ACCRÉDITATION
SMART+
ACCREDITATION

Demonstrating Quality

A Guide to Getting Accredited with Tourism HR Canada

Tourism HR Canada's

ACCRÉDITATION
SMART+
ACCREDITATION

Program

This guide is intended to provide information to prospective tourism-related training program providers who are considering participating in a national accreditation program managed by Tourism HR Canada. Public and private post-secondary institutions, as well as private sector corporate training providers, are invited to read through this guide and submit an application at:

tourismhr.insite.com/ui/lobby/register?enabled=true&group=SMART%20Applicants

Applications will be accepted on a rolling basis. For further information, please contact: **accreditation@TourismHR.ca**.

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OVERVIEW AND RATIONALE

If your organization's tourism-related training or education program[1] demonstrates quality and excellence, and you appreciate the benefits of public and national recognition, Tourism HR Canada's SMART+ Accreditation Program may be for you.

Developed by Tourism HR Canada with stakeholders and with committee oversight, and based on years of research and practice, SMART+ is a flexible and inclusive accreditation program that responds to the identified needs of program providers, learners and industry alike. It is a direct outcome of Tourism HR Canada's goal to improve the quality and mobility of the tourism workforce.

What is accreditation?

Accreditation is a voluntary evaluation process through which a credentialing or educational program is evaluated against defined criteria by a third party. Those programs that comply with these criteria are confirmed as accredited and awarded appropriate public recognition.

Why accredit?

By achieving and maintaining accreditation, your organization demonstrates its commitment to deliver quality training and strive for continuous improvement. Accreditation provides public recognition of excellence. It enhances program credibility, and can lead to valuable promotional and networking opportunities.

What is the SMART+ Accreditation Program?

The SMART+ Accreditation Program provides national recognition to those tourism related training programs offered by public and private post-secondary institutions and corporate training providers that meet or exceed industry standards.

The SMART+ Accreditation Program is a flexible mechanism that translates best practices in program development, delivery and improvement, and outcomes measurement into a defined set of criteria that can be used as a benchmark for tourism-related programs. Through a simple self-evaluation process and formalized third-party review, programs are assessed within a standardized framework. Those programs that meet the criteria are accredited as SMART+ Programs. For more information, see "Is your program eligible for accreditation?" below.

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[1] Tourism-related refers to programs in or with a stream focused on: hospitality; food and beverage services; recreation and entertainment; transportation; travel services or special interest tourism (e.g. agri-tourism, outdoor adventure).

Why Tourism HR Canada?

Tourism HR Canada is the accrediting body for the SMART+ Accreditation Program. As a national non-profit organization with a mandate to identify and address labour market issues in the Canadian tourism sector, Tourism HR Canada is well positioned to lead the introduction and management of an accreditation program for the tourism industry. Our goals include improving the quality and mobility of the tourism workforce, and supplying tourism businesses with the labour market intelligence they need to plan for and overcome their current and future human resource challenges.

Tourism HR Canada developed the SMART+ Accreditation Program in conjunction with educators, businesses, labour organizations and other key stakeholders with the aim of supporting and professionalizing tourism education in Canada. Program development was funded by the Government of Canada.

What does SMART stand for?

The SMART+ Accreditation Program recognizes quality tourism education. Programs accredited are:

Standards-based

Their content is developed through the use of industry-defined standards, ensuring that learners receive current, relevant and useful instruction that focuses on key proficiencies.

Measurable

They link learner achievement to defined training expectations via quantifiable metrics. Learners and instructors understand expected outcomes and how achievement of these outcomes can be measured objectively to recognize progress and competency.

Adaptable

They are open to review and adaptation. Program modification ensures topics, methods and structures remain current, applicable and responsive to the needs of learners and of the broader sector.

Responsive

They respond to the industry's labour market needs to build a stronger workforce and promote professionalism. Including key stakeholders in decision making is critical to delivering programs that respond to local and sectoral needs.

Tourism-focused

They offer a wide range of tourism-related content needed to support the industry. SMART+ characteristics relate to three areas of focus:

- Development and support
- Curriculum and program delivery
- Improvement and enhancement

See the Self-Evaluation Checklist in Appendix A for the complete list of criteria required for the SMART+ Program designation.

How will the SMART+ Accreditation Program be governed?

