

Jamaica Hotel & Tourist Association (JHTA)

Learning design for: Managers (entry point: at least 5 years of managerial experience)

Name of pathway: Professional MSc (Hospitality & Tourism Management)

Duration: 12 months

Overview

This pathway is designed for senior managers who intend to work on an individual or team-based project with a specialist focus and designation appropriate to the backgrounds, job roles and the industry sector of the participants.

Activity 1:	Activity 2:	Activity 3:	Activity 4:	Activity 5:
Own career review to-date	Individual or team project challenge	Project team progress review 1	Project team progress review 2	Project team findings
Output 1:	Output 2:	Output 3:	Output 4:	Output 5:
Career review & learning portfolio	Project proposal - presented at meeting 2	Project methods update 1 - at meeting 3	Project progress update 2 - at meeting 4	Project outcomes presented at meeting 5
Credits & type:	Credits & type:	Credits & type:	Credits & type:	Credits & type:
30 (CR)	30 (DR)	30 (Cap)	30 (DR)	40 (Cap)
Word equivalence:	Word equivalence:	Word equivalence:	Word equivalence:	Word equivalence:
4,500	6,000	7,500	6,000	10,000

Activity 6:
What did I learn?
Output 6:
Learning review - at meeting 6
Credits & type:
20 (Cap)
Word equivalence:
5,000

Name of pathway: Master of Science (Hospitality & Tourism Management)
Learning brief specifications

Key: WE for word equivalence

Output 1: Career review & learning portfolio			
No of credits: 30	Credit type: CR	WE: 4,500	Weighting: N/a
Start date:		Due date:	

Output briefing 1:

Aim: The career review and related learning portfolio aims to capture evidence of managerial learning, experience and knowledge. In so doing, it helps to accelerate learning by building from what the associate 'knows' and would like to 'learn next'.

Description: The career review report should demonstrate:
What has been achieved (over a self-selected time review period); The personal processes used to learn at work;
Learning from critical reflection and evaluation; Future career development needs and options.

Supporting documentation and internal review: Career review report (structured reflections and evaluation) and accompanying Appendices (learning portfolio). Note: credits derived from prior experience and learning via the career review are not graded and there are only two possible outcomes, either 'satisfactory' or 'gaps to address'. In the latter case, the associate is asked to furnish additional agreed, specific information. The associate's learning coach acts as the reviewer.

Output 2: Project proposal			
No of credits: 30	Credit type: DR	WE: 20%	Weighting: 6,000
Start date:		Due date:	

Output briefing 2:

Aim: To identify and agree the parameters of a strategic project (in terms of positioning, value) to be undertaken individually or as part of a team of two or more (e.g. with other MSc/MS candidates or with own work team)

Description and supporting documentation: The project should have a client and it must enable the associate to develop and implement the work undertaken over a period of 8-12 months. The project client is also expected to provide the associate(s) with feedback on progress and assist with resourcing / sourcing relevant expertise to the project. At meeting 2 the associate is required to:

- (1) Present the project proposal (with supporting handouts), facilitate discussion and capture the key discussion points (in 2,500 words equivalent) and
- (2) Submit a project proposal report in 3,500 words.

Peer review: The documentation (elements (1) and (2)) may be peer reviewed at meeting 2.

Output 3: Project methods and update 1			
No of credits: 30	Credit type: Cap	WE: 7,500	Weighting: 20%
Start date:		Due date:	

Output briefing 3:

Aim: To specify the methods used to manage the project - from questions to implementation - and the tracking mechanisms used to monitor and evaluate the return in investment.

Description and supporting documentation: The project methods and update 1 presentation and report should draw on prior work (where appropriate) and reference articles / texts (and other sources as appropriate) used to develop the overarching plan and methods used to manage the project. The in-company client / specialist advisers should be used to help frame the supporting documentation. At meeting 3 the associate is required to:
 (1) Present the project methods and update 1 (with supporting handouts), facilitate discussion and capture the key discussion points (in 4,000 words equivalent) and
 (2) Submit a project methods and update 1 report in 3,500 words.

Peer review: The documentation (elements (1) and (2)) may be peer reviewed at meeting 3.

Output 4: Project progress update 2			
No of credits: 30	Credit type: DR	WE: 6,000	Weighting: 20%
Start date:		Due date:	

Output briefing 4:

Aim: To provide an in-depth progress report, linking the original proposal, methods and emerging outcomes to indicative outcomes and implications.

