

# 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](mailto: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
	<b>ALL</b>	<b>22</b>	<b>26</b>

## 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? *			<p>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.</p> <p><b>Example:</b> Labour supply and demand data is considered when determining program focus.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• List of industry experts on Program Advisory Committee/Council.</li> <li>• Notes/Report from industry engagement sessions.</li> <li>• Program planning documents detailing industry engagement/research in the development process.</li> </ul>
A2	Does the program incorporate occupational and professional standards? *			<p>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.</p> <p><b>Example:</b> Program outcomes are based on available occupational standards.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Course outlines.</li> <li>• Program orientation documents.</li> </ul>

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? *			<p>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.</p> <p><b>Example:</b> Resource needs are reviewed regularly to assess allocations and adjust as needed.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Most recent program review report.</li> <li>• Review policy documents.</li> </ul>
A4	Is the program inclusive of different groups and needs? *			<p>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.</p> <p><b>Example:</b> Appropriate language resources are provided to non-native speakers.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Student/learner handbook.</li> <li>• Link to resource page/centre.</li> <li>• Inclusion policy documents.</li> </ul>
A5	Is there demonstrated support for and encouragement of innovation?			<p>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.</p> <p><b>Example:</b> Dedicated centres and/or staff roles are established to plan and meet targets around innovation.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• News story/awards for innovation in teaching, facilities or partnerships.</li> <li>• Annual report.</li> <li>• Innovation strategy/vision.</li> </ul>
A6	Is general support provided to applied research activities to maintain program relevance?			<p>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.</p> <p><b>Example:</b> Staff are given time to dedicate to research.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Course release policy.</li> <li>• Professional development policy.</li> </ul>

Question		Yes	No	Rationale: Why does this matter?
A7	Is collaboration supported nationally and/or internationally?			<p>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.</p> <p><b>Example:</b> An instructor or learner mobility program is in place.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• List of exchange partners.</li> <li>• Link to study tours.</li> <li>• Policy in support of institutional exchange.</li> </ul>
A8	Is prior learning and experience formally recognized and adequately supported?			<p>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.</p> <p><b>Example:</b> Credit transfer agreements within and between institutions are in place.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Link to information on transfer credits/PLAR process.</li> <li>• Credit transfer agreement or policy.</li> </ul>

## 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.

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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? *			<p>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:</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Critical thinking</li> <li>• Communication</li> <li>• Strategic planning</li> <li>• Intercultural competence</li> <li>• Professionalism</li> </ul> <p><b>Example:</b> Presentations or other tasks emphasizing communication skills are part of the program/course curriculum.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Course outline.</li> <li>• Competency documents.</li> </ul>

Question		Yes	No	Rationale: Why does this matter?
B2	Does the curriculum incorporate various industry and cultural perspectives? *			<p>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.</p> <p><b>Example:</b> Non-management programs include courses introducing students to business ethics and areas of management responsibility such as human resources, marketing and sales.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Select course outlines.</li> <li>• Link to industry or learner testimonials.</li> </ul>
B3	Are formal review processes in place to ensure effective program delivery? *			<p>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.</p> <p><b>Example:</b> Regular feedback from instructors on required resources (i.e., do they have what they need to do their job?) is collected.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Staff or learner surveys.</li> <li>• Continuous improvement policy or report.</li> </ul>
B4	Do the instructors responsible for tourism-specific content have relevant applied experience within the last five years? *			<p>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.</p> <p><b>Example:</b> Instructors have recent experience volunteering or working in the tourism sector.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Select instructor CVs or link to online bio.</li> </ul>
B5	Are program delivery methods varied to suit the learning needs of students and be inclusive of all learners? *			<p>Using varied delivery methods increases the likelihood of success and achievement for a range of learners with unique learning styles and needs.</p> <p><b>Example:</b> Video, field trips, self-directed online learning and group discussion are employed in the same course.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Sample assignments.</li> <li>• Instructor-support materials.</li> <li>• Learner testimonials.</li> </ul>

