct online and paper-based surveys (academics and industry) using Qualtrics. Identify project champions and liaise with them to have survey implemented at institutions across Australia	☐
14	Conduct in-class and online surveys with students	☐
15	Conduct semi-structured interviews with senior university managers.	☐
16	Produce Working Paper No 2 - Analysis of data collected. <i>Note: Due to the extensive literature review undertaken, the final literature review was divided into a total of 5 issues papers.</i>	☐
17	Evaluation of data collection process – address shortcomings and gaps	☐
18	Develop document identifying TH&E curriculum space	☐
19	Round 1 of consensus building within the project team- Project team is scheduled to have a face-to-face meeting in Sydney in first week of April to advice this stage.	☐
20	Workshop guidelines with Project Reference group	☐
21	Present workshop at 2011 CAUTHE conference, Adelaide. Planning of the workshop is underway and will be completed at CAUTHE conference 8-12 February 2011.	☐
22	Release revised version of Working paper No. 3 on ALTC website. <i>Note: Due to the extensive literature review undertaken, the final literature review was divided into a total of 5 issues papers</i>	☐
23	Identify industry events and opportunities to disseminate project to employers and peak industry groups in order to obtain feedback on Working Paper No. 3	☐
24	Provide independent evaluator with evaluations of feedback received from Tasks 22 & 23 for the purpose of formative feedback	☐
25	Finalise technical report based on feedback received and distribute in accordance with communication and dissemination plan	☐
26	Produce information sheets to be made available for download from University, employer and career websites	☐
27	Add entry to Wikipedia to target students	☐
28	Maintain ALTC Exchange website as source of on-going dissemination of project	☐
29	Independent evaluator to finalise report on project	☐

2. List of project champions

A number of project champions have been active in the data collection phase of the project, disseminating information on the project and distributing surveys to colleagues, students and industry contacts. The following is a list of our most active project Champions:

1. Dr Elisa Backer, University of Ballarat
2. Dr Shane Barry, Griffith University
3. Dr Narelle Beaumont, University of Southern Queensland
4. Dr Noreen Breakey, The University of Queensland
5. Dr Glen Croy, Monash University
6. Dr Alison Dunn, University of Tasmania
7. Chris Fanning, Flinders University
8. Nicola Fish, Swinburne University of Technology
9. Alana Harris, William Angliss Institute
10. Dr Michael Hughes, Curtin University
11. Penny Jose, Victoria University
12. Dr Aise Kim, University of South Australia
13. Professor Jamie Murphy, Murdoch university
14. Dr Julie Nyanjom, Edith Cowan University
15. Dr Alfred Ogle, Australian College of Applied Education
16. Dr Phillip Pearce, James Cook University
17. Dr Mike Raybould, Bond University
18. Dr Scott Richardson, Central Queensland University
19. Dr Tamara Young, Newcastle University

The champions identified with an ‘*’ required an additional layer of ethical clearance as a result of their own university’s policies and procedures.

Dr Julie Nyanjom, Edith Cowan University, was acknowledged at the 2012 CAUTHE conference for her sustained engagement in the project at her institution

3. Events and awareness raising activities

Date/s	Event title, Location	Brief description of the event
February 2010	CAUTHE Tourism & Hospitality Education Forum, Hobart	Dissemination of the project's aim and objectives
27-30 June 2010	Best-EN Conference Think Tank X; Briefing with Pauline Sheldon	Vienna, Austria
7 July 2010	Meetings with Professors John Tribe & David Airey	Surrey, UK
29 Sept 2010	Workshop with Pauline Sheldon, Coolangatta Campus, SCU	Discussion with Project Team re: literature review, data collection instruments, dissemination opportunities, current tourism & hospitality programs. Professor Sheldon spoke with the project team about the international perspective.
November 2010	Joint tourism schools meeting – Griffith, SCU, Bond and U. of Queensland symposium	Dianne Dredge presented the project and the curriculum space conceptual framework
2 February 2011	Workshop with Professor David Airey at Coolangatta campus, SCU	Briefing between the project team and Prof. David Airey (all-day meeting)
10 February 2011	CAUTHE Tourism & Hospitality Education Forum, Adelaide	Project Champions Morning Tea – dissemination of information to current project champions and recruitment of new champions to facilitate data collection (attendance approx 40 participants)
10 February 2011	CAUTHE Tourism & Hospitality Education Forum, Adelaide	Presentation of refereed and working paper (conference attendance=approx. 200 delegates)
11 February 2011	CAUTHE Tourism & Hospitality Education Forum, Adelaide	CAUTHE 2011 ALTC Tourism & Hospitality Education Forum Concurrent Session - Panel session with international and local speakers (approx 40 attendees)
February 2011	CAUTHE	Best Paper award for paper 'Conceptualising the Perfect Blend in the Tourism and Hospitality Curriculum Space'
18-21 May 2011	TEFI (Tourism Education Futures Institute) SUMMIT 2011	Invited Speaker, Temple University, Philadelphia, USA Dianne Dredge presented the project aims, objectives and curriculum space model
June 2011	Surrey Conference	Surrey, UK
August 2011	ALTC project team meeting in Sydney with A/Prof mark Freeman	Discusses with A/Prof Mark Freeman the possibility of developing academic standards given the long collaborative networks and insights generated from the project thus far.
18-21 November 2011	THE-ICE Panel of Experts forum on innovation in teaching and learning, Selangor Malaysia.	Meeting/forum
8 February 2012	CAUTHE Tourism and Hospitality Education Forum, Melbourne	Plenary session presentation
8 February 2012	CAUTHE, Melbourne	Special Interest Group workshop

4. Original proposal

Building a Stronger Future: Balancing Professional and Liberal Education Ideals in Tourism and Hospitality Education

Dianne Dredge, Pierre Benckendorff and Paul Whitelaw

AIMS OF THE PROJECT

The aim of this project is to map the tourism and hospitality (TH) education curricula including core knowledge requirements and the pathways that students can take within the curricula space (e.g. from professional/vocational education to liberal education) in order to clarify what constitutes tourism and hospitality education in the higher education environment. In doing so, this project addresses four challenges of emerging and continuing importance in TH education. First, the project addresses the challenge of finding a liberal-vocational balance in the TH curriculum so that it meets the demands of both a theoretical university education and the needs of industry. Second, in the context of increased student diversity in terms of ethnicity, experience, knowledge, entry points and skill sets, this project will clarify career pathways within TH education, aligning student and employer expectations and, ultimately, enhance graduates' employability. Third, the project addresses increasingly complex issues associated with articulation agreements between VET and university sectors, student transfers and international exchanges by providing some clarity about the standard knowledge and skill sets required within TH higher education. Fourth, increased global mobility is driving the need for accreditation or other ways that universities, employers and students can evaluate whether the programs on offer are consistent with their values and expectations. The outcomes of the project will enhance TH learning and teaching by providing both strategic and practical evidence-based guidance to address these challenges.

For the purposes of this project, 'curricula space' is used to denote the full range of knowledge, skills, values and attitudes that shape Australian TH education. Mapping this curricula space will then be used to produce outputs that will:

1. Inform strategic decision-making within universities about TH education;
2. Provide practical level guidance to program coordinators and degree administrators in the process of curriculum renewal and to those who are constantly dealing with articulations admissions, credit applications and partnership arrangements with other universities and education providers;
3. Inform curriculum content, graduate skills and knowledge requirements of graduates from within these various pathways;
4. Provide information for the growing diversity of the study body by informing students about the TH curriculum that can be used to assist in decision-making about a range of issues including pathways, work integrated learning (WIL) and employer expectations; and
5. Inform discussions about TH accreditation.

The question of what constitutes a tourism and hospitality degree has received considerable attention in other countries (e.g. Botterill and Tribe 2000; Weiermair and Bieger 2005). There have also been significant debates over issues such as core

knowledge requirements and accreditation (e.g. Holloway 1995; Wang and Ryan 2007). In Australia, despite having a range of well-established and internationally recognised degrees for over 20 years, there has been little debate or clarity over what constitutes a tourism or hospitality degree, or exactly what such degrees should deliver (Wang and Ryan 2007). The lack of debate is surprising because the 'Management and Commerce' field within which tourism is generally included is amongst the top vocational fields of choice in Australia. The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) has undertaken significant work in the areas of quality assurance and student experiences but issues such as course content and graduate attributes have not been addressed (International Centre of Excellence in Tourism and Hospitality Education 2009).

