



Internationalising hospitality management degree programmes

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degree
programmes

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Abstract

Purpose – This paper aims to identify the extent to which hospitality management degree programmes are internationalised to develop graduates capable of working within the global hospitality industry.

Design/methodology/approach – A qualitative multiple case study approach was adopted for a UK study of undergraduate international hospitality management degrees. Interviews and document analysis were used as the data collection techniques.

Findings – The findings reveal the importance of the development of graduates' cross-cultural competencies within international hospitality management programmes and the methods used to develop these. The study also reveals further opportunities to enhance the internationalisation of degree programmes.

Research limitations/implications – The findings are based on a case study research strategy set within the context of the UK and as such, the generalisability of the findings may be limited. In addition, the study sample contained only undergraduate international hospitality management degree programmes.

Practical implications – This paper reveals a number of opportunities to enhance the internationalisation of hospitality management programmes and the challenges currently faced by academics and students.

Originality/value – The paper provides a framework comprising internationalisation at home (IaH) and internationalisation abroad (IA) dimensions for academics to assess the internationalisation of degree programmes and the extent to which cross-cultural competencies are developed among graduates. The framework can also be used by graduate recruiters seeking candidates with the requisite cross-cultural understanding, attitudes and skills to work within the international hospitality industry.

Keywords International business, Higher education, Hospitality management, Cross-cultural management, Undergraduates, United Kingdom

Paper type Research paper

1. Introduction

In the UK and elsewhere, internationalisation occupies a prominent place on higher education (HE) agendas at national, institutional and programme levels (Knight, 2004). HE is recognised as an important medium for cross-border flows of knowledge and people and higher education institutions (HEIs) are charged with the role of producing graduates capable of working within globalised economies (Brown *et al.*, 2008; Council for Industry and Higher Education, 2009). As such, internationalisation is frequently viewed as a response to the forces of globalisation (Altbach and Knight, 2007; Caruana

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and Hanstock, 2008; Hanson, 2010; Killick, 2009; Taylor, 2004; Van der Wende, 2007;). Described as one of the most powerful forces for change (Taylor, 2004), it is considered as a “critical priority” within HE (Shiel, 2008). Internationalisation comprises the processes by which HEIs compete for students globally, as well as those that prepare students for a globalised world (Hanson, 2010). In the first context, student demand for international degrees and the economic value of the international student market to HEIs and to national economies is well recognised (Altbach and Knight, 2007). Accordingly, there has been a good deal of research that has sought to understand and improve the experience of international students (Shiel, 2008). More recently however, there has been greater focus on the role of HEIs in preparing all students for a globalised world through internationalising curricula or programmes of study (Caruana and Hanstock, 2008; Kehm and Teichler, 2007).

Unsurprisingly, there has also been a rise in the provision of “international” degree programmes, and hospitality management education is no exception (Jayawardena, 2001; Jordan, 2008). The hospitality industry has long been characterised as global and is reported to generate US\$950 billion annually to the global economy and employ over 60 million people (International Hotel & Restaurant Association, 2008). The demand for graduates capable of working effectively in this global industry has been recognised by academics, employers and graduates alike (Hearns *et al.*, 2007; Maher, 2004; Munoz, 2005). However, Jayawardena (2001, p. 310) suggests that much hospitality education is international in name, but local in “design, delivery and deliberations”. Two empirical studies that included UK hospitality management degrees in their sample report that hospitality graduates have developed only moderate global perspectives (Lunn, 2006; Maher, 2004). The need to determine how hospitality management degrees are internationalised to develop graduates is therefore warranted, yet empirical studies that systematically evaluate the extent of internationalisation at programme level are scarce.

This paper therefore reports on an empirical study that investigates how hospitality management degree programmes are internationalised. The paper begins by exploring the meaning and purpose of an internationalised education. Drawing on the extant literature, a framework of internationalisation is then developed to assess the extent of internationalisation of degree programmes. The multiple case study research design comprising UK undergraduate provision is outlined before the findings of the study are presented. The research reveals the importance of cross-cultural competencies and the current methods used to develop these. It also identifies further opportunities and current challenges to internationalising hospitality management degrees.

2. Internationalising higher education

Despite its growing importance, there is no universal agreement on what internationalisation within HE means (Elkin *et al.*, 2005; Kehm and Teichler, 2007). Nonetheless, there is general consensus among researchers that internationalisation is a process (Gacel-Avila, 2005) that comprises the recruitment of international students and the preparation of students for a globalised world (Hanson, 2010). As such, Knight's (2004, p. 11) definition as “the process of integrating an international, intercultural, or global dimension in the purpose, functions or delivery of post secondary education”, has found favour with many academics. Stone (2006) further

suggests that these processes should be designed to prepare students as well as university staff to operate effectively in today's globalised contexts.

