Thai Tourism and Hospitality Education: Current Conditions and Strategic Directions

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Abstract
Tourism and hospitality is an important economic sector supplying both national income and employment to a country like Thailand. The country has problems with its skilled labor available in the tourism sector due to rather insufficient quality of educational outputs in mathematics and science. Improvement of tourism and hospitality education is currently needed. An increasing demand for qualified workforce from the industrial sector has caused a shift in tourism and hospitality skill training from vocational education to higher education with an emphasis on development of generic skills. In Thailand, tourism and hospitality higher education is popular, as seen in 288 programs being operated in 56 public and 38 private universities. With inability to keep pace with industrial changes, Thai tourism education has still focused on development of technical skill training while not paying much attention to generic or transferable skills. Students choosing to study tourism have to go through challenges in academic background and new demands in a tourism career; they tend to be not well-motivated and not well-aware of expectations in the work place. This paper reports current tourism human resource conditions under which Thai educators need to put more efforts in developing generic qualifications in learners. Strategic directions of the field were also suggested in this paper.

Keywords: Thai tourism, hospitality education, current Thai tourism conditions, strategic Thai tourism directions

1. Introduction

Tourism and Hospitality is one of the most important sources of Thailand's Gross Domestic Product and employment. In 2013, the country welcomed 26.5 million inbound tourists while enjoying 42.08 million USD international tourism income with an admirable competitive rank 35 from 140 countries listed in the Global Travel and Tourism Competitiveness Report 2015 (World Economic Forum, 2015). The high competitive rank primarily stemmed from the country's tourism resources, tourism and transportation infrastructures, price competitiveness, international openness and business environment (Blanke & Chiesa, 2013; World Economic Forum, 2015). Taking a closer look at each of the criteria in the report, one can see Thailand's difficulties in finding skilled labor in the field (rank 77) which is corresponding to the rankings reported in Global Competitiveness Report that Thai higher education ranks 74 in relation to scores on mathematics and science (rank 79) (Schwab, 2015; World Economic Forum, 2015). Problems with Thai human resource especially in the tourism and hospitality sector were earlier shown in the productivity rate as

reported by Barnes Report on Convention and Exhibition Industry in 2010, which used per employee sales as an indicator for productivity (Barnes Report, 2010). Productivity was also identified as a critical issue for Thai tourism and hospitality industry that affected the country's economy. Table 1 reports comparative data using sales per employee of the Convention and Exhibition sector and other important indicators.

Table 1: Comparative Productivity, Skilled Labor Availability in Travel and Tourism, Quality of Higher Education, Mathematics and Science Scores of Thailand and its Neighboring Countries

Country	Sales per Employee (USD)	PPP Sales per Employee (USD)	Thailand Efficiency ratio	TTCI Rank on Ease of Hiring Skilled Labor	Quality of Education System Rank	Mathematics and Science Score Rank
Singapore	340,631	469,048.89	18.08	22	3	1
Australia	135,533	115,338.58	4.45	33	13	27
New Zealand	114,590	111,496.07	4.30	16	7	10
Japan	108,873	89,166.99	3.44	25	27	9
South Korea	20,549	33,577.07	1.29	81	66	30
Malaysia	15,191	29,865.51	1.15	4	6	12
Thailand	12,551	25,942.92	1.00	77	74	79
China	12,698	22,983.38	0.89	30	56	49
Indonesia	8,084	14,300.60	0.55	42	41	52
India	4,026	11,337.22	0.44	45	43	63
Philippines	4,601	9,229.61	0.36	40	31	67

Source: (Barnes Report, 2010; Schwab, 2015; World Economic Forum, 2015)

Table 1 shows Thailand's inferior productivity ratio in relation to quality of its skilled labor, quality of the education system and quality of mathematics and science education which is fundamental for development of analytical and critical thinking skills. Thai education, including tourism and hospitality education, is evidently becoming a critical issue for the country to tackle if it aspires to be the leading tourism hub of Asia.

