



Journal of Hospitality, Leisure, Sport & Tourism Education

Vol. 2, No. 1.

ISSN: 1473-8376

[www.hlst.ltsn.ac.uk/johlste](http://www.hlst.ltsn.ac.uk/johlste)

## Delivering Higher Quality: A Comparative Study of Lecturers' Perceptions and QAA Subject Review in Tourism

John Tribe ([john.tribe@bcuc.ac.uk](mailto:john.tribe@bcuc.ac.uk))

Buckinghamshire Chilterns University College  
Queen Alexandra Road, High Wycombe, HP11 2JZ, UK.

DOI:10.3794/johlste.21.43

© Journal of Hospitality, Leisure, Sport and Tourism Education

### Abstract

The aim of this paper is to complement Quality Assurance Agency for Higher Education (QAA) Subject Review with a study of lecturers' perceptions of quality in tourism higher education. The study is based on qualitative and quantitative data obtained from a survey of 79 tourism lecturers in England and Northern Ireland. The discussion focuses on triangulation with, and effects, of Subject Review, issues relating to Institutional Audit and other quality issues. The main findings are first, that while in overall terms tourism higher education is highly rated both by the QAA and by lecturers, there are significant differences evident both between and within specific aspects of provision. Second, tourism education appears to be relatively well prepared for Institutional Audit. Third, the approach and burden of Subject Review itself emerge as key issues for lecturers.

**Keywords:** quality, tourism education, Subject Review, lecturer perceptions.

### Introduction

The period between 2000 and 2001 witnessed detailed review by the Quality Assurance Agency for Higher Education (QAA) in the Hospitality, Leisure, Recreation, Sport and Tourism (HLRS&T) subject areas in England and Northern Ireland. The results and analysis of Subject Review were published in a Subject Overview Report (QAA, 2001e). The aim of this paper is to complement the QAA findings by provision of a study of lecturers' perceptions of quality in tourism higher education. The main purpose of the study is triangulation with Subject Review by comparing evidence from different positions. However, as Lomas and Tomlinson (2000) discovered, triangulation may result in conflicting evidence. The study also addresses issues related to the successor of Subject Review - Institutional Audit, and wider issues of quality. It therefore adds to the specific literature on quality in tourism education (Conroy, 1997; Cooper and Westlake, 1998; Peršić, 2001; Tan and Morgan, 2001; Hljevica et al., 2002). The structure of the paper is as follows. The first section explores the background to the study and the key issues related to quality in tourism higher education. The next section discusses the research design and method adopted by the study. The main part of the paper is

---

*John Tribe is Professor of Tourism, Head of Research and Director of the Leisure and Tourism Education Research Centre (LaTERC) in the Faculty of Leisure and Tourism at Buckinghamshire Chilterns University College, UK. He was a Quality Assurance Agency reviewer for Hospitality, Leisure, Recreation, Sport and Tourism subject and, is Vice Chair of the Association of Tourism in Higher Education (ATHE).*

devoted to the results and discussion of the main findings. The conclusion points to the key strengths and challenges for improving quality in tourism education, as well as reflecting on more general issues.

## Background and issues

Inevitably, quality in tourism education has been dominated by one major influence in recent years. This major influence has been the Quality Assurance Agency (QAA). HLRS&T subjects came under the detailed scrutiny of QAA Subject Review between 2000-2001 in England and Northern Ireland. During this period 61 Higher Education Institutions (HEIs) and 48 Further Education Colleges (FECs) were visited, representing over 40,000 students on HLSR&T programmes. The HLSR&T subjects performed well in Subject Review and in its summary the QAA notes: 'The successes of the subjects are reflected in the grades awarded which average 3.4 across all aspects and visits' (QAA, 2001e:1).

There were several key features of Subject Review (QAA, 2001a). The central feature was the Self-Assessment Document (SAD) in which institutions presented the aims and objectives of their provision and a self-evaluation under the six key aspects of provision. These aspects of provision (and their detailed exposition in the QAA's *aides-memoires*) have provided a strong steer to the practical understanding of quality. The six aspects were curriculum design, content and organisation (CDCO); teaching, learning and assessment (TLA); student progression and achievement (SPA); student support and guidance (SSG); learning resources (LR) and quality management and enhancement (QME). Peer review was another key feature so that review visits were conducted by a team of subject specialist reviewers who examined and probed the evidence proffered by institutions in support of their claims. Each visit culminated in a Subject Review Report which contained a graded profile and an overall summative judgement.

So what was quality according to the QAA process? In a nutshell it was 'the extent to which the student learning experience and student achievement demonstrate that the aims and objectives set by the subject are being met' (QAA, 2001a:46). Quality then, under the 2000-2001 regime, was judged by an institution's ability to produce evidence (and the absence of contrary evidence) to support its educational claims. Each aspect of provision was graded on a 1-4 scale and 'quality approved' was reported for profiles where all aspects were graded 2 or above. Table 1 provides a reminder of the grade descriptors applied by the QAA.

Points	Grade Descriptor
1	The aims and / or objectives set by the subject provider are not met; there are major shortcomings that must be rectified.
2	This aspect makes an acceptable contribution to the attainment of the stated objectives, but significant improvements could be made. The aims set by the subject provider are broadly met.
3	This aspect makes a substantial contribution to the attainment of the stated objectives; however there is scope for improvement. The aims set by the subject provider are substantially met.
4	This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met

**Table 1: The QAA Grade Descriptors**

Source: QAA (2000b:47)

Unsurprisingly, Subject Review evoked criticism from the sector. Prominent voices included the 'Warwick Six' (six economists at the University of Warwick who scored full marks in their Subject Review). Their criticisms included the following: first, '... a department that made lesser claims, and proved them, would get full marks...' (Macleod, 2001). This criticism is aimed at the lack of

benchmark standards for comparability between departments. Quality, under Subject Review, was measured not against some common agreement of excellence but against the lesser test of how well an institution is performing against its own description of education.

The second Warwick criticism was that institutions ‘...supplied the hypothesis, the evidence and the witnesses’ (Macleod, 2001). In other words, institutions can be highly selective in making their case. They can hide and disguise negative evidence whilst promoting positive evidence. In short, there is considerable scope for spin. For example, institutions were responsible for selecting their own witness panels of past and current students, employee representatives and staff.

The third criticism levelled by the Warwick team is that ‘...benefits are vastly outweighed by the process’s immense costs. Our estimate is that in preparing for review...our one department has spent £150,000 to £200,000 in staff time alone’ (Macleod, 2001). Additionally, the Warwick team claim that ‘enthusiasm and scholarship are being strangled by bureaucratic monitoring and demands for paper trails’ (Macleod, 2001).

Reflecting specifically on Subject Review for HLR&T subjects, Butcher (2001:23) made the following observations. He was particularly concerned that the QAA version of quality ‘misses or even diminishes some of the things I valued in my own education’. These things included that his favourite lecturers ‘inspired me through their intellectual authority’. Additionally, whilst Butcher notes that ‘delivery, support systems, staff-student liaison, access, group work, assessment methods and lecture style were all issues that came up’, he is surprised that ‘developments in the subject, new books and ideas were not discussed’. Butcher summarised the key problem of QAA quality as encouraging staff to concentrate on students rather than the subject.