The literature reveals that this preparation of graduates comprises three core elements. In the first instance, students must acquire knowledge and understanding of different countries and cultures (Mestenhauser, 1998; Schechter, 1993). Second, graduates must develop an appreciation of cultural differences and intercultural sensibility (Schechter, 1993) that is reflected in their beliefs, values and attitudes towards different cultures (Elkin *et al.*, 2005; Mestenhauser, 1998). Finally, graduates should have the skills to “leverage the knowledge and understanding gained to interact, communicate and work effectively outside one's own environment” (Hunter *et al.*, 2006, p. 277). Skills are also needed to make “well-informed, ethical, and responsible decisions” (Stevens and Campbell, 2006, p. 542), thus graduates require the skills and competencies necessary to engage as informed citizens in their communities and in the wider world (Oxfam, 2008). An international education should therefore develop global consciousness (Gacel-Avila, 2005), global citizens (Shiel, 2006), global readiness (Hunter *et al.*, 2006), or global perspectives among graduates (Lunn, 2008).

Graduates of any international degree programme should therefore have the awareness and appreciation of different countries and cultures and the skills to use this knowledge within their relevant fields to operate effectively in the global marketplace. The following section explores how this goal is achieved within international programmes of study.

3. Internationalising programmes of study

An “internationalised curriculum” is well recognised as an important indicator of internationalisation within HE (Huang, 2006; Jones, 2008; Killick, 2009). However, like internationalisation generally, Edwards *et al.* (2003) report it is a rather ill-defined concept and Fraser (2006) argues that the term curricula itself has different interpretations. One of these reflects the structure and content of a programme of study (Fraser, 2006; Huang, 2006) and as students enrol on and graduate from programmes of study in hospitality, this is the definition used within this paper.

While researchers have developed frameworks for assessing internationalisation at institutional level (see for example, Middlehurst and Woodfield, 2007), at a programme level there appears to be no accepted framework of what an internationalised programme of study comprises. This section therefore draws on the extant literature to develop a framework of internationalisation dimensions at the programme level. It also draws on the European Quality Improvement System (EQUIS) guidelines for internationalisation. EQUIS is the leading international system of quality assessment, improvement and accreditation of higher education management and business administration institutions. Internationalisation is one of the overarching dimensions in the EQUIS framework and a comprehensive set of guidelines are provided to enable programmes to demonstrate a “commitment to educating and preparing students and participants for management in an international environment” (EQUIS, 2009, p. 61).

Two distinct streams of internationalisation are identified through the extant literature, internationalisation at home (IaH) and internationalisation abroad (IA) (Kehm and Teichler, 2007; Knight, 2004; Otten, 2003; Wachter, 2003). The first is concerned with helping students develop international understanding and intercultural skills without having to leave the campus. The second stream has the same broad

objectives, but requires the movement of people or programmes across cultures or borders (Knight, 2003). The dimensions of programme internationalisation are explored within these two distinct streams below.

Internationalisation at home (IaH)

The design and delivery of the formal curriculum is fundamental to IaH (Airey, 2006) and international programmes should be developed with clearly articulated aims and objectives to achieve this goal (EQUIS, 2009; Whalley, 1995). While Black's (2004) review of factors that contribute to programme internationalisation identifies the use of international modules, it is imperative that these utilise more than home country perspectives to be truly international (Heitmann, 2005). The use of learning resources such as international projects, case studies, academic journals and textbooks to support student learning has been identified (Black, 2004; EQUIS, 2009). The importance of foreign language study within an internationalised curriculum is also well-recognised (EQUIS, 2009; Rollin, 2008; Taylor, 2004). Litteljohn and Watson (2004) identify the importance of language competencies specifically for hospitality graduates.

An international student body is also considered critical for IaH (EQUIS, 2009; Jones, 2008; Schoorman, 2000). Research highlights the importance of providing sufficient support for international students (Shiel, 2008) and for programmes to include a range of pedagogies to match the learning styles of culturally diverse students (Haigh, 2002; Stone, 2006). This support is important at programme level as an international student population is a valuable source of knowledge, cultural richness and diversity (Lowe, 2008) that enriches student learning (Bamford, 2008; Lee and Rice, 2007). A culturally diverse student body can facilitate the development of an appreciation of cultural differences and intercultural sensibility (Seymour, 2002), a noted requirement of hospitality graduates (Gannon, 2006; Hearnings *et al.*, 2007).