Tourism HR Canada reviews applications for completeness and convenes panels of assessors who perform desk reviews. Tourism HR Canada also ensures information, decisions and accreditation entitlements are communicated in a timely manner.

What can accredited programs expect to receive?

All SMART+ accredited programs will receive

- An accreditation report that outlines areas for improvement, if applicable
- An accreditation certificate
- The right to use the SMART+ accreditation logo for the period of accreditation
- Acknowledgement of accreditation on Tourism HR Canada's website
- A feature article in Tourism HR Canada's newsletter and social media sites
- Free Tourism HR Canada membership for program graduates
- A full library of emerit National Occupational Standards
- A 15% discount on emerit training and certification for program graduates
- Free access to Tourism HR Canada's labour market reports
- Inclusion in Tourism HR Canada partners' network, with referral and networking opportunities

Is your program eligible for accreditation?

The SMART+ Accreditation Program recognizes and inspires quality programming in all its forms. Public and private post-secondary institutions and corporate trainers offering standardized employee training may apply.

To be eligible for accreditation:

- The program provider must demonstrate fiscal responsibility and comply with applicable regulations (e.g., it undergoes formal audits and has been issued a certificate of good standing).
- The program's mission or purpose must align with tourism and the training of its workforce.
- The program provider has been recognized by a responsible jurisdictional, provincial or national authority.
- The program must abide by a clear code of ethics.

GUIDING PRINCIPLES

What are the underlying principles that guide the SMART+ Accreditation Program?

The development, management and evaluation of the SMART+ Accreditation Program is guided by nine principles.

It is accessible, equitable and fair.

◊ All applicants are treated equitably and fairly.

◊ All applicants have equal access to accreditation services, related preparatory materials and assessment instructions.

◊ Accreditation decisions are based on fair procedures and objective requirements.

It is current, relevant and valid.

◊ The program is informed by early and continued stakeholder engagement.

◊ All requirements are based on relevant criteria and standards, and developed using credible information sources.

◊ All program staff possess adequate knowledge and skill to conduct accreditation activities.

It is impartial and independent.

◊ Decisions are based on objective criteria that are free of bias, undue influence or prejudice.

◊ The impartiality and independence of the accreditation body is reflected in its organizational structure, policies and procedures, assessment and appeals.

◊ Mechanisms to identify and mitigate conflicts of interest during the review process are in place.

ACCREDITATION PROCESS

What is expected of applicants?

Applicants should dedicate sufficient resources to the self-evaluation process and application preparation to ensure submissions are complete and clear.

How much does it cost to apply?

The accreditation fee is $2,500. This covers the cost of application support services, the evaluation of your application and an accreditation certificate.

The accreditation renewal fee is $1,500. Your accreditation is valid for 3 years. Programs must reapply for accreditation before the last day of validity if they wish to maintain accreditation status.

What does the application preparation entail?

SMART+ Accreditation applications are normally prepared in three phases.

Stage 1

Begin by reviewing the Self-Evaluation Checklist. Descriptive and flexible, it will help you determine which documents and proof points you will need to submit with your application. Some of the documents that may support your application include: strategic plans, academic plans, departmental plans, vision statements, program descriptions, auditor's reports, certificates of good standing, annual reports and policy manuals. You will also be required to prepare short narratives that demonstrate how your program meets the listed criteria.

Stage 2

Once you have collected and prepared all documentation, you can begin your online application. See 'How is the application submitted?' below for more information on this stage. (Each online application will be evaluated by two reviewers.)

Stage 3

Two reviewers will assess your application and decide whether they recommend the program for accreditation or not. Should both reviewers disagree on whether to recommend the program for accreditation, a third independent reviewer will go through the application and all comments to make a final decision.

How long will it take to prepare the application?

The SMART+ Accreditation Program application requirements are intended to be thorough, yet flexible and accommodating. You should be able to obtain and submit the documentation you need to demonstrate your program's adherence to the SMART+ criteria with few resources. The average applicant takes five to ten days to prepare a complete and compelling application.

How is the application submitted?

To submit an application to the SMART+ Accreditation Program, create a free account using the link to the registration page, provided on Tourism HR Canada's SMART+ Accreditation Program webpage.

Once signed in, complete the Self-Evaluation Checklist. Once this step is completed, you can proceed with the application. You will be asked to provide short responses to explain how your program meets the accreditation criteria provided in the Self-Evaluation Checklist, and which sections of specific documents or web pages you wish to present as supporting evidence. Please refer to specific pages or sections of each document or web page that best support each claim.

