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10 November 2020

HEQC REFERENCE: H/H23/E032CAN

Dear Dr Swanepoel.

Thank you for the opportunity to provide a representation regarding the non-accreditation of the proposed Postgraduate Diploma in Hospitality Management. We have addressed each of the issues raised and provided supporting documents in a series of annexures. We believe that we have been able to address the issues fully.

We look forward to a positive outcome.

Yours sincerely,

Emeritus Professor RTF Bernard

POSTGRADUATE DIPLOMA IN HOSPITALITY MANAGEMENT

REASON FOR NON-ACCREDITATION
Reason 1. Significant oversight in the programme design include:
i. Lack of coherence between the exit level outcomes and module learning outcomes;
University response   The exit level outcomes and module learning outcomes have been revised and linked for coherence (see the exit level outcomes below and the module outcomes in the module content attached as annexure I.)   **Revised programme exit level outcomes**   ELO 1. Critically evaluate and discuss the importance of strategic analysis in hospitality organizations.   ELO 2. Reflect and review theoretical concepts/frameworks used in strategy formulation at the corporate, business, and functional levels in the hospitality sub-sector.   ELO 3. Critically analyse the influence of the business environment (Micro-environment Market environment and Macro-environment) on hospitality establishments.   ELO 4. Critically apply theoretical knowledge of the value chain in the hospitality sub-sector or hospitality value chain.   ELO 5. Critically apply theoretical concepts/frameworks (such as the Technology Acceptance Model-TAM; Theory of Reasoned Action -TRA) to explain the acceptance of innovation in the hospitality sub-sector.   ELO 6. Rigorously synthesize the concept of the digital economy in the hospitality sub-sector.   ELO 7. Critically apply theoretical models (such as the Disruptive Innovation Theory) to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.   ELO 8. Critically apply theoretical knowledge to measure service quality in the hospitality sub-sector.   ELO 9. Critically evaluate the SERVQUAL, DINESERV and LODGESERV models as service quality measurement instruments in the hospitality sub-sector.   ELO 10. Engage in scientific social research by demonstrating the ability to conceptualise, justify and delineate a viable research topic in hospitality.   ELO11. Synthesize and reflect on theories in conjunction with creative thinking to formulate and set up preliminary research idea and research problem.   ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.
ii. Lack of evidence that the programme advances preparedness of graduates for the digital economy;
University response

The digital economy has been included in the programme by adding learning tasks on the sharing economy in the Hospitality industry. For instance, in Accommodation Management 5 a learning theme on the digital economy focusing on home sharing (Airbnb) has been included. Furthermore, in Food and Beverage Studies 5 a learning theme on the Digital economy focusing on food delivery platforms and meal sharing apps has been included. A revised set of module templates is attached as annexure I.
iii. **The title of the (major) module/s, i.e. 'Food and Beverage Studies 5', and 'Hospitality Accommodation 5', is inappropriate given the narrow module descriptions and learning outcomes;**
University response
We agree with this point and the module descriptions and learning outcomes (major) module/s for 'Food and Beverage Studies 5', and 'Hospitality Accommodation 5', learning module outcomes have been widened and broadened to NQF level 8. A revised set of module templates is attached as annexure I.
iv. **Inconsistent reference is made to the titles of the major modules in various documents, i.e. Food and Beverage Studies vs Food and Beverage Management/also Hospitality Accommodation vs Accommodation Management**
University response
We have corrected the referencing for module titles. For major modules Food and Beverage Management is now used to refer to a Food and Beverage module whilst Accommodation Management is now used to refer to an Accommodation module.
v. **The module title, Food and Beverage, does not reflect the module outcomes which focus primarily on Event Management,**
University response
We agree with this point and the content for Food and Beverage module has been revised to focus on Food and Beverage not Events Management. A revised set of module templates is attached as annexure I.
vi. **Uncertainty in the programme plan regarding practical workplace experience: Paragraph 1.10 indicates no Work Integrated Learning, yet paragraph 1.5 indicates that 20% of the learning time is allocated to practical application and WIL,**
University response
This has been revised. There is no Work Integrated Learning at Post Graduate Diploma. Refer to a revision on the CHE application attached section 1.5, annexure II.
vii. **Paragraph 1.5 further indicates that only 20% of learning time is allocated to independent self-study and 20% to óther', which is not clarified,**
University response
The 20% of learning time has now been clarified to refer to individual and group projects. Refer to a revision on the CHE application attached section 1.5, annexure II.
Reason 2. The DHET PQM approval is no longer valid,
University response
The University applied to renew the PQM clearance and this was recently provided.
Reason 3. The list of prescribed materials across the curriculum should be updated and should be relevant to the module title (e.g. Professional Catering is not an appropriate title for Food and Beverage Management),
University response

The list of prescribed materials across the curriculum has been updated and this can be seen in the revised module templates.
Reason 4. Details of teaching and learning methods for the inclusion of WIL were not provided,
University response   This has been revised. There is no WIL in the programme.
Reason 5. The assessment criteria for certain modules (Hospitality Accommodation 5; Food and Beverage Studies 5) are not commensurate with NQF level 8.
University response   The assessment criteria for the identified modules (Hospitality Accommodation 5; Food and Beverage Studies 5) has been revised and are now at NQF level 8 and aligned with the appropriate level descriptors. Please see annexure I.
NOTE TO INSTITUTION
1. **There are no guidelines available to inform postgraduate supervisors of the institutional parameter and view on academic guidance, mentorship, maintaining administrative efficiency and personal guidance to candidates.**
We note and appreciate this comment. The Masters and Doctoral Degrees Policy does include this information and we have recently developed and Council has approved a separate policy for Postgraduate Diplomas and Honours degrees.
2. **In the SAQA application, the programme is incorrectly referred to as the "honours degree".**
The SAQA application has been corrected and a revised version is attached as an annexure III

Annexure I

Revised module templates

UNIVERSITY OF MPUMALANGA

1. Module Information			
Module Name	Hospitality Strategic Management 5		
Module Code	HSM 511	**Development date**	August 2019
Lecturer			
Programme	Post Graduate Diploma in Hospitality Management		
School	Hospitality and Tourism Management	**Faculty**	Commerce and Management
Year/ level	5	**NQF level**	8
Credits	30	**Notional Hours**	300
Foundational, Core or Elective			
Prerequisites	Hospitality Management 4		

2. Purpose and Scope
In a competitive global environment, understanding strategic principles, tools for analysis and techniques for implementation are of great importance to hospitality managers, to assist them in enhancing firm performance. The purpose of this module is to acquaint leaners with analytical and critical skills to evaluate major concepts and techniques through strategic analysis, strategy formulation, strategic actions/choices and strategy implementation. The module develops students' understanding of the changing practice and process of strategic management as organisations operate in a dynamic hospitality environment.

3. Learning Outcomes
At the end of this module, students will be able to:

- Evaluate the theoretical concepts/frameworks used in understanding strategy, including the traditional perspective, the resource - based view, and the stakeholder view.

- Reflect and review theoretical concepts/frameworks used in strategy formulation at the corporate, business, and functional levels.

- Review and analyse a hospitality organisation using Porter 's five forces model and the nature of industry structure.

- Apply theoretical knowledge of the value chain and create an industry or subindustry value chain.

- Analyse and address the business - level strategies of hospitality organizations by determining if it is a cost leader, differentiator, or best value and whether it addresses a broad or narrow market focus.

- Present and communicate the risk factors associated with pursuing various business strategies.

- Identify and address offensive and defensive strategies that hospitality firms can use to compete effectively.

- Apply theoretical knowledge using the BCG Portfolio Matrix to complex problems and suggest possible solutions.

- Develop and communicate to various entrepreneurial tasks that bring a new venture into existence.

- Develop a business plan using the key components of a business plan and demonstrate knowledge of understanding the importance of having an end – game strategy.

4. Key Learning Topics/ Content

- Fundamentals of Strategic Management

- The environment and external stakeholders

- Strategic Direction

- Organisational resources and competitive advantage

- Strategy formulation at the business-unit level

- Corporate level strategy and restructuring

- Strategy Implementation

- Strategies for entrepreneurship and innovation

5. Learning Activities and Tasks

Learning activities and tasks for this module will include the following:

Lectures

Tutorials

Case Studies

Group project

Role playing

6. Learning and Teaching (Time in Hours)			
Lecturer mediated (Lectures, tutorials, class discussions, seminars etc.)		Independent work by students	
Type of activity	Hours	Type of activity	Hours
Lectures	40	Group project	40
Tutorials	30	Role playing	20
Presentations	50	Student debates	30
Case studies	30	Case studies	60
Sub total	150		150
Grand total	300		

7. Assessment
7A. Assessment Scheme

Formative

Case studies   20

Presentations   20

Group project   10

Summative

Examination   50

7B. Assessment Criteria

In oral and written assignments, and project work, evidence of achievement of the stated outcomes will be demonstrated when the student is able to provide or do the following:

- Critically evaluate the theoretical concepts/frameworks used in understanding strategy, including the traditional perspective, the resource - based view, and the stakeholder view.