However, De Vita (2004) notes that turning a culturally diverse student population into a valued resource remains an ideal as international students are not always encouraged to bring their diverse perspectives into the classroom (Clerehan, 2007). Otten (2003) argues that classroom interaction and academic work can remain mono-cultural if academics fail to make effective use of this diversity, for example in multicultural group work. In the UK, Carroll and Li (2008) report that developing cross-cultural competencies through group work remains aspirational; possibly due to language, cultural or perceptual barriers that must be overcome before positive cross-cultural group experiences are facilitated (Lim, 2009; Summers and Volet, 2008). Furthermore, Dunne (2008) advises that developing instruments to assess inter cultural competence is extremely challenging. Nonetheless, if managed effectively, cross-cultural experiences inside and outside of the classroom can provide effective learning experiences. Informal or extra-curricular activities within culturally diverse student groups therefore should not be overlooked (Killick, 2009; Knight, 2003; Leask, 2008; Whalley, 1995). Leask and Carroll (2009) advise that such activities are best supported at the programme level.

The importance of faculty in delivering an internationalised programme is acknowledged, particularly within business programmes (Cornuel, 2007). As internationalised programmes must allow for flexible styles of student learning (Haigh, 2002) staff must be sensitive to different cultural styles of learning (Otten, 2003)

and have an understanding of different pedagogies to ensure that different cultural perspectives of students are accommodated (Stone, 2006). Cornuel (2007) advises that experiential, presentational, propositional and practical ways of learning be integrated into curricula to supplement acquisition of knowledge. Faculty thus need time to work on innovations to achieve this goal (Gacel-Avila, 2007).

However, researchers have identified challenges in developing these competencies in home country staff (Teekens, 2003) and in engaging faculty in internationalisation initiatives (Stohl, 2007). Accordingly, the need for staff development to enhance their capabilities and global perspectives has been identified (Black, 2004; Elkin *et al.*, 2005; Jones, 2008; Lunn, 2008; Sanderson, 2008). In this respect, Killick (2009) highlights the importance of understanding the barriers created through academics' own cultural norms and values. Different learning styles can be incorporated into programmes through the recruitment of international teaching faculty, faculty with international teaching experience and visiting lecturers (EQUIS, 2009; Gacel-Avila, 2007). Other ways to develop staff and support IaH at programme level include involvement of faculty in international networks, international research and publication, through hosting international conferences and developing academics' language skills (Black, 2004; Elkin *et al.*, 2005; EQUIS, 2009; Middlehurst and Woodfield, 2007).

Within the IaH stream, this review has identified a number of distinct dimensions of internationalisation for both staff and students as summarised in Table I.

Internationalisation abroad (IA)

The mobility of students and academics continues to be at the foreground of many internationalisation debates (Kehm and Teichler, 2007). Within the formal curriculum, student exchanges or study abroad programmes are the most fundamental and traditional of IA dimensions (Bellamy and Weinberg, 2006; Burn, 2002; Heitmann, 2005; Wiers-Jenssen, 2008). There is however, difference in opinion regarding the length of time students spend abroad. Jones (2008) reports that short experiences of as little as a few weeks can be effective, although Hunter *et al.* (2006) were critical of anything less than one semester to develop global competencies. Regardless of the time span, the value of study abroad is only realised when students reflect on their experiences and start to see the world from different cultural viewpoints (Bellamy and Weinberg, 2006; Jones and Lee, 2008). As Leask and Carroll (2009) report, travelling does not automatically confer self-awareness and understanding of other's values and beliefs. These principles also apply to other IA experiences of students, such as

Students	Staff
Curriculum: international aims and objectives	Understanding of different pedagogies
International modules/perspectives	International faculty/teaching experience
Foreign language provision	International visiting lecturers
International student body	International academic/commercial networks
Support for international students	International research
Intercultural exchange in the classroom	Hosting international conferences
Intercultural exchange in social settings	Foreign language skills
A range of pedagogic approaches used	

Table I.
Dimensions of
internationalisation at
home (IaH)

international internships (Black, 2004; Hearn *et al.*, 2007), volunteering (Jones, 2008) and field trips (Hearn *et al.*, 2007).