During the application process, you will be prompted to upload the supporting documentation. Here are a few tips to make the process easier:

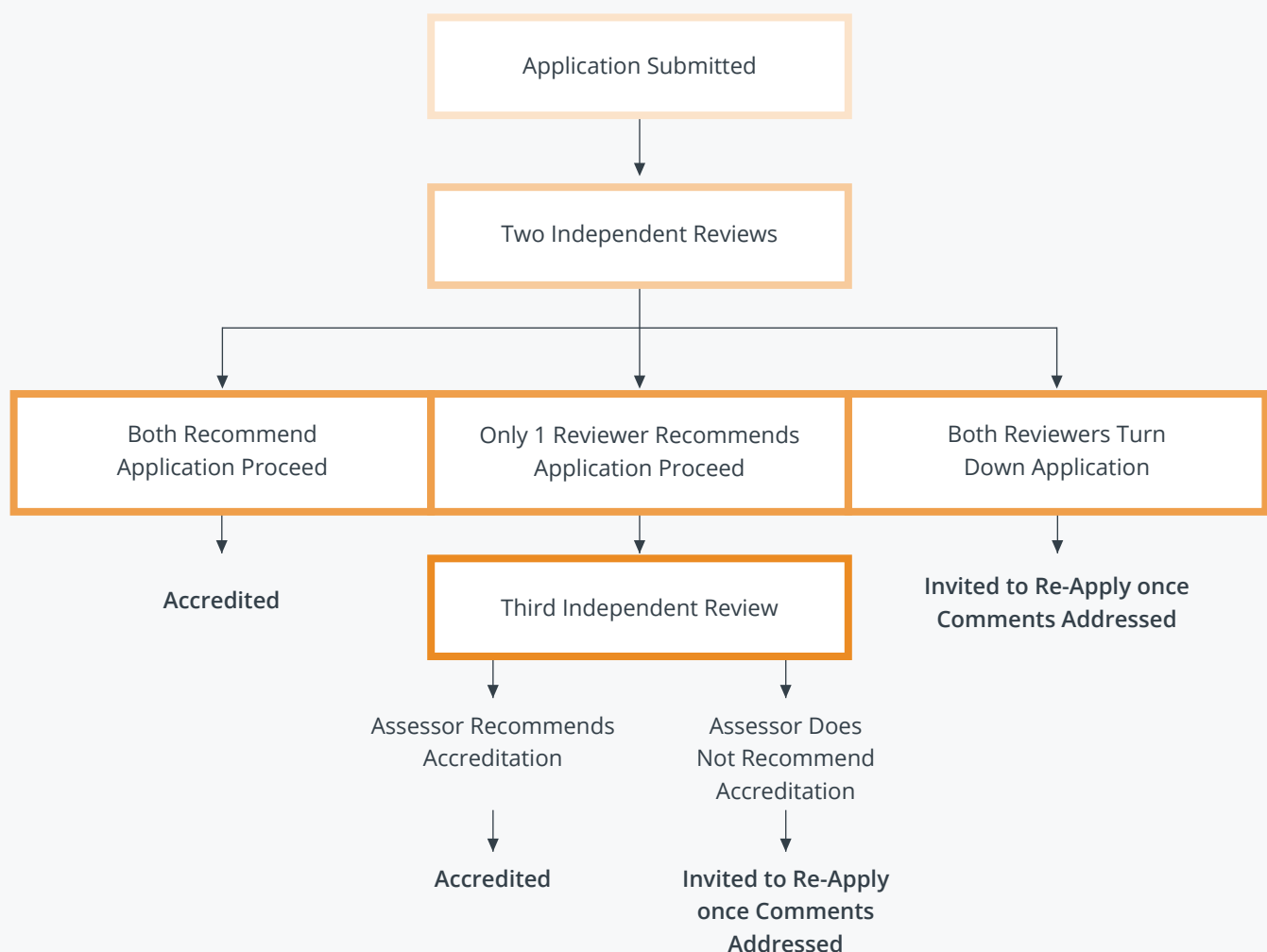| **Do not upload multiple versions of the same document.**	**Use short and clear naming conventions with sequencing for document titles.**	**Upload only those documents that are required.**	**Include most recent versions of supporting documents.**	**Check the accuracy of all online links.**
It is very likely that you will reference one document (e.g., an annual report) multiple times because it helps demonstrate how your program meets more than one SMART+ criteria. Simply upload the document once and repeat the reference, indicating the different sections or pages that are applicable to each response.	Doing so helps reviewers locate documents quickly. For large files, please compress them into a ZIP folder before uploading. A few clear title examples: 1_Program overview 2_Course outline_ Intro to Cooking 3_Annual report_2017	Although there is no limit to the number of documents you can upload, best practices suggest you provide only those documents that best support your application. Doing so will help the reviewers focus on the evidence that matters most.	These should be as recent as possible, generally published within the last three years. In certain instances, this may not be possible. If that is the case, please explain why in your response.	If providing links to content available online, please ensure you have typed the proper address, that the link is active, and that it will remain so throughout the review process. If you suspect the online content may move, supply a supporting document instead.

