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The Purpose of Undergraduate Tourism Programmes in the United Kingdom

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Abstract

This paper evaluates the purpose of undergraduate Tourism programmes in the UK and the extent to which lecturer attributes are reflected in individual courses. The key purpose is seen to be the preparation of graduates for a career in tourism, while there is evidence of programmes which offer a balance of vocational and academic development to achieve this aim. Staff attributes are reflected in courses offered, but this needs to be viewed in light of the number of courses being delivered which do not reflect programme aims.

Keywords: tourism education, purpose, lecturer influence

Introduction

Tourism first appeared as a Single or Joint Honours subject at undergraduate level in 1987 in two colleges of higher education in the North East and South of England respectively. These institutions were joined by a further 48 higher education institutions (HEIs) across the United Kingdom (UK) throughout the 1990s, reflecting considerable growth of provision for Tourism in Higher Education (HE) in the last ten years. Over a four year period (1995/6 – 1998/9), the number of students who accepted a place on an undergraduate tourism programme¹ in a UK HEI increased from 1,666 to 2,363; an increase of 42 per cent (Stuart, 2002:5).

Airey and Johnson (1997) highlighted three key reasons for the rapid growth of undergraduate and postgraduate tourism programmes during the early to mid 1990s. These were '[the Government's] emphasis on vocational courses as set out in the 1987 White Paper on Higher Education; by tourism being perceived as a growth industry and a provider of employment; by modularity of courses and the relative ease and low cost with which tourism programmes can be provided' (Airey and Johnson, 1997:11). In addition, their research revealed the most common title of the 99 programmes surveyed to be 'Tourism Management'; almost 20 per cent of the total (Airey and Johnson, 1997:5). Whilst the tendency for institutions to offer more specialist courses within their programmes is becoming

¹ 'Programme' refers to the whole Tourism degree and 'course' refers to individual modules or units which make up the programme.

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apparent (see later in this paper) programme titles are, for the most part, remaining focused upon 'Tourism' and / or 'Management' at the undergraduate level.

'Between 1995/6 and 1999/2000 UK HE enrolments at UK HEIs increased by 8%' (HESA, 2000). More specifically more students have been accepted into tourism undergraduate degrees in the UK each year over the period 1995-2000, as seen in Table 1. Figures indicated show total numbers of applications and acceptances for subject P7 - 'Tourism' in the UCAS process.

Year	Application Totals	Acceptance Totals	Ratio of applications to acceptances
1995	18,115	1,666	10.9:1
1996	14,293	1,924	7.4:1
1997	14,739	2,300	6.4:1
1998	14,789	2,350	6.3:1
1999	13,249	2,363	5.6:1
2000	12,922	2,388	5.4:1

Table 1: Total numbers of applications and acceptances for subject P7 'Tourism' in the UCAS process and the ratio of applications to acceptance

Source: www.ucas.co.uk/figures/archive/applications

It is evident that whilst the number of students applying to study Tourism at undergraduate level was falling at a steady rate at the end of the 1990s, the number of acceptances was steadily increasing, resulting in a decline in the ratio of applications to acceptances. If HEIs are accepting an increasing number of students onto tourism degrees from an increasingly narrow pool of applicants, one of the possible outcomes of such a trend is that institutions are being forced into a position where they accept students with lower standards of qualifications to ensure they meet their overall recruitment targets. Whether such students are capable of meeting programme aims and learning outcomes which, in the case of most institutions, remained unchanged during the late 1990s, is yet to be seen. The adoption of a Qualifications Framework by many institutions in the late 1990s may allay fears of a decline in the standard of exit qualifications (the creation of certificate, diploma and ordinary degree levels presents candidates with exit awards appropriate to effort and ability). On a more positive note, the total number of HEIs offering undergraduate tourism programmes for the academic year 2002-03 has reached 55, reflecting the fact that this relatively new subject is still regarded as an attractive proposition for institutions seeking to expand their HE portfolio. It should also be noted that the fall in ratio of applications to offers is an inevitable function of an increase in the number of providers of Tourism in HE.

Previous research on Tourism in HE during the early to mid 1990s has focused upon the need for a minimum core curriculum (Airey and Johnson, 1997; Holloway, 1995; Middleton and Ladkin, 1996) and Tourism's disciplinary status or the 'identity' of the subject in HE (Cooper et al., 1994; Leiper, 2000; Tribe, 1997; 2000). The author's previous paper in *JoHLSSTE* Volume 1, Number 1 (Stuart, 2002) highlights these debates and sets them in the context of the key factors which have influenced the subject's development over the last twenty years.

With this evidence in mind, the purpose of this paper is primarily to assess the purpose of provision of undergraduate tourism programmes in UK HEIs at the turn of the Millennium. This includes a brief evaluation of the various 'homes' for Tourism followed by a detailed analysis of the purpose of undergraduate tourism programmes. As the latter forms a significant part of this study, it would be useful, before outlining the second aim of the paper, to introduce Jafari's work of 1997 regarding the purpose of higher education in Tourism.

An education 'for' or 'about' Tourism

Jafari (1997) saw a clear separation of Tourism in HE into three distinct 'types' (hotel, hospitality and tourism) which not only pigeonholes graduates into certain types of employment, but also reduces the recognition of the need for graduates to understand the 'big picture' of Tourism. He offered the analogy of the human body, which is a total system in its own right, but made up of several vital organs which individually and collectively assure survival of the whole body. Whilst each organ can be considered as an entity in its own right, they are connected and cannot survive without the function of the other organs. If this logic is applied to the tourism system which is also made up of a number of 'organs' (for example, accommodation providers, tourism planners and developers), it is apparent that the student following an undergraduate tourism programme should be allowed the opportunity to study the whole system, or the macro environment of tourism. Having done that, the student can then choose one of the micro aspects (i.e. the organs) to study at a more specialist level.

Taking on board Barnett's view that programmes should remain emancipatory in their aims, thereby allowing students to 'stand back from their core course of studies', and see it from various perspectives (Barnett, 1990:91), Jafari's emphasis of the importance of the wider tourism system becomes more poignant. If students on tourism programmes are to be able to stand back and reflect on the wider context of their studies, then they must be in a position to understand the wider context of tourism, not just discrete operational fields.

The implication of this analogy for this research is that there may be evidence of a distinct split between tourism programmes which seek to offer the 'whole system' approach to Tourism in HE, (i.e. an education *about* tourism) and those which are designed to deal with 'operational aspects' of the tourism industry (i.e. an education *for* tourism). The extent to which each approach to tourism programme design can be revealed, or programmes can balance the two approaches, is a key concern of this paper. This approach to understanding the purpose of a programme of study in HE is not new; Macfarlane (1997), and Silver and Brennan (1988) have raised the issue of a distinction between the business studies curriculum being for, or about, business.

Secondly, this paper aims to evaluate links between the purpose of individual tourism courses offered and the academic backgrounds, research and industrial experience of the core tourism teaching team at 20 institutions. While this paper cannot claim to offer a review of all tourism programmes across the UK due to data collection constraints, it does however, offer a full and detailed account of the purpose of provision at those institutions which agreed to complete a postal questionnaire. A number of the paper's key findings are developed in a further publication (see Stuart, 2002). At a time when universities are competing heavily for undergraduate recruits, when the reverberations of subject benchmarking and review are still being felt, and pressure for graduates to seek immediate employment is increasing, this paper offers a timely assessment of the 'state of play' for tourism educators in HE seeking to revisit their programme aims during any revalidation process.

Methodology

The key source of information for this study was a postal questionnaire (see Appendix 1), sent to all HEIs offering an undergraduate programme with 'Tourism' in the title in the UK at the end of the 1990s. The key source used to gather the names of these institutions was the Big Guide to University and College Entrance (UCAS, 1997). The questionnaire was first distributed in Spring 1998, with between one and three reminders being sent out over the following 12 months.