2. Tourism and Hospitality Training as Part of Vocational Education

Tourism and Hospitality industry, as part of vocational education, traditionally trains vocational skills to people in the service industry. They are normally trained as blue collars who later on tend to find themselves stuck mid-way on the managerial organizational ladder (Pimpa & Suwannapirom, 2008). Vocational education mainly deals with training of craftsmanship and technical skills required in front-line employees with a slight touch on development of basic transferable skills (Patel, 2012; Schmidtke & Chen, 2012). Therefore, conventional tourism and hospitality education places a high weight on training learners for their technical skills. As known, the tourism and hospitality industry has gone through drastic changes in industrial structure, competition, consumer requirement as well as relevant laws

and regulations. These have resulted from proliferation and application of information technology that in turn have made many of tourism products or services redundant in the market due to higher accessibility to information through personal digital devices (AirPlus International Incorporation, 2011; Anderson, Hagen, & Harter, 2011; Friedrich, Peterson, & Koster, 2011). As evidently seen, group visits to conventional sites have almost vanished from the market except for tourist groups from emerging economies like China and Russia from which tourists have language and travel experience barriers, and thus requiring services to reduce travel risks (Anderson et al., 2011; Bingman, 2011; Hawkins & Mothersbaugh, 2010). Business merging and acquisition as part of globalization and free trade liberalization have changed work standards and organizational culture in the tourism industry. Many of the legendary tour operators have been merged, rescaled, or even closed down (Dooley, 2008). Tourism and hospitality employees are currently expected to solve problems, handle the market and the products, negotiate with suppliers and becoming more adaptive to new demands for change.

In Thailand and other high power-distance cultures, vocational education is regarded as inferior with a limited educational pathway for some people with academic limitation or even those with behaviors deviating from social norms (Gerawatanakaset, 2008; Pimpa & Suwannapirom, 2008). On the contrary, low power-distance countries tend to regard vocational education as an alternative career pathway taken by a number of their young people instead of mainstream education (Hirche, 2012; Hirvonen, 2011). From such a positive perspective of vocational education together with economic and cultural factors, tourism and hospitality education has become a strong option in Thai higher education.

3. Tourism and Hospitality in Higher Education

As mentioned in the previous sections, tourism and hospitality workforce requires individual employees to perform more than just servicing according to the organizations' standard operation practices, commonly known as SOP. They need to be adaptive, possess people-skills, problem-solving skills, business instinct, and internal focus to cope with difficulties encountered at work. Vocational education has therefore been included as part of higher education worldwide at both the undergraduate and graduate levels.

Tourism and hospitality education is a truly interdisciplinary study by nature with a significant difference from other interdisciplinary fields in that it requires deep understanding of various unrelated fields with a distinguished passion for service and hospitality. Ideal graduates are pictured to be those who are adept in business not less than business school graduates, not less adept in communication regarding the use of foreign languages and cross cultural communication, not less adept in psychology, and not less knowledgeable in history, anthropology, geography, while being cultivated as hospitable and service-minded personnel with emotional maturity.

Tourism and hospitality work standards can be easily obsolete, if not constantly updated to cope with changes of external factors; such standards can be easily trained on-the-job in human resource development activities (Soderquist, Papalexandris, Ioannou, & Prastacos, 2010). To make sure that their graduates fit well in the industry as expected by

prospective employers and customers, higher education institutions need to turn to development of soft skills and right professional attitudes for the industry, particularly graduates' ability to adapt themselves to rapid and unpredictable changes.

Tourism and hospitality education is in fact to fill in the gap between demand and supply in the domestic and international labor market (Pani, Das, & Sharma, 2015). Such a function is found disappointing to potential employers, as graduates do not have the qualifications expected regarding their generic skills and knowledge to complete tasks in their job description (Kong, 2015). Tourism and hospitality requires people to possess soft skills and competencies which are hard to observe in the learning process and also take longer time to develop (Rowe, 1995; Baum, 2008).

With awareness of these on-the-job limitations, most foreign universities especially in the western world tend not to have a great number of technical-skill courses, but allocate time for internship in the real context of the tourism and hospitality industry. Most universities require students to pass extensive industrial placement and jointly evaluate the students with partnered business organizations. On the contrary, tourism and hospitality in higher education in emerging or developing countries tend to emphasize training of technical skills with little attention to soft skills that underlie technical skill mastery and solving skills in handling daily problems (Baum, 2008; Priyadarshini & Dave, 2012). In this regard, tourism and hospitality in higher education of developing countries urgently need to adopt a paradigm shift, modernize the curriculum, pedagogical and instructional approaches and more importantly, seek partnership with the industry (Pani et al., 2015).

