

แบบฟอร์มการขอเสนอวาระเข้าที่ประชุม
คณะกรรมการประจำคณะกรรมการบริการและการท่องเที่ยว
เรื่อง การต่ออายุการรับรองคุณภาพหลักสูตรด้วยเกณฑ์ UNWTO.TedQual ครั้งที่ 1

ความเป็นมา

ตามที่ หลักสูตรบริหารธุรกิจบัณฑิตสาขาวิชาการจัดการการบริการ (นานาชาติ) และ สาขาวิชาการจัดการการท่องเที่ยว (นานาชาติ) ได้รับการรับรองคุณภาพระดับหลักสูตรด้วยเกณฑ์ UNWTO.TedQual มาแล้วนั้น ซึ่งมีการรับรองเป็นระยะเวลา 3 ปี นับตั้งแต่ 24 พฤษภาคม 2565 ถึง 16 พฤษภาคม 2568 เพื่อให้การรับรองคุณภาพของทั้งสองหลักสูตรนี้เป็นไปอย่างต่อเนื่องหลังจากครบกำหนดเวลานั้น จึงจำเป็นต้องต่ออายุการรับรองคุณภาพโดยการเข้ารับการประเมินใหม่อีกครั้ง ซึ่งการรับการประเมินในครั้งนี้จะเป็นในรูปแบบ Documentary Renewal Audit ที่ต้องส่งผลการดำเนินงานตามคำแนะนำของผู้ตรวจสอบคุณภาพในครั้งก่อนตามรายละเอียดในเอกสารประกอบการประชุม ด้วยเหตุผลดังกล่าวจึงเห็นควรตั้งคณะทำงานเพื่อรวบรวมข้อมูลหลักฐานการดำเนินงานและจัดส่งผลการดำเนินงานดังกล่าวให้ทาง UNWTO.TedQual ตามกำหนดการที่เสนอมาในเอกสารประกอบการประชุม

ขั้นตอนที่ได้ดำเนินการไปแล้ว

คณะฯ ได้แจ้งความประสงค์ขอรับการต่ออายุการรับรองคุณภาพของทั้งสองหลักสูตร โดยได้รับการตอบรับจาก UNWTO.TedQual และอยู่ระหว่างรอการชำระเงินลงทะเบียนเพื่อเข้ารับ การประเมิน

ข้อมูลประกอบการพิจารณา

1. กำหนดระยะเวลาการเข้ารับการตรวจสอบ
2. รายการที่ต้องดำเนินการตามคำแนะนำของผู้ตรวจสอบคุณภาพครั้งก่อน

ประเด็นพิจารณา

1. แต่งตั้งคณะทำงานเพื่อรวบรวมข้อมูลหลักฐานผลการดำเนินงานตามคำแนะนำของผู้ตรวจสอบคุณภาพครั้งก่อน
2. กำหนดผู้รับผิดชอบในแต่ละรายการตามคำแนะนำของผู้ตรวจสอบคุณภาพครั้งก่อน

หน้าที่รับผิดชอบของคณะทำงาน:

1. เสนอแนวทางการดำเนินงานของแต่ละรายการตามคำแนะนำของผู้ตรวจสอบคุณภาพครั้งก่อน
2. จัดประชุมติดตามผลการดำเนินงาน วิเคราะห์ แก้ไขปัญหาอุปสรรค เพื่อให้ได้ผลลัพธ์ของการดำเนินงานตามที่คาดหวัง
3. สนับสนุนการตรวจประเมินตามกรอบระยะเวลาการตรวจประเมิน



RENEWAL DATA FORM

UNWTO.TedQual Certification System for Tourism Education and Training Programmes



Please, fill out and email a copy to the UN Tourism.TedQual Programme (tedqual@unwtothemis.org).

ONLINE RENEWAL AUDIT	
DOCUMENTARY AUDIT	X

INSTITUTION DATA

Name of institution:	Prince of Songkla University, Phuket Campus
Date of foundation:	Headquarters: 1967, (Phuket Campus: 1977)
Faculty / School / Department:	Faculty of Hospitality and Tourism
Type of institution (Public / Private / Other):	Public
Address:	80 Moo1 Vichitsongkram Rd, Kathu, Phuket, 83120, Thailand
Telephone:	+66 76276000
Fax:	+66 76276031
E-mail:	fht@phuket.psu.ac.th
Web-site:	www.fht.psu.ac.th
Number of professors:	33
Full-time:	33
Part-time:	0
<u>Responsible authority of the University/Faculty/School/etc.</u> Name and surname of the responsible authority: Title: (Mr. / Mrs. / Ms / Miss): Position: (Dean / President / Director / Chair, etc.) E-mail:	Pompisanu Promsivapallop Mr. Dean pompisanu.p@phuket.psu.ac.th
<u>Contact person</u> Name and surname: Title: (Mr. / Mrs. / Ms / Miss): Position: (Dean / President / Director / Chair, etc.) E-mail:	Kanapot Kalnaovakul Mr. Deputy Dean for Administration and Quality Assurance kanapot.k@phuket.psu.ac.th

PROGRAMMES TO BE AUDITED (Renewal):

Name of the Programme	Duration	Degree Awarded (BA, BSc, MA, .)	N° Students in graduating class	Year of 1st graduation
Bachelor of Business Administration: Tourism Management Programme (International Programme)	4 years	BBA	60	1998
Bachelor of Business Administration: Hospitality Management Programme (International Programme)	4 years	BBA	43	1998



RENEWAL DATA FORM
**UNWTO.TedQual Certification System for Tourism Education
and Training Programmes**

WE WISH TO INITIATE THE RENEWAL PROCESS FOR THE TEDQUAL CERTIFIED PROGRAMMES LISTED ABOVE.