Description and supporting documentation: The progress update 2 work arises at or just after the mid-point of the project and in terms of fine tuning work that may be required and / or questions arising, meeting 3 is a helpful point to review progress. At meeting 4 the associate is required to:
 (1) Present progress update 2 (with supporting handouts), facilitate discussion and capture the key discussion points (in 2,500 words equivalent) and
 (2) Submit the progress update 2 report in 3,500 words.

Peer review: The documentation (elements (1) and (2)) may be peer reviewed at meeting 4.

Output 5: Project outcomes			
No of credits: 40	Credit type: Cap	WE: 10,000	Weighting: 27%
Start date:		Due date:	

Output briefing 5:

Aim: The project outcomes work is the key outcome, and its significance is reflected in the capstone credit allocation, word equivalence and weighting. In order to 'learn from doing' output 5 also includes a structured review of the entire project process. The structured review will also assist the associate to complete the personal learning review (output 6).

Description and supporting documentation: The project outcomes should clearly demonstrate evidence of corporate / organizational and individual learning by reporting on key findings, successes / failures, impacts, applications and implications for continuing / further work. At meeting 5 the associate is required to:
 (1) Present the project outcomes (with supporting handouts), facilitate discussion and capture the key discussion points (in 3,000 words equivalent)
 (2) Submit a project outcomes report in 3,500 words identifying the generalized applications of the work undertaken and (3) Submit a project review report in 3,500 words with structured reflections on the entire project process.

Peer review: The documentation (elements (1) (2) and (3)) may be peer reviewed at meeting 5.

Output 6: Learning review			
No of credits: 20	Credit type: Cap	WE: 5,000	Weighting: 13%
Start date:		Due date:	

Output briefing 6:

Aim: To enable the associate to reflect on their personal learning journey throughout the credit track, with particular reference to: new learning, shared insights, experiences, applications and workplace solutions.

Description: This output is based on the associate's personal learning log, experience of action learning and a structured review of personal learning from output applications and workplace solutions. The output should enable the associate to prepare for their interview with the external reviewer, especially in relation to concrete examples of applied learning at work. Use this output to gather evidence (where possible) of the benefits arising from developing and implementing solutions to work challenges.

Supporting documentation: This output is likely to be supported by Appendices to the main document which profile the associate's experience from the start-up to the conclusion of the pathway.

User notes:

(a) IMCA Socrates™ uses IMCA international credit, benchmarked against the UK campus university system. Credit allocations are as follows: postgraduate Certificate (60 M level credits), Diploma (120 M level credits), Master (180 M level credits); Bachelor (360 B level credits). Additionally, there are pathways for operatives and supervisors, with progression from undergraduate Certificate (60 B level credits) and Diploma (120 B level credits) to Associate degree (180 B level credits) (supervisors/junior managers).

(b) The credit to word equivalence formula is as follows: 150 words equivalent per credit (for credit map and career review work - denoted 'CR' - except BSc (see: (f) below); 200 words equivalent per credit (for standard managerial work - denoted 'DR' for development review); and 250 words equivalent per credit (for extended managerial work - denoted 'Cap' for 'capstone' work - including the 'learning review' output).

(c) Pathways with a credit map that builds from existing inputs carry a credit and word equivalence allowance for the work undertaken of up to one third of the total credits. For example, associates registered on a postgraduate Certificate may have an allowance of 20 credits [equivalent to 3,000 words]. A minimum of two additional outputs (20 credits each) are needed to complete this pathway.

(d) Where pathways build on credit map allowances, the remaining outputs should be denoted as 'capstone' as extended managerial work is required that is broadly equivalent in breadth and depth to non-credit mapped pathways. Weighting relates the credits per output to the total credits (as a percentage) except for direct entry career review and credit map work which is unweighted.

(e) Word equivalence is an indicator of the approximate 'size' of the output. IMCA Socrates™ uses the most appropriate mechanisms for capturing 'evidence of learning and application'. This enables us to design output specifications that utilize word equivalence for presentations, taped interviews and discussions - as well as written reports. All associates are interviewed by an independent external reviewer on completion of their pathway, the purpose being to verify individual contributions and outcomes. It is for this reason that all output work must be captured in a format that is available to the external reviewer.

(f) Direct entry credit maps for Bachelor pathways must show substantial input work. The 'CR' allocation for credit map and career review work is 240 B level credits, equivalent to a maximum of 9,000 words.

(g) Undergraduate and Postgraduate Certificate pathways (pass only) can be training based and awarded without formal internal assessment, providing that suitable evidence of learning and application is available to the external reviewer.