Institutional Audit is the new quality regime introduced progressively from 2002-2003 on a six-year cycle (Brown, 2000; Parry, 2002). Separate subject review has been largely abandoned, but rather there will be ‘scrutiny of internal quality systems at an institutional level with investigations of how those systems operate at the level of the discipline’ (QAA, 2002:1). These discipline audit trails are to represent approximately ten per cent of an institution’s higher education programmes. A new process called ‘thematic enquiries’ is also added. The emphasis of Institutional Audit is on:

- internal quality assurance mechanisms;
- the use of external reference points including Framework for Higher Education Qualifications (FHEQ) (QAA, 2001d), Subject Benchmark Statements (Botterill and Tribe, 2000; QAA, 2000a) and the QAA of Code of Practice (QAA, 1999-2001);
- students;
- published information (based on HEFCE 02/15 guidelines), such as programme specifications (QAA, 2000c); student admission, progression, attainment and completion rates; and student satisfaction surveys.

Additionally a Self-Evaluation Document (SED) replaces the SAD and the final report expresses either ‘broad confidence’, ‘limited confidence’ or ‘no confidence’ in quality and academic standards, as well as a comment on the quality of information published by the institution.

There are some interesting new twists to Institutional Audit. First, whilst disciplinary audits are to be limited to around ten per cent of an institution’s programmes, institutions will only know which range of programmes may be subject to discipline audit following the preliminary meeting (eight months before the visit), and the actual disciplines chosen for audit 14 weeks before the visit. Second, Institutional Audit lays particular emphasis on the use of externals, both as examiners and in the periodic review of programmes, and makes it clear that ‘the team is unable to make a judgement of broad confidence in an institution if either of these elements is deficient’ (QAA, 2002:11). Third, a further probing of a discipline by specialist advisors may be required where significant weaknesses are found and this may itself lead to a recommendation for separate, full subject review (under the terms of the Academic Review Handbook, QAA, 2000b). Fourth, Institutional Audit does not seek

line-by-line compliance with Subject Benchmark Statements or the Code of Practice, but rather, evidence that each have been taken account of: 'The agency views the [benchmark] statements as authoritative reference points, but not as definitive regulatory criteria for individual programmes or awards' (QAA, 2002:11). Finally there is no oral feedback meeting at the end of a visit.

The QAA and HEFCE consulted on the new arrangements for Institutional Audit and the responses included the following. There was general support for an emphasis on institutional responsibility for quality and standards, the proposed lighter touch, and the end to universal subject review. Additionally:

"There is strong encouragement to reinforce the message that the elements of the academic infrastructure - the *Code of Practice*, *Subject Benchmark Statements*, qualifications frameworks etc - should be seen as advice and guidance, rather than prescription and expectation." (QAA, 2001b:4)

But the major stakeholders also expressed some reservations. These included the apparent continuation of Subject Review by another name, the inclusion of disciplinary auditing with what was essentially an institution-wide process, and data collection and publication requirements.

"Many had reservations about the suggestion that summaries of the results of internal processes - for example, student feedback reports and external examiners' reports - might be published: they saw this as potentially compromising the rigour and candour of those processes." (QAA, 2001c: para 10(1))

Comments were also made about the burden of data collection and the potential misuse of published data in league tables.

In addition to UK government quality regimes, the WTO (World Tourism Organisation) also offers a quality standard named TEDQUAL (Fayos-Sola, 1997). This is based around quality management systems (Christou, 2002) and is a global scheme to which some UK HEIs offering tourism (e.g. University of Surrey) have successfully sought accreditation.

A number of authors have grappled with issues of quality for higher education in general (Green, 1994; Goodlad, 1995; Lawrence and McCollough, 2001). In particular, Barnett's (1992) critical review of quality in higher education and (2003) reflections on ideology set the scene for broader criticisms of Subject Review and Institutional Audit. For example, in Foucauldian (1971; 1974; 1980; 1992) terms, a particular *discourse* of quality may be seen to have developed through which the QAA has saturated the notion of quality. Foucault describes discourses as 'regimes of truth' giving as examples medicine, psychiatry, and other forms of disciplinary knowledge' (Usher and Edwards, 1994:85). Discourses define the 'limits of the sayable' (Foucault, 1974) and within discourse, certain statements are sanctioned as 'truth-claims' while others are silenced and denied such status. Discourses establish boundaries of inclusivity and exclusivity and this simultaneous sanctioning and denial is an exercise of power (Brennan, 2001; Morley, 2001). The dominant discourse of quality performs an including and excluding function since it provides the rules for what counts as quality and what does not, and who speaks with authority on quality and who does not.

The QAA has certainly developed a particular language of quality. Through its systems, quality experts and professionals have come to prominence promoting a particular method and agenda of quality. Lines have been drawn between quality insiders and outsiders, and some aspects of quality have been privileged over others. Additionally, the Foucauldian eye-of-power can be discerned as having a particular relevance here. To survive, institutions and individuals have had to subscribe to a particular set of rules and formalities for quality. Through this, dissenting voices have been largely extinguished, not through any overt threat of punishment. Rather, institutions and academics have largely exercised self-discipline within a quality framework set by the QAA.

## Research design and method

The research design is split into two main strands aimed at collecting and analysing both quantitative and qualitative data that reflect lecturer perceptions of quality (Newton, 2000; 2002). The list of the substantive quantitative questions can be found at Appendix 1. The aim of the quantitative questions was to gain insight into a number of specific issues raised in the previous section. They fall into several categories. First, a set of questions was devised to triangulate with the specific areas of QAA Subject Review. Questions were couched in similar terms to those used by the QAA, based upon five of the six aspects of provision, and probing similar issues under each aspect as those found in the *aides-memoires* in the QAA Subject Review Handbook (QAA, 2001a). Student progression and achievement was omitted since it was felt that this was a relatively straightforward, uncontentious area where lecturer perceptions would add little to QAA Subject Review. Table 2 relates question numbers to the QAA aspects.

QAA Aspect	Survey Questions
CDCO	5, 6, 7, 8, 9
TLA	12, 13, 14, 15
SPA	none
SSG	26, 27, 28, 29
LR	32, 33, 34, 35
QME	36, 37, 38

**Table 2: Survey questions and QAA aspects**

The response choices to these questions were statements that were closely aligned to the grade descriptor points (1-4) used by the QAA (see Table 1 and Appendix 1). However, a key difference in comparison to the QAA approach was that respondents were asked to reply 'against quality in HE overall', rather than the aims and objectives of their self-assessment. The intention here was to respond to the first two 'Warwick Six' criticisms; that is to discover quality in relation to sector standards and to get an insider view that was less subject to event management and possible spin. An additional general question was included here relating to the perceived accuracy of the overall QAA score (question 3).

Second, a set of questions sought perceptions about the level of resources devoted to quality management and quality changes pre- and post-review (questions 10, 11 and 16). The first of these addressed the third of the Warwick criticisms about the high opportunity cost of Subject Review. A third set of questions explored some of the issues that arise from the new proposals for Institutional Audit. These include:

- Framework for Higher Education Qualifications (FHEQ);
- benchmark standards for graduates (questions 21 and 22);
- external examiners (question 39);
- QAA Subject Benchmark Statements (question 40);
- QAA Codes of Practice (question 42); and
- accuracy of published information (question 41).

A fourth set of questions encompassed issues related to quality, but not directly measured by QAA processes. These include:

- lecturer expectations (question 25);
- class sizes (question 17);
- attendance (question 30);

- entry / exit standards (questions 19, 20 and 23);
- student reading (one of the concerns of Butcher, 2001) (question 31); and
- staff scholarship (the final concern of the Warwick economists) (question 24).

The aim of the qualitative aspect was to elicit more open-ended views about quality, without the pre-imposition of topics or constrained responses. Respondents were given an opportunity for general comment in the main questionnaire. In this section of the survey respondents were freed from any specific discourse about quality. However it may be noted that a particular discourse of quality had been established by the previous closed questions and this may have reduced the potential for a critical response.