There is no doubt that issues of curriculum content and accreditation will become increasingly important as numbers of non-university and self-regulated providers entering the market place increase. Moreover, the increased movement of students between the VET sector and universities, and between courses, institutions, and even countries are driving a growing demand for approved credits and articulation schemes. This in turn is increasing the diversity of the student body. There is also demand from industry groups and employers for tourism and hospitality graduates to be vocationally ready, highlighting the importance of WIL in the tourism and hospitality curricula, and reinforcing the need to achieve an appropriate balance between theory and practice. As a result of these changes, there is a need for university managers and academics to better understand what they offer and teach. Students have the right to understand TH career pathways and employers also have the right to better understand degree structures, content and choices, especially when they are employing graduates of these programs or if they are providing student support and mentoring during students' study.

OUTCOMES

The outcomes for this project are timely, addressing critical issues of increasing importance at national, sector, university and stakeholder levels. The project will **improve learning and teaching in TH education** by generating:

- Accurate and reliable baseline data about the TH curricula space and the pathways through this space that will inform program design, core knowledge and skills and graduate attributes;
- Accurate and reliable information about the needs and expectations of stakeholder groups (e.g. university managers, employers, students and educators) with an interest in TH education that will inform aspects such as WIL;
- Clear, formally recognised pathways for students within the curricula space that will assist students' understanding and decision-making about career pathways;
- Curriculum guidelines for TH degrees that can be used as the basis for furthering discussions on matters of importance to university managers including university resourcing, teaching and learning policy, curriculum design and accreditation; and
- Guidelines for articulations with the VET sector, credit approvals, transfers and university exchanges.

The project will also produce **useful tools** including:

- A series of working papers, technical reports and information sheets that inform the TH education community of stakeholders;

- The development of a TH discipline group on the ALTC Exchange website;
- A framework for stakeholder engagement in the TH education space, providing enhanced understanding and alignment between the needs of each stakeholder group.

RATIONALE

Context. Australian TH education has changed significantly over the last 30 years since initial programs were developed in the 1980s and 1990s (Hobson 1995; Wang and Ryan 2007). Student profiles have changed significantly. There is more diversity within the student body as a result of different pathways, life experience, ethnicity, location, study mode, aspirations and expectations (McKercher 2001, also discussed in Lipp et al. 2004 AUTC report with respect to psychology). Domestic demand has plateaued, and international student intakes have expanded. This growth has been aided by a skills shortage, with many tourism and hospitality related jobs included on the Skilled Occupation List (Australian Government 2008). As a result, many international students see tourism and hospitality education as a passage to immigration. There has also been strong growth in articulations from post-secondary courses. Moreover, because there has been no downturn (i.e. no crisis in enrolments), tourism and hospitality education has not been as reflective and self-critical as other disciplines. However, significant issues are emerging, and the difficulty of reconciling them requires strategic, visionary consideration. For example, the vocational or professional education requirements of the Australian context need to be considered in the light of liberal, and more recent Bologna style education models that are gaining momentum across the globe (Munar 2006). These trends have important impacts upon international competitiveness, recognition and positioning. The nature of this convergence between global trends and local imperatives has not been considered in any rigorous way by Australian institutions offering vocation/professional degree programs. A structured analysis of these issues will inform and add value to students', teachers', employers' and university managers' decision-making.

Many tourism and hospitality degrees were borne out of pragmatic and utilitarian Australian traditions that emphasised workforce skills and nation building. Unlike other professional or vocational degrees, such as nursing, town planning or accounting, tourism and hospitality has never been subject to the demands of a single unifying accrediting body. In tourism, alternative accrediting schemes have emerged (e.g. the UNTWO's TEDQUAL, THE-ICE's Quality assurance scheme) but due to a variety of issues, such as cost and the demonstrated market value of such schemes, a broadly accepted scheme has failed to emerge (The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) 2009; United Nations World Tourism Organization (UNWTO) 2009). Moreover, business school accreditation schemes are problematic because there are some TH programs that are not housed in business schools, so these would be outside the reach of such schemes (Samuelson 2006). Despite these problems, accrediting bodies have an important role to play in defining core curriculum, and in setting standards of knowledge acquisition and skills development. They also play, sometimes inadvertently, an important role in encouraging universities to articulate and focus on core strengths. This in turn fosters clear strategies of differentiation or in some cases, alignment, where universities form partnerships to provide a stronger, 'joined up' education experience wherein there are strong benefits and greater choice for student learning. Debate in other countries indicates that comprehensive accreditation processes will emerge as an

issue in tourism and hospitality education in the future (Business Council of Australia 2008; Reddy 2008).

Need and value of the project. This project addresses both strategic and applied needs at national, sector and university levels, and provides significant benefits to academic staff, students and employer stakeholder groups.

Need at the national level: McKercher (2001) argues that Australia was among the first nations to introduce tourism and hospitality degree programs and is at a more advanced stage in the program lifecycle than other countries. To date, considerations about the future of TH education have focused on a range of important but fragmented issues such as flexible learning (Benckendorff 2007; Braun and Hollick 2006) and graduate competencies (Dimmock, Breen and Walo 2003). In the UK curriculum issues have been debated for over a decade and a national tourism curriculum was developed in 2000 in an effort to have tourism education recognised, and by corollary, to articulate its role and resourcing requirements with the British higher education system (Botterill and Tribe 2000). In Australia, there has been no such debate. Australia is lagging behind other countries when it comes to evaluating its TH curriculum and taking strategic actions to remain at the forefront of the field (Wang and Ryan 2007). Institutions in Europe are already undertaking self-reflective assessments and implementing change (Morrison and O'Mahony 2003). According to Reddy (2008), accreditation of business and management programs (within which many tourism programs are housed) will only grow in importance with global workforce mobility. By its very nature, TH education should be positioning itself to address impending debates about accreditation and quality assurance. The project will provide important outcomes (previously identified) that will competitively position Australian TH education into the future.

Need at a sector level: Australian TH education is fragmented, and has developed opportunistically by entrepreneurial program leaders supported by sympathetic university managers. This situation is changing. Current uncertainty about strategic directions and funding in the Australian university system, fed in part by a change in government in 2007, the Bradley Review (2008) and the Excellence in Research In Australia consultation paper (2008), are influencing how senior university managers view tourism and hospitality education within the context of broader decisions about what sort of students they want to attract, about how they market and brand their institution, and where tourism and hospitality education fits into their notions of teaching and research excellence. In some universities reviews are currently being undertaken or are about to be mounted (e.g. University of Queensland, Victoria University, Southern Cross University and La Trobe). Without clear guidelines and transparent, reliable evaluation of the curricula space, and without the support of an accrediting body, tourism and hospitality departments can only approach issues such as curriculum design, resourcing and management in a fragmented and reactive way. Moreover, it is often assumed that universities work together to address these issues and a funded research project is not necessary. This is not the case. Most tourism and hospitality departments are busy dealing with routine practices of admissions, articulation agreements, credit transfers, curriculum design, AQUA processes and so on. As a result, the opportunity and capacity to look outside and address strategic issues collaboratively has been limited. This project plays an important role in mapping the TH curricula space in readiness for these debates.

Need at the university level: In recent years, increased student mobility, growth in the number and type of TH education providers, skills shortages and expanding career

opportunities have driven the development of new relationships between VET providers and universities. As a result there has been increased demand for articulation agreements, credit transfers and international exchanges. Moreover, the overall increase in student diversity in terms of ethnicity, entry pathways, prior knowledge and experience has created additional challenges for managing issues such as student pathways and study plans, and deliberating on credit approvals and transfers. In this context there are significant challenges for program coordinators in ensuring students are graduating with the skill and knowledge sets that characterise their degrees. This project, through the clear articulation of the curricula space and the pathways within, will provide practical process level guidance for program coordinators to develop informed institutional-specific approaches and policies to such issues as credit transfers, articulations and student exchange arrangements.

