THE TANZANIA COMMISSION FOR UNIVERSITIES

Benchmarks for Bachelor Degree Programmes in Tourism and Hospitality

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TABLE OF CONTENTS

LIST OF TABLES iv
LIST OF ABBREVIATIONS AND ACRONYMS vi

CHAPTER 1 1
INTRODUCTION 1
1.1 Background 1
1.1 Overview of Tourism and Hospitality Industry 3
1.2 Objectives of the Benchmarks 3
1.3 Justification of the Benchmarks 4
1.4 Development Process 4
1.5 Stakeholders' Participation 6

CHAPTER 2 7
USE OF THE BENCHMARKS 7
2.1 Benchmarking 7
2.2 Scope of the Benchmarks 8
2.3 Applying the Benchmarks 8
2.4 Guiding Principles 9
2.5 Nomenclature of Programmes 9
2.6 The Qualifications Framework 9
2.7 Curriculum Design 10
2.8 Programme Objectives 11
2.9 Formulating the Expected Learning Outcomes 11
2.10 Translating Learning Outcomes into the Programme 14
2.11 Course Description 15
2.12 Quality Assurance 16
2.13 Implementation of the Benchmarks 16
2.14 Review of the Benchmarks 16

CHAPTER 3 17
BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN TOURISM MANAGEMENT 17
3.1 Descriptions of Tourism Management 17
3.2 Programme Goal 17
3.3 Programme Objectives 18
3.4 Entry Qualifications 19
3.5 Duration of the Programme 19

3.6 Credit Framework 19
3.7 Graduation Requirements 19
3.8 Evaluation and Assessment 19
3.9 Resource Requirement 20
3.10 Expected Learning Outcomes 21
3.11 Translating the Learning Outcomes into Tourism Management Programmes 22
3.12 Normal Learning Matrix 25
3.13 Learning Outcomes and the Curriculum Alignment Matrix 26
3.14 Course Description 29
3.15 Field Practical Training/Industrial Attachment for Tourism Management Programme 30

CHAPTER 4 32
BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN HOSPITALITY MANAGEMENT 32
4.1 Description of Hospitality Management 32
4.2 Programme Goal 33
4.3 Programme Objectives 33
4.4 Entry Qualifications 34
4.5 Duration of the Programme 34
4.6 Credit Framework 34
4.7 Graduation Requirements 34
4.8 Evaluation and Assessment 35
4.9 Resources Requirements 35
4.10 Expected Learning Outcomes 36
4.11 Translating the Learning Outcomes into Hospitality Management Programme 37
4.12 Normal Learning Matrix 39
4.13 Learning Outcomes and the Curriculum Alignment Matrix 40
4.14 Course Description 42
4.15 Field Practical Training/Industrial Attachment for Hospitality Programme 44

CHAPTER 5 45
BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN EVENTS MANAGEMENT 45
5.1 Description of Events Management 45
5.2 Programme Goal 46
5.3 Programme Objectives 46

5.4 Entry Qualifications 47
5.5 Duration of the Programme 47
5.6 Credit Framework 47
5.7 Graduation Requirements 47
5.8 Evaluation and Assessment 47
5.9 Resources Requirements 48
5.10 Expected Learning Outcomes 48
5.11 Translating the Learning Outcomes into Events Management programme 50
5.12 Normal Learning Matrix 52
5.13 Learning Outcomes and the Curriculum Alignment Matrix 53
5.14 Course Description 56
5.15 Field Practical Training/Industrial Attachment for Events Management Programme 58

CHAPTER 6 59
BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN LEISURE AND RECREATION MANAGEMENT 59
6.1 Descriptions of Leisure and Recreation 59
6.2 Programme Goal 59
6.3 Programme Objectives 60
6.4 Entry Qualifications 61
6.5 Duration of the Programme 61
6.6 Credit Framework 61
6.7 Graduation Requirements 61
6.8 Evaluation and Assessment 61
6.9 Resource Requirements 62
6.10 Expected Learning Outcomes 62
6.11 Translating the Learning Outcomes into the Leisure and Recreation Programme 65
6.12 Normal Learning Matrix 67
6.13 Learning Outcomes and the Curriculum Alignment Matrix 68
6.14 Field Practical Training/Industrial Attachment for Leisure and Recreation Programme 72
6.15 Leisure and Recreation-related Award Titles 72
6.16 Course Description 73

LIST OF TABLES

Table 1: Examples of learning outcomes action verbs for various levels of the cognitive domain (UTLIP, 2008) 14

Table 2: Example of a Curriculum Alignment Matrix 15

Table 3: Expected learning outcomes for Bachelor's degree in Tourism Management 21

Table 4: List of core and elective courses for the Bachelor of Tourism Management programme 23

Table 5: Recommended minimum weight of each course in the respective year 25

Table 6: Curriculum alignment matrix for Bachelor in Tourism Management 27

Table 7: Explanation of the numbers 28

Table 8: Example of description of a course 29

Table 9: Expected learning outcomes for Bachelor's degree in Hospitality Management 36

Table 10: List of core and elective courses for the Hospitality Management programme 38

Table 11: Recommended minimum weight of each course in the respective year 39

Table 12: Curriculum alignment matrix for Bachelor degree in Hospitality Management 40

Table 13: Explanation of the numbers 42

Table 14: Example of a course description 43

Table 15: Expected learning outcomes for Bachelor's degree in Events Management 49

Table 16: List of core and elective courses for the Bachelor degree in Events Management 51

Table 17: Recommended minimum weight of each course in the respective year 52

Table 18: Curriculum alignment matrix for Bachelor's degree in Events Management 54

Table 19: Explanation of the numbers 55
Table 20: Example of a course description 57
Table 21: Expected learning outcomes for the Bachelor degree in Leisure and Recreation programme 63
Table 22: List of core and elective courses for the Bachelor degree in Leisure and Recreation programme 66
Table 23: Recommended minimum weight of each course in the respective year 67
Table 24: Curriculum alignment matrix for Bachelor degree in Leisure and Recreation 68
Table 25: Explanation of the numbers 71
Table 26: Example of a course description 73

LIST OF ABBREVIATIONS AND ACRONYMS

ELO	Expected Learning Outcome
EQF	European Qualification Framework
GDP	Gross Domestic Product
NQF	National Qualifications Framework
TCU	Tanzania Commission for Universities
THEL & R	Tourism, Hospitality, Events, Leisure and Recreation
UQF	University Qualifications Framework

CHAPTER 1

INTRODUCTION

1.1 Background

One of the mandates of the Tanzania Commission for Universities (TCU) is to monitor the quality of education provided in university institutions in Tanzania. Pursuant to this role, TCU has a legal mandate to develop benchmarks to be used by university institutions as per the function of the Accreditation Committee stipulated in the Universities Act, Cap. 346 of the Laws of Tanzania as follows: Section 10 (a) ''setting general standards of quality and quantity of contents of programmes of and mode of their execution by universities at their respective levels and categories", and Section 10 (f) ''coordination and harmonization of courses and programmes in universities''. The need to harmonise competencies among graduates from different university institutions studying the same programme, is also provided in Guidelines 2.15.1 and 2.15.2 of the Standards and Guidelines for University Education in Tanzania, 2019.

Thus, to ensure that the quality of education provided by different institutions is comparable, there is a need to have a common understanding of what quality entails and how it can be measured by using agreed standards (benchmarks), guidelines and procedures. This goes in line with aspirations to operate within the expectations of stakeholders in order to adhere to service delivery that enhances and promotes quality assurance in the country and beyond. As a player in globalization, Tanzania's education systems need to collaborate, network, and be internationally competitive for increased cross-border education and students' and staff's mobility across borders.

Tourism and hospitality are one of the sectors which attracts labour mobility and international networks among business companies, communities, governments, academia and so forth, hence posing enormous competition and scarcity of skilled labour in destination areas. It is among the largest and fastest growing international business sector in the global economy accounting for a significant proportion of Gross Domestic Product (GDP) in many countries and increasing professionalism of those employed within the sector.

By definition, tourism comprises of activities of people travelling to and staying in places outside their usual environment for not more than one

consecutive year for leisure, business and other purposes different from the exercise of an activity remunerated from within the place visited.[1]. It is a temporary or short-term movement of people to destinations outside their normal environments and their activities[2]. This industry is often described as complex, involving many dissimilar but related organizations along a supply chain[3]. Tourism is, without any doubt, one of the major social and economic phenomena of modern times[4].

In Tanzania, tourism plays a vital role in the country's economic development. The country is endowed with a diversity of tourist attractions such as Kilimanjaro - the highest permanently snow-capped free-standing mountain in Africa, the finest game sanctuaries of Serengeti, Lake Manyara, Ngorongoro Crater, Ruaha, Selous, and the Marine Park in Mafia just to mention a few. Tourism in Tanzania contributes about 17% of the GDP and about 25% of the foreign exchange earnings. It also contributes about 14% of total investment in the country and offers direct employment opportunities to over 500,000 people[5].

This sector has proven prospects for continuous growth in the future, thus prompting academia to design and develop programmes that address increasing knowledge and career gaps. In East Africa and Tanzania, in particular, both public and private university institutions have recently introduced tourism and hospitality training programmes to address the increasing demand for trained personnel in this sector.

The assessment of Tourism and Hospitality programmes in university institutions in Tanzania revealed that there is a high disparity of curriculum contents across university institutions which leads to skills mismatch and knowledge gap to the graduates. Thus, there is a need for harmonizing the competencies to reach a certain minimum required level in order to achieve goals and aims which reflect the requirements of all stakeholders (tourism and hospitality industry, potential employers, the government and for further studies) in an adequate way. These Benchmarks, therefore, aim to solve the problem of skills

[1] UNWTO (2003) Tourism Highlights. Madrid: World Tourism Organization.
[2] Medlik, S. (2003) Dictionary of Travel, Tourism and Hospitality (3rd Ed). London: Butterworth Heinemann.
[3] Lee-Ross D, Pryce J (2010). Human Resources and Tourism: Skills, Culture and Industry Channel View Publications, UK
[4] Sharpley, R. & Telfer, D.J (2004). Tourism and Development: Concepts and issues. Channel View Publications, UK
[5] UNWTO, Tourism Highlights, 2019 Edition

mismatch and knowledge gap for graduates in the tourism and hospitality sector in Tanzania.

1.1 Overview of Tourism and Hospitality Industry

Tourism and hospitality are complex interdisciplinary concepts which cover many social, cultural, legal and economic aspects. Based on the environmental scanning and according to the [6]General Agreement on Tariffs and Trade (GATT), tourism and hospitality include the following activities and services:

i) Activities of tourist organizations - tour operators and travel agents;

ii) Majority of transportation services including car rental and transport for excursions;

iii) Accommodation and meals;

iv) Recreational, cultural, sports and other entertainment services; and

v) Extra services such as tour guides, organization of conferences, selling goods for tourists, medical services, insurance, tourism-related financial services - credit cards and traveller's cheques.

Based on this complexity, the benchmarks for Tourism and hospitality clusters were divided into the following disciplines:

i) Tourism and related titles;

ii) Hospitality and related titles;

iii) Events Management and related titles; and

iv) Leisure and Recreation and related titles.

1.2 Objectives of the Benchmarks

The objectives of the formulated Benchmarks are to:

i) Provide guidance to university institutions in designing curricula for programmes in the tourism and hospitality cluster;

ii) Enable TCU to assess the quality of programmes in the tourism and hospitality cluster;

[6] Reference Points for the Design and Delivery of Degree Programmes in Tourism, University of Deusto, 2013.

iii) Harmonize specific programmes across universities within and outside the country;

iv) Promote staff and students' mobility;

v) Guide the labour market in judging the quality of graduates; and

vi) Produce graduates who are relevant to themselves, the industry and society and who can contribute effectively to national development goals.

1.3 Justification of the Benchmarks

Since its establishment, TCU initiated a reform process to reposition itself to address its mandate in the provision of university education in Tanzania. Such reforms became necessary and urgent by enacting the Universities Act, Cap. 346 of the Laws of Tanzania. The reforms also included the harmonization of university systems. The harmonization of university education in Tanzania was done through various ways, including setting up several working quality assurance systems and tools, including the University Qualifications Framework (UQF) of 2012, Quality Assurance General Guidelines and Minimum Standards for Provision of University Education in Tanzania, 2014, which was revised in 2019 to produce the Third Edition of Standards and Guidelines for University Education in Tanzania, 2019. The Inter-University Council for East Africa (IUCEA) also embarked on the harmonization of quality assurance in higher education in the East African region by developing the Quality Assurance Handbook - the 'Road Map to Quality (2010) in four Volumes, which is a guide towards developing quality assurance systems and culture in Universities in the East African Partner States.

Based on the aforementioned, it was deemed necessary to develop the Tourism and Hospitality Bachelor Degree Programme Benchmarks that university institutions in Tanzania will use in developing and reviewing programmes.

1.4 Development Process

The process of developing the Benchmarks for Tourism and Hospitality programmes involved several interactive stages, including data collection, data analysis, documentation, and consultations with key stakeholders, as detailed hereunder.

The Benchmarks were developed by a team of four (04) experts in the tourism and hospitality industry from higher education institutions.

Prior to commencement of the assignment, the team had a one-day training session on Benchmarks, their components and development process. Some of the key issues covered in the training include current national/global trends in higher education, higher education scenario in Tanzania, important elements for harmonisation of education, speaking the same language about quality, basic elements for harmonisation of higher education, the context of quality and quality assurance in higher education, the context of quality and harmonization of higher education, Benchmarks for academic programmes, and Qualifications Framework.

Soon after the workshop, the team of experts held a number of meetings to develop a working framework and milestones on benchmarking in the tourism and hospitality cluster. The team of experts agreed to conduct environmental scanning for similar tourism and hospitality programmes offered at Higher Education Institutions (HEIs) within Tanzania, in the East African region, and other regions, including the rest of Africa, Asia, Europe, USA and Australia and New Zealand. At least five representative programmes in tourism and hospitality and related programmes were randomly selected from each region in order to obtain a broader view on a diversity of programmes.

A team of experts analysed and synthesized the information that was collected from across all regions on tourism and hospitality and related programmes and obtained baseline information. For each cluster, 25 programmes were selected and a course which had a frequency of at least 50% was considered as a core course. The courses which scored a frequency of at least 25% but less than 50% were regarded as electives. A course which scored less than 25% was dropped out. A team of experts validated the baseline information by reflecting it to Tanzanian situation, and added some relevant courses.

