FORM 1S **(To be submitted prior to Form 1 being prepared**.) Template: 09/16

Before completing this form, please read *Important notes for completing proposals: Form 1S Indicative Proposal and Form 1* which is located on the Proformas for New Proposals web page:
http://www.otago.ac.nz/administration/academiccommittees/proformas.html.

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Indicative Proposal for New Qualification or New Major Subject or Endorsement or
New Minor Subject (where there is no established major in the subject)

Name of Division/School/Department

Divisions of Commerce and Humanities/Department of Tourism, Department of Languages and Cultures, and Te Tumu, School of Māori Pacific and Indigenous Studies

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1 **Name of New Qualification/Major Subject or Endorsement or Minor Subject:**

Major in Tourism, Languages and Cultures

2 **Year of introduction (year proposal takes effect):**

2018

3 **Purpose of proposal:**

To introduce a new major in Tourism, Languages and Cultures, for the Bachelor of Arts (BA) degree.

4 **Justification (include information on strategic importance, level of alignment with the strategic direction of the University and the Division and perceived demand):**

The principal justification for introducing this new major subject is to cater to the demand from students who wish to incorporate languages and/or cultures papers in a tourism degree. Currently the Tourism major sits within the Bachelor of Commerce and there is little scope, within the tightly prescribed requirements of that programme, with its substantial 'core' of business papers, for students to explore languages and cultures in a substantive way.

Likewise, there is limited scope for languages/culture students to pursue more than a minor in Tourism. The proposal seeks to develop a combined tourism and languages/cultures Major within the BA. The combination of tourism with languages and/or cultures is fitting, with the two areas of study being complementary. Importantly, this is likely to lead to good vocational outcomes for graduates since the proposed qualification addresses the natural synergies between tourism, languages and cultures.

We consider that there will be demand for graduates who have combined languages/cultures and tourism management components of their degree and this has been supported by industry calls for more graduates with these skills. Research carried out by the New Zealand Institute of Economic Research indicates that by 2025 as many as 36,000 additional full-time equivalent workers will need to be directly employed in New Zealand's tourism industry. But importantly, the Tourism Export Council of New Zealand (TECNZ) and the

Tourism Industry Association of New Zealand (now Tourism Industry Aotearoa (TIA)) have identified the priority need for recreation tourism and hospitality multi-language speakers, and employees who are "able to communicate appropriately with language, religious and cultural considerations" (TECNZ & TIA 2014). TECNZ conducted a survey of their members in 2013, finding that 81% expected the need to employ more multi-language staff in the immediate, near future to meet the demands of international visitor arrivals and expectations. Both TIA and TECNZ refer to a "chronic shortage of multiple-language speakers across tourism and hospitality employers" (TECNZ & TIA 2014).

The proposed major is also supported by informal research undertaken by the Department of Tourism in 2013 in which they surveyed and interviewed current Tourism undergraduates, and interviewed recent Tourism graduates regarding the current Tourism degree and potential future offerings. In this sense the proposed major is informed "by the insights provided by our students and recent graduates" (*University of Otago Strategic Imperative One*). The Department of Tourism also undertook a desk-top exercise in 2016 in which they assessed the content of tourism programmes in New Zealand, Australia, Canada, the UK, and the USA, identifying that only a small number of our 'benchmark institutions' offer cross-disciplinary tourism qualifications with languages and/or cultural studies components.

In New Zealand there are no comparable programmes, with just Victoria University noting that their Bachelor of Tourism Management 'combines well' with the Bachelor of Arts in Languages. Similarly for AUT, languages and cultures papers are listed under 'additional majors and minors' for their Bachelor of International Tourism Management.

Overseas, particularly in the United Kingdom, some universities offer cross-disciplinary tourism qualifications where languages and/or cultural studies components are combined (e.g. Sheffield Hallam University: BA(Hons) Languages with Tourism (Spanish or French) (3 yrs); University of Greenwich BA(Hons) Tourism Management with Language (3 yrs); University of Hertfordshire: BA(Hons) Tourism Management (combined with one of six language options) (3 yrs); Middlesex University: BA(Hons) International Tourism Management (4 yrs);   Edinburgh Napier University: BA(Hons) Language with Tourism Management (4 yrs). Although listed as honours degrees, the programmes outlined above are variously three or four years in duration.

It is expected that the new major will fill an identified gap and appeal to a different cohort of students from those taking the current BCom Tourism major. The difference between the two degrees lies in the BCom's emphasis on business management skills, whereas the BA will focus on the acquisition of language and cultural skills to a high level while being set clearly within a tourism context. There is also capacity with the proposed degree for students to complement their chosen language/culture specialty with other appropriate humanities or business papers.