These IA activities can be facilitated through the development of international partnerships and alliances (Black, 2004), through franchising degrees or development of branch campuses within host countries (Brookes and Becket, 2007). As Kehm and Teichler (2007) advise, programmes are likely to be as mobile as staff and students are. However, Randall (2008, p. 25) cautions that these activities can aid the development of global perspectives of both staff and students only if “there is a reciprocal sharing of ideas and practice”, for example, through joint development and delivery of courses (Black, 2004; Middlehurst and Woodfield, 2007).

If there is this provision, international partnerships and alliances can help to create a network of international alumni to facilitate IA activities for staff and students, as well as aid further international recruitment (Stone, 2006). They can also provide teaching exchanges to increase staff understanding of different pedagogies (EQUIS, 2009). For faculty, international conference participation can enhance internationalisation of programmes if they aid the development of more global perspectives among participants (Black, 2004; Middlehurst and Woodfield, 2007; EQUIS, 2009).

As with IaH, IA also comprises a number of dimensions for students and staff. Figure 1 draws together both internationalisation streams, creating a framework of internationalisation for degree programmes. The following section explains the research design and how this framework has been used in this study.

4. Research design

The overall aim of the research was to assess the extent of internationalisation within international hospitality management degree programmes. To achieve this aim, the research sought to:

- identify an appropriate sample of international hospitality management degrees;
- identify the key dimensions of internationalisation within current provision against the framework of internationalisation developed through the extant literature;
- identify opportunities and challenges to enhance the internationalisation of hospitality management degrees.

The study was conducted within the UK, an appropriate context for the study as the recently published Denham Review (Attwood, 2009) identifies internationalisation as a key area for debate to inform government HE policy development. In addition, the publicly-funded Higher Education Academy currently provides support to HEIs for internationalisation initiatives. Furthermore, the Quality Assurance Agency (QAA) has recently published new benchmark statements to inform programme development. While the new benchmark statements for hospitality make reference to internationalisation, there are no clear guidelines as to how this can be achieved.

A qualitative case study strategy was adopted (Yin, 2003) with individual programmes of study binding the territory of the case (Miles and Huberman, 1994). To increase the generalisability, a multiple case study strategy was used (Wisker, 2001) to overcome this frequently noted limitation of case study research (Stake, 1995). The research was limited to UK single undergraduate degrees to facilitate cross case

Internationalisation at Home (IaH)	Internationalisation Abroad (IA)
<p>Students</p> <ul style="list-style-type: none"> • Curriculum: international aims and objectives • International modules/perspectives • International learning resources (e.g. articles, texts, case studies) • Foreign language provision • International student body • Support for international students • Intercultural exchange in the classroom • Intercultural exchange in social settings • A range of pedagogic approaches used 	<p>Students (participation in)</p> <ul style="list-style-type: none"> • International study exchange • International internships • International volunteering • International field trips
<p>Staff</p> <ul style="list-style-type: none"> • Understanding of different pedagogies • International faculty/teaching experience • International visiting lecturers • International academic/commercial networks • International research • Hosting international conferences • Foreign language skills 	<p>Staff (involvement with)</p> <ul style="list-style-type: none"> • International partnerships/alliances • Joint development and delivery of courses • International alumni networks • International teaching exchange • International conference participation

Figure 1.
A framework of
internationalisation of
degree programmes

comparison. In other words, degree programmes that combined hospitality with another field, such as tourism, were excluded.

The research was conducted in two stages. The first stage sought to identify UK international hospitality management programmes and their “international” content. The University and College Admission Service (UCAS) web site, which provides the most comprehensive listing of UK degree programmes, was searched using five different search terms to identify UK provision. Of the 28 international hospitality degrees identified, 22 were single programmes that comprised a suitable sample for the study. The majority (17) of these were either three- or four-year programmes and five were one-year “top up” programmes. At this stage, secondary data were collected on programme content through institutional web sites, promotional material and through programme specifications for each of the degrees. Programme specifications are usually a requirement for validation in the UK and as such, they provide the most detailed data on programme aims, content and structure (see the Quality Assurance Agency (2009) web site for further information on programme specifications). This process yielded a sample of 17 cases, or 77 per cent of the UK provision.

In the second stage of the study, primary data were collected through structured telephone interviews with programme managers. Informants were sent a copy of the interview framework in advance of the pre-arranged interview. The interviews were structured according to the internationalisation framework and sought to identify programme aims, which international dimensions were included within the programmes, how these were delivered, and how important they were perceived to be in relation to the programme aims. Informants were also asked their opinions on how best to develop hospitality graduates for a global industry and whether they felt their programmes were effective in this. The interviews lasted between one and one-half hours duration, were recorded for accuracy, transcribed and informants were sent a copy of the interview transcript for cross-checking purposes (Bryman, 2004).