- Critically reflect and review theoretical concepts/frameworks used in strategy formulation at the corporate, business, and functional levels.

- Critically review and analyse a hospitality organisation using Porter 's five forces model and the nature of industry structure.

- Independently apply theoretical knowledge of the value chain and create an industry or subindustry value chain.

- Critically analyse and address the business - level strategies of hospitality organizations by determining if it is a cost leader, differentiator, or best value and whether it addresses a broad or narrow market focus.

- Accurately present and communicate the risk factors associated with pursuing various business strategies.

- Accurately identify and address offensive and defensive strategies that hospitality firms can use to compete effectively.

- Independently apply theoretical knowledge using the BCG Portfolio Matrix to complex problems and suggest possible solutions.

- Critically develop and communicate to various entrepreneurial tasks that bring a new venture into existence.

- Independently develop a business plan using the key components of a business plan and demonstrate knowledge of understanding the importance of having an end – game strategy.

8. Moderation

As an integral part of assessment, Moderation at UMP is guided by the approved **Assessment and Moderation of Student Learning Policy.** The approach to moderation of exit level modules is as follows:

Formative assessment: The lecturer designs the assessment strategy and sets the formative assessments. The University uses a system of internal moderation where each assessment is reviewed (moderated) by a senior colleague in the programme or School. The assessment is written, under full examination conditions if it is a test, and marked by the lecturer. A sample (20 – 30% depending on the class size), or all the scripts/assignments in accordance with the UMP Policy, are moderated by the Internal Moderator. 50% of the formative assessment will be made available to the External Moderator for review.

Summative assessment: The lecturer sets the summative assessment tools and these are moderated by the Internal Moderator and then subject to careful review at a School Examinations Committee meeting. The summative assessment tools (normally exam papers) are then sent to the External Moderator for review. The students complete the summative assessment which is marked by the lecturer, and a sample of the scripts/assignments or all the scripts/ assignments (as described above), are moderated by the External Moderator. The External Moderator will have received a summary of the assessment scheme, a full set of the module documentation, including the rubrics, and a full set of model answers. The report from the External Moderator is reviewed by the Lecturer, Programme Leader, Head of School and Dean and changes made as necessary.

9. Readings

Prescribed
Enz, C.A. (2015). Hospitality Strategic Management. Concepts and cases. 2nd edition. John Wiley & Sons: New Jersey.

Porter, M.E. (2002), *Competitive Advantage: Creating and Sustaining Superior Performance* (New York: The Free Press.

Okumus, F., Altinay, L., and Chathoth, P. (2010). Strategic Management for Hospitality and Tourism. Oxford: Elsevier – Butterworth-Heinemann.

10. Module Rules

Class attendance, preparation and general conduct
Students are expected to attend all lectures, tutorials, practicals and other formal learning activities in accordance with the university rules. Students are also encouraged to read the assigned materials ahead of lectures and to participate actively and constructively, always bearing in mind the positive correlation between what one takes out of lectures and what one is prepared to put in through effort and preparation.

In accordance with the university values, which include excellence, integrity, diversity and collaboration, students are further expected to conduct themselves properly and show respect for both the lecturer and fellow students; this includes punctuality for all lectures and related meetings.

Plagiarism and academic integrity
Students should remember that plagiarism is an academic crime, and anyone whose writing displays instances of plagiarism will be sanctioned as plagiarism is a serious offense at the UMP, and will be dealt with in terms of the university's Academic Integrity Policy.

1. Module Information			
Module Name	Food and Beverage Management 5		
Module Code	FBS 511	Development date	August 2019
Lecturer			
Programme	Post Graduate Diploma in Hospitality Management		
School	Hospitality and Tourism Management	Faculty	Commerce and Management
Year/ level	5	NQF level	8
Credits	30	Notional Hours	300
Foundational, Core or Elective		Core	
Prerequisites	Food and Beverage Studies 4		

2. Purpose and Scope

The purpose of this module is to acquaint learners with knowledge to evaluate and recognise a business opportunity in the food and beverage sector. In addition, learners will identify key resources to succeed in the food and beverage sector. The learner will also be able to identify market strategies that will assist him/her in future ventures in the food and beverage sector.

3. Learning Outcomes

At the end of this module, students will be able to:

- Evaluate and explain the innovation concept in the food and beverage sector

- Apply theoretical concepts/frameworks (such as the Technology Acceptance Model-TAM; Theory of Reasoned Action -TRA) to explain the acceptance of innovation in the food and beverage sector.

- Reflect and review the diffusion of Innovation theory in the food and beverage sector

- Articulate the factors for and against innovation adoption in the food and beverage sector

- Synthesize the concept of the digital economy in the food and beverage industry (such as food delivery platforms and Meal-sharing platforms)

- Accurately articulate the impacts of food delivery apps in the food and beverage sector

- Explore and interrogate different types of entrepreneurial mindsets needed to transform a home into a home or ghost restaurant

- Reflect and discuss the concept of distribution channel management in the food and beverage sector

- Reflect and discuss the impacts of multiple channel distribution strategy on restaurant revenue

- Apply theoretical knowledge of capacity management, demand variation, supply flexibility and duration control in revenue management

- Evaluate and explain the measurement of service quality in the restaurant industry

- Conceptualize service quality using two schools of thought within the context of the food and beverage setting – the Nordic European and the North American schools

- Apply the SERVQUAL and DINESERV models to measure customer satisfaction in food and beverage establishments

- Critically review the SERVQUAL and DINESERV models as service quality measurement instruments in food and beverage establishments

4. Key Learning Topics/ Content

- Innovations in the food and beverage sector

- The digital economy in the food and beverage sector (Food delivery platforms and meal sharing platforms)

- Distribution channel management in the food and beverage sector

- Restaurant revenue management

- Service quality in the food and beverage sector

- Customer satisfaction in the food and beverage sector

5. Learning Activities and Tasks

Learning activities and tasks for this module will include the following:

Lectures

Presentations

Case studies

Planning and producing a catered event

6. Learning and Teaching (Time in Hours)			
Lecturer mediated (Lectures, tutorials, class discussions, seminars etc.)		Independent work by students	
Type of activity	Hours	Type of activity	Hours
Lectures	50	Individual projects	60
Presentations	50	Student debates	30
Case studies	50	Case studies	40
		Role playing	20
Sub total	150		150
Grand total	300		

7. Assessment

7A. Assessment Scheme

The minimum formal assessment will include:

Formative

Presentations   10

Case studies   10

Assignments   30

Students are required to obtain at least 40% for their semester mark in order to gain examination entry.

Summative

Examination: 50

The final module mark is the weighted average of Formative Assessment 50% and Summative Assessment 50%.

7B. Assessment Criteria

In oral and written assignments, project work and real catering settings, evidence of achievement of the stated outcomes will be demonstrated when the student is able to:

- Critically evaluate and explain the innovation concept in the food and beverage sector
- Accurately apply theoretical concepts/frameworks (such as the Technology Acceptance Model-TAM; Theory of Reasoned Action -TRA) to explain the acceptance of innovation in the food and beverage sector.
- Critically reflect and review the diffusion of Innovation theory in the food and beverage sector
- Accurately articulate the factors for and against innovation adoption in the food and beverage sector
- Accurately synthesize the concept of the digital economy in the food and beverage industry (such as food delivery platforms and Meal-sharing platforms)
- Accurately articulate the impacts of food delivery apps in the food and beverage sector
- Rigorously explore and interrogate different types of entrepreneurial mindsets needed to transform a home into a home or ghost restaurant
- Critically reflect and discuss the concept of distribution channel management in the food and beverage sector
- Critically reflect and discuss the impacts of multiple channel distribution strategy on restaurant revenue
- Rigorously apply theoretical knowledge of capacity management, demand variation, supply flexibility and duration control in revenue management
- Critically evaluate and explain the measurement of service quality in the restaurant industry
- Independently conceptualize service quality using two schools of thought within the context of the food and beverage setting – the Nordic European and the North American schools
- Independently apply the SERVQUAL and DINESERV models to measure customer satisfaction in food and beverage establishments
- Critically review the SERVQUAL and DINESERV models as service quality measurement instruments in food and beverage establishments

8. Moderation

As an integral part of assessment, Moderation at UMP is guided by the approved **Assessment and Moderation of Student Learning Policy.** The approach to moderation of exit level modules is as follows:

Formative assessment: The lecturer designs the assessment strategy and sets the formative assessments. The University uses a system of internal moderation where each assessment is reviewed (moderated) by a senior colleague in the programme or School. The assessment is written, under full examination conditions if it is a test, and marked by the lecturer. A sample (20 – 30% depending on the class size), or all the scripts/assignments in accordance with the UMP Policy, are moderated by the Internal Moderator. 50% of the formative assessment will be made available to the External Moderator for review.