Responsible authority

(signature, name, institution stamp)



Assoc.Prof.Dr.Pomsipanu Pomsivapallop

Contact person

(signature, name)

Asst.Prof.Kanapot Kalnaovakul

Date: May 01, 2024

On Thu, Apr 25, 2024 at 9:13 PM TedQual UN Tourism Academy <tedqual@unwtoacademy.org> wrote:

Good afternoon Prof. Kalnaovakul,

Thank you for your prompt response.

Actually, institutions usually propose three possible weeks for the audit, and then, according to our auditors' agenda we confirm one of the weeks, therefore, the "Consultation week" takes only one week.

In the schedule it says online, but now you have confirmed Documentary we will update it to documentary.

As mentioned, the institution usually provides three possible weeks during which the TedQual liaison, in this case you, should be relatively free during the "Consultation week" in case the auditor needs to contact you on any doubt regarding the documents previously provided.

I hope this email helps, but please do not hesitate to contact us in case of further doubts,

Regards,

Verónica González

Programme Assistant

UN Tourism TedQual

UN Tourism Academy Av. Doctor Vilanova 13, AD500,

Andorra la Vella, Andorra

Tel: +376 802600 unwtoacademy.org



On Thu, 25 Apr 2024 at 15:29, อาจารย์คณพศ กาลเนากุล <kanapot.k@phuket.psu.ac.th> wrote:

Dear Ms. Verónica González,

Thank you very much for the detailed information. We are now considering choosing a documentary audit for the first renewal. According to your schedule for January 2025, there will be an online audit scheduled for weeks 2-4. Does this pertain solely to the online renewal audit? Please kindly advise.

I will complete the form and indicate the renewal methodology chosen and send it to you soon next week. Have a great weekend ahead.

Best regards,
Knapot.

On Wed, Apr 24, 2024 at 9:14 PM TedQual UN Tourism Academy <tedqual@unwtoacademy.org> wrote:

Good afternoon Prof. Kalnaovakul,

We hope you and your team are doing well. We appreciate you have let us know you are now the TedQual liaison.

Thank you for contacting us regarding the UN Tourism.TedQual Renewal of the programmes:

- Bachelor of Business Administration in Hospitality Management
- Bachelor of Business Administration in Tourism Management

whose validity period awarded will expire in May 2025.

Considering that the First certification audit carried out in 2021 was an Online Audit, this next Renewal audit could be Documentary or an online audit.

First certification audit **online 2021**

Renewal audit **Documentary /online 2024-5**

online/ documentary,

online/ documentary,

online,

and so on.

The Documentary Renewal audit can be chosen every two renewals.

Please allow me to further explain the difference to you.

The **Renewal documentary audit** only asks for **documentation** to evidence those areas where the **maximum score was not obtained**. (Please see the audit report)

Once the dates are settled and the documentation shared with the auditor, the audit process would be carried out based on the documents you would be sending him, and without visiting the Institution.

A **"consultation week"** is established during which the auditor might contact the Institution in case of doubts with the documents or for any skype meeting if necessary.

You could choose the documentary process for this upcoming renewal.

The cost associated with this documentary process is **50% less than of the onsite processes**.

The fees for the Documentary Renewal audit is of 4.675,00€

Please note that a documentary process is only applicable for a renewal process, never for a First Certification.

Or you could choose the **online renewal audit**.

The Online audit is pretty much the same as the First certification audit, and therefore the evidence should be compiled for all the areas.

During the online audit, an agenda is organised with all the stakeholders.

Considering the auditor is not travelling, the price of the online audit is **20% less than the onsite option**.

The fees for the Online Renewal audit is of 7.480,00€

This is a brief scheme of the steps:

1. The Institution fills-in the UNWTO.TedQual Renewal Registration form (attached) and informs the UNWTO Academy on whether it wishes for an online or documentary renewal process. Please find attached the pro-forma invoices for both Renewal audit options.
2. The Institution then proceeds with the payment of the Renewal fee.
3. Once the payment has been carried-out by the Institution a deadline is set for the Institution to compile all the documentation needed for the audit. For the documentary audit the Institution only needs to compile information on those areas where the maximum score (5) was not obtained during the last audit process (please see previous audit report) and on any general improvements that the Institution has implemented since the last audit. And in the case of the online audit, documentation and evidence should be compiled for all the areas of the report.
4. An email will also be sent to introduce the auditor to the Institution so that they can coordinate documents (and agenda if necessary).
5. Dates for the audit are set. In the case of a documentary audit, these dates are set as days when the auditor may contact the Institution (via skype, etc) for any interviews, etc. in case he needs to clarify anything regarding the documentation sent. In the case of the online audit the interviews to all stakeholder should be carried out.
6. The auditor carries out the documentary/online audit.
7. The final report will be written-up and sent to the Institution along with the results (approx 4 months after audit).

We are sharing with you a calendar proposal.

	2024								2025					
Renewal	May	June	July	August	September	October	November	December	January	February	March	April	May	
1st week	Registration form filled out and delivered.	Proforma invoice shared with the institution	Payment received	List of documents shared with the institution	Compilation of docs for the audit	Compilation of docs for the audit	Compilation of docs for the audit	Analysis & evaluation by the auditor		The report is written down and ratified by the UNWTO.TedQual Advisory Board				The report is written down and ratified by the UNWTO.TedQual Advisory Board
2nd week									Online audit week 2					
3rd week									Online audit week 3					
4th week							Delivery to the auditor	Online audit week 4						

Usually institutions have 3 months to compile the documents but if the process starts in advance you could have more. What cannot happen is for the compilation of documents to start after September otherwise the project will finish after May and therefore there would be a gap between certifications.

It would be of great help if we could receive the Renewal form filled out with the Renewal methodology chosen since it is the first step of the Renewal process.

We hope that this information helps you with any doubts you may have but please don't hesitate to contact us for any further assistance.