In addition, the background research and the working and final reports generated from this project will provide important knowledge that will allow universities to adopt a more rigorous evidence-based approach to the internal policy and management of TH education. This project will provide much needed guidance on issues such as resourcing, WIL, curriculum renewal and program reviews for schools that are about to enter into such processes.

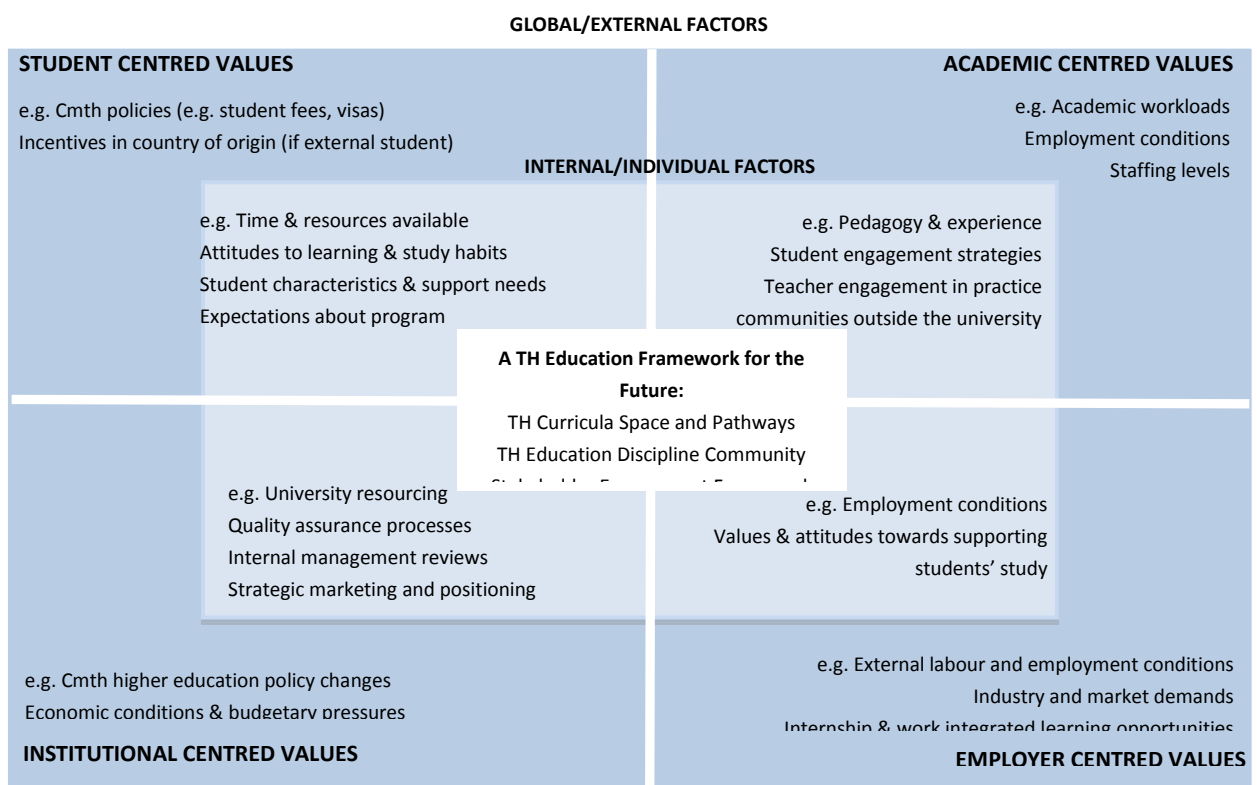
Value to four stakeholder groups: The outcomes of the project will also benefit four main stakeholder groups in TH education and promote the transfer of this knowledge between these groups:

- **University managers:** The knowledge generated will provide university managers with a better understanding of the complex needs and expectations of stakeholders in TH education and, as a result, improve evidence-based policy development in TH teaching and learning.
- **Educators:** Working papers, technical reports and the ALTC exchange website will provide information and guidance for academics involved in the writing of new units and in program revision. Educators will benefit from greater insights into the needs and aspirations of students and employers. This knowledge will empower academics to make changes to unit content and assessment to enhance alignment with industry and employer needs and student aspirations.
- **Students:** Students will benefit from the articulation of clearer understandings about the pathways through the TH curricula space, which will enable them to make more informed decisions about their choice of program and pathway. The information generated will empower students to make more informed decisions about, for example, the liberal versus vocational balance they seek. The understandings and insights generated by the project about the skills and knowledge that employers require will also help to inform and direct student pathways. Students' ability to engage constructively in curriculum and accreditation debates will also be enhanced.
- **Employers:** Employers will benefit from a clearer understanding of TH programs and the particular pathways they offer through the curricula space. Employers will also gain a better understanding of the graduate outcomes associated with various pathways. This will enable employer groups to participate more effectively in, for example, TH education reviews currently underway or proposed in several universities, and to target their participation in WIL initiatives. Students will also benefit from these improvements.

APPROACH

Botterill and Tribe (2000) use the term curricula space to denote the full range of knowledge, skills and attitudes that exist about TH education. For the purposes of this project, Figure 1 conceptualises the curricula space as a socially constructed domain formed from the interplay of the values and expectations of four key stakeholder groups: academics, students, institutions and employers/industry. Global/external and internal factors, shown in Figure 1, influence how these four stakeholder groups value and prioritise TH education issues and concerns, and hence, the pathways through this space. The interplay between stakeholder values and ebb and flow of priorities over time make the curricula space and the pathways within quite dynamic. The centre of Figure 1 conceptually illustrates a framework that acknowledges and balances the values and priorities of each stakeholder group, embraces the diversity of the space, and values an engaged, discipline based community in which curricula issues can be discussed.

Figure 1 – Stakeholder-centred values approach to the project



Drawing in part from Botterill and Tribe's (2000) initial research in the UK, this project maps how the aspirations, expectations and values of each stakeholder group come together to shape the TH educational pathways through the TH curricula space. Different institutions, driven by leaders (program coordinators) with different 'home disciplines' have created paths through this curricula space that represent what they, and their institution believe, to be a balanced TH education program. The balance between liberal and vocational knowledge is embedded but rarely questioned, and becomes the particular curriculum framing of each program. Our task is not to standardise or prescribe

curriculum content, but to identify the curricula space and value the curriculum frames within this space that address the needs of students, employers, university managers and academics. This process allows stakeholders to better understand curriculum content, what has been left in and out, and why. This information provides the basis for a deeper understanding of TH education offerings in Australia and recommendations that will better position the sector to enter into debates about accreditation.

This project will also utilize and build on existing knowledge and research generated in other ALTC projects. In particular, Beck and Clarke (2008) offer an approach to benchmarking in archaeology education that will be drawn upon, and the approach to visioning education in undergraduate psychology (Cranney, Provost, Katsikitis, Martin and Cohen 2008) and physiotherapy education (McMeeken, Webb, Krause, Grant and accreditation, Garnett 2005) provide useful frameworks. The case study by Boyle (2008) underpins the importance of developing truly engaged stakeholder networks in the development of this project, and influences the project management approach. The study by Patrick, Peach and Pocknee (2009) provides important implications in considering the role of WIL in TH education. While these studies are not directly related to the tourism and hospitality field they will inform this current project and provide a foundation for further advancement of knowledge. It is expected that the project approach and framework for stakeholder engagement will inform other similar debates in other professional/vocational fields such as naturopathy.

To this end, a multi-method data collection approach will be adopted that is divided into six key stages and 29 tasks to be undertaken over 2 years (see Appendix B for project timeline):

Stage 1-Project Initialisation

The first stage in this project involves the appointment of a Project Manager to assist the Project Leader (Task 1). A project team meeting will be convened as soon as possible after notification of the application's success (Task 2). This will involve running a face-to-face workshop at a time and place convenient for all members of the research team. The team members are not only the project's researchers; they hold key positions within the field and as such, possess important insights that will inform the first step of the project. They bring rich understandings and experiences that are important to capture, so this task will be organised into two parts: (1) the running of an expert focus group with the research team to identify core themes, issues and a draft framework for the project's outputs targeted to key users of the project's outputs; (2) to establish a project management framework wherein key tasks will be identified and delegated. The project team will also finalise membership of the Project Reference Group (Task 3). This group, made up of the project team, CAUTHE SIG members, THE-ICE, VET and employer representatives will be established and briefed (see suggested membership in Appendix C). Based on discussions at the project team meeting a communication and dissemination strategy will also be prepared (Task 4); the external evaluator will be identified and appointed, and the evaluation framework refined (Task 5).