Summative assessment: The lecturer sets the summative assessment tools and these are moderated by the Internal Moderator and then subject to careful review at a School Examinations Committee meeting. The summative assessment tools (normally exam papers) are then sent to the External Moderator for review. The students complete the summative assessment which is marked by the lecturer, and a sample of the scripts/assignments or all the scripts/ assignments (as described above), are moderated by the External Moderator. The External Moderator will have received a summary of the assessment scheme, a full set of the module documentation, including the rubrics, and a full set of model answers. The report from the External Moderator is reviewed by the Lecturer, Programme Leader, Head of School and Dean and changes made as necessary.

9. Readings

Prescribed

Cousins, J; Foskett, D; Graham, D. &; Amy Hollier, A. (2019). Food and Beverage Management. 5th edition. Goodfellow Publishers.

Davis; B., Lockwood, A; Alcott, P. & Pantelidis, I.S. (2018). Food and Beverage Management. Routledge. 6th edition.

Payne-Palacio, J. & Theis, M. (2016). Food service Management – Principles and practices. Thirteen Edition. Global edition. Pearson Education Limited.

Recommended articles

Parasuraman, A., Zeithaml, V.A. & Berry, L.L. (1985), "A conceptual model of service quality and its implications for future research", Journal of Marketing, 49(9/11):41-50.

Parasuraman, A., Zeithaml, V.A. & Berry, L.L. (1988), "SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality", Journal of Retailing, 64(3/5):12-37.

Parasuraman, A., Zeithaml, V.A. & Berry, L.L. (1991), "Refinement and Reassessment of the SERVQUAL scale", Journal of Retailing, 67(4):420-450.

Patton, M., Stevens, P. & Knutson, B. J. (1994), "Internationalizing LODGSERV as a pilot study", Journal of Hospitality and Leisure Marketing, 2(2):39-55.

Pizam, A., Shapoval, V. & Ellis, T. (2016). Customer satisfaction and its measurement in hospitality enterprises: a revisit and update. International Journal of Contemporary Hospitality Management, 28(1):2-35.

10. Module Rules

Class attendance, preparation and general conduct

Students are expected to attend all lectures, tutorials, practicals and other formal learning activities in accordance with the university rules. Students are also encouraged to read the assigned materials ahead of lectures and to participate actively and constructively, always bearing in mind the positive correlation between what one takes out of lectures and what one is prepared to put in through effort and preparation.

In accordance with the university values, which include excellence, integrity, diversity and collaboration, students are further expected to conduct themselves properly and show respect for both the lecturer and fellow students; this includes punctuality for all lectures and related meetings.

Plagiarism and academic integrity
Students should remember that plagiarism is an academic crime, and anyone whose writing displays instances of plagiarism will be sanctioned as plagiarism is a serious offense at the UMP, and will be dealt with in terms of the university's Academic Integrity Policy.

UNIVERSITY OF MPUMALANGA

1. Module Information			
Module Name	Advanced Research Methodology		
Module Code	ARM 511	**Development date**	August 2019
Lecturer			
Programme	Post Graduate Diploma in Hospitality Management		
School	Hospitality and Tourism Management	**Faculty**	Commerce and Management
Year/ level	5	**NQF level**	8
Credits	30	**Notional Hours**	300
Foundational, Core or Elective		Core	
Prerequisites	Research Methodology		

2. Purpose and Scope
The purpose of this module is to empower students with knowledge and skills on how to conduct research and to report the results effectively. The primary goal of the module is to guide students from problem identification and selection to completing a research proposal and a research report. The module allows students to solve problems using conceptual frameworks with theoretical underpinnings.

3. Learning Outcomes
At the end of this module, students will be able to:

- Identify and formulate a research problem
- Conduct a literature review
- Select a research approach
- Develop an appropriate research design
- Plan the research methods
- Apply ethical principles in research
- Pilot a research instrument
- Analyse data using data using different data analysis techniques
- Present an outline of the research report
- Defend a research proposal
- Prepare a research project using academic, professional or occupational ideas and texts effectively.

4. Key Learning Topics/ Content

- The fundamentals of scientific research
- The beginning stages of the research process
- Literature survey
- Research designs and methods
- Data analysis
- Data presentation
- Proposal and project writing

5. Learning Activities and Tasks
Learning activities and tasks for this module will include the following:
Lectures
Research project
Presentations
Fieldwork
Flip chart method

6. Learning and Teaching (Time in Hours)			
Lecturer mediated (Lectures, tutorials, class discussions, seminars etc.)		**Independent work by students**	
Type of activity	Hours	Type of activity	Hours
Lectures	60	Research Project	100

Presentations	30	Fieldwork	50
Research project	60		
Sub total	150		150
Grand total	300		

7. Assessment

8A. Assessment Scheme

Formative

Assessment 1: Proposal presentation   10%

Assessment 2: Final Project presentation   40%

Summative

Assessment 3: Final project examination   50%

8B. Assessment Criteria

In oral and written assignments, and project work, evidence of achievement of the stated outcomes will be demonstrated when the student is able to:

- conceptualize, justify and delineate a viable research topic in a particular discipline or domain.

- incorporate and reflect on theories in conjunction with creative thinking to formulate and set up a preliminary research idea and research problem in the initiating stage of research proposal development.

- Interrogate multiple sources of knowledge in scientific social research to evaluate knowledge content and research approaches as it relates to the preliminary research idea and problem.

- Critically review and appraise information gathered for relevancy; apply information to the research idea and problem; synthesize scientific viewpoints and develop logical arguments in relation to the research idea/problem using scientific writing skills.

- Demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in hospitality.

- Identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific hospitality contexts

- Take responsibility for own work, decision-making and use of resources, and accountability

- Operate effectively within a piloting system, or manage a piloting system based on an understanding of the roles and relationships between elements within the system

- Critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues

- Accurately prepare an outline of the research report for the intended research proposal and communicate academic, professional or occupational ideas and texts effectively

- Accurately present and communicate a final draft of a research proposal to a range of audiences using academic, professional or occupational ideas and texts effectively.

- Correctly prepare a research project using academic, professional or occupational ideas and texts effectively.

1. Moderation

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Summative assessment: The lecturer sets the summative assessment tools and these are moderated by the Internal Moderator and then subject to careful review at a School Examinations Committee meeting. The summative assessment tools (normally exam papers) are then sent to the External Moderator for review. The students complete the summative assessment which is marked by the lecturer, and a sample of the scripts/assignments or all the scripts/ assignments (as described above), are moderated by the External Moderator. The External Moderator will have received a summary of the assessment scheme, a full set of the module documentation, including the rubrics, and a full set of model answers. The report from the External Moderator is reviewed by the Lecturer, Programme Leader, Head of School and Dean and changes made as necessary.

2.   Readings

Prescribed

Bartunek, J.M., Rynes, S.L. & Ireland, R.D. 2006. What makes management research interesting, and why does it matter? *Academy of Management Journal*, 49(1):9–15.

Cooper, D. R., & Schindler, P. S. (2011). *Business Research Methods* (11th ed.). New York, NY: McGraw-Hill Companies Inc.

Finn, M., Elliot-White, M. & Walton, M. (2010). Tourism and leisure research methods- data collection, analysis and interpretation. Pearson Education Limited.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis: A global perspective* (7th ed.). New York: Pearson.

Hofstee, E. 2006. *Constructing a good dissertation: a practical guide to finishing a Masters, MBA or PhD on schedule.* Sandton: EPE.

Pallant, J. (2007). *SPSS Survival Manual: A Step by Step Guide to Data Analysis using SPSS for Windows* (3rd edition ed.). Berkshire: McGraw-Hill Open University Press.

Phillimore, J &Goodson, L. (2004). *Qualitative research in Tourism. Ontologies, epistemologies and methodologies.*

Plano Clark, V. L., & Creswell, J. W. (2008). *The Mixed Methods Reader*. Los Angeles: SAGE Publications.

Randolph, J.J. 2009. A guide to writing the dissertation literature review. Practical Assessment, *Research and Evaluation*, 14(13), 1-13.

Ritchie, B. W., Burns, P & Palmer, C. (2005). *Tourism Research methods. Integrating Theory and Practice.*

Ritchie, J.R.B. & Goeldner, C.R. (2006). *Travel, tourism and hospitality research: a handbook for managers and researchers*. New York: Wiley.

Saunders, M.N.K., Lewis, P. & Thornhill, A. 2016. *Research methods for business students.* 7th ed. Harlow, Essex: Pearson. Chapter 1.

Smith, D.C. 2003. The importance and challenges of being interesting. *Journal of the Academy of Marketing Science*, 31(3):319-322. (Focus specifically on p. 319- 321).

Struwig, F.W. & Stead, G.B. 2016. Planning, designing and reporting research. Pearson Education, Cape Town. (Chapter 1)

Sieberhagen, A. & Bijl, J. N.D. 2004. Citation and bibliographic reference guide. Tshwane University of Technology
Veal, A.J. (2018). Research methods for leisure and tourism. Fifth edition. Pearson Education Limited.

3. Module Rules

Class attendance, preparation and general conduct
Students are expected to attend all lectures, tutorials, practicals and other formal learning activities in accordance with the university rules. Students are also encouraged to read the assigned materials ahead of lectures and to participate actively and constructively, always bearing in mind the positive correlation between what one takes out of lectures and what one is prepared to put in through effort and preparation.