As earlier mentioned, motivation to work with passion, and understanding of work nature in the tourism and hospitality industry are of prime importance for graduates to succeed in their tourism career. It should be noted that students tend to choose tourism and hospitality programs for their higher education for several reasons. In western countries where students start working on a part-time basis to earn their living and acquire life skills, those who have positive professional experience with tourism and hospitality job during their pre-college years choose to enter the field of tourism and hospitality. Such students tend to come from open-minded families or relatively low socio-economic background. Their families tend to value a profession in tourism and hospitality education as a choice for intellectual challenge (Whamsley, 2012). In contrast, students in developing countries tend to choose tourism and hospitality as an easy major subject to earn a degree while having fun in campus life. Some even select it as a rebound path after failure in their first option. Some others take the program with misconception that studying tourism equates travelling. Students with such motives for tourism and hospitality tend be less motivated in their study and thus not pursue a tourism career after graduation (Whamsley, 2012).

It was suggested in the work of Whamsley (2012) that tourism and hospitality educators should segment students to differentiate their intellectual and behavioral development as needed according to the demand of the hospitality and tourism workforce. Educators should work closely with counselling teachers in secondary schools to ensure that

students have the right understanding about the study and work nature of tourism and hospitality.

As in the case of Thailand, part-time work for secondary school students is not common among middle and upper-middle class families. Most students choose a tourism major without passion for the career or a good understanding of the expectations and work nature of the tourism and hospitality industry.

4. Thai Tourism and Hospitality Education and its Current Situation

Currently, higher education in the field of tourism and hospitality is highly popular among university students. As in 2015, there were 288 degree programs in the field tourism operated in 56 public universities and 38 private universities (Vinijvorakijkul, 2015). The core of the degree program can be business of administration, arts or science with single or combined concentrations (Vinijvorakijkul, 2015). Some programs are designed to develop students in both tourism and hospitality; some others simply develop students for the employment market or for specific segments in the tourism and hospitality sector including culinary arts, aviation services, MICE (Meeting, Incentive Travel, Convention, and Exhibition), spa, and special themes in tourism, particularly sustainable tourism and creative tourism.

Students coming in the study programs usually do not have a clear understanding of the tourism career expectations. They are not aware of integrated skills and knowledge from a broad range of disciplines and needs for constant updates in knowledge and technical skills to accommodate the market and industrial changes. As a consequence, such students tend to have poor academic records. Without good learning motivation, they are not determined to develop skills, knowledge, and attitudes to meet with expected standards of the industry. This phenomenon appears to be worse in private universities with relatively low academic student input. It should be emphasized for Thai educators in private institutions that student quality is the first challenge of tourism and hospitality higher education. To ensure students' success in the program and career after graduation, private institution educators should strive more in developing students with relatively weak academic background and limited learning skills (Jotikasthira & Jotikasthira, 2012).

Thai higher education has identified its inferior quality as stemming from low performance in competing destinations at the international level, as reported in the work by Yousapronpaiboon (2014) and Schwab (2015). It was pointed out that Thailand higher education quality is inferior to most of competing destinations in the Pacific-Asia sub-region (see Table 1). Yousapronpaiboon (2014, 2015) measured quality of higher education service quality by comparing expectation and perception of service levels of higher education institutions in five areas, namely *reliability, empathy, responsiveness, assurance, and tangibles*. The study showed disappointing results as the perception falls significantly under the expectation in all areas of study. Yousapronpaiboon (2014) cautioned the universities to improve how they interact with students for better learning results. In addition, students with relatively weak academic background should deserve more attention from program operators.

There should still be hope for educators to equip students' technical and soft skills to meet expectations of the tourism and hospitality industry.