Although self-completion postal surveys can involve a number of drawbacks, (for example poor response rates, time required to chase up respondents, lack of comparability of data, and indifferent or uninterested completion of questionnaires), as noted by Mangione (1995) and May (1997), this was regarded as the most practical method of collecting a wide range of information about as many of the tourism programmes in the UK as possible. Due to the nature of the information required it was felt that a letter of introduction and the brief, one-side questionnaire would be more practical than a telephone survey. The latter could prove impossible in the light of an apparent rapid movement of

tourism staff into and out of institutions, rendering the task of locating the individual 'in charge' of tourism provision challenging.

Where possible, questionnaires were addressed to named tourism programme leaders / co-ordinators or, failing that, were sent to the Head of Department / School / Faculty accordingly. Respondents were requested to attach additional information to the questionnaire regarding course structure and content in the form of prospectus details or promotional literature as appropriate. As such, the survey was able to provide information which went beyond a simple 'count' of programmes and student numbers, rather focusing on the purpose of the programmes (academic and vocational aims) and the links between lecturers' research interests, industry experience and teaching commitments.

Clearly 'interest in the survey will affect response rate' (May, 1997:90) and in this case, of the 50 institutions offering tourism at an undergraduate level that were surveyed, 30 returned their questionnaires completed, whilst a further ten replied with sections incomplete. The remaining ten did not respond to three reminders to complete and return by given dates. In some cases the institutions' websites were visited in an attempt to secure basic programme data omitted from the questionnaire; this meant that a very comprehensive picture of the 30 institutions could be formulated. Despite initial concerns over lack of response to postal questionnaires this represents a very good response rate (66 per cent) and compares favourably with a previous attempt to survey all institutions about their tourism programmes via a postal questionnaire, which resulted in only 21 usable responses out of a possible 29 (CNAA, 1993). Of the 30 completed questionnaires returned, 20 were able to give sufficient details regarding the qualifications, research and industry experience of its core teaching team, allowing the paper's second aim to be addressed.

Assessing the purpose of Tourism in HE: a home for Tourism

This paper commences by analysing the 'roots' of tourism undergraduate programmes in the UK, looking not only at the department or school responsible for their delivery, but also at the faculty in which that department (or school) is located and the type of HEI involved. This allows a fuller picture of the context in which tourism programmes have been developed to be established, which might, in turn, influence their key purpose or aim.

Appendix 2 clarifies the 'context' of each of the tourism undergraduate programmes surveyed according to the nature of the institution, the department or school within the faculty or school (where appropriate) with direct responsibility for the management and delivery of undergraduate tourism programmes, and the overall faculty or school context (where appropriate).

Of the 50 HEIs which offered tourism at undergraduate level in the academic year 1998-99, 31 were new universities (62 per cent), seven were university colleges (14 per cent), seven were old universities (14 per cent), and five were colleges of higher education (10 per cent). Of the 30 institutions included in this survey, 20 were new universities (67 per cent), four were university colleges (13 per cent), one was an old university (3 per cent), and all five of the UK's colleges of higher education offering tourism at an undergraduate level (17 per cent). New universities and university colleges remain the key providers of undergraduate Tourism in HE, which reflects a degree of commitment to developing the subject, as it was these institutions that pioneered tourism undergraduate programmes in the mid to late 1980s and early 1990s, and which continue to offer these programmes, in some cases provision having continued for well over ten years.

Whilst this study supports Airey and Johnson's conclusion that Business or Management is a common 'home' for tourism programmes, only seven of the 30 institutions surveyed, representing 23 per cent of the total, placed responsibility for the delivery and management of their tourism undergraduate programmes in business or management 'schools' which did not include 'Tourism' in the title. Of greater relevance to the gradual emergence of a new subject is the fact that 16 of the 30 institutions (53 per cent) placed responsibility for their provision with a school or department with 'Tourism' in its title, ranging from a School of Tourism and Hospitality, to a Department of Travel and Tourism and a Department of Tourism and Retail Management. An expansion in allied curriculum areas has

created such an increase in full-time equivalent staff that institutions have started to recognise subjects in department structures. The bracketing of 'Hospitality, Leisure, Sport and Tourism', inspired by the Quality Assurance Agency for Higher Education (QAA), has been mirrored in some institutions' departmental structures.

Those institutions which were offering tourism programmes with more specialist titles (see Appendix 2), for example, Tourism and Planning, and Hospitality and Tourism Management, placed responsibility for that provision in schools or departments which reflected that specialism. Schools and departments with 'Leisure' in the title (as well as or without 'Tourism'), remain a common 'home' for Tourism and constitute 27 per cent of schools and departments with responsibility for tourism undergraduate programmes, irrespective of whether the programme includes 'Leisure' in the title. It is clear that the profile of 'Tourism' is being raised within institutions, as the name is beginning to appear explicitly in an increasing number of department or school titles where the responsibility for provision is held.

Of the 30 institutions surveyed, 19 (63 per cent) were structured by faculty or have a business school as the context in which the 'Tourism' school or department with responsibility for undergraduate provision was located (see Appendix 2). What this revealed was the fact that even if the school or department with direct control over tourism undergraduate delivery was not a business or management school, the context in which it operated was likely to be a business school or faculty. What this shows is that, although institutions might have altered the name of the school or department with direct control and management responsibilities for the tourism provision (in order to reflect the scale / importance of tourism provision), in these instances the underlying roots of programmes could be said to lie within the business / management field. It is, therefore, not safe to assume that Tourism is losing its business / management background, rather it has become significant enough in scope and scale at an institutional level to warrant its own school or departmental designation.

The purpose of tourism programmes in Higher Education

Having established the context for Tourism provision at undergraduate level, discussion now turns to the purpose of undergraduate tourism programmes. It was argued earlier that tourism programmes could be said to fall broadly into one of two categories; those which seek to offer the 'whole system' approach to Tourism in HE, (i.e. an education *about* tourism) and those which are designed to deal with 'operational aspects' of the tourism industry (an education *for* tourism). Airey and Johnson's 1997 survey provided a list of the 'top twenty' aims and objectives of 99 tourism undergraduate and postgraduate programmes, according to institutions' stated aims and objectives in their prospectuses. This analysis revealed a predominance of vocational or business management programmes which were much more likely to include 'employment', 'career opportunities' and provision of 'reality skills' in their stated aims than the more academic aims of 'sound education / academic understanding'.

Following analysis of the key focus of stated aims, this research has revealed the key purpose of 30 undergraduate Tourism programmes and the methods through which that aim would be achieved (see Table 2).

What becomes apparent is that the most common purpose of tourism undergraduate programmes is to prepare students for work in the tourism industry (two-thirds of all programmes). The remaining third prepare students for work in the wider sense or seek to use the study of tourism to develop students academically and intellectually. However, of those programmes which do seek to provide a programme of study which focuses on tourism career development, eight cited both knowledge / academic development and business / management skills development as the methods through which that focus would be maintained. The implication of this trend is that although the initial overriding purpose of undergraduate tourism education may be 'for the tourism industry', study 'about' Tourism is regarded as important in ensuring that graduates are prepared for working in the tourism environment.

In addition, it is impossible to find a ‘common’ home for those programmes (two thirds of the total) whose key aim is to prepare graduates for a career in the tourism industry. There is a broad range of departments and schools, including those which use ‘Tourism’ and / or ‘Hospitality’ and ‘Leisure’; business schools; and a School of Humanities and Social Sciences, which are responsible for those vocationally oriented programmes. An equally wide range of department / school titles feature in an analysis of those who take a wholly or partially academic approach to educating their tourism undergraduates. It would appear that the purpose of tourism undergraduate programmes cannot be seen to reflect a particular ‘home’ for the subject.