In accordance with the university values, which include excellence, integrity, diversity and collaboration, students are further expected to conduct themselves properly and show respect for both the lecturer and fellow students; this includes punctuality for all lectures and related meetings.

Plagiarism and academic integrity
Students should remember that plagiarism is an academic crime, and anyone whose writing displays instances of plagiarism will be sanctioned as plagiarism is a serious offense at the UMP, and will be dealt with in terms of the university's Academic Integrity Policy.

1. Module Information			
Module Name	Accommodation Management 5		
Module Code	HAC 511	**Development date**	August 2019
Lecturer			
Programme	Post Graduate Diploma in Hospitality Management		
School	Hospitality and Tourism Management	**Faculty**	Commerce and Management
Year/ level	5	**NQF level**	8
Credits	30	**Notional Hours**	300
Foundational, Core or Elective			
Prerequisites	Accommodation Management 4		

2. Purpose and Scope
The purpose of this module is acquaint learners with knowledge to evaluate and recognise a business opportunity in the accommodation sector. Furthermore, the module helps students identify key resources to succeed in the hospitality industry. The student will be able to identify market strategies that will assist him/her in future ventures in the accommodation industry.

3. Learning Outcomes
At the end of this module, students will be able to:

- Evaluate and explain internal and external sources to identify a business opportunity
- Articulate the key characteristics needed to succeed in when creating ideas
- Evaluate how new ideas can be analysed to filter those ideas that are not feasible or marketable
- Review the factors that can affect the growth and change of businesses in the hospitality industry
- Reflect and discuss the concept of the digital economy in the accommodation sector (such as home sharing or Airbnb)
- Explore and interrogate different types of entrepreneurial mindsets needed to transform a home/flat into an Airbnb
- Interrogate the risks involved when considering the option of starting an Airbnb venture
- Apply theoretical knowledge of the impacts of the sharing economy in the hotel sector using various theories such as the Disruptive Innovation Theory
- Reflect on the roles and benefits of various types of individual and institutional support available to start a business
- Analyse the influence of the business environment (Micro-environment Market-environment and Macro-environment) on accommodation establishments
- Evaluate the ethical and social responsibility of a new venture/business
- Rigorously demonstrate the ability to integrate information to identify business opportunities within the accommodation sector
- Apply theoretical knowledge of the innovative business opportunities within the accommodation sector
- Evaluate the importance of marketing accommodation facilities
- Review market research related strategies used in the accommodation sector

4. Key Learning Topics/ Content

- Business opportunity
- The digital economy (home sharing or Airbnb)
- Motivation and resources
- The business environment

5. Learning Activities and Tasks
Learning activities and tasks for this module will include the following:
Lectures
Tutorials
Assignments

group projects
Presentations
Student debates

6. Learning and Teaching (Time in Hours)			
Lecturer mediated (Lectures, tutorials, class discussions, seminars etc.)		**Independent work by students**	
Type of activity	Hours	Type of activity	Hours
Lectures	40	Lecture and tutorial related	40
Presentations	40	Student debates	30
Case studies	30	Group project	50
Group project	40	Assignments	30
Sub total	150		150
Grand total	300		

7. Assessment

8A. Assessment Scheme

Presentations   20

Case studies   10

Assignments   20

Students are required to obtain at least 40% for their semester mark in order to gain examination entry.

Summative

Examination: 50

The final module mark is the weighted average of Formative Assessment 50% and Summative Assessment 50%.

8B. Assessment Criteria

In oral and written assignments, and project work, evidence of achievement of the stated outcomes will be demonstrated when the student is able to:

- Critically discuss internal and external sources to identify a business opportunity
- Accurately articulate the key characteristics needed to succeed in when creating ideas
- Determine how new ideas can be analyzed to filter those ideas that are not feasible or marketable
- Critically discuss the factors that can affect the growth and change of businesses in the hospitality industry
- Critically discuss the concept of the digital economy in the accommodation sector
- Critically discuss types of entrepreneurial mindsets needed to transform a home/flat into an Airbnb
- Critically interrogate the risks involved when considering the option of starting an Airbnb venture
- Rigorously apply theoretical knowledge of the impacts of the sharing economy in the hotel sector using various theories such as the Disruptive Innovation Theory
- Critically reflect on the roles and benefits of various types of individual and institutional support available to start a business
- Creatively analyse the influence of the business environment (Micro-environment Market-environment and Macro-environment) on accommodation establishments
- Critically discuss the ethical and social responsibility of a new venture/business
- Rigorously demonstrate the ability to integrate information to identify business opportunities within the accommodation sector
- Critically explore and consider innovative business opportunities within the accommodation sector
- Rigorously discuss the importance of marketing your accommodation facility
- Critically review market research related strategies used in the accommodation sector

8. Moderation

As an integral part of assessment, Moderation at UMP is guided by the approved **Assessment and Moderation of Student Learning Policy.** The approach to moderation of exit level modules is as follows:

Formative assessment: The lecturer designs the assessment strategy and sets the formative assessments. The University uses a system of internal moderation where each assessment is reviewed (moderated) by a senior colleague in the programme or School. The assessment is written, under full examination conditions if it is a test, and marked by the lecturer. A sample (20 – 30% depending on the class size), or all the scripts/assignments in accordance with the

UMP Policy, are moderated by the Internal Moderator. 50% of the formative assessment will be made available to the External Moderator for review.

Summative assessment: The lecturer sets the summative assessment tools and these are moderated by the Internal Moderator and then subject to careful review at a School Examinations Committee meeting. The summative assessment tools (normally exam papers) are then sent to the External Moderator for review. The students complete the summative assessment which is marked by the lecturer, and a sample of the scripts/assignments or all the scripts/ assignments (as described above), are moderated by the External Moderator. The External Moderator will have received a summary of the assessment scheme, a full set of the module documentation, including the rubrics, and a full set of model answers. The report from the External Moderator is reviewed by the Lecturer, Programme Leader, Head of School and Dean and changes made as necessary.

9. Readings

Prescribed
Botha, T. (2019). Entrepreneurship and how to establish your business. Juta. Sixth edition.

Van Aardt, I & Bezuidenhout, S. (2014). Entrepreneurship and new venture management. 5th edition. Oxford University Press Southern Africa, South Africa.

Van Aardt, I., Van Aardt, C. & Bezuidenhout, S. (2000). Entrepreneurship and new venture management.

Van Aardt, I. & Bezuidenhout, S. (2018). Entrepreneurship and new venture management. Oxford. Sixth Edition.

10. Module Rules

Class attendance, preparation and general conduct
Students are expected to attend all lectures, tutorials, practicals and other formal learning activities in accordance with the university rules. Students are also encouraged to read the assigned materials ahead of lectures and to participate actively and constructively, always bearing in mind the positive correlation between what one takes out of lectures and what one is prepared to put in through effort and preparation.

In accordance with the university values, which include excellence, integrity, diversity and collaboration, students are further expected to conduct themselves properly and show respect for both the lecturer and fellow students; this includes punctuality for all lectures and related meetings.

Plagiarism and academic integrity
Students should remember that plagiarism is an academic crime, and anyone whose writing displays instances of plagiarism will be sanctioned as plagiarism is a serious offense at the UMP, and will be dealt with in terms of the university's Academic Integrity Policy.

Annexure II

Revised text for the CHE application form.

Contact	Distance	Other	Types of learning activities	% Learning Time
Yes	No	No	Lectures (face to face, limited interaction or technologically mediated)	30
Yes	No	No	Tutorials: individual groups of 30 or less	10
No	No	No	Syndicate groups	
Yes	No	No	Practical workplace experience (experiential learning/work-based learning etc)	
Yes	No	No	Independent self-study of standard texts and references (study guides, books, journal articles)	20
Yes	No	No	Independent self study of specially prepared materials (case studies, multi-media, etc)	10
Yes	No	No	Other (specify) Individual and group projects	30

If you selected "Other" as the mode of delivery in the third column of the table above, please give a detailed explanation in the box below:	**If you selected "Other" as a type of learning activity in the last row of the table above, please give a detailed explanation in the box below: in**
The ticks in the contact tick boxes continually disappear. If no boxes are ticked, the contact boxes for rows 1,2,4,5,6,7 should be ticked	The other type of learning activity is the independent but supervised research project that students will undertake as part of the research methodology and project module.

Annexure III

Revised SAQA application

TEMPLATE FOR THE REGISTRATION OF QUALIFICATIONS ON THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

THIS TEMPLATE IS TO BE COMPLETED BY PROVIDERS ACCREDITED BY THE COUNCIL ON HIGHER EDUCATION (CHE) WHICH IS THE QUALITY COUNCIL FOR HIGHER EDUCATION,

Qualifications for registration on the National Qualifications Framework (NQF) must:

a. Be recommended and submitted to the South African Qualifications Authority (SAQA) for registration by the CHE.

b. Comply with the documented Criteria for Registration. A copy of the Policy and Criteria for the Registration of Qualifications and Part Qualifications on the NQF may be accessed at http://www.saqa.org.za/docs/policy/polcri_qualpart_nqf.pdf.

c. Be written in English.

d. Comply with the parameters as determined in the Higher Education Qualifications Sub-Framework (HEQSF) for the qualification type.