Based on that a team of experts developed the Benchmarks for tourism and hospitality cluster with the following key components:

i) Objectives and justification;

ii) Use of benchmarks;

iii) Entry qualifications;

iv) Duration of the programmes;

v) Graduation requirements;

vi) Expected learning outcomes;

vii) Evaluation and assessment;

viii) Resources requirements;

ix) Credit framework;

x) Normal learning matrix;

xi) Curriculum alignment matrix; and

xii) Course description.

1.5 Stakeholders' Participation

The approach for developing these Benchmarks was participatory, involving various stakeholders, aiming at ensuring that HEI's stakeholders were given an appropriate opportunity to contribute to the development of the Benchmarks. Thus, stakeholders participated in the process of developing the Benchmarks to ensure that they are both relevant and appropriate and that they are committed to its use.

The draft Benchmarks were sent to two (02) independent peer reviewers, who provided comments and suggestions. The team incorporated the comments and suggestions raised. The revised version was then sent to various stakeholders in the industry for them to provide input. The key stakeholders involved include; training institutions, tour operators, airlines, hotels, Professional Bodies, regulators, employers' associations, and the Ministry of Natural Resources and Tourism. Inputs received were incorporated accordingly.

As part of the development process, a one-day stakeholders' workshop was held so as to discuss and deliberate on the draft Programme Benchmarks. The workshop participants included HEIs, Professional Bodies and employers. The participants provided very constructive inputs to the draft Benchmarks. After the workshop, the experts evaluated the comments and incorporated them into the documents and finally produced the final document of the Bachelor Degree Programme Benchmarks in the Tourism and Hospitality cluster.

The revised version was then sent to the Committee of Vice Chancellors and Principals/Provosts of Universities and University Colleges in Tanzania (CVCPT) for deliberation and endorsement.

CHAPTER 2

USE OF THE BENCHMARKS

2.1 Benchmarking

Benchmarking is a management approach to identify who are the best and what makes them so successful than others. The recent past has experienced continued popularity, particularly in the manufacturing and service industries. Just like any other concept, there are many definitions of benchmarking. Some of the common definitions include the following:

Benchmarking is a continuous systematic process for evaluating the products, services and work of organisations that are recognized as representing best practices for the purpose of organizational improvement[7]

"Benchmarking is a continuous search for, and application of, significantly better practices that lead to superior competitive performance[8]

"Benchmarking is a disciplined process that begins with a thorough search to identify best-practice-organizations, continues with the careful study of one's own practices and performance, progresses through systematic site visits and interviews, and concludes with an analysis of results, development of recommendations and implementation[9]

In summary, benchmarking is about evaluating an institution's core activities, processes, and management against established standards. The stakeholders who may benefit from engagement with the Benchmarks include:

i) Educators: to improve the quality of their teaching practices (i.e. facilities, teaching and learning processes) by focusing on the agreed set of learning outcomes and curriculum standards.

ii) Education leaders: to develop, manage and renew programmes that meet their institutional needs.

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[7]Spendolini, M.J. (1992) The Benchmarking Book. 2nd edition forthcoming in 2001. Amacom, New York.

[8] Watson, G.H. (1993) Strategic Benchmarking: How to Rate Your Company's Performance Against the World's Best. John Wiley & Sons, New York, NY.

9Garvin, D.A. (1993) Building a learning organization. Harvard Business Review 71(4), 78-91.

iii) Careers advisers, prospective and current students: to choose programmes that best align with students' career aspirations.

iv) Accreditation agencies: to make better informed decisions about the programmes.

v) Industry practitioners: to make better decisions to fully harness the graduates from these programmes and to develop appropriate career structures for them.

2.2 Scope of the Benchmarks

Normally, it is presumed that Tourism (T) include aspects of Hospitality (H), Events (E) and Leisure and Recreation (L&R), which gives the impression of precedence and suppression of hospitality, events and leisure and recreation in a highly fragmented industry. In reality, THEL&R are distinct but overlapping sectors of the economy, and attempts have been made to address this fragmentation. There is a strong justification in terms of practicality and implementation for a universal set of standards with more nuanced descriptors for each respective element of the benchmarks.

The developed Benchmarks will reflect the similarities between THEL&R while outlining in broad terms the different characteristics within each sector. They will recognize the common elements and significant differences of the four areas.

2.3 Applying the Benchmarks

Benchmarks provide standards that are "threshold learning"; therefore, in developing or reviewing programmes, it is necessary to consider their suitability as "the minimum standards" that are expected of graduates. From this minimum standard, each institution has the flexibility to decide the "aspiration" level they seek for their graduates. Nonetheless, this guideline provides the minimum threshold that would be expected of all THEL&R graduates at University Qualifications Framework Level 8 (Bachelor degree), irrespective of the institution granting the award. The Benchmarks also describe the minimum learning outcomes that graduates are expected to have attained to meet the specifications of the UQF.

2.4 Guiding Principles

The developed Benchmarks will be governed by several principles and, as such, will be able to be:

i) mapped to the existing University Qualifications Framework and other standards;

ii) identified as actionable behaviour in the workplace; and

iii) assessed by relevant stakeholders as part of the quality assurance of learning.

2.5 Nomenclature of Programmes

Institutions should ensure that the name given to any qualification appropriately represents the level of achievement, accurately reflects the field(s) of study, and is not misleading. In this regard, the fields of study are (1) Tourism, (2) Hospitality, (3) Event as well as (4) Leisure and Recreation. In order to achieve the expected learning outcomes stipulated in these Benchmarks, the naming of programmes should consider a major in the four areas as follows (with the bold disciplines are the majors):

i) Major e.g., Bachelor of **Tourism Management**, Bachelor of **Event Management**, etc.

ii) Major in one discipline and a minor in another discipline within the same cluster, e.g., Bachelor of **Tourism Management** and **Hospitality**, Bachelor of **Hospitality** and **Event Management**.

iii) Major in one discipline and minor in another sub-discipline within the same cluster, e.g., Bachelor of Catering and Hotel Management, Bachelor of Tour Guide and Operations, etc.

iv) Major in one discipline within the cluster and minor in a discipline outside the cluster, e.g., BCOM (Tourism Management), BBA (Tourism Management), etc.

2.6 The Qualifications Framework

The East African Qualifications Framework defines Qualifications Framework as "an instrument for the development and classification of qualifications according to a set of criteria for levels of learning and

skills and competencies achieved[10]" while the University Qualifications Framework in Tanzania defines a Qualification Framework "as an outcomes-based structure for academic, technical and professional university levels qualifications based on a consistent qualification nomenclature; qualification descriptors; and credits[11].

Universities across the world offer three levels of education, i.e., Bachelor's degree, Master's degree, and Doctorate degree. Looking at the National Qualifications Frameworks (NQFs) in Europe and the European Qualifications Framework, East African Qualifications Framework, University Qualifications Framework and other NQFs in other parts of the world, it is clear that these three levels of education are all described differently. This particular Benchmarks is for the Bachelor's degree (UQF level 8).

2.6.1 Bachelor's Degree

The holder of the qualification will be able to apply knowledge, skills, and competencies in a wide and unpredictable variety of contexts with substantial personal responsibility for the work of others and responsibility for the allocation of resources, policy, planning, execution, and evaluation. Normally, the description for any Bachelor's degree is very general. Thus, each degree programme needs to be filled in and elaborated using expected learning outcomes that are formulated by the discipline. Each discipline, in turn, has to translate the generic learning outcomes into specific course units within specific subjects.

2.7 Curriculum Design

One of the main reasons of formulating benchmarks is to provide support to universities in designing their own curricula and consequently making it possible for:

i) Comparing quality levels of the graduates from different universities within and outside the country;

ii) Comparing chances for the graduates in the labour market;

[10]IUCEA (2014). The Inter – University Council for East Africa. The East African Qualifications Framework, draft August, 2014.
[11]Obtained from Tanzania Commission for Universities, University Qualifications Framework, 2012

iii) Labour market to understand the competencies possessed by graduates of Tourism and Hospitality programmes; and

iv) Increased national and international mobility of students and instructors.

2.8 Programme Objectives

The formulated Benchmarks cannot be operationalized without having programme objectives and goals. Well-written and clearly defined objectives will help institutions monitor their progress toward achieving their programme goals. Goals and objectives are similar in that they describe the intended purposes and expected results of teaching activities and establish the foundation for assessment. Goals are statements about general aims or purposes of education that are broad, long-range intended outcomes and concepts, e.g., "clear communications," "problem-solving skills," etc. Objectives are brief, clear statements that describe the desired learning outcomes of instruction, i.e. the specific skills, values, and attitudes students should exhibit that reflect the broader goals. In general, education has to do with the development of the whole person, mind, feelings or emotions and the body. This gives rise to three domains of learning or learning objectives: cognitive, affective, and psychomotor.

i) Cognitive objectives: This domain has to do with the learning of ***knowledge and its application***. What do you want your graduates to know?

ii) Affective objectives: This domain has to do with the learning of ***attitudes, feelings, values, and appreciation***. What do you want your graduates to think or care about?

iii) Behavioral objectives: This domain has to do with ***physical activity or learning of skills***. What do you want your graduates to be able to do?

2.9 Formulating the Expected Learning Outcomes

Learning outcomes[12] are statements of what a learner will know, understand, and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

[12]Obtained from Tanzania Commission for Universities, University Qualifications Framework, 2012

Knowledge, skills, and competence form a basis for categorizing learning outcomes. The purpose of learning outcomes is to describe clearly what a student is expected to demonstrate after completion of the whole programme, a module, or a course. According to the European Qualification Framework[13] (EQF), knowledge, skills, and competence are defined as follows:

Knowledge is an outcome of the collection and assimilation of information through learning. In fact, knowledge is described as theoretical and/or factual.

Skills are the ability to apply knowledge and use know-how to complete tasks and solve problems. These are described as cognitive (the use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools, and instruments).

Competence is a proven ability to use knowledge, skills, and other abilities to perform a function against a given standard in a work or study situation and in professional and/or personal development. It is described in terms of responsibility and autonomy. Figure 1 shows the relationship between knowledge, skills, and competence domains.

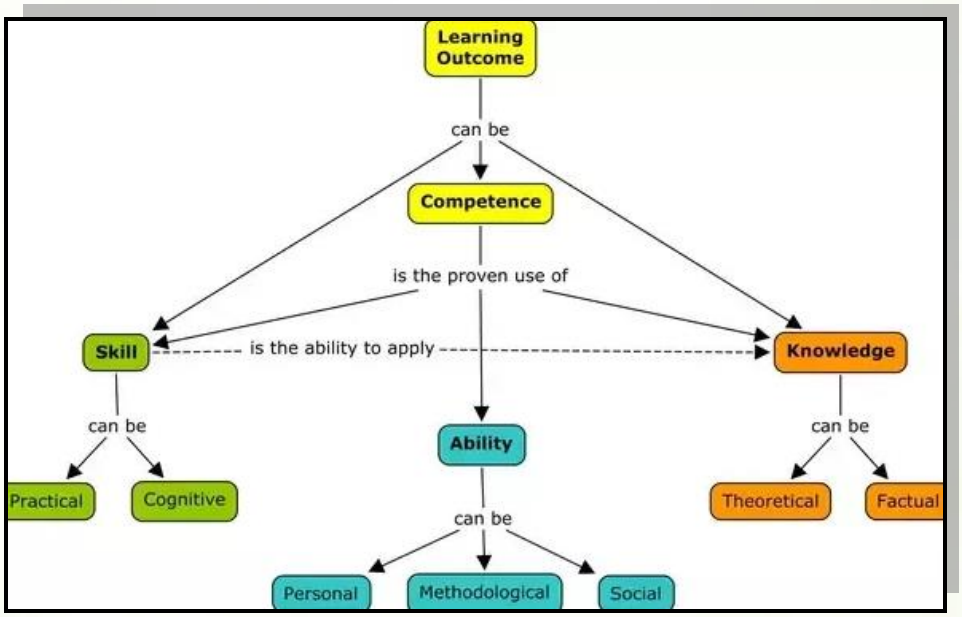

Figure 1: Relationship between categories of learning outcomes (source-Tarmo Toikkanen, in Quoro.com)

[13]Obtained from Descriptors defining levels in the European Qualifications Framework (EQF); Learning Opportunities and Qualifications in Europe.

When developing a new curriculum or reviewing an existing one, the first step is to formulate the learning outcomes. The next step is then to identify what courses are needed to achieve the formulated learning outcome.

Figure 2 shows the steps that may be followed in developing and reviewing demand-driven programmes. Various action verbs may be used in formulating the expected learning outcomes as indicated in Table 1.

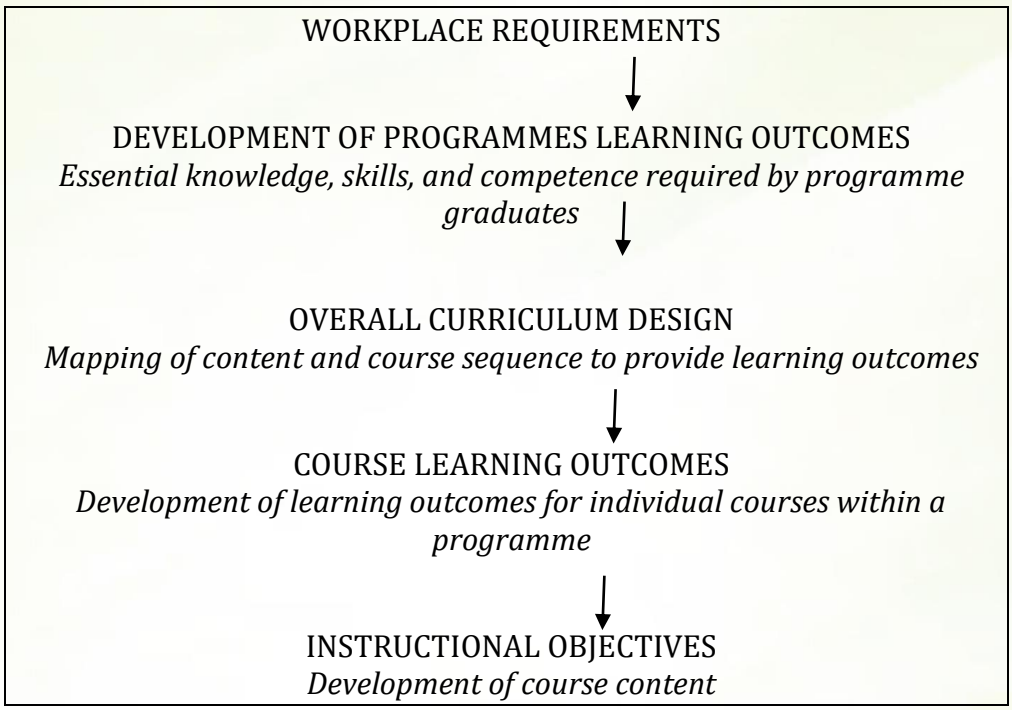

Figure 2: Overview of Learning Outcomes Structure (The East African Qualifications Framework, draft August 2014).