Key Programme Aim and Method of Achieving Aim	Institution No.	% of Total (30)
Preparation for a career in tourism (method unstated)	3, 6, 23(1)*, 26**,	13
Preparation for a career in tourism predominantly through development of business / management skills.	4, 13, 18, 22,	13
Preparation for a career in tourism predominantly through development of an intellectual / academic understanding of tourism.	2, 16, 19, 20, 24	14
Preparation for a career in tourism through developing an intellectual / academic understanding of, and approach to tourism, as well as development of business / management skills.	1, 7, 9, 10, 15, 17, 25, 29,	27
Preparation for a career in general through skills and knowledge development	5, 11, 14	10
Academic / intellectual development through studying tourism.	8, 12, 21, 23(2) 27, 28, 30.	23
	Total	100

* Institution 23 - two programmes included: programme (1) described as providing a ‘strong vocational course’ but specific aim unclear.

** Institution 26: described as providing a ‘management education’ for those seeking a career in tourism/leisure management, but the nature/approach of that ‘education’ is unclear.

Table 2: The key purpose of undergraduate tourism programmes

Earlier, this paper noted the fact that tourism programme titles remain focused upon ‘Tourism’ and / or ‘Management’ at the undergraduate level. Of the three tourism undergraduate programmes which use ‘Studies’ in their title, (Institutions 18, 19 and 30), two remain focused on the academic / intellectual development of their students through the study of Tourism. However, there are at least as many ‘Tourism Management’ programmes which emphasise their partial or total commitment to preparing students for careers in the tourism industry through the academic and intellectual development of the student. This indicates that award title does not necessarily reflect the programme’s actual aim and approach.

It is important to note also that four programmes included in this survey stated ‘development of an intellectual / academic understanding of tourism’ as the *key* method of preparing graduates for work in the tourism industry. It would appear that based upon analysis of programme aims alone, there is evidence of programmes combining both approaches; Jafari’s ‘operational’ or micro approach and the wider system or macro approach (1997:178). What is of greater importance is the fact that both approaches are combined in order to achieve an essentially vocational aim, i.e. to prepare graduates for work in Tourism. Seven tourism programmes had ‘academic’ aims in terms of seeking to provide students with academic / intellectual development through studying Tourism. An analysis of courses included in these programmes later in this paper reveals the extent to which this aim is reflected in what students actually study in terms of their core and optional courses.

and innovation within the programme and course development process if the subject is to continue to flourish’.

The number of core courses that students were required to take over a three or four year period ranged from 6 to 25 and the mean number of core courses offered across the 30 institutions was 15. It should be noted, however, that it was the two institutions which offered Tourism as a Single Subject or half degree only (Institutions 7 and 30) which offered the narrower range of core courses, as one would expect. Those institutions whose tourism programmes were requiring their undergraduates to take more than 15 core courses (11 institutions) can be characterised by one or more of the following three features:

- all cores in Level 1 (no options available) and in some cases in Level 2;
- a wide business / management content in the core;
- a narrow range of options of available;
- ‘Management’ featured in the programme title.

In fact, only one of the 11 programmes which had in excess of 15 core courses did not have ‘Management’ in the programme title.

In those programmes which require their students to take 12 core courses or less (10 institutions) the range of option courses available is, for the most part, varied and numerous, in most cases equalling or exceeding the number of core subjects available. This is to be expected as students are in these cases, being asked to take responsibility for the nature of their tourism education, according to the courses they choose. Whilst a feature of these cores is business / management courses, they are more likely to have a Tourism focus (or at least ‘Tourism’ in the course title) than the core business / management courses on those programmes whose core courses exceed 15.

Table 3 highlights those core courses which feature in 10 or more of the 30 programmes (at one or more of four levels of study) and thus could be said to form a ‘core curriculum’ for undergraduate tourism programmes. The NLG’s Core Curriculum of 1993 as detailed below, offers seven ‘common areas’ of study or areas of knowledge which, according to the NLG, should be covered in a study of Tourism in higher education (with no differentiation between undergraduate and postgraduate levels of study). These seven areas of study are reflected in the 18 core courses which are seen to appear most frequently in tourism undergraduate programmes. What this analysis adds to the original idea of core areas of study is greater specificity in terms of which courses feed that core tourism study.

- The Meaning and Nature of Tourism
- The Structure of the Industry
- The Dimensions of Tourism and Issues in Management
- The Significance and Impact of Tourism
- The Marketing of Tourism
- Tourism Planning and Development
- Policy and Management in Tourism

Source: Holloway, J. (1995)

It also becomes apparent that nine of the 18 course titles in Table 3 are business / management courses with or without a ‘Tourism’ context. The remaining nine are specific to the nature and implications of ‘Tourism’ (conceptually based courses) or are ‘skills’ courses which could feature in a number of vocational undergraduate degree programmes. Six courses appear in three or more different years of study of tourism undergraduate degree programmes, which reflects the varying approaches to the courses involved in terms of perceived difficulty. An example of this would be a Tourism Planning / Policy course which could take a descriptive approach to tourism planning and policy within a variety of contexts in year 1, or could require a much more analytical approach when studied in year 2 or above. The two ‘introductory’ courses which featured, (Principles of / Introduction to Tourism and Introductory Business courses) were the only ones to feature only in year 1 of study. Of the 14 Research Methods courses, 13 featured during year 2 (one in year 3) which reflects the fact that these courses are usually designed to prepare students for final year dissertations.

With regard to industrial experience (work placement), 14 programmes included it as a core (compulsory) course, eight of which place it between years 2 and 3 for up to 40 weeks. Six take place at the end of year 2, during the summer vacation before returning into year 3².

Core Course ³	Number of programmes which include the course	Years ⁴ at which courses appear
Business Information Systems/Computing*	17	1, 2
Dissertation/Individual Project**	22	3, 4
Economics/Tourism Economics*	16	1, 2
Financial Accounting/Management*	21	1, 2
Human Resource Management*	14	2, 3
Industrial Placement**	14	***
Introduction to Business*	10	1
Language**	13	1, 2, 3
Management/Tourism Management*	12	1, 2, 4
Marketing/Tourism Marketing*	28	1, 2, 3
Principles of /Introduction to Tourism**	18	1,
Research Methods**	14	2, 3
Skills Development Course**	11	1, 2
Strategic Management/ Tourism Strategy*.	12	3, 4
Tourism Environment/Geography of Tourism**	10	1, 2
Tourism Impacts**	10	1, 2, 3, 4
Tourism Industry Organisations/Business of Tourism/Tourism Operations*.	21	1, 2, 4
Tourism Policy and Planning/Development**	16	1, 2, 3 and 4

* Business / Management courses

** Conceptually based or skills development courses

*** Industrial experience can take place at various times throughout the programme (see comments below)

Table 3: Core course titles which featured in 10 or more undergraduate tourism programmes in one or more of four possible years of study

It is clear that an 'unwritten' or unspoken core curriculum does exist which is actually much more specific in its content than the original seven areas of knowledge which have been variously debated throughout the 1990s. The fact that two thirds of the tourism undergraduate programmes which were researched as a part of this study (11) were titled 'Tourism Management' and a further seven used 'Management' in the title is reflected in the fact that 50 per cent of the most frequently used course titles were business / management focused. The conceptually based courses do feature, but less frequently and number only four⁵ of the 18 courses which constitute the core of undergraduate tourism programmes.

² 13 programmes have no industrial placement at all, with 3 making the placement optional (two in year 3 - 40 weeks; and one to be taken in Year 1 or 2).

³ For the purpose of this analysis, course titles offered in this table have been devised based upon the range of titles offered in the questionnaires.