NAME OF THE INSTITUTION/PROVIDER

ersity of Mpumalanga

Qualifications for registration must be submitted in the following format:

A. TITLE

The qualification title must comply with the qualification type description provided for in the HEQSF

Title/s: Postgraduate Diploma in Hospitality Management	CHE Reference Number/s: H/H23/E032CAN

B. FIELD AND SUB-FIELD

Over and above the Field and Sub-field this will include the Classification of Educational Subject Matter (CESM) category (Number and Subject Matter).

0407 Hospitality Administration/ Management
040701 Hospitality Administration/ Management, general

C. LEVEL OF THE QUALIFICATION
The published Level Descriptors must be used to help determine the level of the qualification. A copy of the Level Descriptors may be accessed at http://www.saqa.org.za/docs/misc/level_descriptors.pdf.

NQF level 8 Postgraduate Diploma

D. MINIMUM CREDITS (Total minimum credit value of the qualification)

The credits must be calculated on the basis that of one (1) credit is equal to ten (10) notional hours of learning. The minimum credit allocation for a qualification must comply with the requirements for the qualification type as determined in the HEQSF.

120 credits

E. RATIONALE

The rationale should:
i. Provide details of the reasoning that led to identifying the need for the qualification
ii. Indicate how the qualification meets specific needs in the sector for which it is developed. Details of consultation with a recognised professional body or industry body must be provided in respect of the need.
iii. Identify the range of typical learners and indicate the occupations, jobs or areas of activity in which the qualifying learners will operate
iv. Indicate the most appropriate learning pathway within which the qualification resides
v. Indicate how the qualification will provide benefits to the learner, society and the economy.

South Africa has identified tourism and hospitality as an economic sector and in 2018, this sector directly contributed 2.9% to South Africa's GDP, which is an estimated ZAR 125.1 billion (Statistics South Africa [SSA] 2019). This makes the sector a larger contributor than agriculture (2%) to GDP. Statistics South Africa (2019) further reports that in 2018, 1 in 23 persons were employed or worked in the tourism and hospitality sector in South Africa, which is 4.4% of the total workforce in the country. At a provincial level, the Mpumalanga Provincial Growth & Development Strategy (PGDS) has identified hospitality as a priority sector in the Province which has the natural and cultural resource base upon which to develop a sustainable industry on the one hand and on the other, take advantage of the expanding markets for international and domestic travel. The Mpumalanga Province is home to a number of natural and other attractions that include the Kruger National Park, the Sudwala Caves, the Blyde River Canyon, the Three Rondavals, Gods Window, the Samora Machel crash site and the iconic Bourke's Luck Potholes and these demand quality service from the hospitality subsector.

Given that Mpumalanga is endowed with many natural resources and is a key contributor to the Hospitality subsector of the Tourism industry in South Africa, the need to offer a Postgraduate Diploma in Hospitality Management cannot be overemphasized.

In South Africa, although skill shortages within the hospitality subsector are mostly experienced at worker level (CATHSSETA, 2018), and formal qualifications of Hospitality workers are significantly lower than those of workers in the related industries of Travel and Tourism, there is a need for more highly qualified graduates to ensure that the hospitality industry is prepared for the changes that are occurring globally. Global consumer trends have indicated that the hospitality subsector is expected to get busier as the frequency of travelling and dining out is predicted to be 'significantly higher' by 2030. An increase in consumer expectations in particular around quality will be more important in 2030 than it is today. The Postgraduate Diploma in Hospitality Management will reflect modern day requirements such as the 4th industrial revolution, to ensure transformational workplace readiness for the digital economy.

The Postgraduate Diploma in Hospitality Management at the University of Mpumalanga will offer a hospitality curriculum and skills development qualification that is designed in a manner that addresses the needs of the sector, thus bridging the gap between the education system and the workplace. This is also part of UMP's vision to attract and encourage previously disadvantaged communities to participate in the hospitality subsector to reduce inequality and stimulate the sustainability of the tourism sector. Students will also contribute to transformation in the Hospitality subsector and entrepreneurial development in the industry.

The UMP envisages offering places to between 15 and 40 students for this programme, based on industry needs and graduating students from the Advanced Diploma in Hospitality Management.

This postgraduate diploma is part of the Diploma; Advanced Diploma, Postgraduate diploma pathway and allows articulation into the postgraduate degree pathway.

The qualification will benefit the student in many ways, not least by preparing them to play a critical leadership role in the future development of the hospitality industry. The hospitality subsector is a major contributor to South African GDP and by equipping hospitality subsector professionals with cutting edge knowledge and skills, the qualification will benefit society (through more and better jobs and entrepreneurial opportunities) and thus benefit the economy.

F. PURPOSE

i. The purpose should describe the context of the qualification and what it is intended to achieve in the national, professional and/or career context
ii. The purpose statement should capture what the qualifying learner will know and be able to do on achievement of the qualification. The Exit Level Outcomes must be linked to the purpose of the qualification. Graduate and occupational attributes may be used where appropriate.

The primary purpose of the Postgraduate Diploma in Hospitality Management is to enable graduate students and working professionals to undertake advanced reflection and development through a systematic survey of current thinking in the field of Hospitality. The programme includes conducting and reporting research under supervision and an important purpose of the Postgraduate diploma is to prepare students to participate in the generation of new knowledge in hospitality management. The Postgraduate Diploma will equip hospitality management professionals with new, cutting edge knowledge and skills that will enable them to provide better strategic leadership in the industry.

The Postgraduate Diploma forms an articulation link from the diploma stream into the degree stream and students who complete the Postgraduate Diploma will be able to continue into Masters and Doctoral studies.

The University has recently completed a small hotel and conference and wellness center and these facilities will be used as a working laboratory in which the postgraduate Diploma students will apply their knowledge and skills. The hotel facilities will also be used as an incubator for entrepreneurship, which is fundamental to reducing the level of unemployment in the country.

Intended outcomes

The following 12 exit level outcomes have been identified for the programme as a whole and text has been added to indicate how the proposed curriculum will contribute towards the attainment of the outcomes. On completing the qualification, students will be able to:

ELO 1. Critically evaluate and discuss the importance of strategic analysis in hospitality organizations.

ELO 2. Reflect and review theoretical concepts/frameworks used in strategy formulation at the corporate, business, and functional levels in the hospitality sub-sector.

ELO 3. Critically analyse the influence of the business environment (Micro-environment Market environment and Macro-environment) on hospitality establishments.

ELO 4. Critically apply theoretical knowledge of the value chain in the hospitality sub-sector or hospitality value chain.

ELO 5. Critically apply theoretical concepts/frameworks (such as the Technology Acceptance Model-TAM; Theory of Reasoned Action -TRA) to explain the acceptance of innovation in the hospitality sub-sector.

ELO 6. Rigorously synthesize the concept of the digital economy in the hospitality sub-sector.

ELO 7. Critically apply theoretical models (such as the Disruptive Innovation Theory) to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.

ELO 8. Critically apply theoretical knowledge to measure service quality in the hospitality sub-sector.

ELO 9. Critically evaluate the SERVQUAL, DINESERV and LODGESERV models as service quality measurement instruments in the hospitality sub-sector.

ELO 10. Engage in scientific social research by demonstrating the ability to conceptualise, justify and delineate a viable research topic in hospitality

ELO11. Synthesize and reflect on theories in conjunction with creative thinking to formulate and set up preliminary research idea and research problem

ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.

The three theory modules of the Postgraduate Diploma in Hospitality Management will each build and consolidate on the knowledge and understanding of key terms, concepts, principles and issues relating to the discipline gained in the Diploma and in the Advanced Diploma. Focus will be on current trends and advances in the industry and will allow the students to achieve the first 10 outcomes. The Advanced Research Methodology and project module provides an opportunity for students to select and apply appropriate research methods for primary research. In completing the project and research report, students will demonstrate their ability to collect, collate, synthesise and interpret data, and to make management

recommendations that are research-based. The assignments in the theoretical modules will allow the students to develop their secondary or desk-top research techniques including the evaluation of sources and validation of data.

G. RULES OF COMBINATION

There must be coherence between the constituent parts (modules, subjects, courses) of the qualification. Please provide details of the credit allocation for each module and indicate the compulsory and optional modules, subjects or courses at each NQF level.

All four modules are compulsory and as such there are no rules of combination. It is a single year qualification and there are no progression requirements from one year to the next.

Modules	NQF Level	Credits	Compulsory/ Elective
Hospitality Strategic Management	8	30	Compulsory
Advanced Research Methodology and Project	8	30	Compulsory
Accommodation Management	8	30	Compulsory
Food and Beverage Management	8	30	Compulsory
Total Credits		120	

H. ENTRY REQUIREMENTS

The minimum entry requirements to the qualification must be stated. The entry requirements should be aligned to the approved institutional/provider admissions policies and to national legislation. Reference to the policy and where it can be accessed should be made.