Regards,

Verónica González

Programme Assistant

UN Tourism.TedQual

UN Tourism Academy Av. Doctor Vilanova 13, AD500,

Andorra la Vella, Andorra

Tel: +376 802600 unwtocademy.org



UN Tourism Academy

On Mon, 22 Apr 2024 at 17:06, อาจารย์คณพศ กาลเนาวกุล <kanapot.k@phuket.psu.ac.th> wrote:

Dear Ms. Verónica González,

I hope this email finds you well. I am writing this email to inform you that I will be the new contact person representing the Faculty of Hospitality and Tourism at Prince of Songkla University, Phuket Campus, regarding the upcoming UNWTO.TedQual renewal next year (if my understanding is correct). This responsibility has been transitioned to me following the departure of Ms. Kristina from the university.

Essentially, I am seeking guidance on the certification's renewal process, including the necessary steps and timelines for our faculty's involvement. Could you please provide me with the relevant information at your earliest convenience?

Thank you very much for your attention to this matter. I look forward to your response.

Best regards,
Kanapot.

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Asst.Prof.Kanapot Kalnaovakul
Deputy Dean for Administration and Quality Assurance
Faculty of Hospitality and Tourism
Prince of Songkla University, Phuket Campus
Tel: 076 276 833, 095 254 1416
www.fht.psu.ac.th

ศูนย์กลางการศึกษานานาชาติ มุ่งสู่ความเป็นเลิศทางวิชาการของอาเซียน
International education hub towards ASEAN's academic excellence

Calendar proposal for documentary renewal audit

2024								2025					
Renewal	May	June	July	August	September	October	November	December	January	February	March	April	May
1st week	Registration form filled out and delivered.	Proforma invoice shared with the institution	Payment received	List of documents shared with the institution	Compilation of docs for the audit	Compilation of docs for the audit	Compilation of docs for the audit	Analysis & evaluation by the auditor		The report is written down and ratified by the UNWTO.TedQual Advisory Board			The results and report are shared with the institution
2nd week									Online consultation week 2				
3rd week	Online consultation week 3												
4th week	Delivery to the auditor						Online consultation week 4						



Institution: Prince of Songkla University, Phuket campus (Thailand)

Faculty of Hospitality and Tourism

Programmes:

- Bachelor of Business Administration: Tourism Management Programme (International Programme)
- Bachelor of Business Administration: Hospitality Management Programme (International Programme)

Max. Score	Score	Degree of Accomplishment (%)
845	742	87,81%

Auditor: A. Carles

On-line Audit: 18th-22nd October 2021



Annex 1: Score Obtained During the *on-line* Audit

Explanatory note

In order to ease the interpretation of the results of the on-line audit, please consider the following:

- a) There are six processes that have been evaluated during the online audit:
 - Process 1. Employers: Public, private sector and civil society
 - Process 2. The Student
 - Process 3. The Educational System
 - Process 4. The Faculty
 - Process 5: The Administration
 - Process 6: The Accomplishment of the Global Code of Ethics for Tourism
- b) Aside from process number 6, each process maximum score – is 100 points. Process number six, on the other hand, has a maximum score of 345 points. Being the overall maximum score for the whole audit 845 points.
- c) For each process and evaluated aspect, a final value has been defined on the basis of multiplying the value by the degree of accomplishment.
- d) A Programme should have a 75% degree of accomplishment to obtain the UNWTO.TedQual Certification.
- e) Maximum score: MS / Score obtained: SO

Process 1. Employers: Public, Private Sector and Civil Society

Aspects evaluated by the process		Value	Degree of accomplishment					MS	SO	Comments of the auditor
			1	2	3	4	5			
1.1 Inclusion of the employer's needs	1.1a) Mission	3					5	15	15	Record of the meetings, connection with the stakeholders and expressing the message in a specific offsite meeting, supports the coherence of the Mission established for the tourism programmes aligned with the Vision of Prince Songkla University (PSU) and the Faculty of Hospitality and Tourism (FHT). The Mission was formulated as follows: <i>To produce highly motivated and qualified graduates, conduct detailed research and provide academic services to the hospitality and tourism industry at an international level. As a knowledge resource to the public, FHT commits to supporting the development of the community and the wider region.</i> Also, the SWOT analysis on the external environment of each of the programmes has been carried out as a baseline for the strategic development planning. Information about the mission of the programmes is present on the web and expressed (externally and internally) in documents related to them. The requirements of this procedure are duly met.
	1.1b) Action plan	4					5	20	20	The Faculty of Hospitality and Tourism (FHT) strategic planning process, refers to the period 2020-2023. Based on the following 5 defined strategies: 1. Developing human resources to qualify and match the context of society and the economy. 2. Increase academic services, and research works for domestic and international publications. 3. Strengthening internationalization. 4. Facilitating and providing academic services proactively, and advisement on relevant academics to communities. 5. Good governance and effective management. The Faculty identifies the action plans related to each one, including follow up indicators, timeline, responsible person and implementation status, the Campus Board committee control the progress of the actions at quarterly basis. The stakeholders are informed accordingly.

										The progress report, linking final goals with plans, is developed, showing levels of accomplishment towards the quantified goals and providing evidence of that follow up. The requirements of this procedure are duly met.
	1.1c) Curriculum content	6				4		30	24	TRM and HPM academic staff worked together to design the current programmes, revised in 2019/2020, aligned with the expected learning outcomes, developed based on the Thai Qualifications Framework (TQF) prescribed by the Higher Education Commission, and in response to the manpower requirements of tourism businesses, on both a national and international level. The curriculum comprised of General Education Courses, Core Courses, Free Elective Courses, Practical Training and Co-operation Education. Once the curriculum is developed, it is submitted to the senior scholar committee for comments that are acknowledged and included in the curriculum document / book, TQF2, with the competencies and skills related to the courses. The identified expected learning outcomes are subsequently integrated into the process of curriculum design, as well as the learning process and evaluation process in their subjects. The discussion of developments in the respective occupational field is ensured by the teachers and the involvement of external experts from practice, so that the findings are incorporated into the development of curricula and teaching. <i>In order to identify to what degree, the curriculum incorporates the competencies required by the industry, a correlation analysis with the industry representatives (Advisory Board) would be recommended, establishing a continuous improvement plan to reduce the possible gaps, as evidence required by this procedure.</i>
1.2 Adaptation of the Programme to new trends and requirements of the employers	1.2a) Existence of (permanent) monitoring mechanisms to assess needs	4				4		20	16	During the curriculum redesign process, key stakeholders, such as tourism experts, as well as academic and industry leaders were invited to join the revision meeting. Their ideas and comments were recorded and taken into consideration. Alumni were interviewed and their feedback was used in the design of the new curriculum. The programmes also received feedback from current students through focus groups of students' representatives, including local and full-time international students. In addition, the Internship Department designed a questionnaire to survey the "satisfaction and expectations of the workplaces for student internships". During the