⁴ Year 3 and Year 4 can both be final years dependent on the length of the programme and existence of a compulsory / optional one year work placement.

⁵ Conceptually based courses which feature in Table3 are: Introduction to / Principles of Tourism; Impacts of Tourism; Tourism Environments / Geography of Tourism; Tourism Policy and Planning / Development, although some individual studies / dissertations might be described as conceptually based, rather than practical projects.

Whilst the study has revealed the fact that a basic business core curriculum is still evident within the majority of undergraduate tourism programmes, in the more recent years of the subject's evolution, institutions have sought to differentiate themselves from one another by drawing possibly on individual lecturer's distinct research and general subject interests and have translated that interest into new special interest courses, usually in the form of optional courses. In this way, institutions have been moving away from the provision of a generic tourism programme, towards a more specialist programme which offers the relevant department or school a distinct identity within a rather overcrowded marketplace. This differentiation has become necessary in the light of an increasing number of institutions chasing a declining number of students seeking to embark upon undergraduate tourism courses.

Due to the range and variety of optional courses, it is not possible to produce a list of 'common' options as in the case for the core (compulsory) courses (see Table 3). However, optional courses can be summarised as seen in Appendix 4, in order to offer an overview of the types of courses offered. This demonstrates the range of options made available to students across undergraduate tourism programmes, rather than the frequency with which they appear as part of the curriculum. It should be noted that a number of the courses which appear as 'options' appear as core courses at the same institution, albeit in a different year of study. In addition, a number of schools / departments offer the same profile of optional courses to their second and third / fourth year students. Optional courses can be divided into the following five 'themes':

- Business / Management (including Marketing)
- Tourism Principles
- Sectoral / Vocational specialism
- 'Context' or Regional Focus
- Skills Development / Practice

The range of optional courses which were made available to students is comprehensive and all 30 programmes included at least one course from each of the five themes highlighted.

An aggregative approach to Tourism in Higher Education

Earlier in this paper an analysis of tourism programme aims was undertaken in an attempt to classify them as more or less vocational or academic in their purpose. However, Figure 1 could not offer a full picture of each tourism programme's purpose and meant that programmes had to be placed, in effect, 'in opposition' with regard to their relative vocational or academic aims, which may not be a fair reflection of their true purpose. By taking into account the balance of both core and optional courses within a programme, a more accurate analysis of a programme's purpose can be made. This also allows Raffe's (1994) idea of an aggregative or truly modular strategy regarding the delivery of a higher education programme to be assessed in the context of tourism undergraduate programmes, with the possibility of a combination of academic and vocational courses contributing to an overall aim which is vocational or academic in its focus.

According to the continuum (Figure 1), seven tourism programmes can be described, according to their stated aims, as focusing on academic or intellectual development through studying tourism (see also Table 2). However, following more detailed analysis of those programmes' core and optional courses, it becomes apparent that not all institutions are delivering courses which are reflective of that focus. Institution 8 claims to emphasise a 'broader academic development through rigorous intellectual training' and this can be seen in the core courses which have a clear conceptual base. However, a number of the optional courses have a clear functional focus, (e.g. Planning Law; Commercial Leisure and Visitor Attractions), as well as those which have a conceptual base (e.g. Culture, Space and Perception; Imagining the City). Institution 12 claims to develop 'analytical skills in the context of studying tourism as a social phenomenon' but has a very strong business core curriculum with only a handful of explicitly conceptually based courses (Cultural Studies; Psychological Aspects of Tourism). Institution 21 offers a programme which aims to 'examine tourist behaviour and tourism destinations using a social science focus'; within the programme there is evidence of conceptually based courses but a number of courses which are clearly preparation for working in the industry are evident, e.g. GIS in Tourism Analysis; Applied IT in Tourism.

The remaining four institutions which appear on the right-hand side of the vocational to academic continuum appear to offer both conceptually based and vocational or practical courses in their curriculum, in the context of offering a non-vocational programme. There is considerable evidence within these seven programmes of the existence of a strong business core (and options), and vocationally relevant courses, as well as courses whose titles would suggest the development of key concepts and knowledge associated with tourism. What this reveals is a possible 'drift' away from intended programme aims which could be a reflection of changing staff research interests, or actual movement of staff away from, and into tourism programmes. A further reason for this trend could be the belief that a student's academic and knowledge development can be served as well by vocational or functionally specific courses as by those courses which are conceptually based. Tourism programmes with a stated aim to be *about* Tourism are just as likely to include courses *for* Tourism (those with specific application to the tourism industry) as they are to include courses *about* Tourism.

At the opposite end of the continuum (to the far left-hand side) are those programmes which state a purely vocational aim, in terms of preparing graduates for a career in Tourism. Institution 3 aims to 'provide excellent career opportunities' through its undergraduate provision and this is reflected in a range of functionally specific courses such as Entrepreneurship; Customer Care; and Travel Trade. In addition to these courses, it also includes in the curriculum those which are clearly more conceptually based, such as Responsible Tourism and Cultural Tourism. Institution 6 offers a tourism degree which 'provides a foundation for a career in travel and tourism' through a considerable core of business management courses and some which are dedicated to specific aspects of the tourism industry, e.g. Air Transport Management and Visitor Attraction Management. As in the case of Institution 3 it does, however, include courses which are not industry specific and could be described as conceptual courses, e.g. Health Tourism and Tourist Health. Institution 26 offers a Tourism programme which 'provides a management education...for a career in Leisure and Tourism Management' and this is reflected in a core curriculum made up of business management courses. Conceptually based courses in this programme feature as options.

Institution 23 offers two pathways with regard to its undergraduate tourism programmes, a BA(Hons) in International Tourism, with a focus on 'providing a strong vocational course for people interested in tourism' and a BA(Hons) Tourism and Leisure which 'provides a course with a broad emphasis on tourism'. These two programmes appear at opposite ends of the continuum and while many of the courses offered are common to both programmes (offering a combination of business management and conceptually based courses), the key difference between the programmes is the inclusion of a compulsory supervised industrial work placement in the more vocationally oriented International Tourism programme.

Those programmes which are described as having a clear focus on preparing graduates for work in the tourism industry appear to be using predominantly business / business management courses within their curricula, with the majority of conceptually based courses appearing as options. In these instances, institutions are clearly delivering what their websites and promotional materials claim.

Those programmes which appear in the middle of the continuum are those which are designed to prepare graduates for a career in tourism through developing both an intellectual / academic understanding of, and approach to, tourism, as well as development of business / management skills. Theoretically, these programmes should offer a curriculum which is made up of a balance of conceptually based courses and business management courses. In analysing the five programmes which appear at the centre of the continuum, all have a clear business / management core, but have conceptually based and business / tourism industry-focused optional courses. For example, Institution 9 claims to 'prepare students for a range of employment opportunities...through a balance of theory and practice', and it does this through a business / operations core curriculum and a series of options such as Anthropology and Socio-Cultural Impacts, plus those which could be described as 'development' or 'regionally-focused' courses. Institution 7 claims to offer a 'combination of academic rigour and functionally structured' courses and this can be evidenced in a business / industry focused core curriculum and optional courses which explore concepts such as Tourism Behaviour,

Tourism: Past, Present and Future, and specific tourism industry applications such as Tourism Promotion, Heritage and Interpretation, and Small Business Management in Hospitality and Tourism.