An Advanced Diploma in Hospitality Management, or a Bachelor's Degree in Hospitality Management, or a BTech: Hospitality Management, or an equivalent qualification in some aspect of hospitality management or a sub sector of hospitality at NQF Level 7.

I. EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

i. The Exit Level Outcomes, which are framed against the Level Descriptors, should indicate what the learner will be able to do and know as a result of completing the qualification or part qualification. These competencies relate directly to the competencies required for the further learning and/or the work for which the qualification or part qualification was designed
ii. Associated Assessment Criteria are written for the qualification to indicate the nature and level of the assessment associated with the qualification and how the Exit Level Outcomes could be assessed in an integrated way. The criteria can be given as a comprehensive set derived from the Level Descriptors.

Level descriptors a and b are combined

Level descriptor a: Scope of knowledge, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context.

Level descriptor b: Knowledge literacy, in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production.

Exit Level Outcomes	Associated Assessment Criteria
ELO 1. Critically evaluate and discuss the importance of strategic analysis in hospitality organizations.	Demonstrate an understanding of the importance of strategic analysis in the hospitality sub-sector.
ELO 2. Reflect and review theoretical concepts/frameworks used in strategy formulation at the corporate, business, and functional levels in the hospitality industry.	Appropriate theory is applied in developing and reviewing business strategies theoretical concepts used in strategy formulation
ELO 3. Critically analyse the influence of the business environment (Micro-environment Market environment and Macro-environment) in hospitality establishments	Using a number of case studies, the importance of the micro and macro environment is assessed and analysed.
ELO 4. Critically apply theoretical knowledge of the value chain and create an industry or subindustry value chain.	Industry and subindustry value chains re developed with reference to appropriate theory.
ELO 5. Critically apply theoretical concepts/frameworks to explain the acceptance of innovation in the food and beverage sector.	In reviews of the tendency to accept or resist innovation, theoretical frameworks such as Technology Acceptance Model-TAM; Theory of Reasoned Action -TRA are correctly applied.
ELO 6. Rigorously synthesize the concept of the digital economy in the hospitality sub-sector.	Using a number of sharing platforms in hospitality, the characteristics of the digital economy are critically evaluated.
ELO 7. Critically apply theoretical models to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.	Using a range of theories of innovation (such as the Disruptive Innovation Theory), the impact of the digital economy on incumbent firms in the hospitality sector is critically evaluated.

Level descriptor c: Method and procedure. in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice.

Exit Level Outcomes	Associated Assessment Criteria

ELO 8. Critically apply theoretical knowledge to measure service quality in the hospitality sub-sector.	Using an appropriate instrument, the level of service quality in hospitality establishments is measured with reference to relevant theory.
ELO 9. Critically evaluate the SERVQUAL, DINESERV and LODGESERV models as service quality measurement instruments in the hospitality sub-sector.	The values and weaknesses of the SERVQUAL, DINESERV and LODGESERV models of service quality is critically evaluated.
ELO 10. Engage in scientific social research by demonstrating the ability to conceptualise, justify and delineate a viable research topic in hospitality	An ability to independently formulate a tentative research title is critically evaluated.
ELO11. Synthesize and reflect on theories in conjunction with creative thinking to formulate and set up preliminary research idea and research problem.	An ability to independently articulate the use and role of theory in the selected research topic is critically evaluated.
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	An ability to undertake independent research is demonstrated in the research module. The report will demonstrate the following outcomes: • Conceptualisation - where the project question and scope are decided; • Preparation of a literature review in support of the project; • Preparation of a project plan including timeframes and budget, goals, targets and indicators; • Identification of appropriate methods, including statistical methods, where a range of methods are considered and the appropriate ones chosen; • Identification of ethical issues, where all ethical issues are considered and approval sought if necessary; • Collection, collation and analysis of data; • Interpretation and discussion of data in the context of the available information gathered in the literature review; • Formulation of recommendations; • Preparation of a research report in a format that is appropriate for the discipline of hotel management.

Level descriptor d: **Problem solving**, in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice.	
Exit Level Outcomes	**Associated Assessment Criteria**
ELO 9. Apply theoretical knowledge to measuring service quality in the hospitality industry.	Using a range of case studies, service quality is measured with reference to relevant theory and models.
ELO 10. Engage in scientific social research by demonstrating the ability to conceptualise, justify and delineate a viable research topic in hospitality	A framework for thinking about a problem which may yet evolve into a statement of the relationship among theoretical propositions is appreciated.
ELO11. Synthesize and reflect on theories in conjunction with creative thinking to formulate and set up preliminary research idea and research problem	Identify and review the major theories, conceptual frameworks, construct and models relevant to the selected research topic.
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	The AACs for the research ELO are lengthy and not repeated here in full but includes: • Conceptualisation - where the project question and scope are decided;
Level descriptor e: **Ethics and professional practice,** in respect of which a learner is able to demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.	
ELO 10. Engage in scientific social research by demonstrating the ability to conceptualise, justify and delineate a viable research topic in hospitality.	An ability to identify a research topic is demonstrated in the research module. The report will demonstrate the following outcomes: • Identification of ethical issues, where all ethical issues are considered when selecting a research topic;
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	An ability to undertake independent research is demonstrated in the research module. The report will demonstrate the following outcomes: • Identification of ethical issues, where all ethical issues are considered and approval sought if necessary;
Level descriptor f: **Accessing, processing and managing information,** in respect of which a learner is able to demonstrate the ability to critically review information	

gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues.

Exit Level Outcomes	Associated Assessment Criteria
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	An ability to undertake independent research is demonstrated in the research module. The report will demonstrate the following outcomes: • Preparation of a literature review in support of the project; • Interpretation and discussion of data in the context of the available information gathered in the literature review;

Level descriptor g: Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context.

Exit Level Outcomes	Associated Assessment Criteria
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	Oral communication: Results from the research project are communicated to both professional and lay (community) audiences using appropriate language and technology. Written communication: The research report uses appropriate language and is presented in the approved style and adheres to norms for scientific writing in Hospitality Management.

Level descriptor h: Context and systems, in respect of which a learner is able to demonstrate the ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system.

Exit Level Outcomes	Associated Assessment Criteria
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	The research project and report will demonstrate the ability to work in a complex research and address a multidisciplinary question in hospitality management.

Level descriptor i: Management of learning, in respect of which a learner is able to demonstrate the ability to apply, in a self-critical manner, learning strategies which

effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others.

Exit Level Outcomes	Associated Assessment Criteria
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	The research project is conducted under supervision but in order to successfully complete it, students will have demonstrated their ability to manage their learning.

Level descriptor j: Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate.

Exit Level Outcomes	Associated Assessment Criteria
ELO 12. Rigorously prepare a research project using academic, professional or occupational ideas and texts effectively.	In all aspects of the research project, from management of resources to interaction with industry, students will demonstrate accountability for their actions.

Level descriptors a and b are combined

Level descriptor a: Scope of knowledge, in respect of which a learner is able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context.

Level descriptor b: Knowledge literacy, in respect of which a learner is able to demonstrate the ability to interrogate multiple sources of knowledge in an area of specialisation and to evaluate knowledge and processes of knowledge production.

Exit Level Outcomes	Associated Assessment Criteria
ELO 1. Demonstrate detailed knowledge of key terms, concepts, principles, insights and current issues relating to hospitality management, including aspects of industrial psychology, finance and business management;	A full understanding of the current theories, principles, procedures and practices, research methodologies, methods and techniques in hospitality management is demonstrated in assignments, research reports, hotel simulations and examinations.
ELO 2. Assess, evaluate and apply such knowledge to contribute to effective planning and decision making to efficiently and effectively run a hospitality division such as a food service unit;	The application and integration of knowledge of the concepts, principles, practices and theories of hotel management, in familiar and unfamiliar contexts, is demonstrated in assignments,

	hotel simulations, the project report and the exam
ELO 7. Critically apply theoretical models to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.	Using a range of theories of innovation (such as the Disruptive Innovation Theory), the impact of the digital economy on incumbent firms in the hospitality sector is critically evaluated.

Level descriptor c: Method and procedure.   in respect of which a learner is able to demonstrate an understanding of the complexities and uncertainties of selecting, applying or transferring appropriate standard procedures, processes or techniques to unfamiliar problems in a specialised field, discipline or practice.

Exit Level Outcomes	Associated Assessment Criteria
ELO 4 Demonstrate the ability to identify suitable methods for data collection and to justify those methods; investigate the sources of and validate the data; and evaluate its suitability for building, sustaining and defending arguments in business management;	Identification of appropriate methods, including qualitative and quantitative statistical methods, where a range of methods are considered and the appropriate ones chosen, is demonstrated in the research report.
ELO 7. Critically apply theoretical models to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.	Using a range of theories of innovation (such as the Disruptive Innovation Theory), the impact of the digital economy on incumbent firms in the hospitality sector is critically evaluated.