An important aim within this initialisation stage is to establish a collaborative community of stakeholders. Attention will be given to setting up regular engaging contact with project team members, reference group and other stakeholders (see Boyle 2008). To this end, as part of the initialisation stage, basic program information and contact information

of program coordinators will be collected from all Australian TH higher education programs. These individuals will be invited to join the ALTC exchange website that will be set up to keep them updated about the project.

Stage 2-Literature Review

The Project Manager and Project Leader will lead the literature review (Task 6) in collaboration with the project team. From this, Working Paper No.1 will be produced (Task 7, Deliverable No.1). The literature review will help to determine key curriculum issues, concerns and values from the perspectives of employers, academics, students and senior university managers. The objectives of the literature review are, firstly, to produce Working Paper No. 1 that examines current literature on key issues and examines the situation (including opportunities and costs) in other countries where a national curriculum has been developed (e.g. in UK); second, to identify the audiences and possible uses, structure and presentation of the proposed guidelines for TH curriculum design so that they are useful to stakeholder groups (i.e. university managers, program conveners, academics, employers and labour market policy makers); and third, to develop and refine research tools (e.g. surveys, semi structured interview questions and focus group questions as appropriate). Following on from the literature review, an ethics application will be prepared (Task 8). Working Paper No. 1 will be disseminated via the ALTC Exchange website (Task 9) and a workshop delivered at the CAUTHE Conference (Task 10).

Stage 3-Data Collection & Analysis

This stage involves data collection and analysis of the current Australian TH education environment in terms of number and type of tourism and hospitality degrees, curricula space and paths that may be taken through this space. Addressing this objective requires a desktop study of Australian TH degree programs supplemented by interviews with program conveners (where further information is needed) (Task 11). This stage will enable the research team to (1) map the curricula space and identify particular TH frames or paths that are offered; and (2) to identify via semi-structured telephone interviews with TH program conveners, the issues, concerns and challenges that they currently face or are expecting to face in the future.

On-line survey instruments will be used to collect information from both academics and employers about their views, expectations and aspirations in relation to TH education (Tasks 12 & 13). The surveys will also collect information about the stakeholders themselves (e.g. employment, education and experience) to determine the frame or perspective from which they are responding.

Whilst it is also desirable to gather information about what students seek and expect from TH education, there are issues that impact upon our approach to collect such data. First, questions have been raised about the level of consumer awareness that students have in choosing their degrees (Hill 1995). Students may not be attuned to curriculum issues because of a lack of work and study experiences, especially in younger students. This means that they may not be able to give informed opinions about curriculum issues. Based on this research, the views of final year undergraduates and graduates will be obtained via in-class (the preferred method) and on-line surveys, as they are likely to be

more reflective and offer greater insights than new students (Task 14). Another group of stakeholders that may be difficult to access are senior university managers. This group may not respond to an online survey, so short semi-structured interviews are proposed as a means of eliciting their views on TH education (Task 15). We will also seek to capture some information about senior managers' values, concerns and expectations through questions directed to the program conveners (See Task 9). This information will provide important baseline data that informs the remainder of the study and may be used in future studies. The work of project team members Maree Walo and Michele Day will be drawn upon in this stage, as they currently finalising a university teaching fellowship project examining TH student experiences.

After data collection, analyse all data and information collected to produce a comprehensive assessment of TH curricula space and current pathways. This analysis will form Working Paper No. 2 (Task 16, Deliverable No.2). These pathways will then be analysed in terms of the issues, concerns and opportunities raised by stakeholder groups with a view to developing curriculum guidelines that achieve the goals and aspirations of the stakeholder groups. From this analysis, an evaluation of the data collection process will also be undertaken to identify any gaps or shortcomings in the data collected. Supplementary actions will be initiated to address any gaps (Task 17).

Stage 4-Development of curricula guidelines including articulations with the VET sector, credit approvals, transfers and university exchanges

At this stage the research team will again meet face-to-face. The Project Team will hold a working session to discuss review findings and draft initial curricula guidelines. These guidelines will provide a values-based framework and are not intended to be prescriptive. The process used to develop the guidelines will be a consultative approach that will pass through several stages of consensus building. Drawing from the data and analysis in the previous stage, a document that identifies the TH curricula and pathways will be developed (Task 18, Deliverable No.3). This document will address the issues identified in stages 1, 2 and 3 to develop a framework for strategic and procedural level guidance as discussed above. This framework will be thoroughly workshopped with the Project Team. This is not only an internal evaluation mechanism but provides the opportunity for the first round of consensus building within the project team (Task 19). The guidelines will then be workshopped with the Project Reference Group as an external evaluation mechanism (Task 20). This is a second round of consensus building with the reference group. The guidelines will then be presented at the 2011 CAUTHE conference in Adelaide (Task 21, Deliverable No.4). The CAUTHE conference is the largest and pre-eminent annual gathering of Australian and international academics in Australia. CAUTHE has a special interest group (SIG) in education, and it is proposed to use selected members of this SIG (who are not members of this project team) on the project reference group. A focus group will be organised at which the findings will be presented and a third round of consensus building will be undertaken. A structured feedback protocol will be developed for focus groups so that feedback can be collected, collated and responded to in a structured way. The project team will incorporate this feedback prior to consultation.

Stage 5-Consultation

The targeted feedback, evaluation and consensus building undertaken in the previous stage is used to refine the guidelines, which, in this stage, are opened to wider consultation. A revised Working Paper No. 3 will be made available on the ALTC website (Task 22). Interested parties will be invited to provide feedback via a targeted proforma or in an open-ended format. Industry events and opportunities will be identified wherein the project can be disseminated to employers and peak industry groups (Task 23). The feedback of these groups is important, and so a strategy will be used that takes strategic advantage of the industry contacts and knowledge that some research team members have. It is proposed to liaise with industry contacts to identify one or two industry conferences or meetings wherein the researchers can present findings and solicit targeted, structured feedback. At this stage the independent evaluator will be provided with these evaluations for the purposes of formative feedback (Task 24).

Stage 6-Finalisation & Dissemination

In this stage, the technical report will be finalised based on feedback received and will be distributed in accordance with the communication and dissemination plan (Task 25, Deliverable No.5). The Project Manager will ensure that the findings of the report are disseminated to the Project Reference Group, THE-ICE, employer groups and other interested stakeholders.

Information sheets will also be produced that can be made available for download from university and employer websites and from popular career sites such as the Australian government careers website (Task 26, Deliverable No.6). Given the diversity of the student body, students are harder to access and solicit feedback from. It is proposed to add entries to Wikipedia, a popular site that would be 'hit' if students 'Google' their career interests (Task 27). In disseminating the results of the project, the Project Manager will undertake a brief semi-structured telephone evaluation of all stakeholders, contacts and other interested parties (a record of which will be kept for the duration of the project) to assess the utility of the outputs and current/known and future potential impacts of the project. This evaluation will form part of the summative evaluation of the project.

Ongoing dissemination of the project will include maintenance of the ALTC Exchange website (in-kind support provided by the SCU tourism research centre), through academic articles and conference presentations (Task 28, Deliverables No.7 and No.8). Where appropriate opportunities exist, applications for professional awards of excellence, presentations at ALTC symposiums and L&T seminars will also be made. In this final stage, the independent evaluator will also finalise their report on the project (Task 29).