									onsite lecturer visits, information about the programme needs is also obtained. Therefore monitoring mechanisms to assess the industry needs include organized meetings with lecturers and guest lecturers at least one time per academic year, industry partners, feedback from current students by organizing focus groups from students' representatives each year, an up-to-date ASEAN Mutual Recognition Arrangement on Tourism Professionals, from the government sector, such as the Ministry of Tourism and Sports and the Ministry of Higher Education, Science, Research and Innovation, as well as from associations from the tourism sector and international organizations, are considered in order to summarize key information or trends and integrate them in the curriculums. Alumni and their respective employers are approached to give their respective feedback. <i>It would be recommended to formalise further this procedure by establishing an Advisory Board comprised of key industry representatives who can assess the captured market dynamics in order to keep abreast of its evolution.</i>
	1.2b) Adjustment actions	3			4		15	12	The curriculum re-design and development is conducted every 5 years as requested by Higher Education Science, Research and Innovation and follows the quality assurance processes (PDCA). The process of taking the expected learning outcomes into consideration of revising new curriculum is made during the making of the curriculum revision, including the teaching and learning methods and assessment. The process of revising the curriculum is as follows: a. Set up the timeframe to revise the curriculum as requested by Higher Education. b. Evaluate satisfaction and student qualifications (knowledge, attitude, skills) needed from employers and current students. c. Set up the curriculum revision teams and call meetings in order to conclude the programme with SWOT analysis and feedback from stakeholders. d. Consider new subjects and/or rewrite course descriptions to be up-to-date with trends in the hospitality industry and education in the 21st century. All changes in the curriculum will be announced through FHT meetings, the Academic Facebook site and on the FHT website. "The mechanisms we use to adapt our actions with respect to the

										new trends are by academic seminar, curriculum development, programme meeting. The programmes will monitor KPIs as a result of the implementation on actions.” <i>It would be recommended to identify the changes introduced from the old to the new programmes, implementing a mechanism quality oriented, to determine the success factors of the planned changes, being the adjustments made evaluated and determine if they cover the industry needs, one's implemented, as evidence for this procedure.</i>
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Total score obtained: 87

Process 2. The Student

Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments of the auditor
		1	2	3	4	5			
2.1 Communication and promotion of the Programme (before and during the admission process)	2				4		10	8	The Faculty has been doing curriculum promotional activities in various channels, with the announcement of admission requirements in each entry channel, like FHT website, TikTok, YouTube, Roadshow, Boot camp for high school students, High School Advisory Teachers' Seminar, ... following the marketing / action plan. One of the activities conducted was during "PSU OPEN WEEK" in which the Faculty welcomed visiting students from other schools, showed them the facilities and asked what admission channels and criteria they choose for them to be part of the activity as provided by FHT. The Marketing Communication Department of the Faculty consistently drives its efforts doing off-campus promotional campaigns by visiting nearby targeted schools carrying out "Road Shows" within Phuket province and nearby provinces. The analysis of each of the channels is carried out, conducting surveys and getting feedback, in order to improve the student intakes, improve admission channels, enhance communication channels, direct school quota admission and the extension of scholarships to academically qualified students and reach out the desired target audience. It was found that Facebook, advice of friends, and advice of High School Advisory Teachers are the most influential information sources. For prospective international students, the Dean and Deputy Dean for Academic Affairs of FHT made visits to many overseas universities to establish relationships and sign MOUs and thus create effective student exchange programmes, with international universities from China, South Korea, Japan, Malaysia, Indonesia, Germany and Finland. Also, the Faculty has been aligned with the Government to promote Vocational Courses to students applying for Bachelor degree. The results of such marketing communication activities have been evidenced. <i>It would be recommended to develop the recruitment process flow and analyse the steps, looking for a process improvement plan, especially with the foreign student's process.</i>

2.2 Introduction of the student to the Programme (Post admission)	4				5	20	20	Prior to the start of the first semester for FHT freshmen, the faculty conducted “an academic orientation day” for all FHT freshmen and organized a “students’ parents meeting”. During this event, information regarding programme specifications and course specifications were introduced to freshmen and their parents. In addition, the programme specifications are published and made available for all students to see on the faculty’s website. Additionally, the students who attend the meeting will be given information brochures to facilitate them to understand the rules, regulations, requirements, and all necessary information while they attend the programme. Moreover, the course specifications of all subjects are available on the Learning Management System (LMS) of the university and the lecturers of all subjects in the programmes are required to explain the course specifications to the students during their first class of every subject. The students become familiar with the functioning of the University, the main services provided and resources available. The requirements of this procedure are duly met.
2.3 Attention given to students’ needs – Administrative, academic, social welfare and curriculum support (during their studies)	6				5	30	30	The supports to the student are provided at University and Faculty level, covering admin and academic matters, as well as non-academic. Necessary actions have been taken by constantly monitoring students’ progress every semester, with the student assessments carried out, in accordance with the requirements of the programme and the syllabus in a transparent and clearly written manner, and grades timely entered in the electronic database, so as to allow the students to see their achievements in time. The necessary infrastructure required for students to use for learning and access the university system is provided with: - E-mail address and printing system. - SIS (Student Information System). - LMS (Learning Management System). - Student timetable (office hours 8.30-16.30, Mon-Fri). Online access 24 hrs. The academic record is managed by the Campus’s Registrar Office and students’ can check it via the SIS with their own PSU passport. Also, with infrastructure and offices to support and improve learning activities, such as: - Academic office. - LSC (Language Support Centre).