In concluding this analysis of links between courses offered and programme aims, it would appear that those tourism programmes which claim to have vocational preparation as their central focus are using predominantly business / management and industry specific courses as their core curriculum and the more concepts-based courses as options. In these instances Raffe's (1994) idea of an aggregative strategy for delivering a programme is reflected, where both academic and vocational courses are combined to contribute towards an overall aim which is vocational. In addition, programmes whose key focus was on developing graduates' 'intellect and knowledge' are using a combination of conceptually based and business / industry specific courses within their core, which might reflect a slight 'mission drift' on the part of departments and schools responsible for those programmes. Those programmes which claim to take a 'knowledge enhancement' and business / management skills approach appear to be doing exactly that through a combination of courses, although the business / management courses do tend to feature heavily in the core curriculum.

With regard to the original continuum which reflected tourism programmes' central aims, from preparation for a career in Tourism to academic / intellectual development through the study of Tourism, those programmes which were placed at the far right-hand side (academic / intellectual development) might now be more appropriately placed towards the centre of the curriculum, as the courses included reflect a fairly heavy emphasis on the tourism industry and applications of business to the industry. Those programmes which appeared on the far left-hand side (vocational preparation) appear to be appropriately placed, as the majority of the conceptually based courses seemed to appear as options rather than cores. Those claiming a balance between the two approaches based upon this study (an education *for* and *about* Tourism) appear to be justified in their claims, as analysis of courses offered as a part of their curriculum has shown a clear 'balance' in provision of vocationally oriented and conceptually based courses.

What this analysis of courses and programme aims has revealed is the importance of looking beyond stated aims (i.e. at courses within the curriculum) if a full understanding of the nature of a programme is to be gained. A further observation to be made concerns the potential 'gaps' which can emerge between what an institution 'claims' to provide students with and what actually takes place with regard to courses offered. Evidence has been revealed here in the case of a number of programmes where a curriculum does not necessarily 'feed' the overall aim. As Tourism is a relatively new HE subject, the curriculum could be subject to continual change as individual staff develop their interests, depart from and arrive at institutions - all factors which might have contributed to gaps between programme aims and courses delivered.

The links between core teaching teams and delivery of courses

Having analysed the purpose of undergraduate tourism programmes, the final aspect of provision which will be analysed in this paper is the nature and characteristics of core tourism teaching teams and the extent to which there are specific links between team profiles and taught courses. As stated earlier, 20 of the 30 institutions which returned their initial audit questionnaire completed, provided full profile details of the core tourism teaching teams, which can be found at Appendix 5. Core teaching teams are made up of those lecturers whose key teaching responsibility lies in the delivery of courses which contribute to undergraduate rather than postgraduate teaching. Teaching teams range from two to 15 full-time members of staff, although the mean number of staff is five.

All 20 institutions have at least one member of the team who is qualified at Masters level in Tourism or a Tourism related field, and in the majority of cases more than one. Sixteen institutions have one or more member with a PhD. The latter are for the most part in the Tourism field, including Tourist Attraction Management, Tourist Motivations, Transport Planning, Tourism Education, Tourism Economics and Tourism in the Developing World. Other PhD disciplines include Sociology and Geography, both of which have obvious contributions to make to the Tourism curriculum. MA and MSc qualifications are, for the most part, in Tourism or subjects allied to Tourism. These include

(Outdoor) Recreation Management, Tourism and Leisure, and Tourism Marketing. Some team members hold Masters degrees in non-Tourism related subjects, such as Politics, Geography, Marketing and Anthropology, but again these disciplinary areas all contribute towards the wider study and delivery of Tourism at undergraduate level.

With regard to research profiles and activity, all 20 teaching teams are research active (carrying out scholarly research, for the RAE or other purposes) and were able to offer areas of particular interest or ongoing research. What is perhaps of most interest is the fact that there does not seem to be a link between the number of core teaching staff and the range of research being undertaken. Some of the smaller teaching teams (for example at Institution 9, a new university with four members in the core teaching team) are carrying out research in a number of areas and arguably could be described as at least as research active as some of the larger teams. Experience in the tourism or other industries also appears to be considerable, irrelevant of the size of the core teaching team, although not all members of every team have industry experience. It would be difficult to pinpoint a ‘common’ industry background for tourism lecturers presented with the evidence in Appendix 5, although local government, small business management, marketing, hospitality / hotel management, attractions, planning, tour operations, the airline industry and heritage all appear with a degree of frequency within the core team profiles.

However varied and numerous the qualifications, research activity and industry experience, the critical factor in terms of the nature of the tourism curriculum is how those factors are reflected in the courses taught. Table 4 offers a range of examples which demonstrate the links between the core teaching teams’ profiles and the courses delivered.

Institution	Qualification (Q), Research (R) or industry experience (I)	Courses Courses in bold are cores
3*	R - Development in Poland/Azerbaijan I - Marketing for an NTO I - Environmental Consultancy	Level 3 Destination Management Level 2 Marketing Level 4 Rural Tourism
4.	Q - MSc Outdoor Recreation Management; R - Recreation Conflict Management I - Event/conference management	Level 2 Countryside as a Leisure and Recreation Resource Level 4 HRM 2 for Leisure
7	Q - PhD Tourist Motivation I - Heritage Attractions R - Tourism in developing Countries.	Level 2 Tourism Behaviour Level 2 Heritage and Interpretation Level 4 Tourism in Developing Countries
10	R - Destination image and advertising. I - Practising Law	Level 3 Destination Marketing; Advertising in Tourism and Leisure Level 3 Legal Issues in Tourism
26	R - National Lottery/Millennium Projects I – Heritage	Level 2 Public Policy of Leisure and Tourism ; Level 4 Museums and Heritage Level 4 Museums and Heritage
30	R - Rural Tourism Q - PhD Tourism Marketing	Level 2 Tourism and Leisure Environments ; Level 3 Countryside: Conservation and Recreation Management Level 3 Tourism Marketing

* Cores/options not differentiated at this institution.

Table 4: Qualifications, research and industry experience links to courses delivered

It is clear from the 'snapshot' provided in Table 4 that the majority of courses which potentially benefit from the core teaching teams' qualifications, research and industry experience are optional courses. In addition, there is a greater propensity for these courses to be delivered in the later stages of a degree programme, in the majority of cases in Levels 3 and 4.

At this stage of the study although it is apparent that the characteristics and strengths of a teaching team can be traced through to course delivery, it cannot be assumed that individual members of staff are placed in a position where they can put their qualifications, experience and research to best use. The author's investigation of this issue is reported in JoHLSSTE Volume 1, Number 1 (Stuart, 2002).

Conclusions

This paper has assessed the purpose of tourism programmes in the UK and the links between lecturer attributes and their teaching. It has emerged that new universities and university colleges remain the most common 'home' for these programmes. Over 50 per cent of schools / departments with responsibility for undergraduate tourism provision have 'Tourism' in their title, possibly reflecting the level of recognition which Tourism is being afforded within HEIs.

The existence and need for a minimum core curriculum has been a key issue for debate over the last six or seven years and this paper offers evidence of a much broader core curriculum than has been suggested previously. That core is made up of an equal balance of business / management and tourism 'concepts' courses, and is complemented by a wide range of specialist 'option' courses which were seen to fall into five broad categories (see Appendix 4). It is the range of optional courses which constitutes the differentiating factor or 'unique selling proposition' (USP) of many programmes.

The key purpose of the majority of undergraduate tourism programmes is claimed to be the preparation of graduates for a career in the tourism industry. However, the extent to which institutions actually deliver programmes which meet that aim varies significantly. An analysis of programme aims, core and optional courses reveals, in the case of programmes which claim to focus on development of academic / knowledge expansion, a tendency to drift away from that aim. These programmes were just as likely to include vocationally / functionally specific courses as conceptually based courses. Programmes which prioritised the preparation of graduates for a career in Tourism do appear to deliver predominantly vocational and business based courses, although conceptually based courses were a feature within the range of options available. Those programmes which claim to offer a balance of both vocational and academic development appear to be doing exactly what they claim, offering an education *for* and *about* Tourism. This review of undergraduate tourism programmes has highlighted the dangers of assuming that tourism programmes deliver what they claim to in promotional material, prospectuses and websites. Gaps have started to emerge between some programmes' stated purpose and what perhaps is actually delivered in terms of core and optional courses, i.e. there is evidence of the emergence of a two-faced curriculum for Tourism in HE. Although one might assume that many institutions do not actually deliver their tourism programmes according to stated / documented aims, this research has offered some evidence to support this view (see Stuart, 2002 for further discussion of this development from the lecturers' own perspective).