Level descriptor d: Problem solving,   in respect of which a learner is able to demonstrate the ability to use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge and methods appropriate to a field, discipline or practice.

Exit Level Outcomes	Associated Assessment Criteria
ELO 3. Demonstrate an understanding that knowledge is not absolute, but that it advances and that different stakeholders may have an understanding of the hospitality subsector that is different to that of professionals, and reflect this understanding in the manner in which multiple views and perspectives are considered and integrated in addressing problems in hospitality management;	Student writing will reflect a critical understanding of the nature of knowledge and of knowing. Written work will include multiple views and standpoints and draw conclusions and make management recommendations that are supported by facts.
ELO 5. Demonstrate an ability to deal with complex issues such as the digital economy in familiar and unfamiliar settings, identify solutions and evaluate those solutions in the light of the	When faced with complex problems, students will daw on their knowledge, experience and skills to propose solutions

understanding that problem-solving is context-bound and does not happen in isolation;	that take the particular context into consideration.
ELO 7. Critically apply theoretical models to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.	Using a range of theories of innovation (such as the Disruptive Innovation Theory), the impact of the digital economy on incumbent firms in the hospitality sector is critically evaluated.

Level descriptor e: Ethics and professional practice, in respect of which a learner is able to demonstrate the ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific contexts.

ELO 6. Demonstrate an ability to take decisions, justify those decisions and act ethically and professionally at all times, and be accountable for one's actions	The ability to identify ethical issues in hospitality management and how best to address them is demonstrated in assignments, the research project and exams. Professionalism is demonstrated in all aspects of the students work and in the hotel simulations.
ELO 7. Critically apply theoretical models to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.	Using a range of theories of innovation (such as the Disruptive Innovation Theory), the impact of the digital economy on incumbent firms in the hospitality sector is critically evaluated.

Level descriptor f: Accessing, processing and managing information, in respect of which a learner is able to demonstrate the ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts in order to develop creative responses to problems and issues.

Exit Level Outcomes	Associated Assessment Criteria
ELO 2. Assess, evaluate and apply such knowledge to contribute to effective planning and decision making to efficiently and effectively run a hospitality division such as a food service unit;	The application and integration of knowledge of the concepts, principles, practices and theories of hospitality management, in familiar and unfamiliar contexts, is demonstrated in assignments, hotel simulations, the project report and the exam.
ELO 7. Critically apply theoretical models to explain the impacts of the digital economy on incumbent firms in the hospitality sub-sector.	Using a range of theories of innovation (such as the Disruptive Innovation Theory), the impact of the digital economy on incumbent firms in the hospitality sector is critically evaluated.

Level descriptor g: Producing and communicating information, in respect of which a learner is able to demonstrate the ability to present and communicate academic, professional or occupational ideas and texts effectively to a range of audiences, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to the context.	
Exit Level Outcomes	**Associated Assessment Criteria**
ELO 8. Communicate own ideas in writing and verbally, to both lay and professional audiences using logically-structured argumentation, appropriate discourse, suitable audio-visual tools and technology, as well as appropriate referencing conventions;	Oral communication: Results from the research project are communicated to both professional and lay (community) audiences using appropriate language and technology. Written communication: The research report uses appropriate language and is presented in the approved style and adheres to norms for scientific writing in Hospitality Management.

Level descriptor h: Context and systems, in respect of which a learner is able to demonstrate the ability to operate effectively within a system, or manage a system based on an understanding of the roles and relationships between elements within the system.	
Exit Level Outcomes	**Associated Assessment Criteria**
ELO 5. Demonstrate an ability to deal with complex issues such as the digital economy in familiar and unfamiliar settings, identify solutions and evaluate those solutions in the light of the understanding that problem-solving is context-bound and does not happen in isolation;	When faced with complex problems, students will draw on their knowledge, experience and skills to propose solutions that take the particular context into consideration.
ELO 3. Demonstrate an understanding that knowledge is not absolute, but that it advances and that different stakeholders may have an understanding of the hospitality subsector that is different to that of professionals, and reflect this understanding in the manner in which multiple views and perspectives are considered and integrated in addressing problems in hospitality management;	Student writing will reflect a critical understanding of the nature of knowledge and of knowing. Written work will include multiple views and standpoints and draw conclusions and make management recommendations that are supported by facts.

Level descriptor i: Management of learning, in respect of which a learner is able to demonstrate the ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others.	
Exit Level Outcomes	**Associated Assessment Criteria**

Exit Level Outcomes	Associated Assessment Criteria
ELO 9. Manage their own learning and demonstrate the attributes of learning-driven and self-directed learners as well as academic autonomy;	Although not formally assessed, postgraduate diploma students are supported to become independent learners who can manage their own learning, and students who successfully complete the programme will have achieved the outcome.

Level descriptor j: Accountability, in respect of which a learner is able to demonstrate the ability to take full responsibility for his or her work, decision-making and use of resources, and full accountability for the decisions and actions of others where appropriate.

Exit Level Outcomes	Associated Assessment Criteria
ELO 10 Work in a group as a member or leader in the work place, and take full responsibility for own work and, where applicable, that of fellow-students, as well as accountability for her/his own actions and where necessary, those of fellow students.	In hotel simulations postgraduate diploma students will work in groups and share leadership roles, and students who successfully complete the programme will have achieved the outcome.

J. INTERNATIONAL COMPARABILITY

A statement on how the qualification compares with or relates to similar qualifications or best practices or standards offered in other parts of the world must be given. The Quality Councils will apply this in a manner appropriate to their relevant sector and Sub-framework. Qualifications that are internationally comparable could assist in determining the articulation possibilities of the qualification with qualifications in other national and regional qualification frameworks.

The University of Mpumalanga is an African University, as such its first commitment and response is to its immediate political, socio-economic, geographic and historic context, and its place in the world. The University prides itself on its vision:

"*An African University leading in creating opportunities for sustainable development through innovation*"

Being an 'African university' does not merely refer to UMP's geographical location but more so to its character and identity being informed firstly by an African paradigm of indigenous knowledge, culture and life orientation and secondly also by a broadly western paradigm of knowledge, culture and life orientation.

UMP therefore designs and develop its degree programmes to be compatible and comparable with best practices or standards locally and internationally for similar qualifications. This approach of paralleling our diploma and degree programmes regionally and internationally through the use of common reference points seeks to promote articulation possibilities, recognition of our programmes and creation of career opportunities for our graduates. The proposed Postgraduate Diploma in Hospitality Management

programme is no exception, it compares favourably with those of institutions in other parts of the World:

In **India**, Sanskriti University offers a one-year Postgraduate Diploma in Hospitality Management that builds on their Diploma in Hospitality Management. Just like in the proposed qualification at UMP, the Postgraduate Diploma in India covers theoretical and practical aspects of management of hotels that includes: Food and Beverage Service, Front Office and House Keeping (Accommodation Management), Research Methodology and Strategic Management. Just like at UMP, students are also given training in planning, organizing and preparation of an event in the Food and Beverage Service module.

In **Nigeria**, at National Institute for Hospitality and Tourism, their Postgraduate Diploma in Hospitality Management builds from their Higher National Diploma (HND) in Hospitality Management. The course is professional in nature and last for 2 semesters (one year). This translates to 6 months of academic works and 3 months for a written research project in the student's area of specialization. Projects that are written are entrepreneurial and or administrative in nature. Modules that are comparable to the proposed Postgraduate Diploma in Hospitality Management programme include Research Methodology, Accommodation Management and Hospitality Strategic Management.

The Business and Hotel Management School- Lucerne **Switzerland** offers a one (1) year, full-time Postgraduate Diploma in Hospitality Management. Their Postgraduate Diploma is specifically designed for two target audience who are aspiring to a management career in hospitality industry: degree holders in other fields, with lower English ability, who wish to undertake a foundation program to prepare them for the MSc in International Hospitality Business Management program or make a career move into the international hotel and hospitality industry, and; young adults holding associate degree qualifications and significant work experience who wish to update their qualifications. Modules covered are Research Methodology and Project, Accommodation Management, Hospitality Strategic Management, Hospitality Marketing and Food and Beverage Studies.

In **Singapore**, Dimensions International College offers a one-year Postgraduate Diploma in Professional Hospitality Management which is built from the Advanced Diploma in Professional Hospitality Management. Just like the proposed qualification at the University of Mpumalanga, the Postgraduate Diploma in Professional Hospitality Management at

Dimensions International College is designed to equip students with contemporary Hospitality and Food and Beverage operation management knowledge and skills at supervisory / managerial level, to enable them to develop their personal and professional competence across different management areas in hospitality discipline. In terms of comparability, Dimensions International College offers both theory and practical class lessons in the same manner that the proposed qualification will be structured at the University of Mpumalanga to offer practical lessons in front office and events management in the module Food and Beverage and Accommodation Management modules, respectively in the university hotel. Other similar modules offered include Research Methodology and Project, Strategic Hospitality Management and Hospitality Financial Management.