A total of 11 interviews were conducted with programme managers responsible for the delivery of 13 different programmes. The programmes were delivered in universities across the UK, with two located in Central England, five in Southern England, three in Northern England, two in Scotland, and one in Wales. The final sample therefore comprised 60 per cent of the UK undergraduate provision, well above that recommended for multiple case studies (Eisenhardt, 1989).

The data were analysed by manually plotting interview responses against the internationalisation framework of IaH and IA dimensions. Triangulation was achieved by using the secondary data from the different sources collected in the first stage of the study (Marshall and Rossman, 1999). This process enabled a picture of current undergraduate international hospitality management provision to be developed. The following section presents the findings from the study and these are discussed in relation to the extant literature.

5. Findings and discussion

The findings from the study are reported according to the internationalisation framework developed within the IaH and IA streams.

Internationalisation at home (IaH)

The study reveals clear strengths in the internationalisation of UK international hospitality management programmes in relation to IaH dimensions and Table II provides an overview of the findings.

Across the sample, the aims of the programmes are clearly to develop graduates who are “capable” and/or “prepared for” work in the “international” or “global” hospitality industry or within “international” hospitality organisations. Key to this preparation is the development of cross-cultural competencies on business and personal levels. Personally graduates need to manage themselves and behave responsibly when acting as individuals and when dealing with individuals from different cultural backgrounds. At a business level, graduates are required to undertake decisions in an ethical and socially responsible manner and be aware of how their decisions can impact at local and global levels. These findings suggest therefore that the programmes are designed to address the three core elements of an internationalised education as defined in the literature so that graduates’ cross-cultural knowledge and understanding, beliefs and attitudes, and skills to use them in practice in the hospitality industry are developed (Elkin *et al.*, 2005; Hunter *et al.*, 2006; Mestenhauser, 1998; Schechter, 1993; Stevens and Campbell, 2006).

At a business level, this knowledge and understanding is developed through individual modules. In most programmes, there are compulsory international modules at each level of study. These tend to be core management modules, such as marketing

Students	Staff
Curriculum aims: graduates prepared for international industry; cross-cultural competencies on business and personal levels International modules/perspectives: predominantly as later stages of programmes; frequently in generic modules Foreign language provision: optional but institutional obstacles frequently prevent student uptake International student body: culturally diverse student populations a characteristics of sample; range from 10 to 95 per cent Support for international students: extensive support provided for international students, not always at programme level Intercultural exchange in the classroom: considered important by informants but limited evidence of clear strategy for development and practice with one exception Intercultural exchange in social settings: also considered important from point of induction but many activities optional for students A range of pedagogic approaches used: not clear from data collected	Understanding of different pedagogies: not clear from data collected International faculty/teaching experience: reported to be high across the same; international work experience also high International networks: regarded as important and reported to be high across much of sample; however driven by initiatives and interests of individual academics International research: yes and driven by individual academics and their interests and initiatives Hosting international conferences: to some extent Foreign language skills: not clear from data collected

Table II.
Internationalisation at home (IaH) in UK undergraduate hospitality management degree programmes

and human resource management, but are frequently delivered from a generic, rather than a hospitality perspective. There is also a tendency for greater provision of international modules at advanced levels, particularly in the final year as a result of a compulsory international dissertation. This finding questions the extent to which home-country perspectives are developed within students, prior to the introduction of international perspectives.

In programmes where international modules do not feature overtly, informants suggest that internationalisation is embedded holistically throughout programmes through the nature of the discipline, international case studies or examples, the particular context of modules or by drawing on the international background of students. While this finding suggests the use of international learning resources, it was not clear from the data collected the extent to which these are used to support student learning in a planned manner.

Despite the recognition of the relevance of a foreign language in an international education (Black, 2004; Taylor, 2004; EQUIS, 2009) and to hospitality graduates in particular (Litteljohn and Watson, 2004), few informants identified the role of languages in helping to develop graduates personal or business cross-cultural competences despite Rollin's (2008) argument that the study of languages can be used to break down cultural barriers. Only one programme contains a compulsory language requirement, although the majority provide the option to study a language. However, there are often practical considerations related to location, funding and timetabling that inhibit students taking these modules.