The Thai government has set its goal to improve the quality of Thai education system with remedial measures taken by the Office of Higher Education Commission and the Ministry of Education. The use of Thailand Qualification Framework (TQF) was prescribed by the Office of Higher Education Commission and imposed it on all higher education programs. The TQF carries eight program components: (1) General information of the program, (2) Specifications of the program, (3) Education management system, program implementation and curriculum structure, (4) Learning outcomes, and teaching and assessment strategies, (5) Evaluation criteria for students' learning outcomes, (6) Teaching staff development, (7) Quality assurance of the program, and (8) Evaluation and revision of program operations (see exemplified contents of TQF 2 in Appendix A). As for TQF 1 which specifies professional standards of specialized fields, nationally-recognized academics in the fields were invited to develop curriculum standards for both the program contents and learner performances in congruence with ASEAN standards. TQF1 therefore serves as a set of guiding standards for all other TQF forms—from 2-7—covering all aspects of curricula, implementation, evaluation, revision and coordination with the industries concerned. It should be noted for the field of tourism and hospitality as guided in TQF 1 has still focused on technical skills rather than soft skills that in fact ironically determine the quality of technical skills in graduates. Such limitations in TQF 1 could have stemmed from condition under which those nationally-recognized academics perhaps may not really be in touch with the current state of the art in tourism and industry, and thus not being able to perceive rapid changes in the tourism industry or anticipate the future landscape of the industry.

As for the course subject design in TQF 2, it is generally derived from an analysis of tasks and expected performances in the tourism and hospitality industry in which course designers should be aware of and ready for industrial changes which currently appear to be non-structured and volatile (Jotikasthira & Jotikasthira, 2012). Such limited vision has resulted in keeping, for example, a tour guiding course compulsory in TQF 1. As it turns out now, such a course has become obsolete because of information technology accessible to tourists online. The course typically carries cook-book-like contents for traditional instruction on characteristics of major tourism sites in Thailand and how to describe them to the targeted audience. In international institutions, tour guiding has been approached differently with training hours for site interpretation and students need to integrate their communication skills, foreign language, and sources of knowledge in anthropology, archeology, history, biodiversity science and geography—all to make their site interpretation interesting to the targeted tourist groups.

As the tourism profession, including 32 positions in tourism, hotel, and restaurants, has rapidly flourished and required skilled labor by the standards of Association of South East Asian Nations' Mutual Recognition Arrangement (ASEAN-MRA), a set of common competencies has been established and implemented. The standard set of competencies is called ASEAN Common Competency Standard for Tourism Professionals (ACCSTP) (Economic Ingelligence Center: Siam Commercial Bank, 2011; Soydhurum, 2012a).

ACCSTP contains 242 competency units and the Thai government is now observing them by imposing rules and regulations on universities offering programs in the field and establishing assessment centers (Soydhurum, 2012b). The competency set, in fact, combines knowledge, skills, and attributes (known as KSA) to generate specific work standards (Weber, Finley, Crawford, & Rivera Jr., 2009). ACCSTP specifies job standards required for different tasks, and positions. It was noted by Chapman & Lovell (2006) that *soft skill competencies* and attributes tend to outnumber *knowledge or hard/ technical skills* and that the former underlie the mastery of the latter.   It is clear that soft or transferable skills as well as attributes such as attitudes, personality, manners, and personal grooming are clearly put in priority for the tourism and hospitality industry.

Trying to help their graduates qualified for the ACCSTP standards s, Thai universities include competency units into different course subjects without decomposing them into knowledge, skills, and attributes (Jotikasthira & Jotikasthira, 2012). For example, one of the competency units for food production division, is the ability to present and display food products. This competency unit comprises three elements, namely (1) preparing and garnishing accompaniments, (2) presenting plated foods, and (3) storing and garnishing accompaniments. To master such a competency unit, students are to understand food nature, have aesthetic eyes, know cost of different garnishes and accompaniments, apply color composition guidelines, perceive taste and preference of consumer groups and the like. To translate competency units into course instruction and evaluation processes, educators are to decompose the units into skills, knowledge, and attitudes (KSA) and develop or train students accordingly. They are to put in greater efforts in training academically weak students to master technical skills in a fluid work environment. It is important that they help coach and groom students to acquire generic skills and the right attitude for a career in tourism and hospitality.