Question		Yes	No	Rationale: Why does this matter?
B6	Does program/course content simulate tourism workplace scenarios? *			<p>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.</p> <p><b>Example:</b> Learners are required to complete industry placements or internships.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Link to list/profiles of internship hosts.</li> <li>• Course outlines.</li> </ul>
B7	Is the curriculum learner-centred?			<p>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:</p> <ul style="list-style-type: none"> <li>• Encourage participation from learners</li> <li>• Support and facilitate self-directed learning</li> <li>• Allow for integration of personal experiences</li> <li>• Ensure knowledge and skills are acquired at a pace appropriate to individual learners</li> <li>• Emphasize importance of lifelong learning</li> </ul> <p><b>Example:</b> Assessments encourage reflection on personal experience.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Sample assignments/projects.</li> <li>• Select course outlines.</li> </ul>
B8	Is the curriculum forward looking?			<p>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.</p> <p><b>Example:</b> Programs include flexible course offerings that deal with emerging trends and issues.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Overview of recent program changes.</li> <li>• Employer testimonials.</li> <li>• Industry surveys.</li> </ul>

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?			<p>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.</p> <p><b>Example:</b> Pathways towards industry certification and professional licensing are available in conjunction with the program; Industry sponsored events such as career fairs are held.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Link to volunteer activities or student groups.</li> <li>• List of formalized dual credentials embedded in program.</li> </ul>
B10	Do instructors responsible for tourism specific content maintain an ongoing link to the industry?			<p>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.</p> <p><b>Example:</b> Instructors operate tourism business part-time.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• List of instructors' affiliations.</li> <li>• Professional development reports.</li> </ul>



## 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? *			<p>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.</p> <p><b>Example:</b> Strategic mapping exercises inform the development and review of program and course outcomes.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Outcomes map.</li> </ul>
C2	Do learner assessments align with course and program outcomes? *			<p>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.</p> <p><b>Example:</b> Practical scenario-based assessments are used to measure competency in frontline occupations (e.g., bartender, front desk agent).</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Assessment matrix.</li> <li>• Select assessments with course outcomes.</li> </ul>

Question		Yes	No	Rationale: Why does this matter?
C3	Is industry engaged to help measure program outcomes?			<p>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.</p> <p><b>Example:</b> Employer or supervisor satisfaction surveys (their satisfaction with graduates' knowledge and skills) are conducted.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Internship supervisor feedback form.</li> <li>• Industry questionnaire.</li> </ul>
C4	Are outcomes measured and analyzed to help determine program feasibility and validity of the business case for the program?			<p>Measurable program outcomes are important indicators of program sustainability and can help answer the question, "can this program be maintained in the long-term?"</p> <p><b>Example:</b> Validating the business case for the program (i.e., is this program needed?) is a goal of stakeholder consultation activities.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Minutes/agenda to stakeholder meetings.</li> <li>• Program recommendations/analysis document.</li> </ul>

## 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.

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Question		Yes	No	Rationale: Why does this matter?
D1	Can the program respond and adapt to changing demands and requirements within a timely manner? *			<p>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.</p> <p><b>Example:</b> Student/learner focus groups are organized annually/regularly to collect feedback.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Completed program reviews.</li> <li>• Evaluation policy documents.</li> </ul>
D2	Does program improvement and enhancement consider employability across occupations and job roles within the sector? *			<p>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.</p> <p><b>Example:</b> Sector-wide events and initiatives are organized and promoted.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Link to recent events page.</li> <li>• Annual report.</li> </ul>
D3	Are varied approaches used to improve and/or enhance the program?			<p>Using different methods to improve and enhance program quality can help create more timely, relevant and responsive quality programs.</p> <p><b>Example:</b> Industry-student collaborative spaces are available to address tourism-specific challenges.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Annual report.</li> <li>• Review policy documents.</li> <li>• List of networks/conferences/initiatives.</li> </ul>

Question		Yes	No	Rationale: Why does this matter?
D4	Has the program been formally recognized for its excellence?			<p>Third-party recognition of program excellence is a credible attestation to a proven track record of quality improvement and enhancement.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• Link to news on award announcement.</li> <li>• Recognition certificate.</li> </ul>