Lecturers who make up core tourism teaching teams, can be described as well qualified at appropriate levels and in relevant fields (in comparison with findings of studies carried out in the early 1990s by Cooper et al., 1994). It would also appear that even the smaller teaching teams find time to carry out a wide range of research, despite the fact that they are responsible for the teaching of a significant number of courses. Industry experience appears to be present in all teaching teams, although is not common to all members and there is some evidence of commonality in the type of industry experience. Links between qualifications, research and industry experience are visible in all institutions surveyed, and were particularly evident with reference to optional courses, which would support the earlier observation that it is the optional courses which allow staff to utilise their specialist knowledge and experience, and which in turn, reflect a programme's USP.

This paper has presented a broad, yet comprehensive analysis of the purpose of undergraduate tourism provision in higher education at the end of the 1990s. Programmes appear to be rich and diverse in their content and the subject, at least at undergraduate level. Three key issues can be identified in this paper which tourism educators should take into account when revisiting their tourism programmes' aims and learning outcomes during the revalidation process. Firstly, evidence is emerging of programmes which might be paying 'lip service' to certain aims and objectives in order to gain approval / validation. An understanding of the extent to which lecturing teams are delivering 'Tourism' according to official documentation or according to other agendas is critical to developing an understanding of the purpose of Tourism as a HE subject as it really exists, rather than as official documents might profess.

Linked to this last point is the second key finding; the tendency for the majority of tourism programmes to profess vocational aims, reflecting the fact that a higher education in Tourism is 'for' the tourism industry. However, in terms of stated course content, many of those programmes with a strictly vocational aim are made up of a combination of vocational and academic courses. The author attempted to establish reasons for this in an earlier paper (see Stuart, 2002) one of which was the fact that academic courses are, in fact, regarded as just as good a preparation for work as vocational courses.

The third issue relates to the link between tourism staff 'attributes' (their qualifications, industry experience and research) and the courses they teach. According to the initial questionnaire completed by 30 institutions, it would appear that all three attributes can be linked to courses offered as a part of a tourism programme. Tourism educators must ask themselves the question 'are we making the most of our lecturers' key attributes with regard to direct links to course design and content'? In other words, are these links 'on paper' being made in reality, in terms of tourism lecturers' teaching responsibilities?

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Appendix 1

Postal questionnaire

INSTITUTION

TITLE OF PROGRAMME(S)

COURSE LEADER

DEPARTMENT IN WHICH TOURISM IS DELIVERED AND OR / WHICH HAS RESPONSIBILITY FOR DELIVERING TOURISM IN OTHER DEPARTMENTS.

DATE WHEN COURSE FIRST STARTED

BACKGROUNDS / RESEARCH INTERESTS OF CORE LECTURING TEAM
(e.g. First / higher degrees / industry experience and current research) - please continue overleaf if necessary

STUDENT INTAKE / COMPLETION

YEAR

INTAKE TO YEAR ONE

GRADUATES

COURSE STRUCTURE (Please detail overleaf core and optional subjects for Tourism for single / joint honours programmes or discreet subjects) OR attach course prospectus details as appropriate)

Please return this completed questionnaire to: Marion Stuart, Centre for Tourism Studies, Dept. of Geography, Canterbury Christ Church College, North Holmes Road, CANTERBURY. CT1 1QU

Appendix 2

Undergraduate programmes with 'Tourism' in the title, Single and / or Joint Honours in UK Institutions of Higher Education. (As at Academic Year 1998/99).

INSTITUTION	FACULTY OR SCHOOL CONTEXT	DEPARTMENT/SCHOOL with immediate responsibility for management and delivery of Tourism programme(s)	PROGRAMME TITLE(S)
01 New University	Faculty of Cultural and Education Studies	School of Tourism and Hospitality Management	BA (Hons) International Tourism Management
02 New University	NA	Department of Hospitality, Tourism and Leisure	BA (Hons) Tourism Management
03 University College	Faculty of Business and Consumer Studies	Department of Hospitality and Tourism Management	1. BA (Hons) Tourism Management 2. BA (Hons) Hospitality and Tourism Management
04 College of Higher Education	Faculty of Modular Schemes Management	Department of Leisure Management	BA/BSc (Hons) Tourism Management
05 College of Higher Education	Faculty of Health and Human Sciences	School of Management, Community and Communication	BA/BSc (Hons) Leisure and Tourism Management
06 New University	Faculty of Business	Department of Travel, Tourism and Leisure	BA (Hons) Travel and Tourism
07 Old University	Business School	Hotel School	BA (Hons) Tourism (Single Subject)
08 New University	Faculty of the Environment	School of Urban Development and Planning	BA (Hons) Tourism and Planning
09 New University	Business School	Department of Economic, Social and Economic Sciences and Tourism	BA (Hons) Tourism Management
10 University College	Faculty of Business, Leisure and Food	School of Leisure and Tourism / Faculty of Business, Leisure and Food	BA (Hons) Tourism
11 New University	NA	Business School	BA (Hons) Leisure and Tourism Management
12 College of Higher Education	Faculty of Hospitality Management	Department of Travel, Tourism and Leisure Studies	BSocSC (Hons) Tourism Management
13 New University	Faculty of Business	School of Service Management	1. BA (Hons) International Tourism Management 2. BA (Hons) Tourism Management
14 College of Higher Education	Business School	Centre for Business and Leisure Management	BA/BSc Leisure and Tourism Management
15 New University	NA	Business School	BA (Hons) Travel and Tourism Management

INSTITUTION	FACULTY OR SCHOOL CONTEXT	DEPARTMENT/SCHOOL with immediate responsibility for management and delivery Tourism programme(s)	PROGRAMME TITLE(S)
16 New University	School of Business, Hotel and Restaurant Management and Planning	Centre for Tourism and Leisure Studies	BA (Hons) Tourism (joint)
17 New University	NA	Business School	BA (Hons) Tourism
18 College of Higher Education	NA	Business School	1. BSc (Hons) Tourism Management 2. BSc (Hons) International Tourism 3. BSc (Hons) Tourism Studies
19 New University	School of Service Industries	Department of Tourism and Retail Management	BA (Hons) Tourism Studies
20 New University		School of Leisure and Food Management	BSc (Hons) Tourism Management
21 New University	Faculty of Social and Life Sciences	Department of Environmental Studies and Tourism	1. BA (Hons) European Tourism 2. BA (Hons) International Tourism 3. BA (Hons) Tourism
22 University College	NA	Faculty of Leisure and Tourism	1. BSc (Hons) Tourism. 2. BSc (Hons) Tourism and Leisure Management
23 New University	Business School	Department of Hospitality and Tourism	1. BA(Hons) International Tourism 2. BA(Hons) Tourism and Leisure
24 New University	Business School	Hospitality and Tourism Cognate Group	BA (Hons) Tourism Management
25 New University	Centre for Independent and Combined Studies	School of Humanities and Social Sciences	BSc (Hons) Tourism Development
26 New University	Business School	Centre for Tourism and Leisure Studies	1. BA (Hons) Leisure and Tourism Management 2. BA (Hons) International Tourism and Leisure
27 New University	Division of Sport, Health and Leisure	School of Health and Social Sciences	BA (Hons) Tourism
28 New University	Business School	Division of Leisure and Tourism Industries	BA (Hons) Tourism Management
29 New University		Business School	BA (Hons) Tourism Management
30 University College	Faculty of Social and Information Sciences	Department of Geography and Tourism	BA (Hons) Tourism and Leisure Studies