Based on the above, an anonymous questionnaire containing 43 closed questions and one open question inviting comments on quality was devised. In the light of a pilot exercise, some minor amendments were made to questions in order to improve clarity and the layout was improved to make it computer screen-friendly. The population from which the survey seeks information is defined as those tourism lecturers teaching on, and / or managing, tourism programmes in HEIs that have taken part in QAA Subject Review in tourism in 2000 and 2001. Thus the geographical boundary of the survey was England and Northern Ireland. The sample size aimed at 100 per cent of this population.

No data exists on the total size or characteristics of the target population and this posed difficulties for data collection and the validity of the findings. A list of eligible institutions was drawn up using the QAA list. From this, a list of eligible tourism lecturers was compiled using the researcher's own knowledge, other expert knowledge and information acquired from websites. This still left significant gaps where individuals could not be pinpointed. A particularly difficult area was that of the delivery of HE in FECs. Information here was so sparse that the decision was taken to exclude this area from the research and the findings need to be read bearing this in mind. The final list of target tourism lecturers totalled 222. The first wave of questionnaires was sent as an attachment to an explanatory email in June 2002 from which 45 completed questionnaires were received. A reminder email resulted in a further 40 completed questionnaires. Six questionnaires were discarded either because they lay outside the target population or they were incomplete, leaving a total of 79 usable questionnaires (n=79). This represents a response rate of 36 per cent.

In terms of the alignment between this survey and QAA Subject Review, the following points should be noted. First, this survey only covers a subset (tourism in HEIs) of that covered by QAA Subject Review (HLRS&T in HEIs and FECs). Second, neither includes significant providers such as the universities of Luton, Surrey and Strathclyde (the first two of these had tourism assessed as part of previous other subject reviews and the last is outside of England and Northern Ireland). Third, this survey provides a more valid weighting than Subject Review when averaging scores. This is because Subject Review gives a score per institution which is not weighted according to size of provision. Therefore, small institutions with small numbers have the same effect on aggregate scores as large institutions with large numbers. This survey gives a score per lecturer, therefore better representing size of provision. There was also a small time lapse between this survey and Subject Review.

## **Findings and discussion**

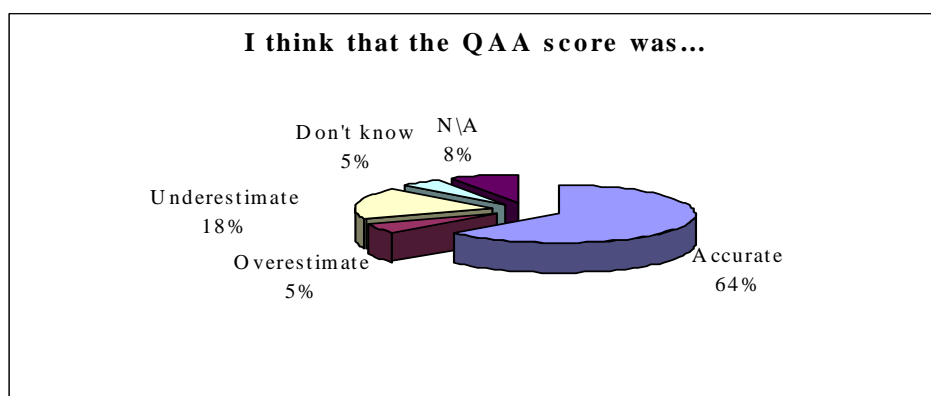
The full results of the survey may be found at Appendix 1. The results are given as percentages of responses and where appropriate an average score has been calculated using the QAA 1-4 scale (see Table 1). The discussion of the results is divided into the following sections:

- Triangulation with Subject Review;
- Effects of Subject Review;
- Issues relating to Institutional Audit; and
- Other quality issues.

## Triangulation with Subject Review

It is notable from question 3 (Figure 1) that the majority of lecturers thought their Subject Review score to be accurate. Indeed 82 per cent thought their quality of provision to be at least as good as that reported by the QAA ('accurate' plus 'underestimate'). This demonstrates strong lecturer confidence in the 'positive overall profile' (QAA, 2001e:1) accorded to HLRS&T subjects by the QAA. Since 'across all visits and aspects of provision, the average grade for HEIs is 3.6' (QAA, 2001e:8), both the QAA and lecturers agree that tourism higher education is of high quality.

The results were also analysed under the different aspect categories. Under CDCO, the QAA report awarded a score of 4 on 52 per cent of visits and a score of 3 on a further 39 per cent, meaning that 91 per cent of visits attracted a score of 3 or more. This survey asked five questions (questions 5-9) on CDCO and yielded a score of 4 in 36 per cent of replies and a score of 3 in a further 44 per cent.



**Figure 1: Results from question 3**

Therefore, only 80 per cent of lecturers scored CDCO as 3 or more, indicating a lower lecturer confidence in CDCO than that attributed by the QAA (91 per cent). A particular difference of perception arose over the currency and innovation of the tourism curriculum. Whereas the QAA found that 'curricula are ... up to date' (QAA, 2001e:3), 27 per cent of lecturers felt that whilst currency and innovation made an acceptable contribution to quality, significant improvement could be made. The average score here was only 2.60. On the other hand, curriculum strengths evident from the lecturer survey included coherence and appropriateness of level and knowledge content.

Under the TLA aspect, the QAA reported that 'The quality of teaching observed was, with few exceptions, judged to be of high quality' (QAA, 2001e:4). Additionally, the report commends 'appropriate learning materials', and 'the enthusiasm and commitment of staff'. This aspect of quality is clearly confirmed by lecturers' self-assessment where in question 12, 97 per cent of respondents rated themselves grade 3 or higher. However, in general, lecturers' perceptions of TLA were more positive than those recorded by the QAA. For example, whilst 'a grade 4 was awarded on 18 per cent of reviews, the lowest for any aspect' (QAA, 2001e:4), 46 per cent of the respondents of this survey awarded TLA a grade 4 (average of questions 12-15). The use of module documents, the quality of assessment packages and that of moderation, marking and feedback all emerged as strengths in TLA from the lecturer survey.

The QAA overrated SSG in comparison to lecturer perceptions of that aspect. Indeed the QAA report was particularly fulsome in its praise for SSG: 'Student support and guidance is very strong overall ... A grade 4 was awarded in 84 per cent of reviews... [and] 95 per cent of HEIs...' (QAA, 2001e:5). This is in stark contrast to this survey where the average result across the SSG questions (26-29) was that only 33 per cent scored this aspect at grade 4, whilst 22 per cent scored it at grade 2. Induction which was found to be 'consistently effective' (QAA, 2001e:6) by the QAA was evaluated less

favourably by lecturers. Careers information and guidance seems to be very uneven and received the lowest score by lecturers in this aspect, as evident from Figure 2. On the positive side, lecturers awarded academic guidance and tutorial, pastoral and welfare support relatively high scores.

The QAA report declares that '88 per cent of HEI providers were awarded a grade 4' (QAA, 2001e:6) for Learning Resources. This is another aspect area where lecturer perceptions of provision are significantly less favourable, with only 22 per cent awarding a grade 4. Specifically, 23 per cent said that significant improvements could be made to both library resources and equipment, and information technology. Thirty-four per cent said that significant improvement could be made to teaching accommodation and 41 per cent said that significant improvement could be made to technical and administrative support.