How is the review process managed?

Tourism HR Canada's SMART+ Accreditation Program review panel members understand the Canadian tourism sector, industry needs and training development. Each also has experience in review and assessment activities. When an eligible submission is received, Tourism HR Canada will notify the panel to determine members' availability. The first two eligible assessors will independently review the application and make their recommendation on whether or not to accredit. If only one reviewer recommends the program be accredited, a third assessor will be selected to perform a final review.

The SMART+ Program designation will be awarded when at least two reviewers determine the appropriate number of accreditation criteria have been met.

Is there an opportunity to appeal a negative decision?

Programs may appeal the decision if they can provide further documentation to support their claim. Programs will have one month to submit new documentation. Additional costs may apply.

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                    ┌─────────────────────────┐
                    │  Application Submitted   │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │ Two Independent Reviews  │
                    └─────────────────────────┘
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Both Recommend Application Proceed	Only 1 Reviewer Recommends Application Proceed	Both Reviewers Turn Down Application
Accredited	Third Independent Review	**Invited to Re-Apply once Comments Addressed**

Third Independent Review:

Assessor Recommends Accreditation	Assessor Does Not Recommend Accreditation
Accredited	**Invited to Re-Apply once Comments Addressed**

AFTER ACCREDITATION

How long is the accreditation period?

The SMART+ Accreditation is valid for a period of three years. The accreditation period begins on the day the decision is communicated to you.

What kind of support will be available during this time?

Accredited programs will be profiled on Tourism HR Canada's website within three months of earning their designation. Tourism HR Canada will work with accredited programs to ensure current information is available to our members and partners.

Should they wish, SMART+ programs may be featured in Tourism HR Canada's newsletters. Tourism HR Canada will look to communicate partnership, consulting and networking opportunities to accredited programs throughout the accreditation period.

What is required to maintain and renew accreditation status?

Accredited programs will provide annual updates and program descriptions. Tourism HR Canada will use that information to maintain current program data on its website and provide direction to potential partners or referrals.

Towards the end of the accreditation period, programs will receive a reminder and instructions on how and when to renew their accreditation status.

Questions related to SMART+ accreditation can be directed to:

accreditation@TourismHR.ca

NOTE: The appendix in this guide is a REFERENCE DOCUMENT ONLY. This same information will be requested and must be submitted through the online application system.

To register and begin your application, please visit:

TourismHR.ca/smart

APPENDIX A

SMART+ ACCREDITATION SELF-EVALUATION CHECKLIST

Is your program relevant? Can it adapt to changes and trends in the industry? Does it produce competent and qualified graduates or trainees equipped to build careers in tourism?

If you answered yes to these questions, your program might meet the criteria for SMART+ Accreditation.

Use this Checklist to carry out your own evaluation. If you can demonstrate that your program meets the minimum number of criteria, you are ready to apply to get the recognition you deserve.

Contact **accreditation@TourismHR.ca** for details or questions on the application process.

	Category	Criteria for SMART+ program	Total Criteria
A	Development and Support	6	8
B	Curriculum and Program Delivery	9	10
C	Measurement and Outcomes	4	4
D	Improvement and Enhancement	3	4
	ALL	**22**	**26**

A. DEVELOPMENT AND SUPPORT

Program development is a process that involves consultation with a range of stakeholders to ensure programs are responsive to current and future needs. Formalized processes, clearly defined objectives and appropriate support ensure the development of a quality program while allowing for innovation and flexibility.

To qualify as a SMART+ Program, evidence must demonstrate that all criteria with an asterisk (*) and two (2) additional criteria are met.