The proposed programme aligns with a number of core values and strategic imperatives articulated in the University's *Strategic Direction to 2020*. In particular, this being a collaborative venture between the Divisions of Commerce and Humanities, the core value of Collegiality and Collaboration, with and between staff and students across the University is underscored in this new qualification. The proposed new major also addresses the University's Strategic Imperatives: One ("*Excellence in Teaching*") through the ongoing incorporation of international perspectives in the curriculum; Three ("*Outstanding Student Experiences*") with its emphasis on the international (student exchange) component aimed to enhance language skills and cultural understanding; and Five ("*Commitment as a Local,*

National and Global Citizen") through its aim of creating graduates who are able to "interact with the international realities of greater global connectivity, the transformative rise of Asia and the Pacific Rim in the world".

The new major also aligns with the goals of the *Otago Business School Strategy 2011-2016* Guiding Principle Two "Our culture will be one of co-operation and collaboration… within the University"; and Guiding Principle Four in which "We help our students… building a broad based outlook". The programme supports Objective One from that strategy through "enrich[ing] [students'] understanding of society in general"; Objective Two "develop cross-cultural and cross-disciplinary knowledge"; and Objective Seven "Opportunities and Support for international exchanges".

Further, the new qualification aligns with the fourth goal of the *Strategic Plan 2011-2016* of the Division of Humanities, namely Internationalisation, in its potential to contribute to several of the strategies identified on p.5 of that document such as "foster[ing] knowledge and understanding of the international environment" as well as increasing both "the number of Humanities students studying abroad as exchange students" and "student awareness of the relevance and importance of a second language to their academic and career aspirations".

5   **Summarise the structure of the programme (e.g. Length? Progression? What are the core papers required? What existing papers will be included? What new papers will be introduced? Will there be a research project?)**

The major will be completed within a three-year (360 points) degree structure, in line with existing BA and BCom degrees. The major consists of two sets of papers for a total of 15 papers (270 points), with a minimum of seven papers from each of Tourism (126 points) and Languages and Cultures (126 points). For the purpose of this proposal, specific papers taken within Te Tumu may be credited towards the Languages and Cultures component of the major. An additional 18-point paper from either Tourism or Languages and Cultures/Te Tumu will complete the requirements for the major. Five further papers (90 points) will also allow students to complete an additional minor.

Tourism component

TOUR 101	Introduction to Tourism	18 points
TOUR 102	Global Tourism	18 points
TOUR 217	Tourist Behaviour	18 points
TOUR 218	Tourism and Hospitality Enterprise Management	18 points
TOUR 219	Destination Management	18 points

With at least a further two papers from:

TOUR 301	Cultural and Heritage Tourism	18 points
TOUR 303	Tourist Accommodation Management	18 points
TOUR 304	Event and Conventions Management)	18 points
TOUR 305	Tourism Product Development	18 points
TOUR 306	Ecotourism and Sustainable Development	18 points

Languages/Cultures Component

Students will develop cohesive pathways of at least seven papers drawn from the language acquisition and culture papers offered by the Department of Languages and Cultures and/or

Te Tumu. It is expected that students will take a minimum of two papers in one particular language (Chinese, French, German, Japanese, Spanish, Māori), with the remaining five or six papers drawn from complementary culture or language papers.

The Languages and Cultures/Te Tumu component's potential to allow for a genuinely global approach will be emphasised. Students will be advised to take papers from at least two different language disciplines to enhance their international perspective. One of the strengths of the Languages and Cultures component is the vast diversity of pathway options. A second is the opportunity to mix different languages and cultures, which is not possible in the existing minor and diploma structures. A third is the flexibility to personalise a programme of study to meet a student's particular language and cultural background and respond to their future needs. For example, a student with geographically specific employment prospects in mind could give a regional focus to both the tourism and languages/cultures component of their major.

Sample Pathway

BSNS 111	Business and Society
CHIN 131	Introductory Chinese 1
CHIN 132	Introductory Chinese 2
GLBL 101	An Introduction to Intercultural Communication
MAOR110	Intro to Māori Language
TOUR 101	Introduction to Tourism
TOUR 102	Global Tourism

ASIA 201	Asian Popular Cultures
CHIN 231	Intermediate Chinese 1
CHIN 241	Contemporary Chinese Society
MANT 222	Interpersonal/International Business Communication
TOUR 217	Tourist Behaviour
TOUR 218	Tourism and Hospitality Enterprise Management
TOUR 219	Destination Management

CHIN 342	Screening Chinese Cinemas
JAPA 342	Understanding Japanese Culture
MANT 348	Chinese Business Cultures
TOUR 301	Cultural and Heritage Tourism
TOUR 304	Event and Conventions Management
TOUR 305	Tourism Product Development

No new papers will be introduced.