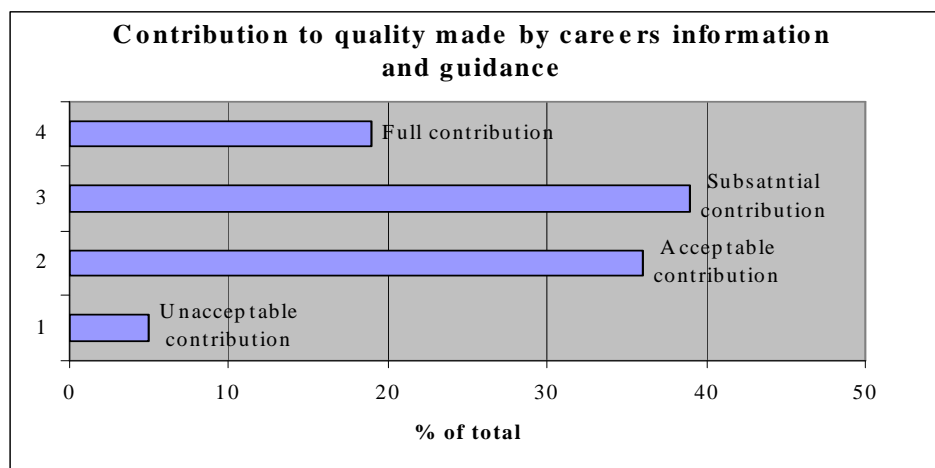


Figure 2: Results from question 29

There is agreement over the scope for improvement in QME, although lecturer perceptions of QME quality were slightly more favourable than the QAA report. Whilst in the former survey 28 per cent awarded QME grade 4, in the latter 23 per cent of reviews awarded a grade 4.

However, within this aspect there was a very pronounced difference in opinion about the quality of staff development. The QAA report states: 'Staff development and enhancement is an overall strength of the provision' (QAA, 2001e:8). Lecturer perceptions are critical of provision here with ten per cent reporting major shortcomings that need to be rectified and a further 42 per cent reporting that significant improvement could be made. On the other hand, lecturers expressed a high degree of confidence in validation procedures.

## Effects of Subject Review

The Warwick criticism about the high opportunity cost of Subject Review does not seem to be supported by the quantitative data, where question 10 found 35 per cent of respondents reporting too few resources being devoted to quality management. However, the qualitative data revealed a very strong negative reaction to some of the effects of Subject Review. Many respondents highlighted the high burden of Subject Review:

- 'The legacy of unnecessary and bureaucratic systems largely adopted for back-covering QAA exercises is not worth the time or cost investment in terms of quality or contribution to student learning. It represents a massive drain on staff time for little or no return.'
- 'Our Tourism provision was praised by the 'inspectors' but in many ways we didn't need to go through such a hellish paper exercise just to have this confirmed.'

- 'Despite our high score, in my opinion the vast amount of time and enormous effort which went into preparing for our Subject Review was in no way proportional to any benefits which may have accrued to our teaching as a result of the exercise.'
- '[It] imposed a bureaucratic procedure that threatened research and innovation.'
- '... I think the QAA process has been a joke. A terrible waste of time, inefficient and detracted from what academics should be doing.'
- 'A wasteful exercise in terms of paper generated and opportunity cost.'
- 'A paper verification exercise, needlessly stressful on staff.'

The apparent contradiction between the response to question 10 and the qualitative data is probably explained in the following comment: 'There is currently considerable confusion nationally between *quality* and *administrative procedures for quality control*. The latter seem to take precedence...' (emphasis as in original). Hence, many lecturers found the administrative procedures associated with Subject Review burdensome but many would support more resources devoted to quality.

The impact of preparation for Subject Review on perceived quality is revealed to be rather modest with only 17 per cent of respondents reporting major improvements and 64 per cent reporting minor improvements. Qualitative data speaks to the kind of improvements made:

- 'QAA prompted us to improve some of the systems.'
- '... in the tourism area specifically it provided the opportunity to review aspects of a new course and consolidate the course in terms of QAA guidelines and benchmarks. It also strengthened co-operation between members of the tourism team.'
- '[A strength was] concentrating the corporate mind of each school on ensuring quality and consistency in quality, and in providing adequate evidence and systems.'
- 'The review process probably was quite helpful to us - in that at least it provided an external marker for the quality of programmes which was useful to us internally.'
- 'Subject review forced us to think about what's delivered.'

However the qualitative data also reveals some deep cynicism about any real quality improvements:

- 'The quality review was an exercise in papering over cracks to a large extent.'
- '[It] did not concentrate on quality of teaching but procedure.'
- '... subject review was definitely too long-winded and colleagues in other institutions have told me what they managed to hide.'
- 'Doubtful whether ... a short intensive visit can ... get a true picture of what is happening academically.'
- '...the University viewed QAA more in terms of PR outcomes and student recruitment rather than quality of product and service and teaching.'
- 'We prepared for like 2.5 years for the thing so we spent time covering up the cracks.'
- 'The pressure on staff to teach, administer programmes effects [sic] the quality structures, as a consequence only lip service is paid to quality, effectively we are encouraged to lie about procedures.'
- 'We were (admittedly, of our own volition) drawn into a largely futile and wholly artificial game of trying to second-guess what QAA would ask and look at during their visit.'

Williams (2001) provides a comprehensive review of the game play and unplanned consequences associated with quality evaluations.

An important issue is whether Subject Review caused a temporary, as opposed to sustained, improvement in quality. Question 16 (Figure 3) suggests that the effects have been permanent, with only 4 per cent of the respondents reporting a deterioration in quality post Subject Review, 32 per cent reporting improvements, and 56 per cent stating that quality has remained the same. However, the qualitative comments revealed some exceptions:

- 'The College in many areas has gone back to the same old practices. The problems of class numbers and resources, administration and assessment are the real issues which are not being addressed.'
- 'The review did nothing more than reinforce the complacency of Senior managers and directorates.'
- '[A weakness was that] it was treated as an end rather than part of an ongoing QME process.'
- 'Quality in HE is deteriorating... there is a limit to how far academic staff in general can be pushed.'

Finally, despite the fact that the gaze of the survey was largely influenced by the quality framework dictated by the QAA, some lecturers voiced fundamental criticisms of the whole system.

- 'I have grave reservations about the entire discourse of quality that pervades HE management ... it is often used as a cover for evading real structural reform in HE (increased funding, better employment conditions, gender equality, more robust mechanisms for 'widening participation' etc).'
- '[Quality] should not be solely about documents, but about effective delivery and staff development.'
- '[Subject Review] imposed a bureaucratic procedure that threatened research and innovation...it did not concentrate on quality of teaching, but procedure.'
- 'To be quite frank, I can't see how QAA achieved much at all in terms of quality enhancement.'