When applying online, you will need to indicate which document(s) demonstrate that each criterion is met. Alternately, you may provide a direct link to program information/documentation available online.

	Question	Yes	No	Rationale: Why does this matter?
A1	Has the program been developed to align with industry needs and respond to changes? *			By ensuring program objectives and curriculum are based on current labour market information and collected through consultation with industry, and by developing review and revision processes that can respond to change, programs ensure they meet the specific, immediate labour issues and needs within the industry. This helps maintain a sufficient supply of skilled professionals in the tourism sector. **Example:** Labour supply and demand data is considered when determining program focus. **Possible evidence:** • List of industry experts on Program Advisory Committee/Council. • Notes/Report from industry engagement sessions. • Program planning documents detailing industry engagement/research in the development process.
A2	Does the program incorporate occupational and professional standards? *			Occupational or industry-validated standards, which detail the performance expectations of a given occupation or job role, as well as health and safety standards describing the skills needed to safely perform in a given role, should form the basis of programs. Using standards to inform program design allows clear and transparent outcomes to be set, measured and compared. This ensures learning is delivered and assessed in ways that correlate with the skills and expectations of the sector. **Example:** Program outcomes are based on available occupational standards. **Possible evidence:** • Course outlines. • Program orientation documents.

	Question	Yes	No	Rationale: Why does this matter?
A3	Does the program have the necessary financial, technical, administrative and professional resources needed to sustain itself? *			Resources are required to effectively deliver and sustain the management of a well-planned program. By considering resource needs and allocating funds and staff according to these needs, programs can plan for both immediate and long-term delivery. **Example:** Resource needs are reviewed regularly to assess allocations and adjust as needed. **Possible evidence:** • Most recent program review report. • Review policy documents.
A4	Is the program inclusive of different groups and needs? *			Being inclusive of different groups of learners and instructors not only aligns with accepted principles of equal access to education and equal treatment of workers, but also helps to promote the industry as an inclusive sector with career paths and options for many. **Example:** Appropriate language resources are provided to non-native speakers. **Possible evidence:** • Student/learner handbook. • Link to resource page/centre. • Inclusion policy documents.
A5	Is there demonstrated support for and encouragement of innovation?			Support for innovation can lead to unique approaches in planning, instruction, evaluation or other areas that translate into benefits, solutions and a responsiveness that improves the program and its outcomes. **Example:** Dedicated centres and/or staff roles are established to plan and meet targets around innovation. **Possible evidence:** • News story/awards for innovation in teaching, facilities or partnerships. • Annual report. • Innovation strategy/vision.
A6	Is general support provided to applied research activities to maintain program relevance?			Organizational support for research related to trends, best/innovative practices and other areas related to the program helps ensure programs remain current, relevant and responsive. **Example:** Staff are given time to dedicate to research. **Possible evidence:** • Course release policy. • Professional development policy.

	Question	Yes	No	Rationale: Why does this matter?
A7	Is collaboration supported nationally and/or internationally?			Having mechanisms and policies in place to support the exchange of ideas and resources with peers in tourism programs serves to grow formalized partnerships and helps standardize and professionalize the sector. **Example:** An instructor or learner mobility program is in place. **Possible evidence:** • List of exchange partners. • Link to study tours. • Policy in support of institutional exchange.
A8	Is prior learning and experience formally recognized and adequately supported?			Recognition of prior learning and experience both opens program doors to a wider range of qualified learners, ensuring capacity is met, and serves to emphasize the importance of multiple learning pathways and the experiential learning characteristic of the tourism industry. **Example:** Credit transfer agreements within and between institutions are in place. **Possible evidence:** • Link to information on transfer credits/PLAR process. • Credit transfer agreement or policy.

B. CURRICULUM AND PROGRAM DELIVERY

Curriculum needs to meet the demands of industry for job-specific knowledge, skills and attitudes, as well as transferable and general employability skills. A strong curriculum combined with effective program delivery and facilitation is what differentiates a quality program and provides motivation for learner registration, retention and success.

To qualify as a SMART+ Program, evidence must demonstrate that all criteria with an asterisk (*) and three (3) additional criteria are met.

When applying online, you will need to indicate which document(s) demonstrate that each criterion is met. Alternately, you may provide a direct link to program information/documentation available online.