It can be concluded that Thai tourism and hospitality higher education is primarily characterized by student intake with rather weak academic background, vague understanding of the industry, and rather low motivation to stretch themselves for the ACCSTP standard. Secondly, the existing curricula place too much weight on training of technical skills while downplaying the importance of generic and transferable skills. As such, tourism and hospitality higher education in Thailand has an up-hill task lying ahead to meet expectations of the industry as well as ASEAN competency standards.

5. Strategic Moves of Thai Tourism and Hospitality Higher Education

Since higher education program operators in tourism and hospitality have been forced by circumstances to comply with the curriculum standard or TQF 1 imposed by Office of Higher Education Commission and the Ministry of Education. Their first strategy is to follow program requirements in general education, followed by course designs for both technical and soft skill competencies, instructional approaches, and evaluation methods to help students attain their mastery.

The second strategy is to modify general education courses with an additional focus on soft or transferable skills in support of technical skills; such modification includes interpersonal skills, critical thinking, lateral analysis, and mathematics.

The third strategy deals with an exit measure for students' technical skills, soft or transferable skills and performances in the framework of ASEAN standards. This is to ensure quality of graduates for prospective employers as well as employment opportunities and career progress (Kong, 2015).

The fourth strategy is to build in graduates thinking and communication skills with the use of the problem-based pedagogical approach (Zwaal & Hans, 2015). With such an approach, subject courses are first decomposed and later recomposed into modules according to organizational functions. Both theories and practicum training are instructed by specifications of individual modules. In parallel with lecture and practicum training, students should be given cases that challenge problem-solving skills in the real work context. As Zwaal & Hans (2015) asserted, lecturers are to play their role as tutors and facilitators to support and encourage students to interact and express their viewpoints with sound justification. The problem-based pedagogical approach is meant, after all, to train students with required knowledge, skills, and attributes in an integrated manner. This approach has been used in tourism and hospitality schools in the European Community. Such application of the approach with past success of these institutions should suggest to those Thai universities that it would be worth following an example of good practices.

The fifth and final strategy is to develop a dual-degree program to accommodate international internship and provide career-based learning experience for greater opportunities for a career in tourism and hospitality, both locally and internationally. Such a program has been attempted at a private university, in which there is cooperation between the private university and a French institute for economic and commercial studies (Jotikasthira & Jotikasthira, 2012). The newly modified program integrates technical and soft skills and internship at the local and international levels. The purpose is to provide great opportunities for learning, training, and developing skills up to the ASEAN and European standards in the tourism and hospitality industry (see exemplified program design in Appendix A).

6. Conclusion

An ever more demanding industrial environment in the field of tourism and industry has shifted teaching and learning at the university level for technical and soft skills toward the problem-based pedagogical approach. The significance of generic and transferable skills has been imposed on both public and private higher education institutions in Thailand. Besides their attempts to meet with the ASEAN standards in the tourism and hospitality industry, they have to cope with relatively weak student input with low learning motivation. Worse still, students have inaccurate understanding of the industrial environments and work natures.

To remedy shortcomings in the curriculum and instruction of tourism and industry to meet the ASEAN standards, the Office of Higher Education Commission has prescribed Thailand Qualification Framework (TQF) for tertiary education institutions. The curriculum is to give weight not only to technical skills but soft and generic/ transferable skills. With the new standards from the ASEAN economic integration, Thai tourism and hospitality education has to pay attention to required competencies. Translating those prescribed competencies into subject courses is not an easy practice due to competency standard units designed by ASEAN Secretariat Office requiring KSA--knowledge, skills, and attributes—to be relevant to each context of tourism and hospitality. In this regard, Thai educators need to interpret KSA as pertinent to Thailand or at least to neighboring countries to ensure career opportunities for graduates.

As perceived by the authors of this paper, Thai educators need to strive hard in exerting their efforts in teaching and training their students for target competencies. They may have to adopt the problem-based pedagogical approach, as currently used in the European Community, for students' better performances and competitiveness in the workplace. General education requirements should also be modified to include generic/ transferable skills and nurture the right professional attitude. Internship should include cooperation from international partners, as seen appropriate by the host institution. Such a move could serve as a fast track to improve curricula, instructional methods, and internship requirements, and after all to produce qualified graduates for the tourism and hospitality industry for the country.