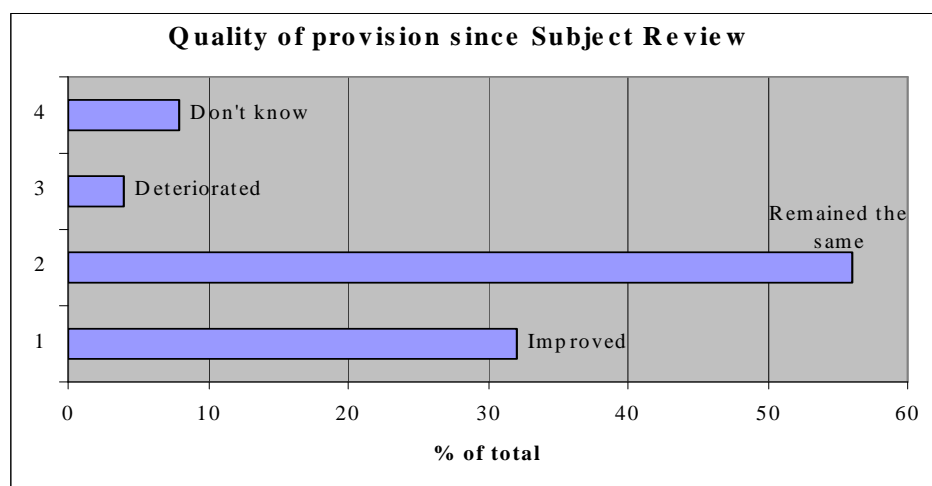


Figure 3: Results from question 16

## Issues relating to Institutional Audit

This section discusses the readiness of tourism higher education to meet the key challenges of Institutional Audit. The first aspect discussed is prompted by the Framework for Higher Education Qualifications and its generic benchmark standards for graduates. The responses to questions 21 and 22 demonstrate an overall compliance within tourism higher education to key FHEQ benchmark statements for graduate competence (QAA, 2001d). Figure 4 shows that almost 80 per cent of respondents to question 21 found the statement 'Honours graduates in tourism in my department will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline' to be at least mainly true. There was a similar response to the statement in question 22 that 'Honours graduates in tourism in my department will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively'. However, for each statement there is also a significant minority (about 20 per cent) of cases where the statements are only partially true.

External examiners are also to play an enhanced role under Institutional Audit and question 39 demonstrates a high degree of confidence in them. Here, a relatively high average score of 3.29 is recorded, with 84 per cent of respondents stating that they make at least a substantial contribution to quality. However, there was an isolated but vehement qualitative comment saying that: 'One could drive a truck through the external examiner system'. To this was added a warning about remuneration: '...to do the job [of external] properly requires more time than the fee justifies'.

QAA Subject Benchmark Statements and its Code of Practice are also to feature more prominently in Institutional Audit. Almost 80 per cent reported that their tourism courses would have been reviewed in the light of the Subject Benchmark Statements in the near future (question 40). However, the QAA Code of Practice appears to have had less influence, with 40 per cent stating that they did not know of its impact on tourism courses in their department (question 42).

Finally of relevance to Institutional Audit, lecturers were asked about the accuracy of information given to prospective students (question 41). Again, nearly 80 per cent perceived this to make at least a substantial contribution to quality.

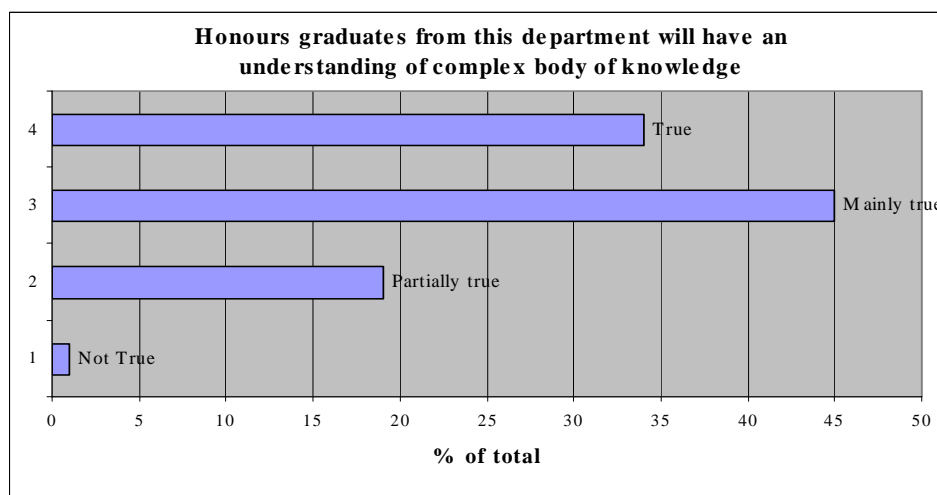


Figure 4: Results from question 21

## Other quality issues

This section examines issues related to quality but not directly measured by QAA procedures (Cleary, 2001; Tam, 2001; Widrick et al., 2002). Whilst QAA Subject Review mainly concentrated on output and process indicators of quality, here consideration is given to input aspects of quality. The section starts by recalling the concern of the Warwick economists about staff scholarship. Interestingly, the QAA Subject Overview Report reveals some concerns here too:

“...the reviews also identify a need to strengthen staff research and scholarly activity more generally within the disciplines. This is linked to a lack of academic challenge in some of the provision...” (QAA, 2001e:8)

Question 24 suggests that this is indeed a matter for concern, with over a third of respondents feeling that they are falling behind developments in tourism in terms of scholarship (Figure 5). This is underlined by one respondent who criticised Subject Review for '[ignoring] the quality of knowledge in HE' and another who noted that 'the nexus between quality in tourism education and research / scholarly activity in the field appears to me to be paramount'. A third respondent commented that 'a key issue for quality is the extent to which institutions can enable staff to fully engage with their subjects and become (or remain) enthusiastic as a result'.

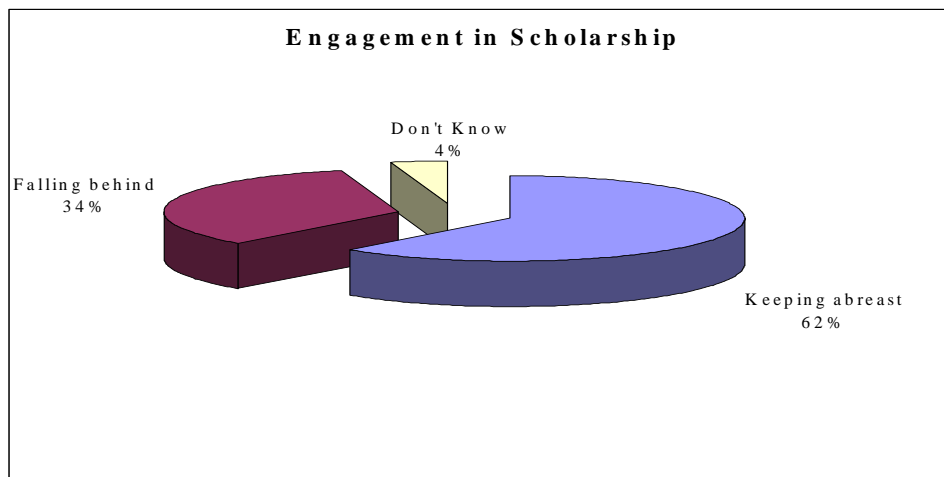


Figure 5: Results from question 24

Concerns are also evident about the entry standards of students commencing tourism courses. Question 20 shows 53 per cent of respondents reporting a fall in the standard of entrants (Figure 6). Sixty-four per cent state that there are major shortcomings or significant improvements that could be made to the standard of entrants in answer to question 19. Whilst entry standards have fallen, question 17 shows 53 per cent of respondents reporting a rise in class sizes.