								- Computer lab. - FHT International Affairs office. - Student development contact channel. - TOEIC test system. - Internship system and Internship room. - IAC (International Affairs Centre). - Medical Clinic (Nurse room). - Sport Complex. - Student Dormitory. - Shuttle bus. The Faculty has upgraded and invested for building laboratory rooms to enhance students' practical learning including a standard and commercial kitchen lab, Housekeeping lab and The Campus (mock-up restaurant), which is used for Beverage and FB Services courses and the Front Office Lab. Facilities that help students to be prepared for the expected internship learning experience. Moreover, the Faculty set up the Smart Class Room to utilize in-class interactions between teachers and students. The Faculty assigned a lecturer to guide each student and act as an Advisor. Students are encouraged to build and utilize their logical and critical-thinking skills. In line with this, research activities are organized so that students participate in them each year. Apart from in-class academic activities, the Faculty supports the students' extra-curricular activities, with projects for students to gain academic experiences outside the University, by joining overseas academic field trips, cultural activities, student scholarships, internships and student exchange programmes. There is an active international network development, establishing exchange agreements with other institutions/programmes, in order to promote students' mobility, however due to the current Covid19 pandemic situation, students' participation in the programme's internationalization effort is carried out on a virtual platform. The requirements of this procedure are duly met.	
2.4 Assessment of the students' performance	3				4		15	12	The Faculty has a monitoring system under the supervision of the Deputy Dean for Academic, International Affairs and the Deputy Dean for Student Development and Internship. The objective of this system is to monitor student academic results, the number of credits, academic status, activity hours, and other general information. The student assessments are designed based on the expected

								Learning Outcomes as documented in (Thai Qualifications Framework) TQF3, indicating clear measures approved by the Programme Chair prepared before the semester begins. The objective is to make sure that the Assessment Methods used meet the requirements of the Expected Learning Outcomes. As standard operating procedures, all lecturers are required to inform the students about the Assessment Methods in every course at the beginning of every semester. Assessment Methods may include; Quizzes, Midterm Exams, a Final Exam, Presentations, Group Projects, Class Participation, Peer Evaluation, etc. as stipulated in the TQF3. Currently, the Programme offers three main types of teaching approaches: Theory-based, Problem-solving and Project-based, and Practice-based. To achieve the established Learning Outcomes, the Assessment Methods are varied based on the nature of the subject. To be eligible for Bachelor' s degree, apart from completion of the coursework with a (Grade Point Average) GPA of 2.00 and above, and 100 activity hours, all students are also required to achieve TOEIC scores of at least 630. The programmes arrange free of charge (Test of English for International Communication) TOEIC for all students. The test is offered once per semester. This will provide the students an opportunity to see the improvement of their English skills and create a plan to achieve higher levels of English proficiency over time. Students can use other English tests equivalent to TOEIC, such as IELTS (Academic), TOEFL iBT, CEFR, and Duolingo. The programmes also arrange meetings to review the accuracy of the exam questions. This is to ensure that test questions are related to the contents of the subject and will support the expected learning outcomes. Moreover, the weight of the assessment is compared with the information shown in TQF3. Before the semester begins the lecturers have to propose extracurricular activities with a corresponding budget to be presented to the programme committee for assessment and budget approval. Most importantly, the programmes emphasize the Scoring Rubrics Assessment Criteria to maintain consistency with the Expected Learning Outcomes (ELO) and the Core Competency of subjects in the curriculum, which varies according to the level from 1st year students to 4th year students.
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								<i>It would be recommendable to formalize a knowledge evaluation report, based on the level of competencies/learning outcomes acquired by the students versus the objectives marked by every course and establish a cause effect analysis of how to influence the assessment, in order to improve the results.</i>
2.5 Evaluation of students' satisfaction level regarding the Programme and additional services	3			4		15	12	Regarding the dropout rates registered, the abandonment levels of both programmes have fallen from 20 to 25% in the years 2012 to 2016, to 2.3 to 2.9% in 2019, mainly due to implemented actions addressed from the beginning of the learning process, by considering the quality of intake students (i.e. focusing on English during interviews), provide English support facilities, review of the study plan such as allowing the fourth-year students whose TOEIC score less than 630 to enrol two additional English courses during summer of their fourth year, and provide additional tutorial class for some courses related to numerical analysis (i.e. mathematics, statistics, accounting), in addition to arranging advisors meetings periodically. The PSU Teacher Evaluation System is made available for students to provide feedback about lecturers. The system allows students to evaluate lecturers in 4 dimensions: Promoting good learning environments, Learning process management, Subject assessment methods, and Lecturer professionalism. The results help the Faculty to improve the quality of teaching and contribute to the overall Faculty development. During the semester, students have the possibility to give direct feedback on current problems, to promote actions that can be taken and thus rectify any problems that have occurred. Focus Group Discussions are organised twice a semester with the objective to collect data and listen to the students regarding curricular and non-curricular, learning facilities and other concerns that serve as feedback which will be submitted to the Executive Board with suggested actions for approval and improvement. There is a clear commitment from the admin and teaching staff to support improvements towards student satisfaction with the lecturers and the framework conditions for studying. <i>It would be recommended to establish a progress report from the student survey results on teacher evaluation, with the required corrective actions, as a process improvement practice.</i>