Table 1: Examples of learning outcomes action verbs for various levels of the cognitive domain (UTLIP, 2008)[14]

Level	Appropriate Action Verbs
Know (Knowledge)	State, define, list, name, write, recall, repeat, recognize, label, reproduce, recite, outline, arrange, match, memorize, order, relate.
Understand (Comprehension)	Identify, justify, select, indicate, recognize, report, restate, review, sort, translate, illustrate, represent, formulate, explain, contrast, classify, interpret, paraphrase, summarize, describe, discuss, express.
Apply (Application)	Predict, demonstrate, instruct, compute, calculate, perform, prepare, practice, apply, choose, schedule, sketch, employ, illustrate, interpret, use.
Analyze (Analysis)	Analyze, identify, differentiate, separate, compare, contrast, solve, appraise, calculate, categorize, criticize, discriminate, distinguish, deduce.
Synthesize (Synthesis)	Combine, summarize, argue, discuss, organize, derive, relate, generate, conclude, propose, arrange, assemble, compose, construct, formulate, plan, prepare, set up, synthesize, design.
Evaluate (Evaluation)	Appraise, argue, attack, choose, compare, estimate, evaluate, predict, rate, score, value, judge, determine, support, defend, criticize, select.

2.10 Translating Learning Outcomes into the Programme

Learning outcomes are achieved results or consequences of what was learned, i.e., the evidence that learning took place. Learning outcomes are more student-centered and describe what it is that the learner should learn. Learning outcomes are statements that specify what

[14] UTLIP (2008). University Teaching and Learning Improvement Programme. Sokoine University of Agriculture, Morogoro, Tanzania.

learners will know or be able to do as a result of a learning activity. Because of this, formulating the learning outcomes becomes the first step in designing any degree programme. University institutions are expected to compare their formulated learning outcomes with the benchmarks and see what is missing or what should be rephrased. For each learning outcome, one should describe how the outcome would be measured and assessed. It is worth noting that benchmarks are based on the formulated learning outcomes, which can be divided into three domains: Cognitive learning (Knowledge and its application), Affective learning (Attitude, feelings values, and its applications), and psychomotor learning (Skills).

To check if the planned courses cover the learning outcomes, it is important to develop a Curriculum Alignment Matrix (Table 2). For each course, the universities will have to check how far the courses have been captured in the learning outcomes.

Table 2: Example of a Curriculum Alignment Matrix

Bachelor programme in Leisure and Recreation				
Learning outcomes	**Course 1**	**Course 2**	**Course 3**	**Course 4**
Learning outcomes 1	x		x	
Learning outcomes 2		x	x	x
Learning outcomes 3	x			x
Learning outcomes 4		x	x	
Learning outcomes 5	x	x	x	

2.11 Course Description

In this Benchmarks, the minimum mandatory core courses and learning outcomes for the minimum mandatory core courses in Tourism Management, Hospitality Management, Event Management as well as Leisure and Recreation degree programmes are provided. University institutions will have to develop other respective courses, starting with the formulation of the learning outcomes for the specific course. For each course, a clear description should be available (An example can be found on each programme). It is the responsibility of each University to specify clearly how each learning outcome will be evaluated. However,

every university institution should have a minimum of two (02) core courses and two (02) elective courses per semester.

2.12 Quality Assurance

Quality assurance guarantees that the quality of products or services meets predetermined standards. Benchmarks play a significant role in harmonizing quality assessment and quality assurance at the national and regional levels. They also offer external assessment teams a frame of reference in assessing the quality of a programme. For university institutions, the benchmarks offer a good instrument for evaluating the quality of their own programmes.

2.13 Implementation of the Benchmarks

The implementation of these Benchmarks is the responsibility of university institutions and the overseeing responsibility is that of the Tanzania Commission for Universities (TCU).

2.14 Review of the Benchmarks

These Benchmarks will be subject to review after every five-year period to take into consideration emerging trends in the discipline.

CHAPTER 3

BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN TOURISM MANAGEMENT

3.1 Descriptions of Tourism Management

Tourism comprises the activities of persons traveling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business, and other purposes. Accordingly, tourists are defined as 'people who travel to and stay in a place outside their usual environment for not more than one consecutive year for leisure, business, and other purposes not related to the exercise of an activity remunerated from within the place visited[1].

Today, tourism has become a highly dynamic and rapidly expanding industry with implications on the economy, on the natural and built environment, on the local populations at the destination and on the tourists themselves. It is one of the largest contributors to the global economy. In fact, it makes up for about one-third of the service based global economy. With the ease of mobility becoming better each day, more people are traveling for pleasure. Due to these multiple facts, the wide range and variety of production factors required to produce goods and services acquired by visitors, and the wide spectrum of stakeholders involved or affected by tourism, there is a need for a holistic approach to tourism development, management, and monitoring. This makes trained and skilled human resources essential and a key component to the development of the tourism industry.

3.2 Programme Goal

The programme inculcates an interdisciplinary approach to the study of tourism management by complementing tourism management courses with service, marketing, leadership and management input to generate a manager with a touch of all aspects of tourism business management. It aims at producing informed and knowledgeable graduates with a critical awareness of tourism as one of the most powerful forces in today's globalized world. Also, the programme aims to address contemporary issues such as climate change and waste disposal that are facing the tourism sector.

3.3 Programme Objectives

The Bachelor's degree programmes in Tourism Management should be designed in such a way that it addresses the needs of different stakeholders in the community. This objective can be attained by paying attention to the following specific programme objectives.

a) Academic Ability

The programme objectives under this category are to:

(i) Equip learners with tourism knowledge, skills, and competencies;

(ii) Enable learners to be innovative in the development and application of tourism in a culturally dynamic and complex environment;

(iii) Enable the learners to use emerging technologies in enhancing individuals and community tourism experiences; and

(iv) Prepare and develop the learners to undertake research and to progress to higher levels of studies.

b) Employability

The programme objectives under this category are to:

(i) Equip learners with tourism skills, entrepreneurial and managerial skills; and

(ii) Prepare learners to meet the requirements of the labour market and have competitive advantage.

c) Personal Development

The programme objectives under this category are to:

(i) Prepare learners for life-long learning and research;

(ii) Empower learners to progress in their personal careers;

(iii) Equip the learners with skills and attitudes to work in multicultural and global environments;

(iv) Equip the learners with knowledge and skills to work as a team in the tourism sector; and

(v) Impart the learners with tourism professional ethics.

3.4 Entry Qualifications

Entry requirements for admission into the programme should be in line with the Commission's minimum entry and specific admission requirements stipulated by respective university institutions.

3.5 Duration of the Programme

The duration of the programme shall be three (03) years, i.e., six (06) semesters.

3.6 Credit Framework

The total credits for the programme shall be 360 credits.

3.7 Graduation Requirements

The UQF level 8 award in hospitality and tourism programmes shall be awarded to a candidate who fulfils the minimum requirements for university graduation. The minimum graduation load shall be a minimum of 3 years (full-time equivalent) and 360 credits.

For the purpose of the minimum standards in hospitality and tourism, the courses are categorized into two: Core and electives. Any of these courses may serve as prerequisites to other courses. All students in hospitality and tourism should take a minimum load of 60 credits per semester.

3.8 Evaluation and Assessment

Evaluation and assessment shall be as per regulation and guidelines for Degree and Non-Degree Programmes of the concerned university institution. A combination of formative, summative, and integrated learning assessments will be used to evaluate the knowledge and understanding of students in the Bachelor of Tourism Management programme. This shall include assignments, quizzes, presentations, practical, training and research for formative assessments; and tests and final examination for summative evaluation. Written class examinations (class tests and end-of-semester examinations) are the principal methods of assessment for knowledge and understanding in most courses in all years.

A field practical training/industrial attachment shall be an essential requirement of the Bachelor of Tourism Management programme.

Assessment of the field practical training/industrial attachment shall be done on pass or fail basis and a pass shall be required before a candidate is allowed to proceed to the next semester or to graduate in case of a final year student.

3.9 Resource Requirement

For a university institution to start a programme it must have adequate resource allocation and appropriate utilisation**.** The following areas are particularly important:

(a) Academic Staff

Every university institution shall adhere to the established academic and technical staff disposition as stipulated in the Standards and Guidelines for University Education in Tanzania, 2019.

(b) Physical Spaces

Every university institution shall have adequate physical facilities for the effective discharge of the teaching and learning functions, including, but not limited to, lecture rooms, lecture theatres, seminar rooms, common rooms, etc., as provided in the Standards and Guidelines for University Education in Tanzania, 2019.

(c) Equipment

Every university institution shall have adequate teaching and learning equipment for the effective discharge of the teaching and learning functions, including, but not limited to, desktop computers, laptops, internet facilities, PowerPoint projectors, and multi-media facilities, as provided in the Standards and Guidelines for University Education in Tanzania, 2019.

(d) Library and Information Resources

Every university institution shall provide current and up-to-date tourism studies-related textbooks, subscriptions to online scientific publications, professional journals, and representative materials from the popular press.

3.10 Expected Learning Outcomes

To harmonize the Bachelor programme in Tourism Management and to make it more coherent and consistent for higher learning institutions in Tanzania, the following Expected Learning Outcomes (ELOs) have been formulated to be used as benchmarks. The formulated ELOs are the threshold: all graduates of the Bachelor's programme in tourism management are expected to achieve them. Besides these, a graduate also has to achieve the ELOs for their chosen specialization. A university may consider adding learning outcomes as and when necessary, in line with its mission and vision or other identified need(s). Table 3 outlines the ELOs for a Bachelor in Tourism Management.

Table 3: Expected learning outcomes for Bachelor's degree in Tourism Management

Domain	Expected Learning Outcomes
Knowledge	The graduate should be able to: 1. Explain essential concepts, principles, and theories relating to tourism; 2. Describe the impacts of tourism on the economy, community, and the environment and their management options; 3. Define the ethical standards of the tourism profession; 4. Explain the legal framework of tourism operations in Tanzania and beyond; and 5. Describe the roles of different tourism components and stakeholders in the tourism industry.
Skills	The graduate should be able to: 6. Analyze tourism trends, patterns, movements, issues and challenges; 7. Apply analytical and managerial skills for sustainable tourism practices and the deliverance of sustainable tourism services and experiences; 8. Translate subject-specific concepts, theories, and principles in finding solutions to problems encountered using relevant information technologies in the field of tourism; and 9. Employ cognitive skills in collecting, analyzing, and

Domain	Expected Learning Outcomes
	synthesizing information to develop and evaluate solutions for obvious tourism problems.
Competencies	The graduate should be able to: 10. Utilize multidisciplinary skills necessary for working efficiently with diverse institutions and stakeholders in the tourism industry; 11. Innovate ideas and practices that support sustainable tourism development; 12. Communicate with high level of professionalism; 13. Design tourism products; 14. Promote tourism products and operations; and 15. Manage tourism impacts in a destination area.
Attitude	The graduate should be able to: 16. Adapt to, and work in multi-cultural set-ups; 17. Demonstrate a high level of professionalism while embracing professional ethics at work; 18. Critically reflect on their own conduct to improve interpersonal and operational skills and knowledge in light of their role in tourism and its impact on the economy, environment, and society; and 19. Create and develop solutions to problems facing visitors and the tourism sector at large.

3.11 Translating the Learning Outcomes into Tourism Management Programmes

The learning outcomes need to be translated into the programme. In this document, the programme is defined at the Bachelor's level. A programme is seen as a coherent set of courses leading to a degree. The programme may be organized into courses, modules or units. In the basic/ foundation category, two (02) types of areas can be distinguished as follows:

a) Core courses (or subject areas)

These are the essential courses offering a thorough foundation of the discipline. The core courses are the backbone of the discipline. They are the typical Tourism Management courses mandatory for every student.

b) Elective courses (or subject areas)

These are courses that students can take to deepen or broaden their knowledge, but they are not compulsory. However, students must make a choice to meet the minimum credit requirements for graduation.

Table 4 shows the core subject areas and the elective subject areas in the basic category of a Bachelor's programme. Based on the core and elective courses in Table 4, the following remarks apply:

i) The titles of the courses may differ from one university to another. The emphasis should be on the content rather than the title. An example of a course description is given for a better understanding of the subject.

ii) The autonomy and the uniqueness of the university will be taken into consideration in formulating the core courses for the basic phase. The university will have the choice to add its own courses beyond the core and elective courses.

iii) The core and elective courses may be designed in the form of modules or course units depending on the institution's system.

Table 4: List of core and elective courses for the Bachelor of Tourism Management programme

Core courses		Elective courses
1. Introduction to Tourism 2. Tourism Policy and Planning 3. Tourism Economics 4. Travel and Tour Operations	18.	19. Tourism Project Management and Development 20. Tour Guiding Skills and Techniques 21. Foreign Language (s)

Core courses		Elective courses
5. Tourism Marketing 6. Field Practical Training/Industrial Attachment 7. Tourism Research Methods 8. Tourism Entrepreneurship 9. Principles of Finance and Accounting 10. Business Laws and Ethics 11. Organization &Human Resources Management 12. Consumer Behaviour and Service Management 13. Introduction to Hospitality Management 14. International Marketing 15. Destination Management 16. Business Communication Skills 17. Contemporary Issues in Tourism Industry		22. Information Communication Technology 23. Natural and Cultural Heritage Management 24. Tourism and Travel Geography 25. Community-Based Tourism 26. Touristic Transport Planning and Policy 27. Sustainable Tourism Practices 28. Basics of Wildlife Ecology 29. Ecotourism Management

3.12 Normal Learning Matrix

Table 5 indicates the weight of each course in the teaching and learning process. Universities are advised to use the provided weight. However, slight upward deviation is allowed depending on the nature of the institutions.