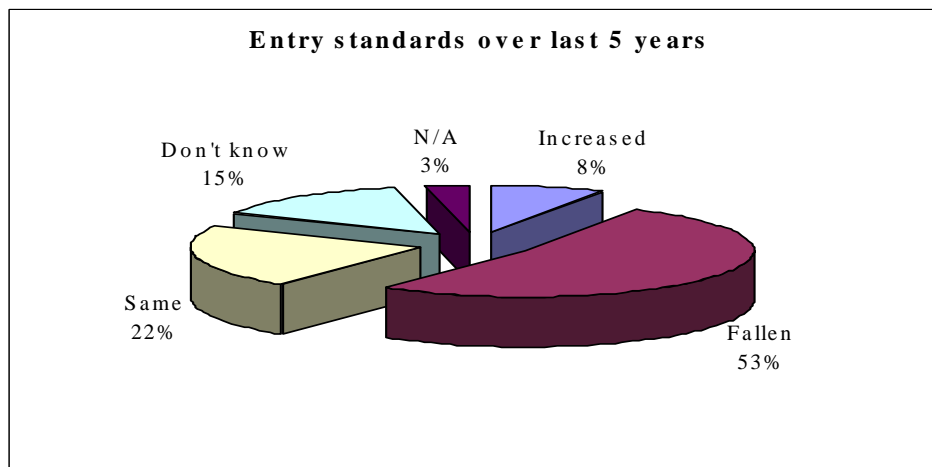


Figure 6: Results from question 20

Leighton (2001) has analysed tensions in quality and unsurprisingly there were a number of pointed qualitative comments from tourism lecturers relating to these specific strains:

- 'From a teaching perspective we have too many weak students in large lecture theatres where it is difficult to be an effective teacher.'
- 'We are responsible, professional adults doing the best we can in appallingly under-funded circumstances.'
- 'Lack of time, absurd work loads, too large classes, gobbledegook in module documents ... make a mockery of the process.'
- 'Quality of entrants is dropping, number of students per seminar is increasing, marking loads are increasing, teaching hours and other methods of staff-student contact are being reduced... Quality in HE is deteriorating.'

- 'One of the main obstacles to achieving quality in HE would seem to be a government policy of raising participation. Numbers seem to go up and yet resources stand still. With an expansion of numbers has come increasing diversity in the student population. Many of these individuals have special needs and need time and personal attention to bring them to 'maturity'. This is not always there'.

Despite a move towards bigger classes, and perhaps surprisingly, against a backdrop of increased student engagement in employment, question 30 relates that 77 per cent perceive student attendance has remained the same or improved. The picture of lecturer expectations of students is mixed with 54 per cent remaining the same against 13 per cent rising and 32 per cent falling. Finally in this section a strong wake up call is given in regard to one of Butcher's worries - that of student reading. Figure 7 shows that 33 per cent perceive that student reading makes an unacceptable contribution to quality with major shortcomings that need to be rectified and a further 40 per cent state that significant improvement could be made. The average score for this item is only 2.03 - the lowest in the whole survey.

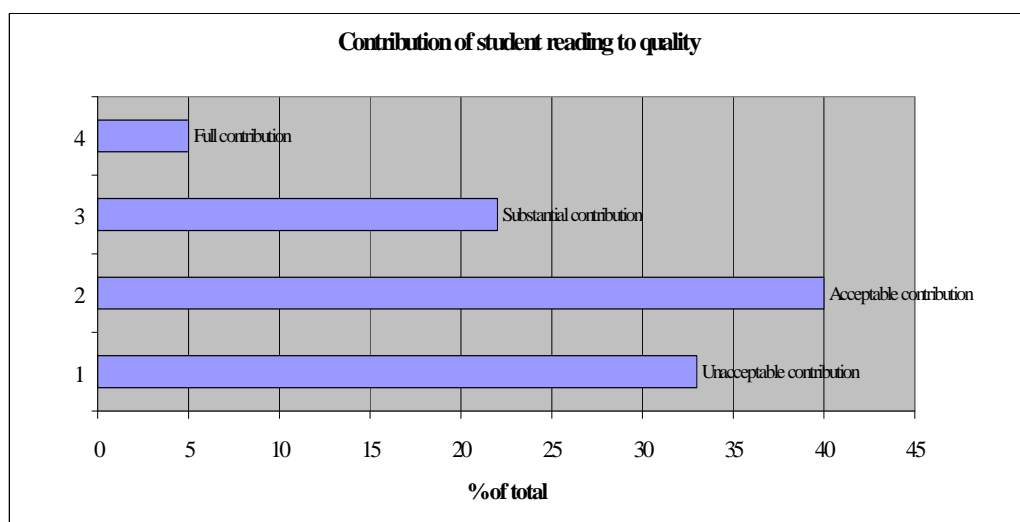


Figure 7: Results from question 31

## Conclusions

In terms of correlation between this survey and QAA Subject Review in HLRS&T subjects it can be noted that there is an overall agreement on aggregate scores. It must be emphasised therefore, that in general terms, HLRS&T subjects are relatively highly rated both by the QAA and by lecturers. However, there are differences between and within aspects. CDCO is rated similarly by the two methods and there is agreement that there is some scope for improvement in QME. However, TLA is underrated by QAA, whilst SSG and LR are overrated compared to lecturer perceptions. One of the problems with a relatively sound quality score for HLRS&T subjects is that it appears to justify the current de-resourcing of Higher Education. If quality is being maintained, then a key rationale for improving or even maintaining funding is lost. So it is important to unearth any significant weaknesses that have escaped Subject Review.

The key challenges that emerge from the lecturer survey are as follows. Most pressingly perhaps is the need to address the problem of the substantial group of lecturers who feel that they are falling behind in terms of scholarship. It is scholarship that ensures the currency and validity of what is taught. To some extent, it appears that the increasing demands of coping with day-to-day activities are squeezing out this vital part of investment into future quality. Indeed the specific issue of scholarship appears to be part of a wider neglect of staff development in general, which the survey highlights as an area in need of improvement. Also perhaps related to these issues is the area of currency and innovation in

the curriculum which many lecturers signal as a weakness. Interestingly, student scholarship is also seen as a particular problem. The oft-heard witticism that students no longer *read* for degrees is given clear credence by the findings of this survey.

Then there is a group of factors which make quality more difficult to achieve. These include falling entry standards, a more diverse intake of students and increased class sizes. These have often taken place incrementally each year but as one lecturer comments the 'marginal increases' add up to 'a hell of a hike in reality'. Then there are some specifics which achieved low scores in the lecturer survey. These include careers information and guidance; technical and administrative support; teaching accommodation; and quality management and enhancement.

The key strength that emerges from the survey is general lecturer confidence in quality, albeit in a more self-critical way than reported by the QAA. The high quality assessment of teaching is significant, underlining an important finding flagged up in the Subject Overview Report. Specific areas that scored highly in the lecturer survey also included the level, coherence and knowledge content of the curriculum; moderation, marking and feedback; the use of module documents; assessment packages; academic guidance and tutorial support; pastoral and welfare support; and validation procedures. There also appears to be a general readiness for Institutional Audit in terms of achievements and systems in place. Here, there is evidence of progress with Subject Benchmark Statements and confidence in external examiners in the subject. Ignorance of the QAA Code of Practice is notable, although this will surely disappear fast as the rules of new regime become more widely disseminated.

Finally, Subject Review itself emerges as a key issue, particularly from the qualitative comments where lecturer voices make some strong points. The main aspects of Subject Review which attract comment are its approach and its burden. With regard to the former, the correspondence between QAA measures of quality and actual quality is questioned. A worrying credibility gap between review and reality is identified. Responsibilities for the amelioration of the latter problem lie both with the QAA to ensure that Institutional Audit is less burdensome and with institutions which must not allow future review to attract such disproportionate effort.

## **Acknowledgements**

The author would like to express thanks to the Learning and Teaching Support Network (LTSN) for Hospitality, Leisure, Sport & Tourism, based at Oxford Brookes University for funding this research as one of its Pedagogic Research Projects.

