

Treaty of Waitangi

(A statement of the implications for how this proposal is consistent with the University's commitment to the principles of the Treaty of Waitangi. *Please refer to Section 10 of the Important Notes for completing proposals document for further information.*)

The University adopted a Māori Strategic Framework in 2007 and established the Office of Māori Development. The Office of Māori Development provides leadership to both academic and service divisions and assists the University to develop a deep understanding of and maintain a strong commitment to the principles of the Treaty of Waitangi. The Office of Māori Development manages the University's Treaty partnerships, primarily with Ngāi Tahu by way of the Memorandum of Understanding signed with Te Rūnanga o Ngāi Tahu and its on-going relationship with local Rūnanga, Te Rūnanga o Ōtākou, Te Rūnanga o Moeraki and Kāti Huirapa Rūnaka ki Puketeraki.

The proposed major is consistent with the intent of the Memorandum of Understanding, the Maori Strategic Framework and the principles of the Treaty of Waitangi by:

- The learning objectives, specifically the influence of cultures on the tourist experience, tourism business operations, and decision making, provide an opportunity for students to be exposed to examples of responsible models of tourism business management and governance. The broader business environment in New Zealand includes the Treaty of Waitangi and the obligations of leaders and managers of organisations to engage appropriately with tangata whenua, which ties in the concepts of working with other cultures (including indigenous communities) internationally.
- The integrated language, cultural and management components of the major available to Māori graduates of the programme will assist in their employment pathways in public and private sector tourism organisations. Ultimately, the major can help to enhance the provision of a Māori perspective within New Zealand's tourism sector.

While the content of the BA in Tourism and Languages and Cultures is not designed to be of relevance to Māori in particular (or, at least, to any greater extent than is the case for students of any other ethnicity) the new major offers the opportunity to include Māori language and culture papers, which, when combined with tourism management papers will prepare Māori and non-Māori graduates alike to meet the growing demand for people able to provide high-quality indigenous experiences for visitors to Aotearoa, New Zealand.

Goals of the Programme

(A statement as to what the programme aims to achieve, the academic rationale on which it is based, its relationship with the research of the University and how overall programme coherence is achieved.)

The aim of the programme is to provide a world class major within the Otago BA that will develop in an integrated and holistic manner, graduate competency in tourism, languages and cultural knowledge. The new major will provide students with the opportunity to develop their language and cultural skills, and signals the University's commitment to the needs of the global tourism industry, which in the context of New

Zealand is witnessing an expanding and diversifying international market that has made the industry New Zealand's single largest export industry (Statistics New Zealand, 2016). The programme will:

- Enhance the student's ability to engage with international and domestic stakeholders in the tourism sector
- Develop the student's appreciation of the role of language and culture in tourism and related business interactions
- Expand the student's capacity to adopt a cross-cultural perspective in the analysis of a wide variety of business and social environments

Outcome Statement

(The Outcome Statement will be entered on the New Zealand Register of Quality Assured Qualifications. It is a description of the nature of what a holder of the qualification should be expected to have achieved. The statement will be publicly accessible. Outcomes must be expressed about what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes. It consists of three parts: the Graduate Profile, further education pathways and further employment pathways.)

a) Graduate Profile

(A Graduate Profile is a statement of the expected outcomes or attributes that graduates should achieve from the programme. It could incorporate attributes from the Otago Graduate Profile (contextualised for the discipline), as well as any programme-specific knowledge, skills and values. *Please refer to Section 11 of the Important Notes for completing proposals, Form 1S and Form 1 for more detail regarding the Graduate Profile.*)

The Bachelor of Arts in Tourism and Languages and Cultures develops graduates with an extensive knowledge of tourism theory and practice, and the ability to integrate this information with advanced language skills and cultural knowledge. Graduates will have the following attributes:

- *Specialist knowledge*: The ability to utilise tourism theory, language skills and cultural knowledge to act creatively, resourcefully and strategically in tourism business contexts, to reach well-researched conclusions and to make soundly based recommendations to businesses, not-for-profit, and/or government organisations.
- *Interdisciplinary perspective*: An awareness of how different academic areas contribute to our knowledge in relation to the sustainable development of tourism, in particular the relationship between language, culture, and tourism management.
- *Global perspective*: Graduates will have a critical appreciation of global and cross-cultural perspectives and interdependencies in relation to tourism, as well as a sense of responsibility regarding tourism as a global phenomenon.
- *Lifelong learning*: Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to a dynamic tourism industry.
- *Scholarship*: Commitment to the fundamental importance of the acquisition and development of knowledge and understanding.
- *Research*: Appreciation of the role of research in the tourism sector, and in relation to languages and cultures. The ability to design, conduct and report independent research, and apply research skills to diverse situations.
- *Critical thinking*: Ability to think logically, analytically and critically with respect to the theory and practice of tourism. To challenge conventional assumptions about tourism practice, particularly in relation to the role-played by culture.
- *Ethics*: Graduates will have an understanding of ethical challenges and dilemmas in tourism, and the ability to apply their knowledge of ethics for issues such as the

tourism industry's relationship with different cultures, communities and the environment.

- *Environmental literacy*: Understanding the effects of tourism on natural systems, and the cultures and economies that interact with those systems. Understanding of the principles and practice of sustainable tourism development, and cross-cultural perspectives thereof.
- *Communication*: Ability to communicate information and arguments effectively to academic and professional audiences, both orally and in writing. The ability to communicate effectively in a non-English chosen language to a range of tourism industry stakeholders.
- *Information literacy*: Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the importance of digital-based activity to maintain currency with the tourism business environment. Includes information literacy in a non-English chosen language.
- *Cultural understanding*: Understanding and appreciation of biculturalism within the framework of the Treaty of Waitangi, and of multiculturalism, in relation to tourism development. The capacity to apply this knowledge in a culturally appropriate manner in a diverse range of tourism contexts.
- *Teamwork*: Ability to work effectively as both a team leader and member, in the workplace and community.
- *Self-motivation*: Capacity for self-directed activity and the ability to work independently.

b) Further Education Pathways :

(e.g. will the programme articulate to a higher degree?)

The proposed major will provide a pathway to Honours, Post Graduate Diploma and Masters level study in tourism (e.g. MTour, MCom), languages or cultures (e.g. MA).

c) Further Employment Pathways:

(e.g. provide examples of possible careers open to graduates of the programme)

Graduates will have a wide range of career opportunities in (but not restricted to) tourism roles in both the public and private sectors nationally and internationally. Graduates in the public sector will predominantly be employed by national and regional tourism organisations (e.g., Tourism New Zealand, Destination Queenstown, Tourism Auckland, China's National Tourism Agency, Tourism Australia). Private sector employers are numerous, but may include a wide range of tourism accommodation, activity, transport and tourism infrastructure operators, from the approximate 20,000 tourism-related SMEs in New Zealand to the larger domestic companies (e.g. Air New Zealand, Tourism Holdings Ltd, Real Journeys, Auckland Airport Ltd, Ngai Tahu Tourism) and multinational employers such as Accor or the Hilton hotel group, and China Travel Service.

Programme Overview

(An overview of every qualification is provided on the University of Otago website. Please provide an overview statement which briefly but succinctly (usually no more than 100 words) summarises the main objectives of the programme and the content and/or career relevance of the programme. The overview should include a description of the main academic components of the programme, for whom it is designed and what it might lead to. It should not include the regulations for the programme. You may wish to view examples from the University website:

<http://www.otago.ac.nz/courses/qualifications/>)

The major will normally be completed within the three-year (360 points) BA structure. 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, Māori, Spanish), with the remaining five or six papers drawn from complementary culture or language papers.

The Department of Languages and Cultures and 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 this 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.

Due to the wide range of study options within the Language and Cultures component it is difficult to outline all variations of study that a potential student may undertake as it would be down to an individual student's study objectives. Below are several possible pathways that illustrate this flexibility.