Table 5: Recommended minimum weight of each course in the respective year

Course Title	Core or elective	Credits	Year
1. Introduction to Tourism	Core	9	1
2. Tourism Policy and Planning	Core	9	2
3. Tourism Economics	Core	9	3
4. Travel and Tour Operations	Core	9	2
5. Tourism Marketing	Core	9	2
6. Field Practical Training/Industrial Attachment	Core	20	1/2/3
7. Tourism Research Methods	Core	9	2
8. Tourism Entrepreneurship	core	9	3
9. Principles of Finance and Accounting	Core	9	1
10. Business Laws and Ethics	Core	9	3
11. Organization &Human Resources Management	core	9	3
12. Consumer Behaviour and Service Management	Core	9	2
13. Introduction to Hospitality Management	Core	9	1
14. International Marketing	core	9	3
15. Destination Management	Core	9	3
16. Business Communication Skills	Core	9	1
17. Contemporary Issues in Tourism Industry	Core	9	3
18. Tourism Project Management	Elective	9	3

Course Title	Core or elective	Credits	Year
and Development			
19. Tour Guiding Skills and Techniques	Elective	9	2
20. Foreign Language (s)	Elective	9	1
21. Information Communication Technology	Elective	9	1
22. Natural and Cultural Heritage Management	Elective	9	1
23. Tourism and Travel Geography	Elective	9	1
24. Community-Based Tourism	Elective	9	2
25. Touristic Transport Planning and Policy	Elective	9	3
26. Sustainable Tourism Practices	Elective	9	2
27. Basics of Wildlife Ecology	Elective	9	1
28. Ecotourism Management	Elective	9	2

3.13 Learning Outcomes and the Curriculum Alignment Matrix

To check if the planned courses cover the learning outcomes, it is important to develop a curriculum alignment matrix. For each course, one has to formulate the specific learning outcomes for that course and have to check how far this course contributes to the programme learning outcomes. Table 6 gives an example of a curriculum alignment matrix for the ELOs of the Bachelor degree programmes in Tourism Management. For each subject, the contribution to the ELOs is given. The explanation of numbers 1 to 19 is given in Table 7.

Table 6: Curriculum alignment matrix for Bachelor in Tourism Management

SN	Course title	Expected Learning Outcomes																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1.	Introduction to tourism	√	√			√	√													
2.	Tourism policy and planning					√	√	√								√				
3.	Tourism economics		√				√			√						√				
4.	Travel and Tour Operations							√						√	√			√		
5.	Tourism Marketing					√					√		√	√	√					
6.	Field Practical Training/Industrial Attachment			√	√	√	√	√			√							√	√	
7.	Tourism Research Methods								√	√		√	√							√
8.	Tourism Entrepreneurship							√				√		√	√					
9.	Principles of finance and accounting				√		√				√								√	√
10.	Business Laws and Ethics			√	√												√	√	√	
11.	Organization & Human Resources Management			√		√		√					√					√	√	
12.	Consumer Behaviour & Service Management.			√	√								√	√	√					
13.	Introduction to hospitality management	√	√			√	√													
14.	International Marketing					√	√				√		√	√	√					
15.	Destination Management		√				√	√						√	√	√				
16.	Business communication												√				√		√	
17.	Contemporary Issues in Tourism Industry		√				√									√				√
18.	Tourism Project Management and Development		√		√	√		√		√										
19.	Tour Guiding skills and techniques							√					√					√	√	√
20.	Foreign Language (s)										√		√				√	√		
21.	Information Communication Technology								√					√		√				√
22.	Natural and Cultural Heritage Management							√						√	√	√				
23.	Tourism and Travel Geography	√					√							√	√	√				
24.	Community Based Tourism		√									√		√	√	√	√			
25.	Touristic Transport Planning and Policy				√	√						√		√	√					
26.	Sustainable tourism practices		√									√		√	√	√	√			
27.	Basics of Wildlife Ecology		√					√				√	√	√		√				
28.	Ecotourism Management		√					√				√	√	√		√				

Table 7: Explanation of the numbers

1. Demonstrate knowledge and an understanding of essential concepts, principles, and theories relating to tourism.
2. Describe the impacts of tourism to the society and the environment and their management options.
3. Demonstrate knowledge of the ethical standards of the tourism profession.
4. Explain the legal framework of tourism operations in Tanzania and beyond.
5. Identify the roles of different tourism components and stakeholders in the tourism industry.
6. Analyze tourism trends, patterns, issues, and challenges.
7. Apply analytical and managerial skills for sustainable tourism practices and the deliverance of sustainable tourism services and experiences.
8. Translate subject-specific concepts, theories, and principles in finding solutions to problems encountered using relevant information technologies in the field of tourism.
9. Employ cognitive skills to collect, analyze, and synthesize information to develop and evaluate solutions for obvious tourism problems.
10. Utilize multidisciplinary skills necessary for working efficiently with diverse institutions and stakeholders in the tourism industry.
11. Innovate ideas and practices that support sustainable tourism development.
12. Develop the ability to communicate in a high level of professionalism;
13. Design products;
14. Promote tourism products and operations;
15. Manage tourism impacts in a destination area;
16. Adapt to, and work in multi-cultural set-ups;
17. Demonstrate a high level of professionalism while embracing professional ethics at work;
18. Critically reflect on their own conduct, to improve interpersonal and operational skills and knowledge in light of their role in tourism and its impact on the economy, environment and society; and
19. Create and develop solutions to problems facing visitors and the tourism sector at large.

3.14 Course Description

In this document, the learning outcomes both for the basic programme and the major areas of specialization are provided. It is necessary to develop the modules or course units, starting with the formulation of the learning outcomes for that specific module/course. For each course unit or module, a clear description should be available as indicated in Table 7.

Table 8: Example of description of a course

<table>
<tr><th>i</th><th>Course Title</th><th colspan="7">BTM 400: TOURISM ECONOMICS</th></tr>
<tr><td>ii.</td><td>Course aim</td><td colspan="7">This course is an introduction to theory of prices and the allocation of resources concerned with basic concepts of demand and supply, the theory of the firm, and distribution of income in the tourism industry. It provides a foundation for further study in economics and financial management, but is sufficiently self-contained to provide grounding for those who do not intend to take the subject any further.

The main objective of this course is to introduce students to economic and financial analysis, which is a particular way of looking at the tourism industry from economic perspective and trying to understand it further.</td></tr>
<tr><td>iii.</td><td>Course expected learning outcome(s)</td><td colspan="7">Upon completion of this course, the student should be able to:
1. Explain the importance of economic and financial management in all aspects of life;
2. Explain and apply theories of economic and financial management;
3. Evaluate and choose optimal investment decisions; and
4. Measure business performance and the impact of international financial organizations to the Tanzanian financial market.</td></tr>
<tr><td>iv.</td><td>Course status- core or elective</td><td colspan="7">Core</td></tr>
<tr><td rowspan="2">v.</td><td rowspan="2">Credit rating</td><td>Lecture</td><td>Seminar</td><td>Assignment</td><td>Independent Work</td><td>Practical</td><td>Total Hours</td><td>Credits</td></tr>
<tr><td>30</td><td>15</td><td>5</td><td>4</td><td>6</td><td>60</td><td>6</td></tr>
<tr><td>vi.</td><td>Total Hours Spent</td><td colspan="7">60</td></tr>
<tr><td>vii.</td><td>Course Content</td><td colspan="7">• Introduction to Economics and Financial analysis
• Laws, Elasticity and Estimation of Demand and Supply and their Applications
• The Theory of Consumer Behaviour and Choice</td></tr>
</table>

		• Theory of Production and Analysis of Cost • Theory of the Firm: Price and Output Determination • Theory of Factor/Input Pricing • Market Structures • General Equilibrium Analysis • Welfare Economics, and Public Goods and Externalities
viii.	Teaching and learning activities	Teaching methodology will include lectures, seminar presentations, tutorials, field visits, and excursions, take home group and individual assignments, independent reading assignments.
ix.	Assessment Methods, Rationale and Criteria	Coursework (40%) Final Examination (60%) A mixture of lectures, tutorial exercises, and case studies will be used to deliver the various topics in this subject. Some of them will be covered in a problem-based format which enhances the learning objectives. Others will be covered through directed study in order to enhance the students' ability of "learning to learn". Some case studies will be used to integrate these topics and thus demonstrate to students how the various techniques are interrelated and how they can be applied to real problems in industry
x.	Reading list	1. Browning, E.K. and Zupan, M.A. (2011) Microeconomics: Theory and Applications, (11th Edition), New York: John Wiley &Sons. 2. Frank, R. H. (2009). *Microeconomics and Behavior*, (8th Edition), New York: McGraw-Hill. 3. Frank, R. H. and Bernanke, B. (2012). *Principles of Microeconomics*, (5th Edition), New York: McGraw-Hill/Irwin. 4. Gans J., King S., and Mankiw G., (2012). Principles of Microeconomics, (5th Edition), Thompson Nelson, Southbank. 5. Mankiw, N. G (2014). *Principles of Microeconomics,* (7th Edition), Harcourt College Publishers. 6. Pandey, I. (2006). Financial management, 11th edition. Delhi: 7. Samuelson Paul, A and William D Nordhaus (2009). *Microeconomics, (*19th Edition), New York: McGraw-Hill Irwin 8. Varian, R. (2009). *Intermediate Microeconomics: A Modern Approach*, (8th Ed.), Norton. 9. Vikas Publishing House.

3.15 Field Practical Training/Industrial Attachment for Tourism Management Programme

Field practical training/industrial attachment for tourism management programme is very important for students who pursue a Bachelor's degree programme in tourism management. This programme helps

students to gain work experience in the study of tourism management. By doing so, students can internationalize their resume, gain valuable experience in their academic field, obtain credit for their existing studies, form alliances with international companies, gain recognition within their profession, improve their career options, develop an appreciation of the work ethic and labour procedures and sometimes provide employment opportunities. The field practical training/industrial attachment is compulsory for all students pursuing a Bachelor's degree from this programme and lasts for a reasonable period, normally 3 to 6 months and beyond. Students can be placed within private or public firms so that they can relate what they have learnt in the classrooms with actual work situations.

CHAPTER 4

BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN HOSPITALITY MANAGEMENT

4.1 Description of Hospitality Management

According to the Bureau of Labor Statistics (2018), the hospitality industry is part of the larger service-providing industry. It is heavily based on customer satisfaction and meeting the needs and desires of both individuals and families, typically more in a leisure capacity than a formal, business one. Hospitality considers the well-being of internal and external stakeholders of organizations. It is characterized by core themes of leadership, innovation, entrepreneurship, and the management of food, beverages, and/or accommodation in a service context. The defining characteristic of any programme is the study of the management and technical disciplines relevant to hospitality within this context.

The provision of hospitality education stems from a vocational focus. Programmes in hospitality have evolved significantly beyond this vocational focus to combine technical, management, and scientific disciplines as a coherent whole while retaining strong connections to industry. Within hospitality, more specialist programmes offered include hotel and restaurant management, food studies, culinary arts, spa management, and international hospitality management.

The diversity of programmes offered under the broader subject of hospitality reflects the constantly evolving needs of students and employers. Most programmes approach the study of hospitality with an emphasis on leadership and business management. While the number of hospitality programmes with the word 'management' within the title predominates (for example, hospitality management, hotel management and international hospitality management) a noticeable trend in recent years has been the increase in the number of programmes with the title 'hospitality studies'. The latter reflects a growing field of study informed by social science insights into hospitality as a social phenomenon concerned with obligations to be hospitable and laying down expectations on both host and guests.

4.2 Programme Goal

The goal of this hospitality management programmes is to provide students with key management tools enhanced by reinforced specialization in the hospitality management field and to prepare students for the real-world requirements of the professional sphere. The programme has been refocused to prepare students for professions involving management of hotel establishments and tourism complexes in an international context.

4.3 Programme Objectives

The Bachelors' degree programmes in hospitality management should be designed in such a way that it addresses the needs of different stakeholders in the community. This objective can be attained by paying attention on the following specific programme objectives.

a) Academic Ability

The programme objectives under this category are to:

(i) Equip learners with hospitality knowledge, skills and competences;

(ii) Enable learners to be innovative in the development and application of hospitality in a cultural dynamic and complex environment;

(iii) Enable the learners to use emerging technologies in enhancing individuals and community hospitality experiences; and

(iv) Prepare and develop the learners to undertake research and to progress to higher levels of studies.

b) Employability

The programme objectives under this category are to:

(i) Equip learners with hospitality skills, entrepreneurial and managerial skills; and

(ii) Prepare learners to meet the requirements of the labour market and have competitive advantage.

c) Personal Development

The programme objectives under this category are to:

(i) Prepare learners for life-long learning and research;

(ii) Empower learners to progress in their personal career;

(iii) Equip the learners with skills and attitude to work in multicultural and global environments;

(iv) Equip the learners with knowledge and skills to work as a team in hospitality field; and

(v) Impart the leaners with leisure and recreation professional ethics.

4.4 Entry Qualifications

Entry requirements for admission into the programme should be in line with the Commission's minimum entry and specific admission requirements stipulated by respective university institutions.

4.5 Duration of the Programme

The duration of the programme shall be three (03) years, i.e., six (06) semesters.

4.6 Credit Framework

The total credits for the programme shall be 360 credits.

4.7 Graduation Requirements

The UQF level 8 award in hospitality programmes shall be awarded to a candidate who fulfils the minimum requirements for university graduation. The minimum graduation load shall be a minimum of 3 years (full-time equivalent) and 360 credits.

For the purpose of the minimum standards in hospitality, the courses are categorized into two: Core and electives. Any of these courses may serve as prerequisites to other courses. All students in hospitality and tourism should take a minimum load of 60 credits per semester.