Informants report that the development of individual cross-cultural knowledge, attitude and skills is facilitated through international student populations. Across the sample, the percentage of students from outside the UK ranges from 10 to 95 per cent. In most cases, hospitality programmes attract the highest proportion of international students within departments and often universities. These students are viewed as a valuable resource (Bamford, 2008; Lee and Rice, 2007) and there is extensive support provided as indicated in Table II. Support includes lengthy induction programmes and language and teaching support, much of which is offered within hospitality departments. Administrative and non-academic support services such as visa, financial or housing assistance is also provided at institutional levels, suggesting that the need for sufficient support for international students is well-recognised (Shiel, 2008).

Diverse student bodies facilitate opportunities for inter-cultural exchange within the classroom, further helping to develop students understanding, attitudes and skills (Lowe, 2008). Informants consider cross-cultural group work to be a very important element in developing graduates cross-cultural competencies through shared experiences. Nonetheless, the data reveal a rather *ad hoc* approach to cross-cultural group formation and begs the question whether there is a clear strategy for student learning and development. In one programme however, cross-cultural awareness and skill development is mapped across the programme and forms part of the validation documentation. These findings suggest that for many programmes, there is a danger of classroom work remaining mono-cultural (Otten, 2003) and that developing cross-cultural competencies might continue to be aspirational as Carroll and Li (2008) contend.

Informants also recognise the value of cross-cultural interaction in informal or social settings, as do previous researchers (Killick, 2009; Knight, 2003; Leask, 2008). Cross-cultural interaction is considered important early within programmes and induction activities are often used for this purpose. Almost all informants reported the use of informal social events as part of the induction; however, these are optional for the most part. Some students may therefore legitimately miss out on these development opportunities.

What is not clear from the data collected however is where and to what extent different pedagogic approaches are used within formal curricula, despite the need to meet diverse learning styles and ensure different cultural perspectives are accommodated (Haigh, 2002; Otten, 2003; Stone, 2006). By its very nature, hospitality management education usually incorporates some experiential and practical learning however, the findings suggest that there may be a need to consider more carefully how different pedagogies are used across programmes to insure that learning includes more than just the acquisition of knowledge as Cornuel (2007) purports.

It was not possible to establish the extent to which faculty members have developed an understanding of different pedagogies to effectively support a culturally diverse student population or their foreign language abilities. However, informants did recognise the role that staff had to play in the delivery of international programmes and that this requires them to have a mindset open to exploring and embracing different cultural perspectives so that this becomes inculcated throughout programmes. This finding suggests there may be a need for further staff development, as previous researchers have recognised (Black, 2004; Elkin *et al.*, 2005; Jones, 2008; Killick, 2009; Lunn, 2008; Sanderson, 2008) to ensure staff understand the barriers created through their own cultural norms and values in order to embrace different cultural perspectives.

The data does reveal a high percentage of international staff members within the sample programmes, the international work experience that faculty have, and how these experiences are used to support student learning. A number of the programmes also make use of visiting academics, although this appears to be related to the existence of research centres, predominantly for tourism or retail management, rather than hospitality specifically. Much of the international research and consultancy undertaken is also in relation to the research centres when there is a need for hospitality expertise. Throughout the sample programmes, informants report that international research and involvement in academic or commercial networking is frequently up to the individual and their own initiatives. There are also efforts made across the sample to host international conferences when appropriate.

Internationalisation abroad (IA)

The study reveals that UK international hospitality management programmes also contain many of the IA dimensions as summarised in Table III.

Despite researchers suggesting study exchanges are a fundamental IA dimension (Bellamy and Weinberg, 2006; Burn, 2002; Heitmann, 2005; Wiers-Jenssen, 2008), this study reveals that they are not an overly attractive option for students. Half of the informants suggest that these are of little importance to the internationalisation of their degrees and they are only an alternative compulsory element in one sample

Table III.
Internationalisation
abroad (IA) of UK
undergraduate
hospitality management
degree programmes

Students (involvement with)	Staff (participation in)
<p>International study exchange: less attractive than International internships; financial and language constraints; not considered overly important to programme aims; driven by departmental champions</p> <p>International internships: only compulsory in three sample programmes; financial and personal constraints identified; trend in reduced student uptake</p> <p>International volunteering: growing in importance, developing in some programmes; limited data collected on length and the extent to which students reflect on learning experiences</p> <p>International field trips: considered important; optional due to legislative and financial restrictions which limit uptake by some students</p>	<p>International alliances: much evidence of franchising degrees and credit rating agreements with international partners</p> <p>Joint course development and deliver: none reported</p> <p>International alumni networks: used to aid student and graduate placements through informal links, formal links maintained at institutional level for recruitment purposes</p> <p>International teaching exchange: considered important but frequently restricted by financial and time constraints</p> <p>International conference participation: yes, but only one programme with defined policy for attendance; frequently financial barriers</p>

programme. Even informants who identify this dimension as quite or very important to graduate development voiced concern over a decrease in student demand for study exchange. The study identifies that exchange opportunities offered at programme, rather than university levels are more popular with students. These exchanges tend to be developed through personal networking by individual academics who become a “champion” for them.