7. The Authors

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9. Appendix A: Components of Thailand's Qualification Framework (TQF)
Codes: XX = Thai private university; YY Institute = first international partner; ZZ Institute = second international partner

XX University

Thailand Qualification Framework 2 (TQF 2): Bachelor of Technology in International Culinary Arts and Technology

Under Cooperation with YY Institute and ZZ Institute, the European community

Component 1: General information of the program
1. Name of Program
2. Name of Degree and Concentration
3. Major
4. Number of Credits throughout the Program
5. Format of the Program
6. Status of the Program and University's Council's Consideration
7. Readiness of the Program for Dissemination of the Quality Assurance
8. Professions that Graduates Can Pursue after Graduation
9. Name, Identity Number, Academic Titles and Education Qualifications of Responsible Lecturers
10. External Factors or Development Taken into Consideration when Planning the Program
11. Impacts from Factors Mentioned in (11) Relevant to Program Planning and Mission of the Institute
12. Relation with Other Programs Operated by Other Faculties and Departments of Rangsit University

Component 2: Specifications of the program,
1. Philosophy, Significance, and Objectives of the Program
Example:
The program is an interdisciplinary professional degree integrative of knowledge, skills from relevant subject areas to ensure that the program is up-to-date both the theory and practicum parts. The program makes sure that graduates are employable in the international food and beverage and hospitality labor market, are able to climb up the organizational ladder successfully in national, regional, and international levels

The program contains knowledge and skills covering planning, development, administering, communication, information technology, foreign languages, and preservation of environment and

national identities while being compatible to the international standard The program commits to provide high standard education and practicum training well   recognizable from the industry both at local, regional and international levels for graduates' competence, attitude, ethics, and professionalism

The programs aim to nurture conscientiousness in graduates compatible to sustainable development, dharmacratic society and support equality of the society
Program Objectives

To develop learners and graduates with virtues, ethics, service-mind, consciousness about social responsibility, modesty, good manners according to both Thai and international norms

To develop learners and graduates who are both knowledgeable and skillful in culinary arts and technology as well as adept in management according to the international standard

To develop and nurture learners who are capable in analyzing and seek constructive solutions to problems, have sound judgment appropriate to contexts and situations

To develop and nurture learners and graduates with good personality and attitude, are able to successfully work with others, and are constantly proactive in developing themselves professionally

To develop learners and graduates who are adept in using information and communication technology as well as foreign languages and cross cultural communication
To develop learners and graduates to use figures and statistics in analyzing situations and support decision making and planning at work

2. Program Modification and Development Plan
Example:
Development/ modification plan:
Modify the curriculum according to the food and beverage industrial change both at the national and international levels

Strategies:
Establish network with industry, both public and private organizations, to analyze the need, trends, and expectations of the industry

Indicator:
The established network has not less than 5 member organizations that are public authorities and professional associations

The established network has not less than 5 member organizations that are private organizations

The network members meet at least once a year

Evidences:
Minutes of meeting
Consultancy record with concerned authorities and professional associations

Component 3: Education management system, program implementation and curriculum structure

1. Education Management System

Example:

System:
The program is arranged in semester system. One academic year contains two semesters. Each normal semester lasts not less than 15 consecutive weeks

Arrangement of Summer Semester
One summer semester per year with duration of not less than 6 consecutive weeks

Credit Equivalence in Semester Program
None

Qualification of Eligible Applicants:
Possess high school certificate or equivalent from institutes recognized by the Thai Ministry of Education with Grade Point Average of 2.5 or higher in 4- point system or equivalent High English proficiency (IELTS Score Band 4.5 or Paper-based TOEFL 480, or Computer- based TOEFL 153, or Internet-based TOEFL 53 or higher)

Pass the interview assessment by the admission committee

2. Program Implementation
 Example:
 Languages:
Students are to enroll in 5 subjects in this subject groups according to the following conditions

Condition One:
Students enroll one subject from Thai Language Group and 4 subjects from English Language Group

Condition Two:
Students enroll one subject from Thai Language Group, Two subjects from English Group and other two subjects from other language groups. However, condition two will only apply when students have Grade Point Average (GPA) higher than 3.00. Their enrollment must be approved by the Dean/ Rector