	Question	Yes	No	Rationale: Why does this matter?
B1	Does the program/course material describe, promote and impart transferable and essential employability skills? *			To ensure learners can adapt to new and changing job roles, maximize their career pathways and succeed in a range of environments, they need opportunities to refine transferable and advanced essential employability skills including, but not limited to: • Teamwork • Critical thinking • Communication • Strategic planning • Intercultural competence • Professionalism **Example:** Presentations or other tasks emphasizing communication skills are part of the program/course curriculum. **Possible evidence:** • Course outline. • Competency documents.

	Question	Yes	No	Rationale: Why does this matter?
B2	Does the curriculum incorporate various industry and cultural perspectives? *			Incorporating different industry and cultural perspectives into the program's curriculum provides a contextualized learning that helps ensure learners can adapt to various roles, environments and management styles. **Example:** Non-management programs include courses introducing students to business ethics and areas of management responsibility such as human resources, marketing and sales. **Possible evidence:** • Select course outlines. • Link to industry or learner testimonials.
B3	Are formal review processes in place to ensure effective program delivery? *			Formal reviews of instructors, resources, sites and processes that are critical to the success of the program serve to ensure the program is on track to meet its outcomes and, when done with regularity, allow for adjustments and improvements that impact the outcomes. **Example:** Regular feedback from instructors on required resources (i.e., do they have what they need to do their job?) is collected. **Possible evidence:** • Staff or learner surveys. • Continuous improvement policy or report.
B4	Do the instructors responsible for tourism-specific content have relevant applied experience within the last five years? *			Instructors with recent industry experience can provide practical insight into job roles, responsibilities and tasks that can benefit the learner and serve to ensure that the program reflects the reality of the sector. **Example:** Instructors have recent experience volunteering or working in the tourism sector. **Possible evidence:** • Select instructor CVs or link to online bio.
B5	Are program delivery methods varied to suit the learning needs of students and be inclusive of all learners? *			Using varied delivery methods increases the likelihood of success and achievement for a range of learners with unique learning styles and needs. **Example:** Video, field trips, self-directed online learning and group discussion are employed in the same course. **Possible evidence:** • Sample assignments. • Instructor-support materials. • Learner testimonials.

	Question	Yes	No	Rationale: Why does this matter?
B6	Does program/course content simulate tourism workplace scenarios? *			Incorporating authentic, tourism-related examples and practical application into the curriculum helps engage and motivate learners, as well as promotes practice, which leads to greater competency and proficiency. **Example:** Learners are required to complete industry placements or internships. **Possible evidence:** • Link to list/profiles of internship hosts. • Course outlines.
B7	Is the curriculum learner-centred?			Learner-centred curriculum motivates learners to be accountable for their learning and leads to better outcomes. To be learner centred, the program/course material should actively: • Encourage participation from learners • Support and facilitate self-directed learning • Allow for integration of personal experiences • Ensure knowledge and skills are acquired at a pace appropriate to individual learners • Emphasize importance of lifelong learning **Example:** Assessments encourage reflection on personal experience. **Possible evidence:** • Sample assignments/projects. • Select course outlines.
B8	Is the curriculum forward looking?			Curriculum that aligns with current and emerging trends helps ensure that programming remains sustainable, reflects concepts, practices and topics relevant to the industry, and can continue to supply the industry with qualified skilled workers. **Example:** Programs include flexible course offerings that deal with emerging trends and issues. **Possible evidence:** • Overview of recent program changes. • Employer testimonials. • Industry surveys.

	Question	Yes	No	Rationale: Why does this matter?
B9	Are additional learning opportunities made available to learners to complement program learning and to advance their career learning?			Offering learners opportunities to build and advance their careers promotes the importance of professional development and equips learners with additional skills and/or networks to help prepare them for and support them during their careers. **Example:** Pathways towards industry certification and professional licensing are available in conjunction with the program; Industry sponsored events such as career fairs are held. **Possible evidence:** • Link to volunteer activities or student groups. • List of formalized dual credentials embedded in program.
B10	Do instructors responsible for tourism specific content maintain an ongoing link to the industry?			Instructors who are actively engaged in industry through professional commitments, volunteer activities and/or other professional development endeavours have current and practical examples to better contextualize their teaching and prepare learners for realities of the sector. **Example:** Instructors operate tourism business part-time. **Possible evidence:** • List of instructors' affiliations. • Professional development reports.