4.8 Evaluation and Assessment

Evaluation and assessment shall be as per regulation and guidelines for Degree and Non-Degree Programmes of the concerned university institution. A combination of formative, summative, and integrated learning assessments will be used to evaluate the knowledge and understanding of students in the programme. This shall include assignments, quizzes, presentations, practical, training and research for formative assessments; and tests and final examination for summative evaluation. Written class examinations (class tests and end-of-semester examinations) are the principal methods of assessment for knowledge and understanding in most courses in all years.

4.9 Resources Requirements

For a university to start a programme must have adequate resource allocation and appropriate utilisation**.** The following areas are particularly important:

(a) **Academic Staff**: Every university shall adhere to the established academic and technical staff disposition as stipulated in the Standards and Guidelines for University Education in Tanzania, 2019.

(b) **Physical Spaces:** Every university shall have in place adequate physical facilities for the effective discharge of the teaching and learning functions with respect, but not limited to lecture rooms, lecture theatres, seminar rooms, common rooms, etc. as provided in the Standards and Guidelines for University Education in Tanzania, 2019.

(c) **Equipment:** Every university shall have in place adequate teaching and learning equipment for the effective discharge of the teaching and learning functions with respect, but not limited to desktop computers, laptops internet facilities, power point projectors, multi-media facilities as provided in the Standards and Guidelines for University Education in Tanzania, 2019.

(d) **Library and Information Resources:** Every university shall provide current and up-to-date tourism studies-related textbooks, subscription to on-line scientific publications, professional journals and representative materials from the popular press.

4.10 Expected Learning Outcomes

To harmonize the Bachelor's degree in hospitality management and to make it more coherent and consistent in Tanzania, the following learning outcomes have been formulated to be used as benchmarks. The formulated ELOs are the threshold: all graduates of the Bachelor's degree in hospitality management programme must achieve them. Besides these, a graduate also has to achieve the ELOs for their chosen specialization. Universities may consider adding ELOs as and when necessary, in line with their mission and vision or other identified need(s). Table 9 outlines the ELOs for a Bachelor's degree in hospitality management.

Table 9: Expected learning outcomes for Bachelor's degree in Hospitality Management

Domain	Expected Learning Outcomes
Knowledge	The graduate should be able to*:* 1. Define essential concepts, principles, standards and theories relating to hospitality management; 2. Describe business operations relevant to hospitality management.; and 3. Explain the impact of hospitality on business environment.
Skills	The graduate should be able to: 4. Describe businesses related to hospitality management; 5. Manage a small hospitality business or being a middle level manager in hospitality business; and 6. Start and run a hospitality business profitably.
Competencies	The graduate should be able to: 7. Synthesize hospitality issues and apply theoretical ideas to practical settings; and 8. Provide advice to both public and private organizations after analyzing the situation facing the organization.
Attitude	The graduate should be able to: 9. Adapt to, and work in a multi-cultural and global hospitality business environment;

Domain	Expected Learning Outcomes
	10. Show awareness and understanding of the ethical standards of the profession; and 11. Show self-awareness and ability to adapt to new situations.

4.11 Translating the Learning Outcomes into Hospitality Management Programme

The ELOs need to be translated into the programme. In this document, the programme is defined at Bachelors level. A programme is seen as a coherent set of courses leading to a degree. The programme may be organized in courses, modules or units. In the basic/ foundation category, two (02) types of areas can be distinguished as follows:

a) **Core courses (or subject areas):** These are the essential courses offering a thorough foundation of the discipline. The core courses are the backbone of the discipline. They are the typical Hospitality Management courses mandatory for every student.

b) **Elective courses (or subject areas):** These are courses that can be taken by a student, to deepen or to broaden the knowledge, but they are not compulsory. However, a student has to make a choice to meet the minimum credit requirements for graduation.

Table 10 shows the core subject areas and the elective subject areas in the basic category of a Bachelor programme. Based on the core and elective courses in Table 10, the following remarks apply:

a) The titles of the courses may differ from one university to another. The emphasis should be on the content rather than title. An example of a course description is given for a better understanding of the subject.

b) The autonomy and the uniqueness of a university will be taken into consideration in formulating the core courses for the basic phase. The university will have the choice to add their own courses beyond the core and elective courses.

c) The core and elective courses may be designed in the form of modules, course units depending on the institution's systems.

Table 10: List of core and elective courses for the Hospitality Management programme

Core courses	Elective courses
1. Introduction to Hospitality 2. Basics of ICT in Hospitality 3. Marketing in Hospitality 4. Human Resources Management in Hospitality 5. Organizational Behaviour 6. Hotel, Restaurant and Bar Operations Management 7. Food Safety and Hygiene 8. Business Research Methods 9. Consumer Behaviour and Service Management 10. Strategic Management in the Hotel Industry 11. Food and Beverage Management 12. Entrepreneurship in Hospitality 13. Business Laws and Ethics 14. Events Planning and Management 15. Catering Management 16. Field Practical Training/Industrial Attachment 17. Contemporary Issues in Hospitality Industry	18. Economic and Financial Analysis in Hospitality 19. Communication Skills 20. Foreign Language: English, French, Chinese, Russian, Arabic, Spanish, German, Italian. 21. Hotel Design and Planning 22. Wine Studies 23. Accounting and Cost Control 24. Revenue Management 25. Food Production / Culinary 26. Airline Industry

4.12 Normal Learning Matrix

Table 11 indicates the weight of each course in the teaching and learning process. Universities are advised to use the provided weight. However, slight upward deviation is allowed depending on the nature of the institutions.

Table 11: Recommended minimum weight of each course in the respective year

Course Title	Core/Elective	credits	Year
1. Introduction to Hospitality	Core	9	1
2. Basics of ICT in Hospitality	Core	9	1
3. Marketing in Hospitality	Core	9	2
4. Human Resources Management in Hospitality	Core	9	3
5. Organizational Behaviour	Core	9	3
6. Hotel, Restaurant and Bar Operations Management	Core	9	1
7. Food Safety and Hygiene	Core	9	1
8. Business Research Method	Core	9	2
9. Consumer behaviour and Service Management	Core	9	2
10. Strategic Management in the Hotel Industry	Core	9	3
11. Food and Beverage Management	Core	9	2
12. Entrepreneurship in Hospitality	Core	9	3
13. Business Laws and Ethics	Core	9	3
14. Events Planning and Management	Core	9	2
15. Catering Management	Core	9	2
16. Field Practical Training/Industrial Attachment	Core	20	1/2/3
17. Contemporary Issues in Hospitality Industry	Core	9	3
18. Economic and Financial Analysis in	Elective	9	3

Course Title	Core/Elective	credits	Year
Hospitality			
19. Communication Skills	Elective	9	1
20. Foreign Language: English, French, Chinese, Russian, Arabic Spanish, German, Italian.	Elective	9	1
21. Hotel Design and Planning	Elective	9	3
22. Wine Studies	Elective	9	1
23. Accounting and Cost Control	Elective	9	1
24. Revenue Management	Elective	9	3
25. Food Production / Culinary	Elective	9	2
26. Airline industry	Elective	9	2

4.13 Learning Outcomes and the Curriculum Alignment Matrix

It is very important to develop a curriculum alignment matrix to check if the planned courses cover the learning outcomes. Table 12 gives an example of a curriculum alignment matrix for the expected learning outcomes of the Bachelor's degree in Hospitality Management. Explanation of the numbers 1 to 11 is given in Table 13.

Table 12: Curriculum alignment matrix for Bachelor degree in Hospitality Management

SN	Course title	Expected Learning Outcomes										
		1	2	3	4	5	6	7	8	9	10	11
	Introduction to Hospitality	√	√			√						
	Basics of ICT in Hospitality		√		√		√					√
	Marketing in Hospitality	√		√	√				√			
	Human Resources Management in Hospitality				√	√				√	√	
	Organizational Behaviour	√			√	√		√		√	√	
	Hotel, Restaurant and Bar Operations Management		√			√	√	√		√	√	
	Food Safety and Hygiene				√	√	√				√	

SN	Course title	Expected Learning Outcomes										
		1	2	3	4	5	6	7	8	9	10	11
	Business Research Methods	√	√	√				√				
	Consumer Behaviour and Service Management		√			√	√			√	√	
	Strategic Management in the Hotel Industry		√		√	√	√				√	
	Food and Beverage Management		√		√	√	√			√		√
	Entrepreneurship in Hospitality		√		√			√	√	√		√
	Business Laws and Ethics		√		√	√			√		√	
	Events Planning and Management	√	√	√	√	√	√					
	Catering Management	√		√			√				√	
	Field Practical Training/Industrial Attachment		√	√	√	√		√		√		
	Contemporary Issues in Hospitality Industry	√		√				√	√	√	√	√
	Economic and Financial Analysis in Hospitality	√	√	√	√		√					
	Communication Skills		√		√	√				√	√	
	Foreign Language: English, French, Chinese, Russian, Arabic Spanish, German, Italian.		√		√	√				√	√	√
	Hotel Planning, Design and Development		√	√	√	√	√					
	Wine Studies	√	√		√							
	Accounting and Cost Control	√	√		√		√					
	Revenue Management	√	√		√		√		√			
	Food Production / Culinary	√	√		√		√			√		
	Airline Industry	√	√		√					√	√	

Table 13: Explanation of the numbers

1. Demonstrate knowledge and an understanding of essential concepts, principles, standards and theories relating to hospitality management.
2. Demonstrate knowledge and understanding of business operations relevant to hospitality management.
3. Demonstrate knowledge and understanding of the impact of hospitality on business environment.
4. Plan, organize, implement, and controlling businesses related to hospitality management.
5. Manage a small hospitality business or being a middle level manager in hospitality business.
6. Start and run a hospitality business profitably.
7. Analyze, evaluate and synthesize hospitality issues and apply theoretical ideas to practical settings.
8. Provide advice to both public and private organizations after analyzing the situation facing the organization.
9. Adapt to, and work in a multi-cultural and global hospitality business environment.
10. Show awareness and understanding of the ethical standards of the profession; and
11. Show self-awareness and ability to adapt to new situations.

4.14 Course Description

In course description, it is necessary to develop the modules or course units, starting with the formulation of the learning outcomes. The university institution should develop course description for all of its courses. For each course unit or module, a clear description should be available as indicated in Table 14.

Table 14: Example of a course description

<table>
<tr><td>i.</td><td>Course Title</td><td colspan="7">HM 308: ECONOMIC AND FINANCIAL ANALYSIS IN HOSPITALITY</td></tr>
<tr><td>ii.</td><td>Course aim</td><td colspan="7">This course introduces the theory of prices and the allocation of resources concerned with basic concepts of demand and supply, the theory of the firm, and distribution of income. It provides a foundation for further study in economics and financial management, but is sufficiently self-contained to provide grounding for those who do not intend to take the subject any further.

The main objective of this course is to introduce students to economic and financial analysis, which is a particular way of looking at the world from economic perspective and trying to understand it.</td></tr>
<tr><td>iii.</td><td>Course expected learning outcomes</td><td colspan="7">Upon completion of the course, the student should be able to:
1. Explain the importance of economic and financial management in all aspects of life;
2. Explain and apply theories of economic and financial management;
3. Evaluate and choose optimal investment decisions; and
4. Measure business performance and the impact of international financial organizations to the Tanzanian financial market.</td></tr>
<tr><td>iv..</td><td>Subject status- core or elective</td><td colspan="7">Core</td></tr>
<tr><td rowspan="2">v.</td><td rowspan="2">Credit rating</td><td>Lecture</td><td>Seminar</td><td>Assignment</td><td>Independent Work</td><td>Practical</td><td>Total Hours</td><td>Credit</td></tr>
<tr><td>30</td><td>15</td><td>10</td><td>10</td><td>15</td><td>80</td><td>8</td></tr>
<tr><td>vi.</td><td>Total Hours Spent</td><td colspan="7">80</td></tr>
<tr><td>v.</td><td>Subject expected learning outcome(s)</td><td colspan="7"></td></tr>
<tr><td>vii.</td><td>Course Content</td><td colspan="7">• Introduction to Economics and Financial analysis
• Laws, Elasticity and Estimation of Demand and Supply and their Applications
• The Theory of Consumer Behaviour and Choice
• Theory of Production and Analysis of Cost
• Theory of the Firm: Price and Output Determination
• Theory of Factor/Input Pricing
• Market Structures
• General Equilibrium Analysis
• Welfare Economics, and Public Goods and Externalities</td></tr>
<tr><td>viii.</td><td>Teaching and learning activities</td><td colspan="7">Teaching methodology will include lectures, seminar presentations, tutorials, field visits, and excursions, take home group and individual assignments, independent reading assignments.</td></tr>
<tr><td>ix.</td><td>Assessment Methods, Rationale and Criteria</td><td colspan="7">Coursework (40%) Final Examination (60%). A mixture of lectures, tutorial exercises, and case studies will be used to deliver the various topics in this subject. Some of them will be covered in a problem-based format which enhances the learning objectives. Others will be covered through directed study in order to enhance the students' ability of "learning to learn". Some case studies will be used to integrate these topics and thus demonstrate to students how the various techniques are interrelated and how they can be applied to real problems in industry</td></tr>
</table>

x.	Reading list	1. Browning, E.K. and Zupan, M.A. (2011) Microeconomics: Theory and Applications, (11th Edition), New York: John Wiley &Sons. 2. Frank, R. H. and Bernanke, B. (2012). *Principles of Microeconomics*, (5th Edition), New York: McGraw-Hill/Irwin. 3. Frank, R. H. (2009). *Microeconomics and Behavior*, (8th Edition), New York: McGraw-Hill. 4. Gans J., King S., and Mankiw G., (2012). Principles of Microeconomics, (5th Edition), Thompson Nelson, Southbank. 5. Khan M. & Jain, H. (2000). Financial management. India:Tata McGraw 6. Mankiw, N. G (2014). *Principles of Microeconomics,* (7th Edition), Harcourt College Publishers. 7. Pandey, I. (2006). Financial management, 11th edition. Delhi:Vikas Publishing House. 8. Samuelson Paul, A and William D Nordhaus (2009). *Microeconomics, (*19th Edition), New York: McGraw-Hill Irwin 9. Varian, R. (2009). *Intermediate Microeconomics: A Modern Approach*, (8th Ed.), Norton.