Major Subject	Papers required
Tourism, Languages and Cultures	*Tourism papers* **100-level** TOUR 101, 102 **200-level** TOUR 217, 218, 219 **300-level** at least two of TOUR 301, 303, 304, 305, 306

	Languages and Cultures/Te Tumu papers
	126 points including a minimum of two language acquisition papers in one particular language (Chinese, French, German, Japanese, Spanish, Māori), and at least two further 300-level papers drawn from the offerings of the Department of Languages and Cultures and/or Te Tumu, School of Māori Pacific and Indigenous Studies *
	One additional 18-point paper from either Tourism or Languages and Cultures
	Students with previous experience of a second language may be placed in language papers appropriate to their experience.

* The schedule of Languages and Cultures/Te Tumu papers is necessarily open as prescribed papers are dependent upon an individual student's level of placement within language acquisition papers. While ab initio language students may enrol in 100-level language papers, students with an intermediate or advanced level of proficiency will enrol in more advanced papers. The intention is that all students completing the major will complete the equivalent of at least one year of language study.

6 Please consult with the Planning and Funding Office to request a Strategic Assessment (resources, costs, and funding issues) to attach to this Form. It is expected that departments obtain the Assessment *before* this proposal is considered by the Divisional Board. Once approved by the Division, the proposal is submitted to the DVCs/PVC's Group, and Board of Undergraduate Studies or Board of Graduate Studies. Please consult the Senior Analyst, Planning and Reporting (David Geraghty) phone 479-5260 or email david.geraghty@otago.ac.nz.

See attached memo.

Signed: .... Date: ....30 January 2017...................................
(Head of Department of Languages and Cultures)

Signed: Date: ....30 January 2017.................................
(Head of Department of Tourism)

.... Date: ....
(Pro-Vice-Chancellor)

From: David Geraghty
Sent: Tuesday, 31 January 2017 12:26   p.m.
To: Brent Lovelock
Cc: Neil Carr; Paola Voci; Ruth Taylor; David   Geraghty
Subject: Strategic Assessment: New Major in Tourism with Languages and Cultures

MEMORANDUM

e Professor Brent Lovelock, Department of Tourism vid
Geraghty, Planning and Funding Office
uary 2017

   SUBJECT: **Strategic Assessment: New Major in Tourism with Languages and   Cultures**

Dear Brent,

On behalf of Planning and Funding I have prepared the following strategic assessment of your indicative proposal for a new major in tourism with languages and cultures within the BA degree.

The programme outlined in your form 1S proposal is consistent with the definitions of a   bachelor's degree that are specified in the Universities New Zealand in the CUAP (Committee onUniversity Academic Programmes) Handbook.

The proposal seeks primarily to enable tourism students to incorporate languages   and/or cultures within their programme of study. The current, tightly prescribed nature of the BCom means there is limited scope for tourism students to do so. To resolve this issue, the proposal seeks to make tourism available as a major within the BA. Planning and Funding support this andnote that the combination of tourism with languages and/or cultures seems logical and useful; the two areas are complementary and are likely to promote good vocational outcomes for graduates.

The proposal identifies alignment between the new programme and core values (Collegiality and Collaboration) and strategic imperatives (Excellence in Teaching; Outstanding Student   Experiences; Commitment as a Local, National and Global Citizen) in the University's *Strategic*

Direction to 2020, and with various goals, guiding principles and objectives in the *Otago Business School Strategy 2011-2016* and the *Strategic Plan 2011-2016* of the Division of Humanities.

While the programme regulations foreground and circumscribe the structure of the tourism major, they are sufficiently flexible to allow the languages/cultures component to be structured as a second major subject or a minor subject, should students wish to do so.

The programme does not identify expected enrolment numbers, though notes that industry demand for qualified graduates is significant. The New Zealand Institute of Economic Research, for example, has identified a need for as many as 36,000 additional workers (FTE) in the New Zealand tourism industry by 2025. A particular need for multi-language tourism professionals has also been identified by major industry bodies, including the Tourism Export Council of New Zealand and the Tourism Industry Association of New Zealand.

The programme will utilise existing papers, thus resourcing requirements are likely to be minimal.

Recommendation: Planning and Funding supports development of this 1S proposal into a full programme proposal to be reviewed by the relevant committees and boards. We see that the proposed programme aligns with University and divisional priorities, and will efficiently use existing resources to address emerging market demand (student and employer/industry) in a meaningful way.

Yours sincerely,
David Geraghty (Senior Analyst, Planning and Reporting).