C. MEASUREMENT OF OUTCOMES

Outcomes are measurable variables tied to institutional and program objectives. They are used to evaluate whether these objectives are attained. Developing an outcomes measurement strategy entails collaboratively defining desired program and learner outcomes, developing quantifiable indicators that measure these outcomes and implementing methods to assess how well these outcomes are met. The process allows the effectiveness of the program to be gauged from industry, institutional and student perspectives (external and internal). Outcomes and the methods used to measure them will not be the same for all programs but should incorporate industry engagement, adaptability, sustainability and competency standards at a minimum.

To qualify as a SMART+ Program, evidence must demonstrate that all criteria in this category are met.

When applying online, you will need to indicate which document(s) demonstrate that each criterion is met. Alternately, you may provide a direct link to program information/documentation available online.

	Question	Yes	No	Rationale: Why does this matter?
C1	Are program and course learning outcomes aligned? *			Aligning program and course learning outcomes is required to deliver on expectations for skill and knowledge acquisition and serves to transparently promote the program and meet identified outcomes. **Example:** Strategic mapping exercises inform the development and review of program and course outcomes. **Possible evidence:** • Outcomes map.
C2	Do learner assessments align with course and program outcomes? *			Assessment strategies and tools used by instructors should focus on the expectations defined in the learning outcomes to fairly and consistently assess progress towards those expectations. **Example:** Practical scenario-based assessments are used to measure competency in frontline occupations (e.g., bartender, front desk agent). **Possible evidence:** • Assessment matrix. • Select assessments with course outcomes.

	Question	Yes	No	Rationale: Why does this matter?
C3	Is industry engaged to help measure program outcomes?			Having mechanisms in place to collect feedback on the program and its graduates from industry stakeholders helps measure how effectively the program is preparing its graduates for employment in the sector, identifying program strengths and weaknesses. **Example:** Employer or supervisor satisfaction surveys (their satisfaction with graduates' knowledge and skills) are conducted. **Possible evidence:** • Internship supervisor feedback form. • Industry questionnaire.
C4	Are outcomes measured and analyzed to help determine program feasibility and validity of the business case for the program?			Measurable program outcomes are important indicators of program sustainability and can help answer the question, "can this program be maintained in the long-term?" **Example:** Validating the business case for the program (i.e., is this program needed?) is a goal of stakeholder consultation activities. **Possible evidence:** • Minutes/agenda to stakeholder meetings. • Program recommendations/analysis document.

D. IMPROVEMENT AND ENHANCEMENT

Review and analysis of measured outcomes, as well as consultation, are critical to determine program modifications and enhancements to ensure continual improvement and alignment with industry needs. A range of stakeholder input is essential to revise, improve and enhance the program.

To qualify as a SMART+ Program, evidence must demonstrate that all criteria with an asterisk (*) and one (1) additional criterion are met.

When applying online, you will need to indicate which document(s) demonstrate that each criterion is met. Alternately, you may provide a direct link to program information/documentation available online.

	Question	Yes	No	Rationale: Why does this matter?
D1	Can the program respond and adapt to changing demands and requirements within a timely manner? *			Formalizing program review and analyses and conducting these processes regularly with a range of stakeholders helps to ensure program content, methods and structure are up to date, meet learner and industry needs and align with changes to institutional/regional/global contexts. **Example:** Student/learner focus groups are organized annually/regularly to collect feedback. **Possible evidence:** • Completed program reviews. • Evaluation policy documents.
D2	Does program improvement and enhancement consider employability across occupations and job roles within the sector? *			To effectively promote tourism as a viable career choice and help professionalize it as a sector, consideration of employability within the entire sector should feed into program changes and enhancements. **Example:** Sector-wide events and initiatives are organized and promoted. **Possible evidence:** • Link to recent events page. • Annual report.
D3	Are varied approaches used to improve and/or enhance the program?			Using different methods to improve and enhance program quality can help create more timely, relevant and responsive quality programs. **Example:** Industry-student collaborative spaces are available to address tourism-specific challenges. **Possible evidence:** • Annual report. • Review policy documents. • List of networks/conferences/initiatives.

	Question	Yes	No	Rationale: Why does this matter?
D4	Has the program been formally recognized for its excellence?			Third-party recognition of program excellence is a credible attestation to a proven track record of quality improvement and enhancement. **Possible evidence:** • Link to news on award announcement. • Recognition certificate.