4.15 Field Practical Training/Industrial Attachment for Hospitality Programme

The field practical training/industrial attachment for the hospitality programme is very important for students who pursue a Bachelor's degree in hospitality management. Positions intended for the field practical training/industrial attachment are in Food and Beverage, Front Office, Cookery etc. This programme helps students to gain work experience in the study of hospitality management. By doing so, students can internationalize their resume, gain valuable experience in their academic field, obtain credit for their existing studies, form alliances with international companies, gain recognition within their profession, improve their career options, develop an appreciation of the work ethic and labour procedures and sometimes provide employment opportunities. The field practical training/industrial attachment should be compulsory for all students pursuing bachelor's degree in hospitality management and last for a reasonable period normally within 3 to 6 months on full time basis. Students can be placed within private or public firms so that they can relate what they have learnt in the classrooms with actual work situations.

CHAPTER 5

BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN EVENTS MANAGEMENT

5.1 Description of Events Management

Events are globally important in social and economic terms and are increasingly viewed as an essential sector of tourism. Events and conferences are a huge part of the hospitality industry, and are continuing to grow. Whether it be focused on music, sport, learning or luxury, events around the world are generating billions of revenues and changing the way businesses, hospitality organizations and resorts operate. Meetings, conferences, events and exhibitions are a key driver of tourism destinations across the globe. In the USA, they generate almost one trillion dollars in direct, indirect and induced spending. In Europe, the event industry continues to grow steadily. In Asia, it is booming. As a result, tourist destinations around the world, including Tanzania are realizing that events are a vital component in attracting holidaymakers. Without them, they are at risk at losing out.

The world of events needs professionals who have the skills and confidence to identify future opportunities and make events successful (The INSIDER, 2020). As events have come to be a major force for personal, business, community, destination and nation-building reasons, the study of events has become increasingly significant. The subject area has emerged as a dynamic area of study, employing creativity in the curriculum, and is supported by a cogent critical research and publication base. Alongside this, there is a growing understanding of the knowledge base for events education and increasing recognition of events as a subject internationally. There are many destinations that target the events sector and many venues where events are produced.

This programme therefore provides a comprehensive overview of events management, covering all types of event destinations, venues and operations. Specific attention is paid to the analysis, management and monitoring of the economic and tourism benefits of the events sector. Events programmes therefore need to explore a range of conceptual and theoretical areas, alongside developing professional skills in order to meet the academic and employability needs of graduates, the events industry and the events subject area.

5.2 Programme Goal

The main goal of the programme is to provide students with knowledge, skills and competence needed in managing events in a fast-growing and globalized industry. The programme prepares students for event management roles across private, public and nonprofit organizations.

5.3 Programme Objectives

The Bachelor degree in events management programme should be designed in such a way that it addresses the needs of different stakeholders in the community. This objective can be attained by paying attention on the following specific programme objectives.

a) Academic Ability

The programme objectives under this category are to:

(i) Equip learners with events knowledge, skills and competences;

(ii) Enable learners to be innovative in the development and application of events in a cultural dynamic and complex environment;

(iii) Enable the learners to use emerging technologies in enhancing individuals and community events experiences; and

(iv) Prepare and develop the learners to undertake research and to progress to higher levels of studies.

b) Employability

The programme objectives under this category are to:

(i) Equip learners with events skills, entrepreneurial and managerial skills; and

(ii) Prepare learners to meet the requirements of the labour market and have competitive advantage.

c) Personal Development

The programme objectives under this category are to:

(i) Prepare learners for life-long learning and research;

(ii) Empower learners to progress in their personal career;

(iii) Equip the learners with skills and attitude to work in multicultural and global environments;

(iv) Equip the learners with knowledge and skills to work as a team in events field; and

(v) Impart the leaners with events professional ethics.

5.4 Entry Qualifications

Entry requirements for admission into the programme should be in line with the Commission's minimum entry and specific admission requirements stipulated by respective university institutions.

5.5 Duration of the Programme

The duration of the programme shall be three (03) years, i.e., six (06) semesters.

5.6 Credit Framework

The total credits for the programme shall be 360 credits.

5.7 Graduation Requirements

The UQF level 8 award in hospitality and tourism programmes shall be awarded to a candidate who fulfils the minimum requirements for university graduation. The minimum graduation load shall be a minimum of 3 years (full time equivalent) and 360 credits. For the purpose of the minimum standards in hospitality and tourism, the courses are categorized into two: Core and electives. Any of these courses may serve as prerequisites to other courses. All students in the hospitality and tourism should take a minimum load of 60 credits per semester.

5.8 Evaluation and Assessment

Evaluation and assessment shall be as per regulation and guidelines for Degree and Non-Degree Programmes of the concerned university institution. A combination of formative, summative, and integrated learning assessments will be used to evaluate the knowledge and understanding of students in the programme. This shall include assignments, quizzes, presentations, practical, training and research for formative assessments; and tests and final examination for summative

evaluation. Written class examinations (class tests and end-of-semester examinations) are the principal methods of assessment for knowledge and understanding in most courses in all years.

5.9 Resources Requirements

A university institution to start a programme it must have adequate resource allocation and appropriate utilisation**.** The following areas are particularly important:

(a) **Academic Staff:** Every university shall adhere to the established academic and technical staff disposition as stipulated in the Standards and Guidelines for University Education in Tanzania, 2019.

(b) **Physical Spaces:** Every university shall have in place adequate physical facilities for the effective discharge of the teaching and learning functions with respect, but not limited to lecture rooms, lecture theatres, seminar rooms, common rooms, etc., as provided in the Standards and Guidelines for University Education in Tanzania, 2019.

(c) **Equipment:** Every university shall have in place adequate teaching and learning equipment for the effective discharge of the teaching and learning functions with respect, but not limited to desktop computers, laptops internet facilities, power point projectors, multi-media facilities as provided in the Standards and Guidelines for University Education in Tanzania, 2019.

(d) **Library and Information Resources:** Every university shall provide current and up-to-date Tourism Studies related textbooks, subscription to on-line scientific publications, professional journals and representative materials from the popular press.

5.10 Expected Learning Outcomes

To harmonize the Bachelor programme in Events Management and to make it more coherent and consistent for university institutions in Tanzania, the following ELOs have been formulated to be used as benchmarks. The formulated ELO's are the threshold: all graduates of the Bachelor's programme in events management must achieve them. Besides these, a graduate also has to achieve the ELOs for their chosen specialization. A university may consider adding ELOs as and when

necessary, in line with its mission and vision or other identified need(s). Table 15 outlines the ELOs for Bachelor's degree in Events Management.

Table 15: Expected learning outcomes for Bachelor's degree in Events Management

Domain	Expected learning outcomes
Knowledge	The graduate should be able to: 1. Define essential concepts, principles, and theories relating to events management; 2. Recognize subject specific facts, theories, paradigms, principles and concepts applicable to the events domain; 3. Recite the shape and character of the events industry in the global environment; 4. Explain the production and consumption aspects of events, paying attention to their regulation, management and the wider policy environment; 5. Explain the current trends, developments and issues which directly relate to the subject; and 6. Outline appropriate theories and concepts from generic management areas and cultural theory as applied to the events context.
Skills	The graduate should be able to: 7. Evaluate events management practical activities using appropriate techniques and procedures; 8. Actively engage with relevant technology in the events workplace and in the analysis of findings and presentation of work; 9. Communicate a sustained piece of independent work using appropriate media; 10. Apply appropriate knowledge, methodologies and theories to problem solving; and 11. Communicate and present information in oral, written and electronic.
Competencies	The graduate should be able to:

Domain	Expected learning outcomes
	12. Be able to work effectively both as a team player and as an individual meeting strict deadlines and targets; 13. Developed high level skills in identifying problem parameters and selecting and implementing solutions; 14. Developed confidence in explaining, defending and summarizing your views to stakeholders on complex multidisciplinary issues and problems; 15. Take innovative approaches and adapt to changing circumstances; and 16. Identify appropriate sources and apply business research methods appropriately.
Attitude	The graduate should be able to: 17. Show awareness and understanding of the ethical standards of the profession; 18. Act professionally in the work environment; 19. Be creative and innovative in developing events management solutions to real world problems; 20. Show self-awareness and ability to adapt to new situations; and 21. Adapt to, and work in a multi-cultural and global events management environment.

5.11 Translating the Learning Outcomes into Events Management programme

The ELOs need to be translated into the programme. In this document, the programme is defined at Bachelors level. A programme is seen as a coherent set of courses leading to a degree. The programme may be organized in courses, modules or units. In the basic/ foundation category, two (02) types of areas can be distinguished as follows:

a) **Core courses (or subject areas):** These are the essential courses offering a thorough foundation of the discipline. The core courses are the backbone of the discipline. They are the typical Events Management courses mandatory for every student (see Table 16); and

b) **Elective courses (or subject areas):** These are courses that can be taken by a student to deepen or to broaden the knowledge, but they are not compulsory. However, a student has to make a choice to meet the minimum credit requirements for graduation.

Table 16 shows the core and elective subject areas in the basic category of a Bachelor programme. Based on the core and elective courses in Table 16, the following remarks apply:

(i) The titles of the courses may differ from one university to another. The emphasis should be on the content rather than title. An example of a course description is given for a better understanding of the subject;

(ii) The autonomy and the uniqueness of the university will be taken into consideration in formulating the core courses for the basic phase. The university will have the choice to add its own courses beyond the core and elective courses; and

(iii) The core and elective courses may be designed in the form of modules, course units depending on the institution's systems.

Table 16: List of core and elective courses for the Bachelor degree in Events Management

Core courses	Elective courses
1. Introduction to Events Management	20. Sustainable Events Management
2. Events Planning and Operations	21. Live Events Development, Delivery and Evaluation
3. Events Management: Principles and Practice	22. Customer Service Operations
4. Principles of Marketing	23. Digital Marketing and Communications
5. Field Practical Training/Industrial Attachment	24. Risk and Safety in Events
6. Introduction to Finance and Accounting for events	25. Events and the Environment
7. Entrepreneurship in Events	26. Wedding and Festival Planning
8. Human Resource Management	

Core courses	Elective courses
9. Research Methods in Events Management	
10. Business Laws and Ethics	
11. Introduction to Economics	
12. Introduction to Tourism	
13. Introduction Hospitality	
14. Consumer Behavior	
15. Technology and Events management	
16. Strategic Management in Events	
17. Communication Skills	
18. Contemporary Issues in Events Management	
19. Public Relations	

5.12 Normal Learning Matrix

Table 17 indicates the weight of each course in the teaching and learning process. Universities are advised to use the provided weight. However, slight upward deviation is allowed depending on the nature of the institutions.

Table 17: Recommended minimum weight of each course in the respective year

Course title	Core/Elective	Credits	Year
1. Introduction to Events Management	Core	9	1
2. Events Planning and Operations	Core	9	2
3. Events Management: Principles and Practice	Core	9	1
4. Principles of Marketing	Core	9	2
5. Field Practical Training/Industrial Attachment	Core	20	1/2/3

Course title	Core/Elective	Credits	Year
6. Introduction to Finance and Accounting for events	Core	9	1
7. Entrepreneurship in Events	Core	9	3
8. Human Resource Management	Core	9	3
9. Research Methods in Events Management	Core	9	2
10. Business Laws and Ethics	Core	9	3
11. Introduction to Economics	Core	9	1
12. Introduction to Tourism	Core	9	1
13. Introduction to Hospitality	Core	9	1
14. Consumer Behavior	Core	9	2
15. Technology and Events management	Core	9	3
16. Strategic Management in Events	Core	9	3
17. Communication Skills	Core	9	1
18. Contemporary Issues in Events Management	Core	9	3
19. Public Relations	Core	9	2
20. Sustainable Events Management	Elective	9	2
21. Live Events Development, Delivery and Evaluation	Elective	9	3
22. Customer Service Operations	Elective	9	2
23. Digital Marketing and Communications	Elective	9	3
24. Risk and Safety in Events	Elective	9	1
25. Events and the Environment	Elective	9	1
26. Wedding and Festival Planning	Elective	9	2

5.13 Learning Outcomes and the Curriculum Alignment Matrix

To check if the planned courses cover the learning outcomes, it is important to develop a curriculum alignment matrix. For each course, one has to formulate the specific learning outcomes for that course and

have to check how far this course contributes to the programme learning outcomes. Table 18 gives an example of a curriculum alignment matrix for the Expected Learning outcomes of the Bachelor degree programmes in Events Management. For each subject, the contribution to the ELOs is given. Explanation of the numbers 1 to 21 is given in Table 19.

Table 18: Curriculum alignment matrix for Bachelor's degree in Events Management

Course Title	Expected Learning Outcomes																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. Introduction to events management	√	√	√		√																
2. Events Planning and Operations				√			√	√	√			√			√		√				
3. Events Management: Principles and Practice	√	√						√					√						√		√
4. Principles of Marketing	√	√		√					√		√										
5. Field Practical Training/Industrial Attachment								√				√	√	√			√	√			
6. Introduction to finance and accounting	√	√		√									√			√					
7. Entrepreneurship				√					√		√			√		√	√				
8. Human Resource Management												√					√	√	√	√	√
9. Research Methods and Skills	√	√						√	√		√		√	√			√				
10. Business Laws and Ethics	√	√	√	√													√	√			√
11. Introduction to Economics	√	√		√	√											√					
12. Introduction to Tourism	√	√	√		√																
13. Introduction to Hospitality	√	√	√		√																
14. Consumer Behavior			√	√		√						√	√	√							√
15. Technology and Events management							√	√	√		√				√				√		
16. Strategic Management in events	√						√	√	√	√			√		√						

Course Title	Expected Learning Outcomes																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
17. Communication Skills									√	√	√	√	√		√		√				
18. Contemporary Issues in Events Management									√		√	√	√	√	√				√		
19. Public Relations		√	√						√	√	√	√	√		√		√				
20. Sustainable management in Events	√							√								√			√	√	
21. Live Events Development, Delivery and Evaluation	√					√	√	√				√	√	√							
22. Customer Service Operations	√										√	√	√				√	√	√		√
23. Digital Marketing and Communications	√	√		√					√		√										
24. Risk and Safety in Events	√	√	√	√	√	√															
25. Events and the Environment	√	√	√	√	√	√		√					√		√						
26. Wedding and Festival Planning	√	√		√			√	√			√	√									

Table 19: Explanation of the numbers

1. Define essential concepts, principles, and theories relating to events management.
2. Recognize subject specific facts, theories, paradigms, principles and concepts applicable to the events domain.
3. Recite the shape and character of the events industry in the global environment.
4. Explain the production and consumption aspects of events, paying attention to their regulation, management and the wider policy environment.
5. Explain the current trends, developments and issues which directly relate to the subject.
6. Outline appropriate theories and concepts from generic management areas and cultural theory as applied to the events context.
7. Evaluate events management practical activities using appropriate techniques and procedures.
8. Actively engage with relevant technology in the events workplace and in

the analysis of findings and presentation of work.