Language/Culture Component: Sample Pathway A

GLBL 101	An Introduction to Intercultural Communication
SPAN 131	Introductory Spanish 1
SPAN 132	Introductory Spanish 2

GLBL 202	A World of Stories: Global Storytelling in the Digital Age
JAPA 131	Introductory Japanese 1
JAPA 242	Understanding Japanese Culture
EURO 302	Culture of the European City

Language/Culture Component: Sample Pathway B

GLBL 101	An Introduction to Intercultural Communication
CHIN 131	Introductory Chinese 1
CHIN 241	Contemporary Chinese Society
FREN 232	Intermediate French
FREN 233	French for Professional Purposes
FREN 333	Advanced French 1
ASIA 201	Asian Popular Cultures

Language/Culture Component: Sample Pathway C

GLBL 101	An Introduction to Intercultural Communication
CHIN 131	Introductory Chinese 1
CHIN 132	Introductory Chinese 2
CHIN 231	Intermediate Chinese 1
CHIN 241	Contemporary China
CHIN 342	Screening Chinese Cinemas
JAPA 131	Introductory Japanese 1
JAPA 242	Understanding Japanese Culture

Below are a few additional samples of how the two components might build a major in Tourism and Languages and Cultures. These samples include 15 papers making up the core subject requirements and an additional five papers to fulfil the points requirements of the degree.

Sample Pathway 1 (Asian-Pacific-focused) major in Tourism and Languages and Cultures

BSNS 111	Business and Society
CHIN 131	Introductory Chinese 1
CHIN 132	Introductory Chinese 2
GLBL 101	An Introduction to Intercultural Communication
MAOR 110	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

Cultures Sample Pathway 2 (New Zealand-focused) major in Tourism and Languages and Cultures

- TOUR 101 Introduction to Tourism (18 pt)
 TOUR 102 Global Tourism (18 pt)
 TOUR 217 Tourist Behaviour (18 pt)
 MAOR 102 Introducing the Māori World (18pt)
 MAOR 111 Te Kakano 1 (18pt)
 MAOR 112 Te Kakano 2 (18pt)
- TOUR 218 Tourism and Hospitality Enterprise Management (18pt)
 TOUR 219 Destination Management (18pt)
 TOUR 301 Cultural and Heritage Tourism (18pt)
 MAOR 202 Māori and Tikanga (18pt)
 MAOR 203 Ngāi Tahu Society (18pt)
 MAOR 211 Te Pihinga 1 (18pt)
 MAOR 212 Te Pihinga 2 (18pt)
- TOUR 303 Tourist Accommodation Management (18 pt)
 TOUR 304 Event and Conventions Management (18 pt)
 TOUR 306 Ecotourism and Sustainable Development (18pt)
 MAOR 108 Waiata: Te Timatanga (18pt)
 MAOR 303 Ngāi Tahu and the Natural World (18pt)
 MAOR 311 Te Mahuri 1 (18pt)
 MAOR 312 Te Mahuri 2 (18pt)

Proposed Regulations

(Include the complete new degree regulations and/or all amendments to existing regulations and schedules as they are intended to appear in the Calendar. Provide current Calendar page numbers where relevant. Some qualifications only have a single Schedule in which case the amendments to that Schedule should be provided. Other qualifications have three schedules, in which case the proposal must include amendments to all relevant schedules i.e., Schedule A, Schedule B and Schedule C. Please note that you do not need to provide changes to the Programme Information that is or will be in the *Guide to Enrolment*. These will be done editorially.)

Major Subject	Papers required
Tourism and Languages and Cultures	<p><i>Tourism papers</i></p> <p>100-level TOUR 101, 102 200-level TOUR 217, 218, 219 300-level at least two of TOUR 301, 303, 304, 305, 306</p> <p><i>Languages and Cultures/Te Tumu papers</i></p> <p>126 points including a minimum of two language acquisition papers in one particular language (Chinese, French, German, Japanese, Māori, Spanish), 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 *</p> <p>One additional 18-point paper from either Tourism or Languages and Cultures</p>

	<p><i>Students with previous experience of a second language will be placed in language papers appropriate to their experience.</i></p>
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- * 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 and study objectives. 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.

Proposed Teaching/Delivery Methods

(An overview statement which should describe any distinctive features of delivery and also comment on inclusion of practical applications, e.g. inclusion of a clinical component.)

The papers will be delivered using a combination of lectures, tutorials and directed readings.