2.6 Follow-up of graduated students	2		3		10	6	The FHT has an online Alumni channel, as well as a database of alumni from both tourism programmes, managed by a designated administrator. Additionally, Student Development and Internship Affairs is responsible for monitoring and organizing activities related to student development, industry internships, and alumni. They are launching the FHT Sharing with Alumni to closely work with the alumni currently working in the hospitality industry to produce online materials as teaching materials. Data on the employability of graduates it's been collected every year by the Planning Department, with an average response to the questionnaire above 80%, the data is shared to the Faculty for further analysis. Showing a decrease of the employability rate, from 70% average in the years 2014-2016 to a 40% in the period 2017-2019, one year after graduation, with 69% of them working in a job related to the studied matter. On the other hand, the 2019 questionnaire for employers shows, out of a maximum of 5,0 points, an average level of satisfaction of 4,19, referring to the evaluated attributes, with respect to the 2018 graduates. <i>It would be recommendable to establish a continuous improvement report, based on the analysis of the low employment rates, with defined objectives and actions to reverse the trend.</i>
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Total score obtained: 88

Process 3. The Curriculum and Pedagogical System

Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments of the auditor
		1	2	3	4	5			
3.1 Methodology used to formulate the curriculum	2				4		10	8	The curriculums are formulated following the development's manual, including the work process flow, as per the national standard requirement. Curriculum development committees are appointed, including external professionals. To formulate the programme expected learning outcome (ELOs) or Programme Learning Outcomes (PLOs), the graduate attributes and the curriculum, the programmes begin inviting the stakeholders covering both internal and external actors (public, private sectors) to share their perspectives and needs of community and industry. The university strategies for change into the future include the Academic leadership and the Internationalization, in order to produce quality graduates, able to work in the international labour market efficiently, and to produce research that focuses on solving problems and leads to practical operations towards innovation. Professionals with hands-on knowledge, managerial skills and developed to hold good moral, ethics and social awareness. The teaching deliveries and course assessments of all subjects offered in the curriculums were designed by subject-expert lecturers, following the curriculum mapping, explaining the expected learning outcomes of the five domains: 1. Morality and ethics. 2. Knowledge. 3. Intellectual skills. 4. Interpersonal skills and responsibilities. 5. Numerical analysis skills, communication and use of information technology. Lecturers also had to provide details of teaching methods and evaluation measures that would lead to an achievement of expected learning outcomes. The current curriculums are created based on the framework of TQFs that illustrated both generic and specific learning outcomes. <i>It would be recommended to develop a continuous improvement plan of the curriculum, specially focussed on the practical elements.</i>

3.2 Curriculum coherence	6			4		30	24	The current TRM and HPM curriculums' structure has been logically arranged based on four groups of subjects: I. General Education Courses II. Core Courses: a. Business Foundation b. Professional Courses III. Free Elective IV. Practical Training and Co-operation Education In the study plan of each study-year level, courses were carefully sequenced in order to ensure that students acquired the knowledge and skills as well as suiting the students' ability to learn. The linkage between each subject and each year is established. Students are required to take subjects from the general education group, core subjects of business foundation and some professional courses during their first and second study-years. When students reached their third and fourth study-years period, they would have to take advanced professional and specialization courses. The latest revisions of the curriculum are Expected Learning Outcome driven and course specifications, reduced subject credits, increased areas of specialization, immersive English courses that promoted students' English proficiency, flexible practical training options and a wide variety of elective and third-language courses. The Syllabus of the courses are available with a detailed course outline for each module to ensure content coherence in the delivery in selected sequence by different teachers. All lecturers are required to complete their course specifications (TQF3 and TQF4) and submit them to the Chair of the programme. To assure consistency and coherence in the curriculum and study programmes, there is a programme review process that includes analysis of the achievements of the programme's learning competencies and outcomes. Upon the end of each semester, all lecturers were required to submit "Report of Course Implementations" or TQF5 and TQF6 to the programme's Chair to decide whether they have actually achieved the expected learning outcomes that they intended in their course specifications. <i>It would be recommended to develop a progress tracking of the delivery coherence performance from the different courses, evidencing the continuous improvement of the knowledge transfer.</i>
3.3 Effectiveness of the pedagogical method	4				5	20	20	The policy of curriculum development and teaching/learning guidelines are set by the university. Every teacher decides the pedagogical method appropriate for every lesson within the

									syllabus, which will drive the CLOs (Course Learning Outcome) of each course. Relevant learning methods are selected for each learning component of the programme, which is in line with the course content, objectives and makes it possible to achieve the learning outcomes provided by the course. When choosing the form, the focus is always on the quality of the teaching and the efficient achievement of the students' competences and learning outcomes. Training courses use assessment methods, components and criteria that are relevant to the learning outcome or competence. The Prospectus of each programme indicates number of credits for general education, core courses and elective courses, with a curriculum structure indicating the practical training and the theoretical content. Measurement of the teaching effectiveness is followed and faculty teaching methodology is evaluated each semester by students. A review of the pedagogical methods connected with the learning outcomes achieved, showing the coherence between the methodology used and the assimilation of the programme contents and objectives is carried out. The lecturers with best practices in teaching and pedagogical approaches are identified, being required to share their best practices, in order to enhance the teaching performance, monitoring the progress made. The requirements of this procedure are duly met.
3.4 Existence, access and usefulness of the curriculum support facilities	3.4a) infrastructure and pedagogical equipment	3				5	15	15	The premises of the Faculty of Hospitality and Tourism are equipped with the facilities according to their needs, such as: Learning support for students in the programme includes: • New laptop computers for all freshmen. • High-speed printers in the faculty building. • WIFI access points in the faculty building. • Two computer laboratories (80 units) used as a computer classroom and self-learning information technology centres. Another modern computer room is under construction. • Kitchen Lab, Front office lab, Housekeeping Lab, Room Division Lab, Common Room, Smart Class Room and the Sweet Factory for food and beverage projects. • Software packages such as Amadeus, Opera and Tell Me More. • Learning Support Centre (LSC) where students can come in to review lessons, work in groups, or do activities useful for learning together.