Likewise, international student internships are only compulsory in three sample programmes, and in one it is an alternative to international study exchange. The majority of informants consider an international placement to be one outside of the student’s home country with one exception, where an international company within the UK is deemed appropriate. Informants report that students are actively encouraged to take up international placements, but there is a greater reluctance by students to undertake work placements, international or otherwise. This trend appears to be part of a general pattern evident since the late 1990s across UK HE (Little and Harvey, 2006) even though research by the Council for Industry in Higher Education determined that 65 per cent of employers felt that overseas work experience would make graduates more employable (Archer and Davison, 2008). Despite the potential value of these IA experiences, they have frequently been dropped as compulsory requirements in response to student demand and other external constraints. This finding suggests that competitive pressures in HE require programmes to be more responsive to student, rather than industry demand.

Whether for work, study exchange or field trips, many students are not in a position to travel overseas easily due to personal, language or financial constraints. Funding to support IA activities tends to come from external sources, such as Erasmus or educational trust funds. However, as tuition fees continue to rise, financial constraints are likely to restrict even further the number of students who are able to take advantage of IA opportunities. Other external forces related to health and safety legislation and visa restrictions may serve to exacerbate this decline in IA. For some

students, volunteering schemes that are shorter in duration and financially supported may be a preferential IA option (Jones, 2008).

While all four of these IA dimensions can serve to develop students understanding of cultural differences, researchers argue that the value of these experiences is only realised when students reflect on these and can see the world from different cultural perspectives (Bellamy and Weinberg, 2006; Jones and Lee, 2008). What is not clear from this study however, is the extent to which student reflection on their IA experience is compulsory or even encouraged.

As Table III identifies, the majority of programmes within the study are working collaboratively with alliance partners outside the UK. Credit rating agreements to recruit international students to later stages of home-country programmes are prominent across the sample from a broad range of countries. These students join UK hospitality degrees after completing a diploma programme in their home country, frequently changing the international constituency of student cohorts in the final year of programmes. Other programmes are franchised, predominantly within India, Singapore and Europe and these findings support Kehm and Teichler's (2007) argument that the mobility of programmes is increasing. However, no informants report joint course development and delivery with international partner institutions despite Randall's (2008, p. 25) argument that the development of global perspectives of both staff and students occurs only if there is a "reciprocal sharing of ideas and practice".

Nonetheless, these partnerships and alliances do provide opportunities for staff teaching exchanges. Despite the recognised benefits of teaching exchanges to the development of staff understanding of different pedagogies, (EQUIS, 2009; Stone, 2006), the study reveals that teaching exchanges are limited across the sample predominantly due to current academic workloads and funding constraints. When they do take place, they tend to be funded from external sources such as Erasmus.

Networking with alumni is also considered important by informants. Alumni are used as guest lecturers, to aid with student and graduate placements, and as in-country advisors for recruitment purposes. However, there is a tendency across the sample for formal links to be maintained at university level, for example, through international events held within key feeder market countries. On the whole, more informal links with alumni are maintained by individual academics within programmes. The majority of respondents report staff attendance at international conferences, yet only one programme has a defined policy to encourage staff attendance and to support this financially.

Internationalisation of hospitality degree programmes (IaH and IA)

When combined, both IaH and IA activities appear to broadly achieve the aims of an international programme of study. To ensure that graduates have achieved the programme aims, around half of the sample map learning outcomes at module level through constructively aligned assessment. In other programmes, a less rigorous approach is adopted and some informants commented that this is an area that could be addressed more thoroughly in the future. The data also reveals limited detail as to how the development of cross-cultural capabilities is assessed, either from formal classroom activities or social exchanges, although it must be noted that this question was not

asked explicitly. This finding may reflect the recognition that developing instruments to assess inter-cultural competence is challenging (Dunne, 2008).