DELIVERABLES AND OUTCOMES

This project will produce the following deliverables:

1. Working Paper 1 – Literature Review (June 2010)
2. Working Paper 2 – Situation Analysis of TH Education in Australian Higher Education (December 2010)
3. Working Paper 3 – Guidelines (Draft in March 2011; Revised Consultation Ready Guidelines in June 2011; Finalised September 2011)

4. Preliminary dissemination and consultation workshop at CAUTHE 2010 Hobart conference and a dissemination and presentation of the final report at CAUTHE 2011 Adelaide conference (February 2010; February 2011)
5. Technical Report to ALTC (December 2011)
6. Information Sheets for employers which can be made available from university websites, The-ICE website and the ALTC exchange website. They will also be distributed to employers for their use and distribution. (Ongoing, final in December 2011)
7. ALTC Exchange website providing a central information and resource point for university managers, program conveners and academics. (On-going)
8. Academic papers in journals and conferences. (On-going)

The outcomes from the project will inform evidence-based discussion around a range of issues of emerging and continuing importance in the Australian TH education sector. These issues include (1) the need to clarify and better understand the balance between liberal and vocational education available in Australia in the light of increasing domestic and international competition by a variety of tertiary and non-tertiary education providers; (2) the need to address the demands of an increasingly diverse study body in terms of ethnicity, experience, background, goals and aspirations and maturity and the level of vocational versus liberal education experience they seek; (3) the growth in student demand for WIL and employer demand for work ready graduates which has implications for the vocational/liberal education balance; and (4) growing interest in accreditation and other quality assurance mechanisms as a means of distinguishing programs and the learning experiences on offer.

The project will also address an important strategic issue within the TH education sector. It will provide a framework that enables TH programs to distinguish and clearly articulate their strengths and position within the TH curricula space. This will enable students seeking different learning experiences to make more informed choices about their course of study and career pathways. Educators, employers and university managers will also benefit from this clarity.

PROJECT MANAGEMENT

A draft project management framework and the timing of deliverables are shown in Appendix B - Project Timeline, Tasks and Deliverables.

Establishing the project. The Project Team has a strong commitment to excellence in TH education as evidenced by their academic and service positions and awards. This means they are busy people. Upon notification of the success of this grant application, the Project Leader will take immediate steps to employ a Project Manager in consultation with the project team. The Project Manager will be located at Southern Cross University. Most of the researchers in the project team know each other and have worked together before. With respect to this project, researchers have already met several times in subgroups to discuss the project, and are all committed and aligned to the project's aim and objectives. However, it is important to establish a clear working relationship within the bounds of this project, to establish ownership and consensus about the audience, and

the use/dissemination of the deliverables. To achieve this, a face-to-face meeting will be organised with all group members in the project initialisation phase at a convenient location. This is essential in setting up a detailed project management framework and communication strategy (identified in Stage 1 above).

Managing the team. Dianne Dredge, the Project Leader, will take ultimate responsibility for the project. The Project Manager will be responsible for the day-to-day running of the project including setting up and maintaining an active communication network with the team and the stakeholder communities. Regular team meetings will be held using Skype, Elluminate or other similar conferencing software. The Project Leader and the Project Manager will meet every two weeks to plan and review progress. The Project Leader, the Project Manager and the Project Team are the core personnel in the project. Communication amongst the team will be via email, telephone and teleconference. Face-to-face meetings will be held at least twice per year and, where possible, will take advantage of travel undertaken on a regular basis by team members for other purposes (e.g. conferences, research).

The tasks and input from various team members takes into account expertise, positions within the professional field as well as university position, and the opportunities for advocacy they are able to bring to engage certain stakeholder groups. Subject to discussion in Stage 1 the following tasks have been identified:

- Dianne Dredge (SCU)– Project Manager; ethics application; data collection manager; co-ordinate dissemination.
- Pierre Benckendorff (JCU) – Data collection with university managers, students; dissemination with students and managers.
- Michele Day (SCU) - Data collection with students; dissemination with teachers and students/alumni.
- Michael Gross (UniSA)– Data collection with university managers, students, employers; dissemination to students, professional bodies and employers
- Maree Walo (SCU) – Data collection with students; dissemination to students industry/employers groups.
- Paul Weeks (SCU) – Data Collection with industry/employers stakeholder groups; dissemination to employers/industry groups
- Paul Whitelaw (VU) - Data collection with students, teachers; dissemination teachers and professional bodies.

Financial and staff management. From time to time casual research staff will be required to undertake specific tasks to support the project. Depending on the timing of tasks, this casual work will vary and will likely be needed at participating institutions where team members are undertaking specific tasks. A detailed budget disbursement plan will be developed in Stage 1. Each Team Member will be required to commit to this plan and contribute to progress reports as required. From time to time team members will be required to undertake specific components such as data collection, and they may need a casual RA. Funds will be disbursed from the lead institution (SCU) to the project team member's institution for the completion of this task and for the purposes of travel and other costs. The disbursement amounts will be finalised after the initialisation stage,

when a clearer idea about the distribution of tasks and the RA support needed is discussed. Project team members will be required to provide a brief half yearly report that provides details about tasks completed, progress and expenditure.

Reference Group. A Project Reference Group will be set up. The role of this Group is to provide external advice and feedback on the project's content, design, progress and outputs. The Project Reference Group will comprise key members who can lend expertise and insights into the project's development and will include members of the academic community, the TH industry, VET sector and peak bodies (see Attachment C). It is proposed that this group meets twice a year (4 times in total). Structured focus group sessions will provide feedback on content and design of various milestones, and written evaluations from individuals will provide summative evaluation of the value of the project.

Project Collaboration. The Project Team has a strong commitment to teamwork, sharing of information and building innovation into their teaching. Regular team collaboration will take place via a monthly teleconference with a brief 6 monthly reporting proforma. Face to face meetings will be planned well in advance twice/year and taking into account opportunities presented by other travel. The CAUTHE conferences will provide important opportunities for face-to-face meetings. The project will take advantage of the roles and responsibilities that different team members have in their positions, to add value and credibility to the project (see Appendix C).

Evaluation Framework. Opportunities for both internal and external evaluation and formative and summative evaluation are embedded within the project's development and take into account the ALTC Evaluation Framework developed by Chesterton & Cummings (2007). A robust, detailed evaluation framework will be developed in Stage 1- Project Initialisation.

Formative evaluation will be incorporated into every stage of the project and is designed to improve and refine project goals, methodology and management over the course of the project. **Internal formative evaluation** via monthly teleconferences (minutes will be kept) and half yearly ALTC reporting will provide formative evaluation of progress, content, design and deliverables. There is a variety of **external formative evaluation** mechanisms incorporated into the project: in Stage 1 the external reference group will provide feedback on the project goals, methodology and management; in Stage 2 the literature review will be presented and feedback sought at 2010 CAUTHE conference participants; in Stage 3 analysis of data will be used to refine the parameters within which the guidelines are developed and the external reference group will also provide feedback; in Stage 4 and 5 a collaborative consensus building approach provides external feedback and revision of the draft guidelines. Structured focus group discussions will evaluate the content and development of project deliverables. All working papers progressively developed will have an invitation to comment and a semi structured evaluation sheet included. The team members will also actively engage with members of their own departments, in forums run within their universities and in conferences and seminars as appropriate, collecting semi-structured feedback and documenting comments. The results of internal and external formative evaluation will be discussed with the ALTC project manager during the project's development.

Internal summative evaluation will be undertaken in Stage 6 during the production of the final technical report. Project members will be required to comment on the overall value of the project, its methodology and identify what changes (current and future) will eventuate within their institution (and others if appropriate) as a result of this project.

External summative evaluation will be undertaken in Stage 6 of the project. Reference group members will receive an email survey (and follow up telephone call) seeking feedback on the value of the project and the utility of its outcomes in general and in their particular context; its use and significance to target audiences; and the value of collaboration and consensus building incorporated into the project methodology. External stakeholder evaluation will also be pursued via an email to members of the ALTC website (with telephone follow up) and with participants involved in focus groups, surveys and other data collection. A summary of both formative and summative evaluations will be included in the final report to the ALTC and the independent evaluator.

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5. Copies of survey tools



Default Question Block

This survey seeks your views about the tourism, hospitality and events curriculum space in Australia. The survey is part of a multi-stakeholder data collection process designed to capture a range of perspectives on how tourism, hospitality and events programs are delivered. The work is part of an **ALTC-funded project** titled "Building a stronger future: balancing professional and liberal education ideals in tourism and hospitality education".