NA Not applicable

Appendix 3

Types of course-employment relationships

Course-employment relationship	Characteristics of programme
1. Sole regulation and completed training	Higher education as occupational preparation. Graduates prepared for specific type of job; heavy employer involvement in course design and operation as the course represents the only source of manpower to the employer; likely to contain substantial period(s) of work placement; academic staff have professional experience and maintain links with industry; studies are evaluated from a student perspective in terms of their 'relevance' to the specific workplace.
2. Sole Regulation and Part-training	Not a 'license' to employment in a specific sector; scope for course being more academic than type (1); less emphasis on work experience; completion of course does not represent 'qualification' in professional terms; some students change track to different occupational fields at the end of the course.
3. Sole Regulation and the Educational Base for Training	Students likely to develop in different directions following this course - not towards a specific occupation; minimal professional regulation of curriculum; higher education seen here as a means of selection rather than a training function.
4. Partial Regulation and Completed Preparation	Shares many characteristics of type (1); main distinction is that selection and training are shared with other entry routes, e.g. there may be non-graduate entry to the specific occupation or professional training routes. As a result, there can often be 'status insecurity' among students who want their course to have 'relevance' to the said occupation to give them advantages over competitors choosing different routes.
5. Partial Regulation and Partly-completed Training	These courses do provide a route to a specific job, but training is not complete on completion of course and there are other, possibly more desirable routes to the same occupation; employer involvement and investment in such courses is variable; the course represents an element of employee training which would otherwise need to be undertaken by the employer.
6. Partial Regulation and Educational Base for Training	Attractive to students with weak vocational interests; courses do not really provide specific employment outlets; a useful base for a career decision; not explicit preparation for specific occupation, but would be a mistake to regard it as non-vocational; does contain elements of relevance to employers in general e.g. computing, languages, writing reports, oral presentation.
7. Open Market and Employment-relevant Educational Base	Courses which are designed to produce graduates of use to a wide variety of employers; these courses lay the foundation for work, transmit knowledge and develop skills which are transferable within broad occupational fields; students have a general awareness of, and concern for, vocational preparation; lecturers are committed to developing a course which is 'relevant' to employers needs; graduates are equipped to be mobile / flexible in terms of employment opportunities.
8. Open Market and Non-relevant Education	Essentially non-vocational courses; curricula are not designed primarily in relation to employer needs; students are not attracted to courses from vocational motivations; courses are designed around educational considerations; lecturers have little experience of non-academic work; uncertainty on part of students as to what they will do on graduating renders specific preparation either in terms of knowledge and skills or attitudes and values very difficult; employers seek specific abilities and intellectual quality of these graduates which they would not find in a non-graduate.

Adapted from: Silver and Brennan (1988); Brennan (1985)

Appendix 4

Option courses available at 30 HEIs offering undergraduate degree programmes with 'Tourism' in the title.

Business / Management option courses within undergraduate tourism programmes		
Business / Management Marketing	which includes	Marketing
Tourism Law		Tourism Marketing
HRM		Practice of Marketing
Ethical management		Marketing Communications
Small Business Enterprise/Management		Tourism Promotion/Advertising
Strategic Information Management		Services Marketing
Finance/Accounting, Quantitative Analysis		Marketing Research
Economics of Travel and Tourism		Marketing Planning
Quality Issues/TQM		International Marketing
Tourism Resource Management		Marketing Management

Tourism Principles / Concepts option courses within undergraduate tourism programmes		
Tourism Principles		
(Contemporary) Tourism Issues		Tourism and Society
Tourism Planning and Policy/Development		Philosophy of Tourism
Tourism Environment/Geography of Tourism		Impacts of Tourism
Tourism Anthropology		Gender, Leisure and Tourism
Consumer behaviour		Politics of Tourism
Arts and Cultural Studies		Heritage Issues
Sustainable/Responsible Tourism		

Sectoral / Vocational specialism option courses within undergraduate tourism programmes		
Sectoral / Vocational specialism		
Tourism Transport		Heritage, Entertainment and the Arts
Sport Tourism		Sport in Society
Hospitality Management		Travel Services
Conference/Event Management		Museums and Heritage
Visitor Attractions Management		Retail Management
Heritage Management		Tourism and the Media
Arts Administration		Tour Operations

'Context' or Regional Focus option courses within undergraduate tourism programmes

Context of Tourism

Countryside Recreation Management
Public Sector Tourism
Resort Development
Urban Tourism
Rural Tourism
Special Interest Tourism
International Tourism
Caribbean Development

Regional Focus

Tourism Regional Development
Tourism in Scotland
Tourism in Developing Countries
European Studies/Tourism
Countryside in Wales
Leisure and Tourism in North of England

Skills development / practice option courses within undergraduate tourism programmes

Skills/Research

Languages
Researching Tourism and Leisure
IT for Tourism
GIS in Tourism

Writing for Travel and Tourism
Dissertation
Field Study

Appendix 5

Tourism undergraduate programmes: staffing profiles

INSTITUTION	PROGRAMME TITLE(S)	PROGRAMME(S) AIMS	CORE TEACHING TEAM PROFILE
01 New University	BA (Hons) International Tourism Management	To provide students with the knowledge and skills which will be needed by those seeking to enter and succeed as managers within the tourism industry in the 21st century.	2 in core teaching team: 1. PhD - Tourist Attraction Management; MA Countryside Recreation Management; researching tourist attractions, small tourism and hospitality firms and UK Tourism trends. 2. BA (Hons) Hospitality Management; researching museum interpretation and heritage tourism.
02 New University	BA (Hons) Tourism Management	To develop and generate knowledge and understanding of national and international tourism required to underpin a successful career in this dynamic field.	7 in core teaching team: 1 PhD; 2 MPhil; 1 MSc Tourism; 1 Management Sciences; 1 PGCE; 1 BA (Recreation) with PhD pending. Research includes sustainable development, economics of tourism, dark tourism, local Agenda 21, hospitality / hotel management and tourism operations. All staff have industry experience including catering and hospitality management, tourism promotion (public sector), small business management and training and leisure management and four are involved in consultancy work.
03 University College	1. BA (Hons) Tourism Management 2. BA (Hons) Hospitality and Tourism Management	1. To provide a specialist degree which offers excellent career opportunities in the management or setting up of a business in all sectors of the tourism industry.	4 in core teaching team: 1 PhD; 2 MPhil (subjects unspecified); 1 MBA. Research includes hospitality and tourism education development in Poland and Azerbaijan. Three have industry experience including local government, Marketing for a NTO and environmental consultancy.
04 College of Higher Education	BA/BSc (Hons) Tourism Management	To enable students to develop a strong foundation of business knowledge and managerial skills applicable to the tourism industry today.	5 in core teaching team: 1 PhD; 1 MBA; 1 MSc Outdoor Recreation Management; 1 MA Leisure and Tourism (registered for PhD); 1 MSocSc Tourism and Leisure. Research includes spa resort development, tourism management, ethical issues in leisure management, recreation conflict management and service operations and marketing. Three have industry experience including adventure holiday management, event/conference management and hospitality management.
05 College of Higher Education	BA/BSc (Hons) Leisure and Tourism Management	To develop critical individuals with 'marketplace' skills, such as problems solving, information gathering and processing, project management, and the ability to work independently and in a team, as well as with a firm mastery of key theoretical concepts and knowledge.	3 in core teaching team: 1 MSc Recreation Management and MBA Strategic Marketing; 1 PGDip Personnel Management; 1 PhD Sociology. Research includes Best Value, public sector recreation management, management learning. All have industry experience: own consultancy business, private consultancy (management development) and accountancy.