Proposed Prescriptions for New Papers

(Refer to the *Guide to Enrolment* for format. This format should include the following: paper code, paper title, semester paper is offered, EFTS value of the paper, points value of the paper, description of the contents of the paper, prerequisites and restrictions. A separate Section B/Form 3 must be completed and attached for all new papers. Please note that proposals for new papers developed for a new programme are not automatically provided to CUAP with the Form 1 proposal. Therefore Section A of Form 1 should contain sufficient detail so that CUAP or the TEC will not need to request Section B (Form 3). If, however, during the peer review process any other university requests a proposal for a new paper, it will need to be sent to them. Therefore, where applicable, the proposal must make a confirmation that proposals for each new paper have been prepared and will be made available to CUAP on request. Please note that where feasible it would be helpful to provide the prescriptions for existing papers in order to give an indication of the flavour of the new programme without having to consult the *Guide to Enrolment*. Please clearly distinguish new papers from existing ones. Where the new or existing paper is at 400-level or higher, please state its NZQA level equivalence.)

No new papers are proposed.

Assessment and Moderation Procedures

(A brief description of the proposed assessment regime for the programme, the means of ensuring that assessment procedures are valid, consistent, appropriate and fair including the use of external moderators and examiners. Please refer to the Guidelines on Assessment of Student Performance, available online at: <http://www.otago.ac.nz/administration/policies/otago078920.html> .)

The proposed programme will not require changes to assessment procedures for existing papers. Moderation for the existing papers will be conducted through a variety of means that are already in place due to the existing nature of the courses. These include class representative meetings, course evaluations and departmental review processes. When available the Board of Studies for the new major will also review student feedback data provided through the Graduate Opinion Surveys.

Resources

(A clear statement of the institution's ability to offer the new programme at a high level of quality including reference to such factors as the availability of appropriate expertise, physical facilities, equipment and library resources; access to practical and clinical experience (where appropriate); strengths in related disciplines. If the Strategic Assessment from Planning and Funding prepared for the Form 1S (or the Divisional Sustainability

Assessment /Business Plan) has required an update, following changes made during proposal development, the updated version must be attached.)

All of the proposed papers already exist and are accommodated with current staffing resources. The Department of Tourism, the Department of Languages and Cultures and Te Tumu have the necessary teaching expertise to deliver the programme and no individual staff member's workload would need to significantly increase in the short term if predicted numbers are accurate.

Predicted Student Numbers

(Estimate, with justification, the expected enrolment for the first three years of the programme. Please make clear whether the predictions are cumulative or new to programme each year.)

Year	Student Numbers
Year 1	20
Year 2	30
Year 3	50

The projections above are based upon industry projections that by 2025 as many as 36,000 additional full time equivalent (FTE) workers will need to be directly employed in NZ's tourism industry (NZIER), with a 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). Both TIA and TECNZ refer to a "chronic shortage of multiple language speakers across tourism and hospitality employers" (TECNZ & TIA 2014).

The 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, also indicates that there will be moderate to strong demand for the proposed major. Furthermore, this demand is reinforced by the lack of comparable domestic programmes (i.e. competition).

Limitation on Student Numbers

(Most new programmes will not have a limitation on enrolment. However, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the programme due to availability of resources, please indicate using the format below (including the note) and complete and attach a Limitation of Enrolment Form for Programmes, available at www.otago.ac.nz/otago077163.pdf This form will be used to assess the proposed limitation and, if appropriate, to gain formal approval for the limitation from Council. Further information is available in the Limitation of Enrolment for Specific Papers and Programmes Procedure at www.otago.ac.nz/administration/policies/otago075807.html)

Formal Enrolment Limit (maximum number per intake)

N/A

Vulnerable Children Act Compliance

(If the programme involves students working with children then it is possible the Vulnerable Children Act will apply; if so, admission and/or progression regulations should reference safety checking of students under the Act, and compliant processes must be put in place to safety check students)

The Vulnerable Children Act does not apply to this programme

The Vulnerable Children Act applies, this is reflected in the programme regulations, and compliant student safety checking processes are, or shall be put, in place

Student Management System Requirements

(Details of how you want the SMS to support applications for the programme. This includes any special data to be requested on the application form (such as provision of a CV, authority for Police check, proposed research topic, referees, etc.), details of the required opening and closing dates for applications and whether the closing date is to be strictly enforced, and the expected source of students for the programme (i.e. will all applicants be existing Otago students or will there also be applicants who are new to Otago). Please discuss your requirements with the Student Management System Support Office to ensure the system will be able to support your requirements.
Email: evisiondata@otago.ac.nz)

Applications for the proposed major can be handled in the same manner as is currently the case for the BCom and other BA majors. It is expected that the proposed major will be able to be modelled in eVision without any issues.