The survey should take less than **20 minutes** to complete and we would really appreciate your perspectives on a range of curriculum issues. When providing answers, please do so **from your own perspective** and not the perspective of your institution or organisation. This survey is only concerned with **undergraduate** programs. (i.e. bachelor's programs).

This study adheres to the Guidelines of the ethical review process of The University of Queensland. Whilst you are free to discuss your participation in this study with project staff (contactable on 3346 7089), if you would like to speak to an officer of the University not involved in the study, you may contact the Ethics Officer on 3365 3924. Your participation is entirely voluntary and all questions are optional. All answers are confidential and can in no way be linked to your personal details. By taking the survey you are giving consent to be part of this research. More information about the project can be found at: <http://www.tourismhospitalityeducation.info/>

Click the **NEXT** button to commence the survey. Clicking the NEXT button on the bottom of each page will save your responses for that page and if you are interrupted you should be able to return to the same computer at a later time to continue the survey.

SECTION 1: BACKGROUND INFORMATION

What is your gender?

- ☐ Male
☐ Female

Which institution do you currently work for?

Which of the following best fits your appointment?

- ☐ Full time
☐ Part time
☐ Casual
☐ Non-academic with teaching/research responsibility
☐ Other

What is your highest academic qualification?

- ☐ Bachelor
☐ Master
☐ PhD
☐ Diploma
☐ Certificate
☐ No academic qualification
☐ Other

Which one of the following is closest to your own foundation field or discipline of study?

- | | |
|---|---|
| ☐ Architecture/building/real estate | ☐ Management and commerce |
| ☐ Creative arts | ☐ Maths/information technology |
| ☐ Economics | ☐ Medicine/health |
| ☐ Education | ☐ Science- biological |
| ☐ Events management | ☐ Science- physical |
| ☐ Hospitality | ☐ Social and behavioural sciences |

- ☐ Humanities
- ☐ Law
- ☐ Leisure management

- ☐ Sports management
- ☐ Tourism management
- ☐ Other

Which of the following areas does your teaching focus on?

- ☐ Tourism
- ☐ Hospitality
- ☐ Events
- ☐ Other

On average, how many peer-reviewed papers do you produce per year?

- ☐ None
- ☐ 1 to 2
- ☐ 3 to 5
- ☐ 6 to 10
- ☐ More than 10

Which of the following levels is closest to your current academic position?

- ☐ Level A (e.g. Associate Lecturer, Assistant Professor)
- ☐ Level B (e.g. Lecturer)
- ☐ Level C (e.g. Senior Lecturer)
- ☐ Level D (e.g. Associate Professor)
- ☐ Level E (e.g. Professor)
- ☐ Other

How long have you been an educator?

- ☐ Less than a year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11+ years

How many years of practical experience do you have working in tourism, hospitality or related industries?

- ☐ None
- ☐ Less than a year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11+ years

Do you currently occupy one or more of the following positions? (Select all that apply)

- ☐ First Year Advisor
- ☐ Dean
- ☐ Head of School
- ☐ Convenor/Coordinator of a program
- ☐ Convenor/Coordinator of an individual unit/course/subject
- ☐ Director/Chair of Teaching and/or Learning

SECTION 2: PROGRAM DEVELOPMENT

Which of the following stakeholders have the biggest impact on the development of your programs in tourism, hospitality & events?

- ☐ Teaching Staff
- ☐ University Leaders
- ☐ Industry
- ☐ Students

☐ Other

SECTION 3: LIBERAL & VOCATIONAL EDUCATION

A key debate in the tourism and hospitality education literature concerns program content, and particularly the balance between vocational/professional and social science/humanities knowledge and skill development in undergraduate degrees. This section seeks information about your views on undergraduate tourism and hospitality degree content.

When considering the importance of the various items on the following pages, please indicate what you **personally** think is important. Then, when reconsidering each statement in terms of **emphasis** please evaluate the level of emphasis you feel the **undergraduate** programs offered by \${q://QID3/ChoiceTextEntryValue} places on each item..

Please use the scales below to indicate how you perceive the program offerings at \${q://QID3/ChoiceTextEntryValue}

Practical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Theoretical
Vocational focus	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Broad education
Industry focus	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Academic focus
Competency-based	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Knowledge-based
Learning by thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Learning by doing
Abstract thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Concrete experiences
Technical application of skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Critical & creative application of skills
Simple concepts & practical knowledge	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Complex concepts, creative solutions, critical knowledge

Please consider each of the statements below, keeping in mind that the curriculum space is often crowded and that some items may be less important than others

- First, indicate how **important** you feel each item is for developing well rounded graduates
- Second, please indicate the **level of emphasis** you feel the undergraduate programs offered by \${q://QID3/ChoiceTextEntryValue} places on each item.

	Importance	Emphasis
Students are encouraged to read, reflect and critically develop their own theories about tourism, hospitality and events and apply these in practical situations		
Students are encouraged to develop technical competency in applying methods and processes to manage tourism, hospitality and events		
Students are encouraged to be widely read and understand relevant theories in tourism and related disciplines		
Students are given the technical skills and learn how to apply them in different situations and contexts		
Students develop and apply important values such as ethics, stewardship, knowledge, professionalism and mutuality		
Students are encouraged to apply theory to real tourism, hospitality and events settings		
Students are provided with a critical knowledge about the impacts of tourism, hospitality and events		
Students receive practical skills and training in communication, problem solving and interpersonal skills.		
Students are equipped with the skills necessary for reflection and lifelong learning		
Students are encouraged to read, reflect and develop creative solutions to applied problems		

	Importance	Emphasis
Students are encouraged to think outside the square to solve practical problems creatively		
Students should understand tourism, hospitality and events from multiple disciplinary perspectives		

The following list represents a range of **graduate attributes** that may be developed by tourism, hospitality and events studies. keeping in mind that the curriculum space is often crowded and that some graduate attributes may be less important than others, please indicate

- the importance of the graduate attribute in preparing students for a career in tourism, hospitality or events
- the level of emphasis you feel the undergraduate programs offered by \${q://QID3/ChoiceTextEntryValue} places on each graduate attribute.

	Importance	Emphasis
Understanding of the wider world and society, including understanding the industry as well as impacts of tourism, hospitality and events and the environments in which these industries are embedded		
Understanding tourism, hospitality and events from a multidisciplinary perspective (including sociology, philosophy, psychology, anthropology, economics natural sciences, etc.)		
Developing transferable skills such as lifelong learning, creativity, critical and flexible thinking, and social skills		
Thinking critically and creatively about the future of tourism, hospitality & events, including stewardship and personal responsibility to take part in the creation and shaping of the future of these industries		
Understanding sustainability and ethical responsibilities		
Preparing students for future employment		
Developing management, leadership and entrepreneurial skills		
Understanding how to use information technologies for tourism, hospitality and events		

The following list represents a range of **skills** that may be developed by tourism, hospitality and events studies. keeping in mind that the curriculum space is often crowded and that some skills may be less important than others, please indicate

- the importance of the skill in preparing students for a career in tourism, hospitality or events
- the level of emphasis you feel the undergraduate programs offered by \${q://QID3/ChoiceTextEntryValue} places on the development of each skill.

	Importance	Emphasis
Capacity for analysis and synthesis		
Capacity for applying knowledge in practice		
Planning and time management		
Basic general knowledge in the field of study		
Grounding in basic knowledge of the profession in practice		
Technical and job related skills		
Customer service skills		
Oral and written communication		
Knowledge of a second language		

	Importance	Emphasis
Computing skills		
Research skills		
Capacity to learn		
Ability to retrieve and analyse information from different sources		
Reflection and self-critical abilities		
Capacity to adapt to new situations		
Capacity for generating new ideas		
Problem solving		
Decision-making		
Teamwork		
Interpersonal skills		
Leadership		
Ability to reflect on performance and actions		
Ability to work in an interdisciplinary team		

The following list represents a range of **subject areas** that may be delivered as part of tourism, hospitality and events studies. keeping in mind that the curriculum space is often crowded and that some subject areas may be less important than others, please indicate

- the importance of each subject area in preparing students for a career in tourism, hospitality or events
- the level of emphasis you feel the undergraduate programs offered by \${q://QID3/ChoiceTextEntryValue} places on each subject area.