									• Safety system (CCTV cameras and extinguishers) • Resources and trainings to use the system namely LMS, which allows students to revise the lessons from lecturers' teaching materials uploaded online. • Database for research-related information. Classroom, Teaching and learning facilities: - Classrooms, with computers, projectors, and capacity according to the number of students and the subject type (lecture based or practical-based subject) from 25 to 80 students. - A simulation of a passenger aircraft (PSU Terminal) and 2 check-in counters. Computer labs: Two computer labs and updated educational software. There are 35 seats for each room. The IT staffs are available for student service. A three-story library at the campus assembles books, electronic books, articles, and journals from all over the world. Furthermore, online databases are included such as Science Direct, Springer Lin and Hospitality and Tourism Complete. It also provides inter-library loan (PSU Library Network and PULINET) After a live video review of the infrastructure and pedagogical equipment, it can be concluded that the requirements of this procedure are duly met.
	3.4b) infrastructure and equipment for pedagogical support and additional services	3				5	15	15	The campus is equipped with catering services suitable for students and university staff, in addition, the PSU Sport Complex is fully equipped with indoor Olympics-sized swimming pool, football field, and other sport facilities that are offered for students to improve their physical health. Also, there is a PSU lodge with 33 rooms, used for training and offered to the public as well. Additionally, there are female and male dorms, with 519 rooms in total, with a capacity for almost 1,000 students. After a live video review of the infrastructure and equipment for pedagogical support and additional services, it can be concluded that the requirements of this procedure are duly met.
	3.4c) Support measures for the safety and maintenance of pedagogical resources	2				5	10	10	The campus has security staff along with CCTV cameras installed in various locations to ensure a safe environment. Green and red fire extinguishers have been installed in the faculty building with a maintenance plan. Students are educated by external professionals through the class

									of Risk and Crisis Management for Hospitality and Tourism to gain the knowledge of how to prevent and extinguish fires and carry out first aid procedures. Maintenance for classroom facilities: Before the new semester starts, an administration officer monitors all classrooms to check the readiness of teaching facilities. An online claim can be also filed to allow the Learning Centre (LC) team to monitor and repair equipment. This process is quick and can be traced. In addition, the satisfaction survey result is taken into account for facility improvement to respond to students' feedback. The faculty building has wheelchair accessible trails for people with special needs. All students and staff have accident insurance. The first-aid service is provided by on-campus medical experts. Due to the COVID-19 situation, the IT and Administration Department have designed and installed clear PVD shields to allow for social distancing in the computer labs. In addition, social distancing in the two computer labs is also implemented by alternate seating. Also, support measures for the safety and maintenance of pedagogical resources have been evidenced with the live video review. Including the measures taken for the COVID19 pandemic protection. The requirements of this procedure are duly met.
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Total score obtained: 92

Process 4. The Faculty

Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments of the auditor
		1	2	3	4	5			
4.1 Faculty selection	3					5	15	15	The Programme Chair takes part in designing the qualification and specification of the candidates in each discipline. In recruiting the lecturers to teach in the BBA curriculum, the programme followed the announcement "Criteria for University Staff Recruitment and Selection B.E. 2561". The candidate must meet the general required qualification as stated in Item 9 of PSU Regulations for University Personnel Management B.E. 2559. Besides, all staff must comply with the Ethical Guidance of University Staff B.E. 2559. The candidate will be evaluated during the interview session on the educational and working records, attitude and teaching delivery methods by the appointed committee. All candidates are also required to demonstrate the teaching methods on relevant topics for 20 minutes. Finally, the candidate is required to supply the evidence of criminal record. As per the evidence provided, the requirements of this procedure are duly met.
4.2 Academic coordination	3				4		15	12	Manpower planning is designed by consideration of lecturer teaching hours and load unit policy imposed by the Faculty and university's framework. Besides, the Faculty also carefully considers all lecturer's workload (e.g., management and research workload). The programmes evaluate staff to student ratio for the past academic year in order to adjust the academic staff's workload for the programme's administration. The programme chair keeps monitoring the academic staff workload to ensure that they will have enough time to do research and academic services. The results of this workload management are reflecting on the number of publications, academic services, and research projects. FHT management provides staff development plans to ensure that the programme has qualified and adequate manpower. The plan outlines the numbers of staff and their timeline for career development, which assists the programme in monitoring succession, promotion, retirement, and redeployment. Existing staff

								are supported and encouraged to apply for academic positions and produce research. Faculty meet regularly to discuss current affairs in the department in connection with the professor's normal duties and to adopt resolutions relevant to their responsibilities, particularly those connected with the changes in the programmes, new subjects, teaching activities and administrative deadlines. The programme managing and implementing staff, monitor the goals of the educational programme and training courses, and determines whether the programme and the course learning outcomes meet the pre-agreed target benchmarks. Based on the results, further development of the educational programmes and the courses is planned. Faculty activity plan and delivery is reported, with reference to extracurricular and guest speakers' series. <i>Besides that, it would be recommended, according to the delivery plan of the programmes and the coordination within and among departments, to establish a follow up report, monitoring and evaluating the results of the academic coordination process, establishing indicators and objectives.</i>
4.3 Performance	4				5	20	20	The Faculty has followed the TOR system (performance appraisal system) with customized adjustments on the section assigned by the Faculty to support achieving the faculty objective. Every academic staff must commit their workload before each TOR evaluation round. The teaching evaluation is conducted every semester and students are assigned an evaluation of their lecturers in the university evaluation system. Academic staff performance is also reviewed continuously by the evaluation committee. Staff who hold government servant status will have performance appraisal two times per fiscal year. Staff who hold university personnel status and yearly contract status will have performance appraisal once a fiscal year. Nevertheless, all staff members need to report their performance twice a fiscal year - the first time will be the progress report, and the second time is the performance report as committed for the whole year. The Faculty has appointed the Performance Appraisal Committee members, which includes immediate supervisors and task-relevant persons. This committee will consider the academic staff's work commitment and performance report, which include teaching, research, academic services, and cultural preservation dimensions.