3. Admission Plan and Graduates during Five Year Period
4. Education Provision System
5. Credit, Subject Course, and Inter University Enrollment (if any)
6. Curriculum
6.1 Subject Courses in the Curriculum
    General Education   30 Credits
    Specific Courses   114 Credits
6.2 Foundation Courses   33 Credits
   Example:
   Number of Credit (Lecture- Practicum-Self Study)
   IAC 111   Accounting for Non-accountant   3 (3-0-6)
   ICA 102   Personality Development and Hospitality Arts   3 (3-0-6)
   ICA 103   Food and Beverage Operations and Management   3 (2-2-5)
   ICA 202   Psychology for Service Industry and Cross Cultural Communication

		3 (3-0-6)
ICB 101	*Food Chemistry and Analysis*	*3 (3-0-6)*
ICB 201	*Food Microbiology and Food Hygiene*	*3 (3-0-6)*
ICB 301	*Food Processing I*	*3 (2-2-5)*
ICB 302	*Food Quality Control and Product Development*	*3 (3-0-6)*
IFN 201	*Business Finance*	*3 (3-0-6)*
IMG 201	*Modern Management and Organization Behavior*	*3 (3-0-6)*
IMK 201	*Principle of Marketing*	*3 (3-0-6)*

Core Requisite Courses:
Number of Credit (Lecture- Practicum-Self Study)

ICA 111	*Introduction to Culinary Studies*	*3 (1-4-4)*
ICA 112	*Cooking Methods*	*3 (1-4-4)*
ICA 113	*Stock and Sauces in French Cuisines*	*3 (1-4-4)*
ICA 114	*Fruits and Vegetable-based Side Dishes*	*3 (1-4-4)*
ICA 201	*Ethics and Law in Food and Beverage Business*	*3 (3-0-6)*
ICA 211	*Cold Hor d' Oeuvres and Appetizers*	*3 (1-4-4)*
ICA 212	*Hot Hor d' Oeuvres and Appetizers*	*3 (1-4-4)*
ICA 213	*Fish and Shellfish*	*3 (1-4-4)*
ICA 214	*Meats and Poultry*	*3 (1-4-4)*
ICA 215	*Creams and Dough for Traditional and Modern Pastry*	*3 (1-4-4)*
ICA 221	*Thai Culinary Arts*	*3 (1-4-4)*
ICA 224	*Halal Food and Islamic Kitchen Operation*	*3 (2-2-5)*
ICA 321	*Kitchen Operation and Management*	*3 (2-2-5)*
ICA 322	*Human Resource Management in Food and Beverage Industry*	
		3 (3-0-6)
ICA 323	*Purchasing Management in Food and Beverage Service Businesses*	
		3 (3-0-6)
ICA 324	*Food and Beverage Startup Creation*	*3 (1-4-4)*
ICA 325	*Business Strategy and Operation Management in Food and Beverage Industry*	*3 (3-0-6)*
ICA 426	*International Business Competencies and Methods*	*3 (3-0-6)*
ICA 427	*International Management and Personal Skills*	*3 (1-4-4)*

6.3 Core Courses 87 Credits
   Core Requisite Courses 57 Credits
   Core Elective Courses 9 Credits
  Example:
   Students are required to enroll three courses (9 credits) from one of the following groups
 French Culinary Arts:
   Students who choose to obtain "Bachelor of Business Administration" from ZZ Institute are required to choose this subject group
   Number of Credit (Lecture- Practicum-Self Study)

ICA 331	*French Regional Cuisine: Traditional Recipes and Contemporary Trends*	*3 (1-4-4)*
ICA 332	*International Influenced in French Cuisines*	*3 (1-4-4)*
ICA 333	*Creative Evolution in French Cuisine*	*3 (1-4-4)*

Thai Culinary Arts
Number of Credit (Lecture- Practicum-Self Study)

ICA 341	*Thai Appetizers and Hord' Oeuvres*	*3 (2-2-5)*
ICA 342	*Thai Culinary Arts of the Royal Court*	*3 (1-4-4)*
ICA 343	*Thai Regional Culinary Arts*	*3 (1-4-4)*

  Language Electives   15 Credits
  1) French Language
  2) Chinese Language
  3) Japanese Language
  4) Arabic Language