## References

- Barnett, R. (1992) *Improving Higher Education: Total Quality Care*. Buckingham: Open University Press.
- Barnett, R. (2003) *Beyond all Reason: Living with Ideology in the University*. Buckingham: Open University Press.
- Botterill, D. and Tribe, J. (2000) *Guideline 9: Benchmarking and the Higher Education Curriculum*. London: National Liaison Group for Higher Education in Tourism.
- Brennan, J. (2001) Quality Management, Power, and Values in European Higher Education. In J. Smart (ed.) *Higher Education: Handbook of Theory and Research*, 119-146.
- Brown, R. (2000) The New UK Quality Framework. *Higher Education Quarterly* 54(4), 323-342.
- Butcher, J. (2001) Whatever Happened to 'Education'. *The Lecturer*. December.
- Christou, E. (2002) A Total Quality Approach for Excellence in Tertiary Education: the TEEQ model. In, B. Vukonić and N. Čavlek (eds.) *Rethinking of Education and Training for Tourism*. Zagreb: University of Zagreb, 135-148.
- Cleary, T. (2001) Indicators of Quality. *Planning for Higher Education* 29(3), 19-28.
- Conroy, B. (1997) Quality in Education and Training for Tourism. In E. Laws (ed.) *The ATTT Tourism Education Handbook*. London: Tourism Society.
- Cooper, C. and Westlake, J. (1998) Stakeholders and Tourism Education: Curriculum Planning Using a Quality Management Framework. *Industry and Higher Education* 12(2), 93-100.
- Fayos-Sola, E. (1997) *An Introduction to TEDQUAL: A Methodology for Quality in Tourism Education and Training*. Madrid: WTO.
- Foucault, M. (1971) *L'ordre du Discours*. Paris: Gallimard.
- Foucault, M. (1974) *The Archaeology of Knowledge*. London: Tavistock.
- Foucault, M. (1980) *Power / Knowledge; Selected Interviews and Other Writings 1972-77*. Brighton: Harvester Press.
- Foucault, M. (1992) The Subject and Power. In D. Ingram and J. Simon-Ingram (eds.) *Critical Theory: The Essential Readings*. New York: Paragon House, 303-319.
- Goodlad, S. (1995) *The Quest for Quality*. Buckingham: Open University Press.
- Green, D. (ed.) (1994) *What is Quality in Higher Education?* Buckingham: Open University Press.
- Hljavec, I., Vujić, V. and Prohić, M. (2002) Assuring quality in tourism and hospitality management education. In, B. Vukonić and N. Čavlek (eds.) *Rethinking of Education and Training for Tourism*. Zagreb: University of Zagreb, 121-134.
- Lawrence, J. and McCollough, M. (2001) A Conceptual Framework for Guaranteeing Higher Education. *Quality Assurance in Education* 9(3), 139-152.
- Leighton, P. (2001) Quality, the QAA and Some Major Tensions in Higher Education. *Law Teacher*, 35(3), 387-390.
- Lomas, L. and Tomlinson, K. (2000) Standards: The Varying Perceptions of Senior Staff in Higher Education Institutions. *Quality Assurance in Education* 8(3), 131-138.
- Macleod, D. (2001) Trial by Ordeal. *The Guardian*. January 30.
- Morley, L. (2001) Subjected to Review: Engendering Quality and Power in Higher Education. *Journal of Education Policy* 16(5), 465-478.
- Newton, J. (2002) Views from Below: Academics Coping with Quality. *Quality in Higher Education* 8(1), 39-62.
- Newton, J. (2000) Feeding the Beast or Improving Quality?: Academics' Perceptions of Quality Assurance and Quality Monitoring. *Quality in Higher Education* 6(2), 153-163.
- Parry, D. (2002) Quality Assurance in Higher Education: A Fresh Start? *Perspectives* 6(1), 3-7.
- Peršić, M. (2001) Quality of University's Education. *Tourism and Hospitality Management* 6(1/2), 73-84.
- Quality Assurance Agency (QAA) (1999-2001) *Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Sections 1-10*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2000a) *Hospitality, Leisure, Sport and Tourism*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2000b) *Handbook for Academic Review*. Gloucester: QAA.

- Quality Assurance Agency (QAA) (2000c) *Guidelines for Preparing Programme Specifications*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2001a) *Subject Review Handbook*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2001b) *Higher Quality No. 9*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2001c) *Report on Responses to HEFCE Consultation Document 01/45*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2001d) *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2001e) *Subject Overview Report*. Gloucester: QAA.
- Quality Assurance Agency (QAA) (2002) *Handbook for Institutional Audit (Draft)*. Gloucester: QAA.
- Tam, M. (2001) Measuring Quality and Performance in Higher Education. *Quality in Higher Education* 7(1), 47-54.
- Tan, J. and Morgan, D. (2001) Relevance and Quality in Australian Tourism Higher Education: Educator and Professional Views. *Journal of Teaching in Travel and Tourism* 1(1), 59-78.
- Usher, R. and Edwards, R. (1994) *Postmodernism and Education*. London: Routledge.
- Widrick, S., Mergen, E. and Grant, D. (2002) Measuring the Dimensions of Quality in Higher Education. *Total Quality Management* 13(1), 123-132.
- Williams, P. (2001) Games People Play. Unplanned Consequences of Quality Evaluations in Higher Education. *Lifelong Learning in Europe* 2, 113-115.

## Appendix 1

### Survey of Lecturer Perceptions of Quality in Tourism Higher Education: Selected Questions / Results

	% of total
<b>Q3. I think that the QAA score:</b>	
Was an accurate reflection of quality of provision of tourism education at my institution	64
Overestimated the quality of provision of tourism education at my institution	5
Underestimated the quality of provision of tourism education at my institution	18
Don't know	5
Not applicable	8

**Q5. In terms of currency and innovation, the tourism curriculum taught in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	0
Acceptable contribution to quality, but significant improvement could be made	27
Substantial contribution to quality but scope for improvement	47
Full contribution to quality (but not necessarily perfect)	26

*Average score on QAA 1-4 scale = 2.60*

**Q6\*. In terms of appropriateness to level, the tourism curriculum taught in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	0
Acceptable contribution to quality, but significant improvement could be made	15
Substantial contribution to quality but scope for improvement	42
Full contribution to quality (but not necessarily perfect)	42

*Average score on QAA 1-4 scale = 3.27*

**Q7\*. In terms of offering a coherent experience to students, the tourism curriculum taught in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	15
Substantial contribution to quality but scope for improvement	45
Full contribution to quality (but not necessarily perfect)	38

*Average score on QAA 1-4 scale = 3.21*

**Q8\*. In terms of offering appropriate learning opportunities for acquiring knowledge and understanding, the tourism curriculum taught in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	16
Substantial contribution to quality but scope for improvement	43
Full contribution to quality (but not necessarily perfect)	39

*Average score on QAA 1-4 scale = 3.20*

**Q9\*. In terms of offering appropriate learning opportunities for key (transferable) skills, the tourism curriculum taught in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	19
Substantial contribution to quality but scope for improvement	44
Full contribution to quality (but not necessarily perfect)	35

*Average score on QAA 1-4 scale = 3.13*

% of total
---------------

**Q10. The resources devoted to quality management in tourism education in my department are:**

Too many	10
Too few	35
About right	49
Don't know	5

**Q11. Preparation for subject review in my department:**

Led to major improvements in the quality of provision of tourism education	17
Led to minor improvements in the quality of provision of tourism education	64
Led to a deterioration in the quality of provision of tourism education in my department	5
Don't know	14