9. Communicate a sustained piece of independent work using appropriate media.
10. Apply appropriate knowledge, methodologies and theories to problem solving.
11. Communicate and present information in oral, written and electronic.
12. Be able to work effectively both as a team player and as an individual meeting strict deadlines and targets.
13. Develop high level skills in identifying problem parameters and selecting and implementing solutions.
14. Develop confidence in explaining, defending and summarizing your views to stakeholders on complex multidisciplinary issues and problems.
15. Take innovative approaches and adapt to changing circumstances.
16. Identify appropriate sources and apply business research methods appropriately.
17. Show awareness and understanding of the ethical standards of the profession
18. Act professionally in the work environment.
19. Be creative and innovative in developing events management solutions to real world problems.
20. Show self-awareness and ability to adapt to new situations.
21. Adapt to, and work in a multi-cultural and global events management environment.

5.14 Course Description

In course description, it is necessary to develop the modules or course units, starting with the formulation of the learning outcomes. Universities should develop course description for all of its courses. For each course unit or module, a clear description should be available as indicated in Table 20.

Table 20: Example of a course description

<table>
<tr><td>i.</td><td>Course Title</td><td colspan="7">EM 304: PRINCIPLES OF MARKETING</td></tr>
<tr><td>ii.</td><td>Course aim</td><td colspan="7">This course introduces the theory of marketing prices and the allocation of resources concerned with basic concepts of demand and supply, the theory of the firm, and distribution of income. It provides a foundation for further study in marketing, but is sufficiently self-contained to provide grounding for those who do not intend to take the subject any further.
The main objective of this course is to introduce students to principles and practices of events marketing, which is a particular way of looking at the world from marketing perspective and trying to understand it.</td></tr>
<tr><td>iii.</td><td>Course expected learning outcome(s)</td><td colspan="7">Upon completion of the course, the student should be able to:
1. Explain the importance of marketing in all aspects of life;
2. Explain and apply principles of marketing in events;
3. Develop and implement event marketing plan; and
4. Evaluate marketing performance and the impact in events management.</td></tr>
<tr><td>iv.</td><td>Subject status- core or elective</td><td colspan="7">Core</td></tr>
<tr><td rowspan="2">v.</td><td rowspan="2">Credit rating</td><td>Lecture</td><td>Seminar</td><td>Assignment</td><td>Independent Work</td><td>Practical</td><td>Total Hours</td><td>Credit</td></tr>
<tr><td>30</td><td>15</td><td>10</td><td>10</td><td>15</td><td>80</td><td>8</td></tr>
<tr><td>vi</td><td>Total Hours Spent</td><td colspan="7">80</td></tr>
<tr><td>vii.</td><td>Course Content</td><td colspan="7">• Describe key marketing concepts
• Describe events as a service product
• Explain marketing environment factors
• Describe consumer buying behaviour
• Describe organizational behaviour
• Conduct market segmentation, target marketing and positioning
• Describe marketing planning
• Apply marketing mix in events marketing
• Apply information communication technology in events marketing
• Describe marketing research and marketing information system
• Apply marketing in events sector</td></tr>
<tr><td>viii.</td><td>Teaching and learning activities</td><td colspan="7">Teaching methodology will include lectures, seminar presentations, tutorials, field visits, and excursions, take home group and individual assignments, independent reading assignments.</td></tr>
<tr><td>ix.</td><td>Assessment Methods, Rationale and Criteria</td><td colspan="7">Coursework (40%) Final Examination (60%). A mixture of lectures, tutorial exercises, and case studies will be used to deliver the various topics in this subject. Some of them will be covered in a problem-based format which enhances the learning objectives. Others will be covered through directed study in order to enhance the students' ability of "learning to learn". Some case studies will be used to integrate these topics and thus demonstrate to students how the various techniques are interrelated and how they can be applied to real problems in industry</td></tr>
</table>

x.	Reading list	1. APTE, G (2004) Service Marketing. Oxford University Press, 2. Bradley,S., Hebron, L. AND Woods, A (2001) Customer services. Heinemann Education-UK 3. Dann, M.S.G. (1996) The Language of Tourism. Cab International, UK. 4. Evans, R.J. and Berman, B (1990) Marketing Macmillan-USA 5. Fyall, A, and Garrod, B (2005) Tourism marketing. Channel View Publications, Toronto 6. George, R (2008) Marketing Tourism in South Africa. Oxford University Press, Southern Africa 7. Holloway, C.J. (2004) Marketing for Tourism. Prentice Hall 8. Hudson, S. (2008) Tourism Hospitality Marketing. Sage, Los Angles 9. Kottler, P. and Keller, K. (2009) Marketing management 13th ed. Prentice Hall, London 10. Lovelock, C. and Wirtz, J. (2011) Service marketing. Person, Boston 11. Middleton, C.T.V. and Hawkins, R. (1998) Sustainable Tourism: A Marketing Perspective. Butterworth-Heinemann. 12. Middleton, C.T.V et al., (2007) Marketing in travel and tourism. Elservier, Amsterdam

5.15 Field Practical Training/Industrial Attachment for Events Management Programme

Field practical training/industrial attachment for events management programme is very important for students who pursue a Bachelor's degree in Events Management. Positions intended for the field practical training/industrial attachment are in events planning, events management, events marketing, etc. This program helps students to gain work experience in the study of events management. By doing so, students can internationalize their resume, gain valuable experience in their academic field, obtain credit for their existing studies, form alliances with international companies, gain recognition within their profession, improve their career options, develop an appreciation of the work ethic and labour. The field practical training/industrial attachment is compulsory for all students pursuing Bachelor's degree in events management and lasts for a reasonable period normally within 3 to 6 months on full time basis. Students can be placed within private or public firms so that they can relate what they have learnt in the classrooms with actual work situations.

CHAPTER 6

BENCHMARKS FOR BACHELOR DEGREE PROGRAMMES IN LEISURE AND RECREATION MANAGEMENT

6.1 Descriptions of Leisure and Recreation

The purpose of leisure and recreation degree programme is to contribute to the health and well-being of individuals and to enhance the quality of community life. The field of leisure and recreation is very broad, requiring a high level of understanding of the social, behavioural, physical, economic and environmental disciplines. These disciplines directly or indirectly, help individuals to develop their leisure and recreation space while conserving vital natural resources upon which the community depends. A general knowledge in the behavioural and natural sciences is thus required with major emphasis on resource management and the delivery of leisure services to diverse populations. Specialized coursework in biological sciences and business management aid in natural resource decision making. This provides a base for professional courses in planning, design, and operation of leisure and recreation facilities and services. Further, a career in leisure and recreation, particularly, community recreation interpretation requires a basic understanding of human behaviour and the challenges of the contemporary society.

Career opportunities in leisure and recreation services are numerous and diverse. Thus, the programme prepares students to design, implement, manage, lead, and evaluate leisure and recreation programmes and services. This programme is also designed to prepare students for management careers in private and public recreation agencies or park systems (both urban and rural).

6.2 Programme Goal

The goal of this programme is to equip learners with the knowledge, skills and competencies to create and apply leisure and recreation in enhancing individuals and community wellbeing.

6.3 Programme Objectives

The Bachelor degree in leisure and recreation programme should be designed in such a way that it addresses the needs of different stakeholders in the community. This objective can be attained by paying attention on the following specific programme objectives.

a) Academic Ability

The programme objectives under this category are to:

(i) Equip learners with leisure and recreation knowledge, skills and competences;

(ii) Enable learners to be innovative in the development and application of leisure and recreation in a cultural dynamic and complex environment;

(iii) Enable the learner to use emerging technologies in enhancing individuals and community leisure and recreation experiences; and

(iv) Prepare and develop the learners to undertake research and to progress to higher levels of studies.

b) Employability

The programme objectives under this category are to:

(i) Equip learners with leisure and recreation skills, entrepreneurial and managerial skills; and

(ii) Prepare learners to meet the requirements of the labour market and have competitive advantage.

c) Personal Development

The programme objectives under this category are to:

(i) Prepare learners for life-long learning and research;

(ii) Empower learners to progress in their personal career;

(iii) Equip the learners with skills and attitude to work in multicultural and global environments;

(iv) Equip the learners with knowledge and skills to work as a team in leisure and recreation field; and

(v) Impart the leaners with leisure and recreation professional ethics.

6.4 Entry Qualifications

Entry requirements for admission into the programme should be in line with the Commission's minimum entry and specific admission requirements stipulated by respective university institutions.

6.5 Duration of the Programme

The duration of the programme shall be three (03) years, i.e., six (06) semesters.

6.6 Credit Framework

The total credits for the programme shall be 360 credits.

6.7 Graduation Requirements

The UQF level 8 award in leisure and recreation management programmes shall be granted to a candidate who fulfils the minimum requirements for university graduation. The minimum graduation load shall be a minimum of three (03) years (full-time equivalent) and 360 credits.

For the purpose of the minimum standards in leisure and recreation management programmes, the courses are classified into two (02) categories: (1) Core courses; and (2) Elective courses. All students in leisure and recreation management programmes should take a minimum load of 60 credits per semester.

6.8 Evaluation and Assessment

Evaluation and assessment shall be as per regulations and guidelines for Degree and Non-Degree Programmes of the concerned university institution. A combination of formative, summative and integrated learning assessments will be used to evaluate the knowledge, skills and competence of students. The evaluation and assessment shall include assignments, quizzes, presentations, practical, training and research for formative assessments; and tests and final examination for summative evaluation. Written class examinations (class tests and end of semester examinations) are the principal methods of assessment for knowledge and understanding in most courses in all years.

Field practical (Industrial attachment) shall be an essential requirement for the Bachelor degree programmes in leisure and recreation

management programmes. Assessment of field practical (Industrial attachment) shall be done on pass or fail basis and a pass shall be required before a candidate is allowed to proceed to the next semester or to graduate in case of a final year student. The duration and nature of field practical (Industrial attachment) will be determined by each university institution.

6.9 Resource Requirements

A university institution to start a programme must have adequate resources allocation and appropriate utilisation**.** The following resources are particularly important:

(a) **Academic Staff:** Every university shall adhere to the established academic and technical staff disposition as stipulated in the standards and guidelines for University education in Tanzania;

(b) **Physical Spaces:** Every university shall have in place adequate physical facilities for the effective discharge of the teaching and learning functions with respect, but not limited to lecture rooms, lecture theatres, seminar rooms, common rooms, etc. as provided in the standards and guidelines for university education in Tanzania;

(c) **Equipment:** Every university shall have in place adequate teaching and learning equipment for the effective discharge of the teaching and learning functions with respect, but not limited to desktop computers, laptops internet facilities, power point projectors, multi-media facilities as provided in the standards and guidelines for University education in Tanzania; and

(d) **Library and Information Resources:** Every university shall provide current and up-to-date Tourism Studies related textbooks, subscription to on-line scientific publications, professional journals and representative materials from the popular press.

6.10 Expected Learning Outcomes

To harmonize the Bachelor programme in leisure and recreation management and make it more coherent and consistent within university institutions in the country, the following ELOs have been formulated to be used as benchmarks (Table 21). The formulated ELOs are the threshold: all graduates of the Bachelor's programme in leisure

and recreation management must achieve them. Besides these, a graduate also has to achieve the ELOs for their chosen specialization (if any). University institutions are free to add other learning outcomes as they see necessary commensurate with their programme objectives and goals.

Table 21: Expected learning outcomes for the Bachelor degree in Leisure and Recreation programme

Domain	Expected Learning Outcomes
Knowledge	Student graduating from this degree program should be able to: 1. Explain basic concepts about leisure and recreation including (describing leisure and recreation concepts, distinguishing leisure and recreation and examining recreation classification and limitations); 2. Explain the nature, scope and impacts of leisure and recreation industries on the environment and community development; 3. Identify factors hindering participation of local community in leisure and recreational activities with the objective of finding solutions to these impinging factors; and 4. Identify the relationship between culture, values in leisure and recreation participation in Tanzania through the process of conducting cultural interviews.
Skills	Student graduating from this degree program should be able to: 5. Assess, plan, implement, and evaluate leisure and recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity; 6. Apply administrative and customer service skills to support the delivery of recreation and leisure programs, events and services; 7. Apply Recreation Opportunity Spectrum (ROS) techniques to develop inclusive leisure and recreation programs; 8. Apply the existing local and national policies and

Domain	Expected Learning Outcomes
	regulations to plan, organize, implement, and control businesses related to leisure and recreation.
Competencies	Student graduating from this degree program should be able to: 9. Demonstrate the ability to facilitate community recreation interventions and services for diverse clientele, settings, cultures, and contexts; 10. Participate in a range of leisure and recreational activities taking place within his/her local community; 11. Evaluate leisure and recreation services at the participant and program level and to use evaluation data to improve the quality of services; 12. Evaluate recreational plan and programs (i.e., analyze recreational plan and program, examine future and success of recreation from the local community perspective and develop suggestions for success of recreation activities); 13. Develop inclusive recreation and leisure programs and events for individuals, groups and communities which respond to assessed needs, interests, abilities and that use available resources and incorporate best practices; 14. Implement marketing strategies to reach diverse individuals, groups and communities for programs, events, services and facilities using current communication technologies; and 15. Design community development strategies which engage citizens and community partners while advocating for healthy communities.
Attitude	Student graduating from this degree program should be able to: 16. Take an active role in their personal wellness (emotional, physical, and spiritual) that supports a healthy lifestyle; 17. Demonstrate skills and behaviours that contribute to successful work-related skills and organizational effectiveness; 18. Promote the benefits and values of recreation, leisure

Domain	Expected Learning Outcomes
	and healthy active living and recommend inclusive programs, events and services to individuals and groups; and 19. Demonstrate, through a comprehensive field practical training/industrial attachment, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

6.11 Translating the Learning Outcomes into the Leisure and Recreation Programme

This section translates learning outcomes into the programme. In this document, the programme is defined at the Bachelors level. A programme is seen as a coherent set of courses leading to a degree. The programme may be organized in courses, modules or units. The courses are organized in core and elective courses. The university must embrace all core courses in this Benchmarks, but are free in using the listed elective courses. The universities are also free to bring in other core and elective courses to reflect their objectives and goals. Learners must combine both core and elective courses to meet the minimum credits required for graduation, in this case 360 credits (60 credits for each semester). Note that one (01) credit is equivalent to 10 notional hours. The titles of the courses may differ from one university to another. In Table 22 a short description is given for a better understanding of the subject. The autonomy and the uniqueness of a university will be taken into consideration in formulating the core courses.

a) **Core courses (or subject areas):** These are the essential courses offering a thorough foundation of the discipline. The core courses are the backbone of the discipline. They are the typical leisure and recreation courses mandatory for every student (Table 22); and

b) **Elective courses (or subject areas):** These are courses that can be taken by a student to deepen or to broaden the knowledge, but they are not compulsory. However, a student has to make a choice to meet the minimum credit requirements for graduation.