6.4 Cooperative Education   6 Credits
6.5 Free Electives   6 Credits
6.6 Courses with Shared Responsibility of XX University, Institute YY and Institute ZZ, the European Community

7. Study Plan
  Year One
  Year Two
  Year Three
  Year Four

8. Course Description

9. General Education   30 Credits
  Science and Mathematics   9 Credits
  Specific Courses   120 Credits
  Foundation Courses   33 Credits

10. Core Courses   87 Credits
  Core Requisite Courses   57 Credits
  Core Elective Courses   9 Credits
  1) French Culinary Arts
  2) Thai Culinary Arts
11. Language Electives   15 Credits
  1) French Language
  2) Chinese Language
  3) Japanese Language

12. Cooperative Education   6 Credits

13. Name, Academic Title, Qualifications, Academic Work and Professional Experience

14. Components related to Field Experiences
  Standard of the Field Experience
  Time Period
  Schedule

Component 4: Learning outcomes, and teaching and assessment strategies,
1. Development of Special Desirable Characteristics of Graduates
 Example:
    Physical Characteristics:
    Students dress presentably and appropriately accordingly to the social and professional contexts.

Students shows good social manner, gesture, and facial expressions appropriate to social roles, contexts and professional situations

Strategies and/or Student Activities
Mutually determine classroom and program rules and enforce rules to all students
Practice of social manner and etiquette in class activities and role playing activities

Verbal Characteristics:
Students hold appropriate and polite verbal expressions according to communication partner, situations, venues, and contexts
Students can use verbal communication to portray imageries, descriptive and communicate their ideas effectively
Students can use English well

Strategies and/or Student Activities:
Role playing in simulated situations
Practice of verbal expression during project presentation
Speech making extracurricular activities

Attitudinal Characteristics:
Students have service mind
Students are empathetic
Students are open-minded
Students are conscious about prioritizing the interest of group, organization, and society before their personal interests
Students have high self-esteem

Strategies and/or Student Activities:
Through classroom activities
Reiteration of importance of food and beverage business industry to national social and economic development
Include relevant subjects in general education and foundation courses

Other Capabilities:
Proactive in seeking additional knowledge, be observant, make rational argument with sound justification, are able to solve problems well, are adept in negotiating and handling complaints

Strategies and/or Student Activities:
In class activities
Field experience through Cooperative Education
Teaching through case studies

2. Development of Learning Outcomes

3. Curriculum Mapping of Learning Outcome Distribution
   Learning Outcomes for General Education
   Curriculum Mapping for General Education
   Learning Outcomes for Specific Courses
Example:
   Ethics and Conscience Learning Outcomes:
   Students are well conscientious about their professionalism in food and beverage industry
   Students consistently demonstrate their integrity in food and beverage professional context
   Students are well disciplined and are responsible for themselves, customers and societies

Students respect regulations and guidelines in food and beverage industry and respect the rights of customers while being receptive to others' opinions

4. Curriculum Mapping for Specific Courses

Component 5: Evaluation criteria for students' learning outcomes,
1. Regulations or Guidelines for Grading
   Assessment of Performance
   There are 8 letter grades with their respective numeric values as stated below
   Non numerical Grades are stated below

2. Verification of Students' Achievement Process
Example:
> *Lecturers submit examination paper and other assessment tools for the consideration of program's academic supervision committee*
> *College of Tourism and Hospitality appoints Academic Supervision Committee responsible for supervising quality of course content, instruction techniques, assessment tools, and students' performance*

> *YY Institute jointly assesses students with examiners from Lycée Hôtelier de la Rénaissance, in La Réunion Island, France DOMTOM for their practicum skills at the end of Year Two before students are allowed to enroll in core-elective courses*

> *College of Tourism and Hospitality together with ZZ Institute by the end of Year Three before departing to study in France*

3. Program Completion Requirements

Component 6: Teaching staff development,
1. Preparation for Newly Admitted Lecturers
2. Development of Professional Skills and Knowledge for Lecturers

Component 7: Quality assurance of the program
As guided by the Office of National Quality Assurance in five areas: (1) Graduates, (2) Research, (3) Academic Services, (4) Cultural Maintenance and Promotion, and (5) Management

Component 8: Evaluation and revision of program operations
As guided by the Office of Higher Education Commission