**Q12\*. In my view, my teaching of tourism makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	0
Acceptable contribution to quality, but significant improvement could be made	4
Substantial contribution to quality but scope for improvement	53
Full contribution to quality (but not necessarily perfect)	44

*Average score on QAA 1-4 scale = 3.40*

**Q13\*. The contents of, and my use of, module specification documents, including the identification of appropriate learning outcomes, makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	0
Acceptable contribution to quality, but significant improvement could be made	9
Substantial contribution to quality but scope for improvement	44
Full contribution to quality (but not necessarily perfect)	47

*Average score on QAA 1-4 scale = 3.38*

**Q14\*. Assessment packages given to students in my department make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	0
Acceptable contribution to quality, but significant improvement could be made	13
Substantial contribution to quality but scope for improvement	47
Full contribution to quality (but not necessarily perfect)	40

*Average score on QAA 1-4 scale = 3.20*

**Q15\*. Moderation, marking & feedback for 3<sup>rd</sup> year undergraduate students in my department make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	7
Substantial contribution to quality but scope for improvement	40
Full contribution to quality (but not necessarily perfect)	52

*Average score on QAA 1-4 scale = 3.42*

**Q16. Since subject review the quality of provision of tourism education in my department has:**

Improved	32
Remained the same	56
Deteriorated	4
Don't know	8

**Q17. The size of my classes / lectures over the last 5 years has:**

Increased	53
Decreased	16
Remained the same	24
Don't know	6

% of total
---------------

**Q19\*. The standard of entrants commencing undergraduate courses in tourism at my institution makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	15
Acceptable contribution to quality, but significant improvement could be made	49
Substantial contribution to quality but scope for improvement	30
Full contribution to quality (but not necessarily perfect)	6

Average score on QAA 1-4 scale = 2.25

**Q20. The standard of entrants commencing undergraduate courses in tourism at my institution over the last 5 years has:**

Increased	8
Fallen	53
Remained the same	22
Not applicable	3
Don't know	15

**Q21\*. "Honours graduates in tourism in my department will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline." This statement is:**

Not true: There are major shortcomings that need to be rectified	1
Partially true, but significant improvement could be made	19
Mainly true, but scope for improvement	45
True (but not necessarily perfectly so)	34

Average score on QAA 1-4 scale = 3.12

**Q22\*. "Honours graduates in tourism in my department will be able to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively." This statement is:**

Not true: There are major shortcomings that need to be rectified	0
Partially true, but significant improvement could be made	22
Mainly true, but scope for improvement	50
True (but not necessarily perfectly so)	28

Average score on QAA 1-4 scale = 3.06

**Q23. The standards of graduates completing undergraduate courses in tourism at my institution over the last 5 years has:**

Increased	13
Fallen	18
Remained the same	44
Not applicable	3
Don't know	23

**Q24. In terms of scholarship I feel:**

I am able to keep abreast of developments in tourism	62
I am falling behind developments in tourism	34
Don't know	4

**Q25. My expectations of students over the last 5 years have:**

Increased	13
Fallen	32
Remained the same	54
Don't know	1

**Q26\*. Induction arrangements for tourism students in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	26
Substantial contribution to quality but scope for improvement	35
Full contribution to quality (but not necessarily perfect)	38

Average score on QAA 1-4 scale = 3.09

% of total
------------

**Q27\*. Academic guidance and tutorial support for tourism students in my department make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	0
Acceptable contribution to quality, but significant improvement could be made	14
Substantial contribution to quality but scope for improvement	50
Full contribution to quality (but not necessarily perfect)	36

Average score on QAA 1-4 scale = 3.22

**Q28\*. Pastoral and welfare support for tourism students in my department make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	10
Substantial contribution to quality but scope for improvement	49
Full contribution to quality (but not necessarily perfect)	40

Average score on QAA 1-4 scale = 3.27

**Q29\*. Careers information and guidance for tourism students in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	5
Acceptable contribution to quality, but significant improvement could be made	36
Substantial contribution to quality but scope for improvement	39
Full contribution to quality (but not necessarily perfect)	19

Average score on QAA 1-4 scale = 2.71

**Q30\*. Attendance at my tourism seminars / lectures over the last five years has:**

Improved	13
Remained the same	64
Deteriorated	21
Don't know	3

**Q31\*. The amount of reading that my students do as part of their course makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	33
Acceptable contribution to quality, but significant improvement could be made	40
Substantial contribution to quality but scope for improvement	22
Full contribution to quality (but not necessarily perfect)	5

Average score on QAA 1-4 scale = 2.03

**Q32\*. Library resources available for tourism education at my institution make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	23
Substantial contribution to quality but scope for improvement	46
Full contribution to quality (but not necessarily perfect)	30

Average score on QAA 1-4 scale = 3.05

**Q33\*. In terms of equipment and information technology I would rate those available for tourism in my institutions as making an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	23
Substantial contribution to quality but scope for improvement	47
Full contribution to quality (but not necessarily perfect)	29

Average score on QAA 1-4 scale = 3.04

**Q34\*. Technical and administrative support available in my department for teaching tourism makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	5
Acceptable contribution to quality, but significant improvement could be made	41
Substantial contribution to quality but scope for improvement	39
Full contribution to quality (but not necessarily perfect)	15

Average score on QAA 1-4 scale = 2.65

% of total
---------------

**Q35\*. Accommodation for teaching tourism in my department makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	5
Acceptable contribution to quality, but significant improvement could be made	34
Substantial contribution to quality but scope for improvement	44
Full contribution to quality (but not necessarily perfect)	16

Average score on QAA 1-4 scale = 2.72

**Q36\*. Validation procedures and outcomes for tourism courses at my institution make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	1
Acceptable contribution to quality, but significant improvement could be made	19
Substantial contribution to quality but scope for improvement	39
Full contribution to quality (but not necessarily perfect)	41

Average score on QAA 1-4 scale = 3.20

**Q37\*. Quality management processes for tourism education in my department make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	3
Acceptable contribution to quality, but significant improvement could be made	28
Substantial contribution to quality but scope for improvement	46
Full contribution to quality (but not necessarily perfect)	23

Average score on QAA 1-4 scale = 2.89

**Q38\*. Staff development for teaching tourism at my institution makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	10
Acceptable contribution to quality, but significant improvement could be made	42
Substantial contribution to quality but scope for improvement	29
Full contribution to quality (but not necessarily perfect)	19

Average score on QAA 1-4 scale = 2.56

**Q39. External examiners for tourism in my department make an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	0
Acceptable contribution to quality, but significant improvement could be made	16
Substantial contribution to quality but scope for improvement	38
Full contribution to quality (but not necessarily perfect)	46

Average score on QAA 1-4 scale = 3.29

**Q40. In the near future tourism courses in my department will:**

Be fully aligned with QAA subject benchmarks	38
Have been reviewed in the light of QAA subject benchmarks	39
Be unaffected by QAA subject benchmarks	3
Don't know	20

**Q41\*. The accuracy of information given in advance of enrolment to students about tourism courses at my institution makes an:**

Unacceptable contribution to quality: There are major shortcomings that need to be rectified	3
Acceptable contribution to quality, but significant improvement could be made	18
Substantial contribution to quality but scope for improvement	50
Full contribution to quality (but not necessarily perfect)	29

Average score on QAA 1-4 scale = 3.06

**Q42. In the near future tourism courses in my department will:**

Be fully aligned with the QAA code of conduct	24
Have been reviewed in the light of the QAA code of conduct	33
Be unaffected by QAA code of conduct	4
Don't know	40

**Notes**

1. n=79
2. \* The scores for these questions exclude "don't knows" and "not answered"