Table 22: List of core and elective courses for the Bachelor degree in Leisure and Recreation programme

Core courses	Elective courses
1. Foundations of Leisure and Recreation	15. Camp Administration
2. Recreation Program Planning and Facility Development	16. Recreation therapy
3. Research Methods in Leisure and Recreation	17. Leisure, Recreation and the Society
4. Field Practical Training/Industrial Attachment Programme in Leisure and Recreation	18. Leadership and Supervision in Leisure and Recreation
5. Leisure, Recreation and Natural Resources/Parks Management	19. Environmental Impacts Assessment
6. Recreation Budgeting and Finance Management	20. Landscape Planning and design for Leisure and Recreation
7. Events Planning and Management	21. Human Resources Management
8. Culture and Diversity in Leisure and Recreation	22. Visitor Services in Leisure and Recreation Operations
9. Recreation and Community Development	23. Introduction to GIS for Parks and Recreation
10. Ethics, Safety and Risk Management in Leisure and Recreation Services	24. Entrepreneurship in leisure and recreation
11. Legal Aspects of Parks, Leisure and Recreation	25. Marketing of Leisure and recreation services
12. ICT in Leisure and Recreation	
13. Contemporary Issues in leisure and recreation	
14. Public relations	

6.12 Normal Learning Matrix

Table 23 indicates the weight of each course in the teaching and learning process. Universities are advised to use the provided weight. However, slight upward deviation is allowed depending on the nature of the institutions.

Table 23: Recommended minimum weight of each course in the respective year

SN	Course Title	Core/Elective	Credits	Year
1.	Foundations of Leisure and Recreation	Core	9	1
2.	Recreation program planning and facility development	Core	9	2
3.	Research methods in Leisure and Recreation	Core	9	2
4.	Field Practical Training/Industrial Attachment	Core	20	1/2/3
5.	Leisure, Recreation and natural resources/parks management	Core	9	1
6.	Recreation budgeting and finance management	Core	9	2
7.	Events planning and management	Core	9	3
8.	Culture and Diversity in Leisure and Recreation	Core	9	1
9.	Recreation and community development	Core	9	2
10.	Ethics, Safety and Risk Management in Leisure and recreation services	Core	9	3
11.	Legal Aspects of Parks, Leisure and Recreation	Core	9	3
12.	ICT in leisure and recreation	Core	9	1
13.	Contemporary Issues in leisure and recreation	Core	9	3
14.	Public Relations	Core	9	2
15.	Camp Administration	Elective	9	2
16.	Recreation therapy	Elective	9	3
17.	Leisure, recreation and the society	Elective	9	1

SN	Course Title	Core/Elective	Credits	Year
18.	Leadership and supervision in leisure and recreation	Elective	9	3
19.	Environmental Impacts Assessment	Elective	9	2
20.	Landscape Planning and design for Leisure and Recreation	Elective	9	3
21.	Foreign Languages	Elective	9	1
22.	Human Resources Management	Elective	9	3
23.	Visitor services in leisure and recreation operations	Elective	9	2
24.	Introduction to GIS for parks and recreation	Elective	9	3
25.	Entrepreneurship in leisure and recreation	Elective	9	3
26.	Marketing of Leisure and recreation services	Elective	9	2

6.13 Learning Outcomes and the Curriculum Alignment Matrix

The curriculum alignment matrix is a matrix used to check if the planned courses cover all the ELOs. University institutions have to make sure that all courses contribute to the ELOs. Table 24 provides a comprehensive curriculum alignment matrix for the ELOs of the Bachelor degree programmes in Leisure and Recreation Management. For each course, the contribution to the ELOs is given in Table 24.

Table 24: Curriculum alignment matrix for Bachelor degree in Leisure and Recreation

Course Title	Expected Learning Outcomes																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. Foundations of Leisure and Recreation	√	√	√	√															
2. Recreation program planning and facility development			√	√	√	√	√	√			√	√	√						
3. Research methods in Leisure and	√				√			√			√	√			√				

Course Title	Expected Learning Outcomes																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Recreation																			
4. Field Practical Training/Industrial Attachment			√		√	√		√	√	√	√	√	√	√	√			√	√
5. Leisure, Recreation and Natural Resources/Parks Management					√		√	√	√				√		√			√	
6. Recreation budgeting and finance management			√					√			√	√	√						
7. Events planning and management			√		√		√	√	√		√	√		√					
8. Culture and Diversity in Leisure and Recreation	√	√		√				√	√				√	√	√				
9. Recreation and community development	√	√		√				√	√				√	√	√				
10. Ethics, Safety and Risk Management in Leisure and recreation services	√	√	√	√	√	√		√	√										
11. Legal aspects of parks, leisure and recreation	√			√				√	√				√		√				
12. ICT in Leisure and Recreation	√						√						√	√					
13. Contemporary Issues in leisure and recreation		√	√				√	√	√				√	√		√			
14. Public Relations					√	√		√	√	√				√		√		√	
15. Camp Administration		√				√		√	√				√						
16. Recreation therapy		√							√	√			√		√	√		√	
17. Leisure, Recreation and		√		√				√	√				√	√	√				

Course Title	Expected Learning Outcomes																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
the Society																			
18. Leadership and Supervision in Leisure and Recreation		√	√			√		√	√		√	√					√		√
19. Environmental Impacts Assessment	√							√				√	√		√				
20. Landscape Planning and design for Leisure and Recreation			√		√		√	√	√		√	√		√					
21. Foreign Languages					√	√		√	√	√				√		√		√	
22. Human Resources Management		√	√			√		√	√		√	√					√		√
23. Visitor Services in Leisure and Recreation Operations		√			√	√		√			√	√							
24. Introduction to GIS for Parks and Recreation	√	√					√		√		√	√							
25. Entrepreneurship in leisure and recreation	√	√			√	√	√							√					
26. Marketing of Leisure and recreation services	√	√			√	√	√							√				√	

Table 25: Explanation of the numbers

1. Explain basic concepts about leisure and recreation including (describing leisure and recreation concepts, distinguishing leisure and recreation and examining recreation classification and limitations).
2. Explain the nature, scope and impacts of leisure and recreation industries on the environment and community development.
3. Identify factors hindering participation of local community in leisure and recreational activities with the objective of finding solutions to these impinging factors.
4. Identify the relationship between culture, values in leisure and recreation participation in Tanzania through the process of conducting cultural interviews.
5. Assess, plan, implement, and evaluate leisure and recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.
6. Apply administrative and customer service skills to support the delivery of recreation and leisure programs, events and services.
7. Apply Recreation Opportunity Spectrum (ROS) techniques to develop inclusive leisure and recreation programs.
8. Apply the existing local and national policies and regulations to plan, organize, implement, and control businesses related to leisure and recreation.
9. Demonstrate the ability to facilitate community recreation interventions and services for diverse clientele, settings, cultures, and contexts.
10. Participate in a range of leisure and recreational activities taking place within his/her local community.
11. Evaluate leisure and recreation services at the participant and program level and to use evaluation data to improve the quality of services.
12. Evaluate recreational plan and programs (i.e. analyze recreational plan and program, examine future and success of recreation from the local community perspective and develop suggestions for success of recreation activities).
13. Develop inclusive recreation and leisure programs and events for individuals, groups and communities which respond to assessed needs, interests, abilities and that use available resources and incorporate best practices.
14. Implement marketing strategies to reach diverse individuals, groups and communities for programs, events, services and facilities using current communication technologies.
15. Design community development strategies which engage citizens and community partners while advocating for healthy communities.
16. Take an active role in their personal wellness (emotional, physical, and spiritual) that supports a healthy lifestyle.
17. Demonstrate skills and behaviours that contribute to successful work-related skills and organizational effectiveness.
18. Promote the benefits and values of recreation, leisure and healthy active living and recommend inclusive programs, events and services to individuals and groups.
19. Demonstrate, through a comprehensive field practical training/industrial attachment, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

6.14 Field Practical Training/Industrial Attachment for Leisure and Recreation Programme

Students in this programme will be required to have hands-on experience in issues related to leisure and recreation. Such practical skills will be acquired through annual field practical training/industrial attachments. The field practical training/industrial attachment programme is intended to have students gain work experience in the field of leisure and recreation. Students will be placed within a private or public recreation agency, so that they can relate what they have learnt in the classrooms with actual work situations. It is necessary that stations of attachment are only those determined as being able to provide relevant experiences to learners. At these stations, they are expected to be exposed to all circles of operation and assume all duties assigned to them by the stations' management. Students under such attachments shall be assessed by both university staff and designated persons at the stations. The field practical training/industrial attachments should be compulsory for all students pursuing Bachelor's degree in leisure and recreation and should last for a reasonable period normally within 3 to 6 months on full-time basis.

6.15 Leisure and Recreation-related Award Titles

Leisure and recreation disciplines are diverse in nature and thus the degree programmes under these disciplines may be offered using names such as:

A. Adventure recreation
B. Adventurous activities
C. Countryside leisure management
D. Entertainment management
E. Facilities management
F. International leisure management
G. International leisure marketing
H. Leisure administration
I. Leisure and licensed retail
J. Leisure and recreation
K. Leisure economics
L. Leisure events and entertainment management
M. Leisure events management

N. Leisure marketing
O. Leisure property
P. Leisure studies
Q. Management in equine leisure
R. Maritime leisure management
S. Outdoor activities
T. Outdoor recreation

6.16 Course Description

In course description, it is necessary to develop the modules or course units, starting with the formulation of the learning outcomes. Universities should develop course description for all of its courses. For each course unit or module, a clear description should be available as indicated in Table 26.

Table 26: Example of a course description

i.	Subject Title	**LRM 216: FOUNDATIONS OF LEISURE AND RECREATION**
ii.	Course aim	This course introduces the basic competencies and practice within the various fields of leisure and recreational studies. The course is designed to introduce the student to the broad base of study needed for the future leisure and recreation management professional. The course aims at providing an overview of the broad field of recreation and leisure services by emphasizing the understanding of various leisure phenomena. Social psychological aspects of leisure behaviour and experience are also examined. As such, it provides the student with an introductory understanding of the nature and scope of leisure, leisure behaviour and affiliated recreation activity. **Course objectives** i. To assist the student in understanding the role and value of leisure and recreation for individuals and society. ii. To place leisure and recreation within a social and historical context. iii. To help the students understand existing leisure delivery systems and the opportunities they provide.
iii.	Course expected learning outcome(s)	Upon completion of the course, the student should be able to; 1. Design different recreational sites for leisure activities 2. Determine leisure and recreational facilities and sites 3. Develop leisure and recreational service management plans 4. Manage activities involved in the successful operation of leisure

<table>
<tr><td></td><td></td><td colspan="7">and recreation events</td></tr>
<tr><td>iv.</td><td>Course status- core or elective</td><td colspan="7">Core</td></tr>
<tr><td rowspan="2">v.</td><td rowspan="2">Credit rating</td><td>Lecture</td><td>Seminar</td><td>Assignment</td><td>Independent Work</td><td>Practical</td><td>Total</td><td>Credit</td></tr>
<tr><td>30</td><td>15</td><td>25</td><td>20</td><td>10</td><td>100</td><td>10</td></tr>
<tr><td>vi.</td><td>Total Hours Spent</td><td colspan="7">100</td></tr>
<tr><td>vii.</td><td>Course Content</td><td colspan="7">• Definitions, Philosophies, Theories and categories of Recreation and leisure
• The leisure Industry
• Trends in Leisure
• Social Psychology of Leisure
• Planning for Leisure and recreation
• Recreation, Parks, and Leisure Plans
• Outdoor Recreation
• Recreation and Leisure Services management
• Managing leisure resources
• Leisure facilities operation and management facility management
• Impacts of Recreation and management</td></tr>
<tr><td>viii.</td><td>Teaching and learning activities</td><td colspan="7">Teaching methodology will include lectures, seminar presentations, tutorials, field visits, and excursions, take home group and individual assignments, independent reading assignments.</td></tr>
<tr><td>ix.</td><td>Assessment Methods, Rationale and Criteria</td><td colspan="7">Coursework (40%) Final Examination (60%)
A mixture of lectures, tutorial exercises, and case studies will be used to deliver the various topics in this subject. Some of them will be covered in a problem-based format which enhances the learning objectives. Others will be covered through directed study in order to enhance the students' ability of "learning to learn". Some case studies will be used to integrate these topics and thus demonstrate to students how the various techniques are interrelated and how they can be applied to real problems in industry</td></tr>
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2. Edginton, C. R., Hudson, S. D., & Scholl, K. G. (2005). Leadership for</td></tr>
</table>

		recreation, parks, and leisure services (3rd ed.). Champaign, IL: Sagamore Publishing. 3. Godbey, G. (2006). Leisure and leisure services in the 21st century: Toward mid-century. State College, PA: Venture Publishing. 4. Hultsman, J., & Colley, J. A. (1995). Park and recreation management for the 21st century. Journal of Park and Recreation Administration, 13 (2). 5. Page, S and Connell , J. (2010)Leisure: An Introduction, Prentice Hall 6. Torkildsen, G. (2012) Leisure and Recreation Management (4th Edn.)., Routledge, UK.