06 New University	BA (Hons) Travel and Tourism	To provide a foundation for a career in any branch of the travel and tourism industry.	<p>7 in core teaching team: 2 PhDs (Tourism Economics, Tourism Management); 5 MScs (Tourism Marketing, Politics), 2 of whom registered for PhD.</p> <p>Research includes tourism development, destination marketing, sustainable tourism, economic impacts of tourism.</p> <p>All staff have industrial experience ranging from hospitality sector, public sector (tourism) commercial tourism sector and 4 of the 7 are involved in consultancy work.</p>
07 Old University	BA (Hons) Tourism (Single Subject)	To offer a uniquely attractive combination of academic rigour and functionally structured content, allowing us to meet the needs of both the enormously diverse tourism industry and our increasingly cosmopolitan students.	<p>6 in core teaching team: 4 PhD (Hospitality Management, Tourist Motivations, Economics and Tourism in Developing Countries); 1 MA Geography and MSc Tourism; 1 MSc Tourism and PGCE.</p> <p>Research includes international HRM for tourism and hospitality, Scottish Tourism, Wildlife Tourism, Public Policy (Tourism) Tourist Motivations, Tourism in Developing Countries, International Policy and Planning for tourism, epistemology of tourism research.</p> <p>All have industry experience, including heritage attractions, local authority, national tourist organisations, hotel and catering management, countryside management. All are involved in consultancy work.</p>
08 New University	BA (Hons) Tourism and Planning	To provide a course which focuses on tourism, but which promotes students' broader academic development through the rigorous intellectual training expected from an honours degree course.	<p>7 in core teaching team: 2 PhDs (in Tourism and Transport Planning); 5 with MA/MSc or PGDip in a variety of subjects including Tourism, Marketing and Business Administration.</p> <p>Research includes environmental management, computers and IT in education, air transport, sustainability and marketing in tourism, destination management and transport planning.</p> <p>4 staff have been involved in consultancy, all have industrial experience, ranging from tour operations to local government planning and economic policy.</p>
09 New University	BA (Hons) Tourism Management	To prepare students for a range of employment opportunities in tourism with a good balance of theory and practice and skills development.	<p>4 in core teaching team: 1 PhD Tourism; 1 MSc Tourism (registering for PhD); 1 MSc Anthropology; 1 BA Economics (MSc Tourism pending).</p> <p>Research includes club tourism, youth tourist motivations, leisure behaviour and rural/countryside recreation and tourism.</p> <p>3 have industry experience: resort management, research assistant and tour operations.</p>
10 University College	BA (Hons) Tourism	To provide students with the critical understanding, professional knowledge and skills and attitudes necessary to take up a managerial position in the fast and expanding tourism industry.	<p>9 in core teaching team: 3 PhDs; 2 registered for PhD; remaining 4 all have Masters degree.</p> <p>Research focus of core team is destination image, advertising.</p> <p>8 have 'relevant' industrial experience in either the public or private sector, ranging from Planning, to Hospitality sector and practising Law.</p>
11 New University	BA (Hons) Leisure and Tourism Management	To combine the study of issues relating to leisure, recreation and tourism and to provide good preparation for careers in a variety of organisations.	<p>3 in core teaching team: 1 PhD (Tourism Education); 1 MSc (Soc Science); 1 MBA.</p> <p>Research includes training in tour operations and education and employment patterns and tourism / leisure / recreation curriculum design.</p> <p>All have industry experience including tourism and hospitality sectors, advertising and marketing management. 2 have consultancy experience.</p>

12 College of Higher Education	BSocSC (Hons) Tourism Management	To develop analytical and decision making skills in the context of studying tourism as a social phenomenon.	15 in core teaching team: 10 with MA/MSc (subject unspecified) MBA; other 5 with Tourism related first degree. Research includes, UK rural tourism, independent traveller tourism circuits, sustainable tourism initiatives, adventure tourism, airline yield management and animation interpretative techniques. 14 have industry experience, 9 in hospitality and 5 in tourism, including tour operations and airlines.
14 College of Higher Education	BA/BSc (Hons) Leisure and Tourism Management	To enable students to develop a challenging career in a fast expanding industry, as well as providing the management skills required for all types of business.	3 core teaching team: 1 MPhil, (currently registered for PhD); 1 MSc and 1 PhD. 2 have industrial experience, one in Leisure Services Department in City Council and one as Director of a museum.
15 New University	BA (Hons) Travel and Tourism Management	To prepare students for a management career within the travel and tourism industry through a sound education in the principles and practice of management in the industry and to develop a set of personal skills and management competencies appropriate for management careers in the travel and tourism industry.	4 in core teaching team: 2 PhD (Tourism and Environmental Sciences); 2 MSc (Tourism and Marine Law). Research includes rural and countryside recreation and tourism and tour operation and financial management in tourism. 3 have industry experience including sales and marketing, local authority rights of way and travel agency group treasurer.
18 College of Higher Education	1. BSc (Hons) Tourism Management 2. BSc (Hons) International Tourism 3. BSc (Hons) Tourism Studies	1. To match the needs of the student with those of the tourism industry, providing a focused approach to the operational management of resources within the tourism industry.	4 in core teaching team: 2 MSc (Tourism); 1 MA (Tourism, Leisure and Service Management); 1 PGDip (Tourism) Research includes Local Agenda 21 and tourism and heritage tourism 3 have industry experience including tour design consultancy, tour operations, travel agency management and airline industry
20 New University	BSc (Hons) Tourism Management	Provides high quality, intellectually demanding, professional education for students with career aspirations in the tourism industry.	6 in core teaching team: 1 PhD; 1 MA; 1 registered for PhD; 1 registered for MPhil; 1 MSc; 1 BA. All have industrial experience including NTO, outdoor recreation management, business travel and tour operations, group travel organisation, local authority tourism officer and small business management. All have consultancy experience.
26 New University	1. BA (Hons) Leisure and Tourism Management 2. BA(Hons) International Leisure and Tourism Management.	1 and 2. To provide a management education for those seeking a (international) career in leisure and tourism management.	9 in core teaching team: 4 PhD; 9 MA/ MSc (Subjects unspecified). Research includes recreation, international tourism, National Lottery / Millennium Projects. 4 with industry experience in Tourism / Heritage; 4 with industry experience in leisure planning / sports.
28 New University	BA (Hons) Tourism Management	To provide students with a thorough grounding in the management and operation of tourist operations and destinations.	4 in core teaching team: all have MAs (subjects unspecified) and 2 registered for PhD. Research includes gay tourism, influences on tourism policy development, urban tourism and ecotourism. All have industry experience, including airline industry, local authority tourism section and development consultancy.

29 New University	BA (Hons) Tourism Management	To equip students for careers in the commercial and public sectors of tourism, by providing the skills and understanding necessary for a wide range of employment opportunities.	2 in core teaching team: 1: MSc Tourism; one year tourism industry experience. 2: PhD (subject unspecified) Heritage and volunteer sector experience. Both research active but areas unspecified.
30 University College	BA (Hons) Tourism and Leisure Studies	To provide students with a broad-based interdisciplinary understanding of the rapidly expanding areas of leisure and tourism, as well as examining the principal patterns of participation factors which influence them.	4 in core teaching team: 2 PhDs (Geography and Tourism Marketing); 1 MPhil (Tourism); 1 MSc (Tourism) with PhD pending. Research includes tourism education, tourism, rural tourism, recreation management, sociology of leisure and tourism, tourism marketing communication strategies and place image. 2 have industry experience including local government planning and tourism departments.