Only one informant considered their programme to be effective in developing graduates that are global citizens and this is measured by international graduate positions, although not on a formal basis. All other informants consider their programmes have many of the requisite ingredients, but much depends on the extent to which students engage with the opportunities available to them. Most informants believe that their programmes are getting better in achieving their overall aim for graduates, but there is still room for improvement.

6. Conclusions

This study sought to determine the extent to which international hospitality management degree programmes are internationalised. It contributes to our understanding of internationalisation within HE through the development of a framework of internationalisation at programme level. Furthermore, it identifies that within the UK, undergraduate international hospitality management degrees are more than just international in name as suggested by Jayawardena (2001). Most programmes reviewed for this study have incorporated most IaH and IA dimensions into their programmes to some extent. However, the study also makes a contribution through the identification of opportunities to enhance internationalisation, as well as the challenges to be overcome to make the most of these opportunities.

Given the international nature of the hospitality industry, there is enormous scope for the development of cross-cultural competencies within curricula and the programmes investigated appear to be making concerted efforts to do so. However, there is a clear opportunity for programme managers to be more transparent about where specifically internationalisation dimensions are included in the formal curriculum within IaH. A mapping exercise across programme content would help to establish where subjects are studied from more than just the home country perspective, and the extent to which a variety of international resources are used to support these.

Within the UK, hospitality degrees appear to attract high numbers of international students creating a rich resource to develop cross-cultural competencies. The very nature of hospitality assures that staff and students have experiences of hospitality to share either from a customer or work-related perspective. However, this study identifies an opportunity for academics to adopt more strategic approaches to the implementation of different pedagogies, the formation of cross-cultural groups and the assessment of cross-cultural skills developed from group work to ensure it is constructively aligned with module and programme aims and with the purpose of an international education. Further research into the assessment of cross-cultural competencies and the use of different pedagogies within international programmes would be helpful in this respect.

The extent to which staff and student experiences are shared is also dependent on the willingness of students and the ability of individual staff members to facilitate cross-cultural discussions. While it is recognised that there may be barriers to overcome, it is critical this valuable resource is used effectively and the study points to the opportunity for staff development in this respect. For students, the study of foreign languages is considered an effective way to start to break down cultural barriers and

efforts should therefore be taken to address current challenges to integrate the study of languages within programmes.

The study also reveals the need to address current financial and demographic challenges to encourage greater student uptake of IA activities, either for study, work or volunteering. However, further research is needed to determine appropriate durations of IA experiences and academics should consider whether current approaches require students to reflect adequately on these experiences to derive the most learning from them. More generally, the study also reveals the need to identify ways to encourage students to engage with internationalisation, both at home and abroad in order to achieve programme aims.

For staff, participation in international teaching exchange, conferences, research and consultancy appears to be reliant on the initiative and drive of individuals, particularly in the face of dwindling financial resources. Rather than relying on the willingness and drive of individuals, consideration should be given to building these activities into a workable timetable. Greater engagement with industry partners may be warranted to support these IA activities for staff and students.

While this study makes a contribution to internationalisation within HE, as a case study limited to one country, one field of study and to undergraduate provision, there are limits to its generalisability. Nonetheless, it does serve as a starting point for the evaluation of internationalisation of programmes and has implications for both hospitality academics and industry managers. For academics, the competitive nature of HE requires that programmes are fit for purpose and that graduates achieve programme aims. The framework of internationalisation should therefore prove a useful tool in evaluating current provision and helping to ensure that programmes of study are competitive. More specifically, a number of recommendations can be made for programme managers as a result of this study. Specifically they are encouraged to:

- assess the extent of internationalisation of programmes by mapping content against the framework developed;
- consider the degree to which international learning resources are used to underpin student learning;
- consider how cross cultural skills development and effective group working is fostered and assessed;
- identify further opportunities for foreign language study within programmes;
- encourage the uptake of internationalisation abroad activities by both staff and students;
- identify staff development needs in relation to global mindsets and the adoption of diverse pedagogic approaches;
- provide sufficient time and resources to enhance internationalisation; and
- build more effective links with industry partners and alumni to maximise opportunities for IA initiatives.

For industry managers who recruit from international hospitality management programmes, the framework might also prove beneficial for graduate recruiters and in the selection of programmes from which to recruit. Furthermore, industry managers may wish to consider whether they would like to:

- act in advisory roles to ensure internationalisation initiatives are embedded in programmes in line with industry needs; and
- build links with HEIs to provide opportunities for IA activities for academic staff and students.

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