	Importance	Emphasis
Accounting, finance and economics (including tourism economics)		
Business management (including HR management, organisational behaviour, management concepts, entrepreneurship and strategic management)		
Marketing (including mainstream marketing, tourism/hospitality/events marketing, sponsorship and public relations)		
Consumer behaviour (including tourist and visitor behaviour)		
Sustainable tourism, hospitality and/or events (including ecotourism, responsible tourism, ethics, corporate social responsibility)		
Tourism Management (including management of services, destinations, risk & crises)		
Hospitality Management (including management of services, operations, food & beverage, club and gaming)		
Event Management (including event design and operations management)		
Employment Skills (including professional development and workplace relations issues for tourism, hospitality & events)		
Research Skills (including research methods and statistical analysis)		
Culture & society (including cultural tourism, tourism and society)		

	Importance	Emphasis
Law (including business law and commercial law)		
Information and communication technologies (including information systems)		
Communication practices/principles and customer service		

SECTION 4: TEACHING - RESEARCH NEXUS

Please indicate how strongly you agree with the following statements about the links between teaching and research at

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
There is a strong link between undergraduate teaching and research	☐	☐	☐	☐	☐
I frequently use examples from my research in undergraduate teaching	☐	☐	☐	☐	☐
There is a strong emphasis in the curriculum on students conducting their own research	☐	☐	☐	☐	☐
Student assessment is geared around existing research projects	☐	☐	☐	☐	☐
Students have an opportunity to become involved in existing research projects	☐	☐	☐	☐	☐
Students are invited to research seminars	☐	☐	☐	☐	☐
Students are encouraged to read scholarly research papers and to incorporate these into their assessment	☐	☐	☐	☐	☐
Students are encouraged to liaise with industry through research projects and assessment	☐	☐	☐	☐	☐

Do you have any further comments about the tourism, hospitality and events curriculum space?

ALTC TOURISM, HOSPITALITY & EVENT STUDENT SURVEY

This survey seeks your views about the tourism, hospitality and events curriculum space in Australia. The survey is part of a multi-stakeholder data collection process designed to capture a range of perspectives on how tourism, hospitality and events programs are delivered. The work is part of an ALTC-funded project titled *Building a stronger future: balancing professional and liberal education ideals in tourism and hospitality education*. More information about the project can be found at: <http://www.tourismhospitalityeducation.info/>



Promoting excellence in higher education

This survey focuses on identifying student-centred values towards liberal and vocational centred learning. The survey should take less than 20 minutes to complete and we would really appreciate your perspectives on a range of education issues. This survey is only concerned with undergraduate programs (i.e. bachelor's programs).

SECTION 1: Background Information

Read each question and mark your answers by filling the circles like this: ●

1. What is your gender?

- ☐ Female
☐ Male

2. In what year were you born?

	1	9		
0	☐	☐	☐	☐
1	☒	☐	☐	☐
2	☐	☐	☐	☐
3	☐	☐	☐	☐
4	☐	☐	☐	☐
5	☐	☐	☐	☐
6	☐	☐	☐	☐
7	☐	☐	☐	☐
8	☐	☐	☐	☐
9	☐	☒	☐	☐

3. Fill the circle for any of the following that apply to you:

- ☐ I am studying part-time
☐ I am an Aboriginal or Torres Strait Islander Student
☐ I have a scholarship to support my studies
☐ I have more than one job
☐ I was born overseas
☐ English is not my first language
☐ I am studying externally/off-campus
☐ I am an international student studying in Australia
☐ I am an international student studying offshore/outside Australia
☐ Prior to my studies I lived in a rural or remote area
☐ No one else in my immediate family has complete a degree before (i.e. mother, father, siblings)
☐ I am caring for dependants while studying (i.e. children, a partner, parents)

4. If you were born overseas, how many years have you lived in Australia? years

5. What is the name of the institution you have most recently graduated from or are currently studying at?

.....

6. What is the title of the degree you have most recently completed or are currently completing?

.....

7. How many years of study have you completed so far towards your current degree?

- ☐ One year
☐ Two years
☐ Three years
☐ Four years
☐ More than four years

8. What year did you graduate or when are you planning to graduate?

9. What is your current employment status?

- ☐ Working full time in a position related to my degree
☐ Working full time in a position not related to my degree
☐ Working part time in a position related to my degree
☐ Working part time in a position not related to my degree
☐ Further study
☐ Looking for my first job
☐ Unemployed, but have previously been employed
☐ Neither employed nor looking for employment
☐ Other (please specify):

10. How many different employers have you had?

- ☐ None
☐ One
☐ Two
☐ Three
☐ Four
☐ Five
☐ More than five

11. Please describe your ideal job:

.....

.....

SECTION 2: Work & Other Commitments

The following questions are for students who are doing paid work while studying. If you are not doing paid work please skip to SECTION 3.

12. On average, how many hours do you work per week?

- ☐ Under 10 hours
- ☐ 10 to 19 hours
- ☐ 20 to 29 hours
- ☐ 30 hours or more

13. What is the size of the organization you work for?

- ☐ Under 5 employees
- ☐ 5 to 20 employees
- ☐ 21 to 200 employees
- ☐ Over 200 employees

14. How many years have you worked for your current employer? years

15. What sector do you work in?

- ☐ Retail
- ☐ Tourism/hospitality/events
- ☐ Education/childcare
- ☐ Mining/construction
- ☐ Trades
- ☐ Administration/clerical
- ☐ Health services
- ☐ Other (please specify):

16. Please indicate your **level of agreement** with each of the following statements about **work and study**.

	STRONGLY DISAGREE						STRONGLY AGREE					
I can apply my academic studies to my job	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I can apply my job experience to my academic studies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Working helps me better understand concepts discussed in class	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My job has a positive effect on my academic studies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Working while studying has enriched my educational experience	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
The degree I am studying is related to my job	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My job helps me to learn about the 'real world'	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My job helps me to understand the world of work	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My job helps me to understand how a business is run	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My job helps me to understand the political nature of operating in the real world	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My job helps me to understand multiple points of view and ways of looking at an issue	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My job has been good for my self-development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
It is necessary for me to work while studying because my studies do not provide me with the full set of skills I need for a career in tourism, hospitality or events.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
My paid work helps me develop skills relevant to my future career	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

17. Consider a typical 7-day week. Please estimate how much time you **actually** spend on each of the following tasks and how much time you would **ideally** like to spend on each task.

	I ACTUALLY spend	IDEALLY, I would like to spend...
Course contact (i.e. lectures, tutorials etc.)	 hours	 hours
Using the web for study/research	 hours	 hours
Group work	 hours	 hours
Private study	 hours	 hours
Course readings	 hours	 hours
Paid work	 hours	 hours
Volunteer work	 hours	 hours
Social & extra-curricular activities (e.g. sport, music)	 hours	 hours
Family commitments	 hours	 hours
Using the library	 hours	 hours

SECTION 3: Liberal & Vocational Education

A key debate in the tourism and hospitality education literature concerns program content, and particularly the balance between vocational/professional and social science/humanities knowledge and skill development in undergraduate degrees. This section seeks information about your views on undergraduate tourism and hospitality degree content.

When considering the **importance** of the various items on the following pages, please indicate what you **personally** think is important. Then, when reconsidering each statement in terms of **emphasis** please indicate how much emphasis **your own studies** have placed on each item.