Plans for Monitoring Programme Quality

(A clear statement of provisions for monitoring quality, including teaching quality; reviewing regulations, content and delivery; reviewing whether papers should be added or deleted. Such provisions should include the establishment of a small monitoring group to collect information in respect of student numbers, pass rates, retention, and student satisfaction, to prepare any peer or self-review reports and to compile the Annual Programme Report and Graduating Year Review.)

Quality will be monitored in the following ways:

1. A Board of Studies comprising the representatives of the contributing schools and departments will have responsibility for overview of quality and will report to the Humanities Divisional Board.
2. The Board of Studies will consider whether papers should be added or deleted on an annual basis. It will also monitor student numbers, pass rates, retention, and student satisfaction, as well as the need for any changes to the major subject requirements.
3. Student representatives will, each semester, provide feedback on the papers in a regular and timely manner
4. All taught papers will be subject to regular course evaluations. Papers that receive unsatisfactory evaluation results will be re-evaluated annually until a satisfactory standard is achieved.
5. The results of all papers will be reviewed at the relevant Departments' Examiners Meetings and the Board of Studies.
6. The major will be subject to regular review as part of the Quality Advancement Unit's regular reviews of the Department of Tourism, the Department of Languages and Cultures and Te Tumu, the School of Māori, Pacific and Indigenous Studies.
7. The major will be subject to the reviews of undergraduate programmes that take place at the Commerce Divisional level for accreditation purposes.
8. Graduates will provide feedback on the relevance of the major through the University of Otago's Student Opinion and Graduate Opinion surveys.
9. A Graduating Year Review, as per CUAP regulations, will be conducted within three years from graduation of first cohort.

Review of the Programme

(A statement of how this fits into the University's regular review cycle for departments and the Graduating Year Reviews (refer to the Quality Advancement Unit at <http://www.otago.ac.nz/quality/reviews/index.html>, and Section 6.10 of the CUAP Handbook (p.50), or view the Handbook on the CUAP website at <http://www.universitiesnz.ac.nz/cuap-handbook>, scroll down to Section 6.10.)

1. Departmental reviews by the Quality Advancement Unit.

2. Graduating Year Review, as per CUAP regulations, within three years from graduation of first cohort.

Statement re Section B

(Section B of Form 1 is equivalent to Form 3 and must be completed for new papers in the new programme. If there are no new papers being introduced with the new programme, simply state under this heading "No new papers". If, however, there are new papers being introduced with the programme, state that Section B (Form 3) has been prepared and will be made available to CUAP on request. Section B (Form 3) should be attached to Section A when it is submitted to the Divisional Board and to the Board of Undergraduate or Graduate Studies.)

No new papers are required in the foreseeable future, however any new papers will be considered by the Board of Studies, prior to submission to the relevant Divisional Board.

Planning and Funding:

The Planning and Funding Office supported the development of the Form 1S proposal into a full proposal to be reviewed by the relevant committees and boards. They note that the proposed major structure will meet CUAP's structural requirements; align with University and departmental priorities; and efficiently use existing resources to address emerging market demand (student and employer/industry) in a meaningful way.

(See attached letter from David Geraghty, Planning and Funding Office).

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department):

Associate Professor Brent Lovelock, Department of Tourism
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Associate Professor Paola Voci, Department of Languages and Cultures
Paola.voci@otago.ac.nz

Heads of Department (Signature/date)

.....
(Head of Department of Tourism)

Date:



..... Date:28 February 2017.....
(Head of Department of Languages and Cultures)

Dean (if applicable) (Signature/date)

Pro-Vice-Chancellor (Signature/date)

I confirm that this proposal meets the strategic outcomes of the Division, and is compatible with the University of Otago's policies and planning.