In **New Zealand**, the AUT University offers a one-year Postgraduate Diploma in International Hospitality Management. Their Postgraduate Diploma in International Hospitality Management builds on their Graduate Diploma in Hospitality Management. Just like the proposed Postgraduate Diploma in Hospitality Management at UMP, the Postgraduate Diploma in International Hospitality Management also suits those already in the industry who want to enhance their skills and knowledge base at a more advanced level. However, in terms of comparability, the Postgraduate Diploma in International Hospitality Management offers Quantitative Research Methods and Analysis and Qualitative Research Methods and Analysis which will be offered in the module Research Methodology and Project at the University of Mpumalanga. It also offers Strategic Management in Hospitality which is the equivalent of Strategic Hospitality Management in the proposed qualification at the University of Mpumalanga. The qualification has a stand-alone Hospitality Marketing Research module which in the proposed qualification at UMP is included in Hospitality Strategic Management.

The Post-Graduate Diploma in Hospitality Management at Selkirk College in **Canada** is a two-year part-time qualification that is also comparable to the proposed UMP equivalent in the sense that it offers a good number of similar compulsory and elective modules. The two-year Postgraduate Diploma in Hospitality Management will provide students with the knowledge and skills necessary to be successful in the ever-changing and competitive business world, specifically the hospitality industry. Courses of study include Strategic Management in Hospitality Management, Accommodation Management, Research Methodology, Leadership, Human Resource Management, Food and Beverage Service. In

Research Methodology students are also required to identify a research topic, conduct research independently and write a research paper.

In **the UK**, the London School of Business and Finance offers a one-year Postgraduate Diploma in Hospitality and Tourism Management that is comparable to the Postgraduate Diploma in Hospitality Management at the University of Mpumalanga. Similar to the proposed PGDip at UMP, the Postgraduate Diploma in Hospitality and Tourism at the London School of Business and Finance has similar modules that include: Food and Beverage Management, Hotel Operations Management (which we call Accommodation Management at UMP), Research Methodology and Project and Strategic Management in Hospitality and Tourism. The content covered in the Postgraduate Diploma in India are similar to the Postgraduate Diploma modules for UMP.

In summary, the majority of universities and programmes that were reviewed include compulsory modules in Food and Beverage Management, Accommodation Management, Research Methods modules and a research project component. While the range of modules offered by these institutions are informed by their location and context, there were many similarities with those in the UMP proposed Postgraduate Diploma in Hospitality Management.

K. INTEGRATED ASSESSMENT

State the assessment undertaken to determine the learners' applied competence and successful completion of learning in the qualification. This could include reference to formative and summative assessment; ratio of assignment work to academic examinations; the role of work integrated learning; other forms of integrated learning; and its assessment.

Assessment of student learning in the Postgraduate Diploma degree has been standardised as far as is possible within the theory modules and is both formative and summative.
- For formative assessment, students will be provided with four assignments per module and the feedback will be used by the students to improve their learning. In this developmental approach to assessment, assessment tasks will be provided regularly and will be closely aligned with the learning outcomes of each module; comprehensive feedback is provided to help students learn; and opportunities are provided for students to demonstrate that their learning has developed or progressed. Through this, students are empowered in the assessment process and are assisted to monitor their own learning.

- For the summative assessment, the extent to which students have achieved the outcomes will be assessed at the end of each module in a single formal examination.

- In the Research Project module, assessment is again formative and summative. The formative assessment takes the form of four assignments and the summative assessment is the written project report.

- Full details of assessment are included in each of the module outlines, which have been uploaded.

For each module, the final module mark is the weighted average of Formative Assessment 60% and Summative Assessments 40%.
To pass the Postgraduate Diploma, students must pass each module with a final mark of 50% or greater.
The single final mark for the Postgraduate Diploma as a whole is calculated as the weighted average of the module marks where the weighting is based on the number of credits for each module.

L. RECOGNITION OF PRIOR LEARNING (RPL)

State how institutional RPL policies are used and how RPL is applied to gain entry to or achieve the qualification. The RPL policies of the Quality Councils and/or providers must be made available to SAQA upon such request. The RPL policies of education, training and development providers must be aligned to the national SAQA RPL Policy. The Policy may be accessed at http://www.saqa.org.za/docs/policy/natpol_irpl.pdf.

RPL will be applied in line with the university policy on the Recognition of Prior Learning and Credit Accumulation and Transfer, a copy of which is uploaded with this application. This policy is aligned with the National Policy and Criteria for the Implementation of Recognition of Prior Learning (Amended March 2019).
In the introduction to the University Policy, we state the following: The University of Mpumalanga (UMP) will use the Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) as important tools to widen access with success, to achieve inclusion and to overcome barriers to access in higher education. RPL and CAT will play important roles in promoting lifelong learning and in redressing inequities by providing alternative routes into higher education. As a comprehensive university, and as emphasized in the Education White Paper for Post School Education and training (2013) we will use CAT as the mechanism for promoting and facilitating articulation between qualifications within the NQS-F.
THE RECOGNITION OF PRIOR LEARNING
The Recognition of Prior Learning (RPL) is central to the notion of life-long learning and, by providing alternative access to higher education, will play a role in redress of past inequities. RPL is the process through which informal learning is measured, evaluated and translated into perceived formal equivalents for recognition across different contexts. The goal of RPL is the facilitation of alternative access and admission to higher education, or progression within a qualification.

The National Policy and Criteria for the Implementation of Recognition of Prior Learning (Amended March 2019) indicates that there are two types of RPL, being RPL for access and RPL for credit. Both are applicable to this Postgraduate diploma.

The former will be used to provide alternative route/s into the programme, particularly for applicants with industry experience. The latter is equally applicable and students looking to articulate horizontally into the Postgraduate Diploma in Hospitality Management will be granted credits for equivalent level 8 modules passed at another university or at our University.

The University Policy includes an annexure that guides the way in which RPL will be implemented:

Annexure A

Implementation of RPL.

1. RPL Process Guidelines

The assessment of RPL candidates and the decision concerning status recognition and admission are academic tasks undertaken by discipline experts and quality assured by the faculty.

2. The RPL process at UMP will normally involve the following:

2.1 Prior to formal application, learners seeking RPL access to specific programme of the study will approach the Registrar's Office and will then be directed to the appropriate Head of School.

2.2 The Head of School will screen and advise the adult learner whether RPL is an option that they could pursue and what the procedure will entail.

2.3 The applicant then completes an RPL application form and pays an application fee. The form is submitted to the Registrar's Office in the normal way.

2.4 The registrar's Office forwards the RPL application form to the relevant Dean who forwards it to the appropriate Head of School.

2.5 The Head of School will identify an appropriate assessor(s) (normally the programme leader).

2.6 The assessor (s) advise the applicant on how to gather and present the evidence required to demonstrate that they have met the stated learning outcomes and associated assessments criteria, and how the evidence needs to be presented for assessment.

2.7 The assessment of the applicant is undertaken in a fair, transparent way against explicit assessment criteria. The Head of School is responsible for ensuring that quality assurance requirements have been met.

2.8 The outcome of the RPL process, including written reports by the assessor (s) and a recommendation regarding status recognition and admission to a programme, articulation or recognition for a module, will be documented by the Head of School.

2.9 The final decision regarding the recognition of status and admission of the RPL candidate to a particular programme of study will be made by the Dean and reported to the Registrar's Office, Faculty, the Teaching & Learning Committee of Senate and Senate.

2.10 The Registrar's Office is responsible for communicating the outcome and decision to the applicant.

2.11 Appeals concerning the outcome of RPL results will be considered by the DVC (Academic) and Registrar and the decision will be final.

M. ARTICULATION

A statement describing the horizontal, vertical and diagonal articulation possibilities within the relevant Sub-framework and between Sub-frameworks, must be provided, where appropriate.

Articulation may be horizontal, vertical or diagonal and each of these will be possible from, and into the Postgraduate Diploma in Hospitality Management.

Vertical articulation: Vertical articulation is the norm and into the Postgraduate Diploma will be from an Advanced Diploma in Hospitality Management or similar level 7 qualification. Vertical articulation from the Postgraduate Diploma may be into a Master's programme.

Horizontal articulation: In accordance with the HEQSF, horizontal articulation is between qualifications (at the same NQF level) if the student meets the minimum entrance requirements for the target qualification. In this case, students in the Postgraduate Diploma in Hospitality Management may be able to articulate horizontally to another Postgraduate Diploma or an Honour's degree in a field such as tourism management or food and beverage management, providing that they meet the minimum entrance requirements.

Diagonal articulation: In accordance with the HEQSF, a student may articulate diagonally by presenting a completed qualification, or credits towards a qualification in a cognate study area and must meet the minimum requirements for admission to the target qualification which they may do by value of credits obtained towards a cognate qualification.

The proposed Postgraduate Diploma in Hospitality Management will provide an important opportunity for progression for those students who wish to continue with their studies at the University of Mpumalanga. It will also provide a route into further postgraduate studies (Masters and Doctoral studies) that we are planning in this field.

End.