18. Please use the scales below to indicate how you perceive the **skills and competencies** developed by your studies.

Practical	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Theoretical
Vocational focus	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Broad education
Industry focus	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Academic focus
Competency-based	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Knowledge-based
Learning by thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Learning by doing
Abstract thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Concrete experiences
Technical application of skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Critical & creative application of skills
Simple concepts & practical knowledge	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Complex concepts, creative solutions, critical knowledge

19. Please consider each of the statements below, keeping in mind that degrees are often crowded and that some items may be less important than others

- First, indicate how **important** you feel each item is for developing well rounded graduates in your profession
- Second, please indicate how much **emphasis** your own studies have placed on each item

[illegible]

20. The following list represents a range of **graduate attributes** that may be developed by tourism, hospitality and events studies. Keeping in mind that degrees are often crowded and that some graduate attributes may be less important than others, please indicate:

- How **important** you feel each attribute is for work in your profession
- How much **emphasis** your own studies have placed on each attribute

[illegible]

21. The following list represents a range of **skills** that may be developed by tourism, hospitality and events studies. Keeping in mind that degrees are often crowded and that some graduate attributes may be less important than others, please indicate

- How **important** you feel each skill is for work in your profession
- How much **emphasis** your own studies have placed on each skill

[illegible]

22. The following list represents a range of **subject areas** that may be delivered as part of tourism, hospitality and events studies. Keeping in mind that the curriculum space is often crowded and that some subject areas may be less important than others, please indicate:

- How **important** you feel each subject area is for work in your profession
- How much **emphasis** your own studies have placed on each subject area

	IMPORTANCE						EMPHASIS					
	NOT AT ALL IMPORTANT			VERY IMPORTANT			NO EMPHASIS			VERY STRONG EMPHASIS		
Accounting, finance & economics (including tourism economics)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Business management (i.e. HR management, organisational behaviour, management concepts, entrepreneurship and strategic management)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Marketing (i.e. mainstream marketing, tourism/hospitality/events marketing, sponsorship & PR)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Consumer behaviour (i.e. tourist and visitor behaviour)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sustainable tourism, hospitality and/or events (i.e. ethics, ecotourism, responsible tourism, corporate social responsibility)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Tourism Management (including management of services, destinations, risk & crises)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Hospitality Management (including management of services, operations, food & beverage, club and gaming)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Event Management (including event design and operations management)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Employment Skills (i.e. professional development and workplace relations issues for tourism, hospitality & events)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Research Skills (including research methods and statistical analysis)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Culture & society (including cultural tourism, tourism and society)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Law (including business law and commercial law)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Information and communication technologies (including information systems)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Communication practices/principles and customer service	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

23. How adequately has the education you have received at your institution prepared you for your future?

- ☐ Very Inadequate
- ☐ Inadequate
- ☐ Somewhat Inadequate
- ☐ Somewhat Adequate
- ☐ Adequate
- ☐ Very Adequate

24. Do you have any further comments about undergraduate tourism, hospitality and events education in Australia?

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.....

.....

.....

.....

Thank you for participating in our survey and best wishes for your career in tourism, hospitality & events

ALTC TOURISM, HOSPITALITY & EVENT INDUSTRY SURVEY

This survey seeks your views about the tourism, hospitality and events curriculum space in Australia. The survey is part of a multi-stakeholder data collection process designed to capture a range of perspectives on how tourism, hospitality and events programs are delivered. The work is part of an ALTC-funded project titled *Building a stronger future: balancing professional and liberal education ideals in tourism and hospitality education*. More information about the project can be found at: <http://www.tourismhospitalityeducation.info/>



Promoting excellence in higher education

This survey focuses on identifying industry-centred values towards liberal and vocational centred learning. The survey should take less than 20 minutes to complete and we would really appreciate your perspectives on a range of education issues. This survey is only concerned with undergraduate programs (i.e. bachelor's programs).

SECTION 1: Background Information

Read each question and mark your answers by filling the circles like this: ●

1. What is your gender?
 - ☐ Female
 - ☐ Male
2. Which one of the following best describes your organisation's role in the tourism, hospitality or events industries?
 - ☐ Tourism business
 - ☐ Hospitality business
 - ☐ Events business
 - ☐ Public service/government department or agency
 - ☐ Research organisation/consultancy
 - ☐ Education
 - ☐ Other
3. What is your position?
 - ☐ Owner
 - ☐ General Manager
 - ☐ Operations
 - ☐ Human Resources
 - ☐ Marketing/PR
 - ☐ Department head
 - ☐ Finance
 - ☐ Other
4. How many years of experience do you have in the tourism, hospitality or events sectors?
 - ☐ Less than a year
 - ☐ 1-5 years
 - ☐ 6-10 years
 - ☐ 11+ years
5. Do you have formal education qualifications specifically in tourism/hospitality or events?
 - ☐ Yes
 - ☐ No
6. What is the highest level of education you have attained
 - ☐ Secondary school
 - ☐ TAFE or college certificate/diploma
 - ☐ Undergraduate bachelors qualification
 - ☐ Postgraduate masters qualification
 - ☐ Postgraduate PhD qualification
 - ☐ Secondary school
 - ☐ TAFE or college certificate/diploma
 - ☐ Undergraduate bachelors qualification
7. Number of employees in your organisation:
 - ☐ Non employing business
 - ☐ Less than 5 employees
 - ☐ 6-20 employees
 - ☐ More than 20 employees but less than 200 employees
 - ☐ More than 200 employees
8. Do you have any employees with tertiary bachelor-level qualifications in tourism/hospitality/events?
 - ☐ Yes
 - ☐ No
9. How effective have you found tertiary bachelor-level degrees in preparing your tourism/hospitality/event employees for working in your company?
 - ☐ Very Ineffective
 - ☐ Ineffective
 - ☐ Somewhat Ineffective
 - ☐ Somewhat Effective
 - ☐ Effective
 - ☐ Very Effective

SECTION 2: Liberal & Vocational Education

10. Please use the scales below to indicate how you perceive the **skills and competencies** of the graduates you employ.

Practical           Theoretical

Practical	☐	☐	☐	☐	☐	☐	☐	☐	☐	Theoretical
Vocational focus	☐	☐	☐	☐	☐	☐	☐	☐	☐	Broad education
Industry focus	☐	☐	☐	☐	☐	☐	☐	☐	☐	Academic focus
Competency-based	☐	☐	☐	☐	☐	☐	☐	☐	☐	Knowledge-based
Learning by thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	Learning by doing
Abstract thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	Concrete experiences
Technical application of skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	Critical & creative application of skills
Simple concepts & practical knowledge	☐	☐	☐	☐	☐	☐	☐	☐	☐	Complex concepts, creative solutions, critical knowledge

- First, indicate how **important** you feel each item is to undergraduate degrees in tourism, hospitality & events
- Second, please indicate how **effectively** the undergraduate degrees offered by universities and other institutions

- Second, please indicate how **effectively** the undergraduate degrees offered by universities and other institutions are performing on each item

[illegible]

- the **importance** of the graduate attribute in preparing students for a career in tourism, hospitality or events
- how **effective** the undergraduate degrees offered by universities and other institutions are in developing each graduate attribute

[illegible]

- the **importance** of the skill in preparing students for a career in tourism, hospitality or events
- how **effective** the undergraduate degrees offered by universities and other institutions are in developing each skill

[illegible]

14. The following list represents a range of **subject areas** that may be delivered as part of tourism, hospitality and events studies. Keeping in mind that the curriculum space is often crowded and that some subject areas may be less important than others, please indicate:
- the **importance** of each subject area in preparing students for a career in tourism, hospitality or events
 - how **effective** the undergraduate degrees offered by universities and other institutions are at developing each subject area

	IMPORTANCE						EFFECTIVENESS					
	NOT AT ALL IMPORTANT			VERY IMPORTANT			VERY INEFFECTIVE			VERY EFFECTIVE		
Accounting, finance & economics (including tourism economics)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Business management (i.e. HR management, organisational behaviour, management concepts, entrepreneurship and strategic management)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Marketing (i.e. mainstream marketing, tourism/hospitality/events marketing, sponsorship & PR)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Consumer behaviour (i.e. tourist and visitor behaviour)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sustainable tourism, hospitality and/or events (i.e. ethics, ecotourism, responsible tourism, corporate social responsibility)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Tourism Management (including management of services, destinations, risk & crises)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Hospitality Management (including management of services, operations, food & beverage, club and gaming)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Event Management (including event design and operations management)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Employment Skills (i.e. professional development and workplace relations issues for tourism, hospitality & events)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Research Skills (including research methods and statistical analysis)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Culture & society (including cultural tourism, tourism and society)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Law (including business law and commercial law)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Information and communication technologies (including information systems)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Communication practices/principles and customer service	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

15. Do you have any further comments about undergraduate tourism, hospitality and events education in Australia?
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Thank you for participating in our survey