									The immediate supervisor can communicate an improvement plan for both future working performance and individual development. The Programmes include the performance appraisal criteria with the following dimensions: 1. Teaching. 2. Research and academic works. 3. Academic services. 4. Cultural preservation. 5. Cooperation in policy and agreement of the university, faculty and programmes. 6. Being a committee or assisting in the administration. The Programmes always encourage the lecturers to apply for academic titles as well as PSU Teaching Professional Standard Framework (PSU-TPSF). The Academic staff performance is reviewed and recognized through the compensation incentives. It can be concluded that the institution has a robust teacher evaluation system with opportunities for improvement for faculty members. The requirements of this procedure are duly met.
4.4 Continuous knowledge update	4.4a) Training	5			4		25	20	The Faculty of Hospitality and Tourism invests resources in continually improving the educational quality of its programmes and faculty. Lecturers in the programmes are encouraged to attend training, seminars, workshops, or conferences to enhance and develop their professional knowledge. The professional development programmes can be run by the University/Campus Academic Affairs, by the Annual FHT Academic Seminars, FHT research department, or by Self-selected professional development programmes. There is an allocation of 15,000 Baht per fiscal year for all academic staff to join appropriate training, seminars, or workshops that can enhance and improve their specialization. Training and development needs are identified through the lecturer's survey (e.g., Survey for research's skill requirement, survey during work from home). Besides, faculty strictly follow the lecturer's academic performance in accordance with the university KPI (for academic positions) and the faculty career development plan (for research and Ph.D.). <i>Actual training and training planned actions are reported, although, it would be still recommended to formalise further this procedure, by establishing a faculty training and upgrading plan, based on the</i>

									<i>identified professional development needs, contained in their individual action plans, with a follow up report evidencing the performance achieved.</i>
	4.4b) Research activities	5			4		25	20	The university requires the academic staff to choose one of two academic tracks, (teaching + research) or (research + teaching), in order to encourage and push the academic staff to do research and publish at least one paper per academic year. Trying to balance the lecturer's teaching workload of each academic year, giving flexible working hours to have time to produce a research article/ academic article/ case study/ project results or academic service. Furthermore, the programmes try to motivate the academic staff to use their research output to integrate new knowledge and academic service experience to teach students in their respective courses. The Research Department organizes Research Talks to allow the lecturers to share their research, new information, or research techniques gained from attending conferences or workshops. To motivate the lecturers, funds are provided, supporting both national and international conference attendance fees, besides the multiple reward systems designated to the academic staff who have submitted the completed project on time and those who had their research published. A variety of related research sources (i.e., theses, articles, journals, research data-base, etc.) are available at the campus. The research activities are monitored by the Faculty's research department and benchmarked against the Faculty research KPIs and the strategic goal of the faculty. Bearing in mind that research is one of the criteria in the annual performance appraisal. The research proposal should get approval first from the research fund committee before releasing the fund. Research projects are done in connection with private and public industry stakeholders, such as, Airways Of Thailand (AOT), Tourism Authority of Thailand (TAT) and United Nations Development Programme (UNDP). In addition to the university benchmarking tools for research publication across the faculties, the Dean and the management team visited Taylor's University (Malaysia), in October 2019, to discuss establishing a benchmark between the Faculty and Taylor's University in the area of research publications, fostering the faculty's publication records.

										Based on the Faculty Research and Publication Analysis, it would be recommended to develop a research plan for the coming year, including objectives for the different types and continuous improvement actions, as evidence of the follow up on the research performance.
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Total score obtained: 87

Process 5. The Management

Aspects evaluated by the process		Value	Degree of accomplishment					MS	SO	Comments of the auditor
			1	2	3	4	5			
5.1 Organization		10				4		50	40	The organization chart and job descriptions, dealing with the different roles and responsibilities of the personnel, are duly defined. Under the Dean of the Faculty of Hospitality and Tourism, four Deputy Dean positions are established: - Deputy Dean for Administration and Quality Assurance - Deputy Dean for Academic and International Affairs - Deputy Dean for Research and Graduate Studies - Deputy Dean for Student Development and Internship With the correspondent Assistants for Administration, Academic Services, International Affairs and Student Development, and International Collaboration Development. Reporting to the Deputy Dean for Academic and International Affairs are the Heads of the Hospitality Management and the Tourism Management programmes. An Emo-meter (Employee Engagement on Meter) survey is conducted annually to measure the engagement attitudes, work environment and welfare from the staff, in areas such as: Job Security, Challenge Work, Corporate Image, Work-life Balance ... with good marks, nevertheless, <i>it would be recommended to develop an action plan for the areas that present opportunities for improvement in employee satisfaction.</i>
5.2 Quality System	5.2a) Quality plan	5				4		25	20	To comply with the tertiary curriculum standards and national tertiary education standards framework 2009, Prince of Songkla University has adopted the ASEAN Quality Assurance System (AUNQA) as a quality assurance for all courses at the university. AUNQA recognizes the importance of quality in higher education, and the need to develop a holistic quality assurance system to raise academic standards, enhance education and research. Under the Outcome-based Education principle, with the PDCA continuous improvement focus approach to quality. Internal quality assessment reports are prepared every year with the achievements and management of programmes' teaching and learning. Programmes' expected learning outcomes (ELOs) are a

									set of achievements that students must accomplish upon their graduation. A questionnaire to inform the internal and external stakeholders about the quality plan has been recently developed. The self-assessment quality report is used as a base to improve the programme's quality compared with the criteria required by the accreditation standards. <i>It would be recommended to provide the evidence of the systematized procedures for the effective implementation of standards and whether the processes had a predetermined effect, followed by mechanisms for further improvement.</i>
5.2b) Monitoring	5			4		25	20	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment, based on the quality assurance cycle (PDCA). The programme committee is responsible for monitoring these processes, including in the reviews the extra-curricular activities, examination papers and grading based on the objectives and expected learning outcomes of each subject, analysing the findings and suggesting solutions or improvements. Additionally, student focus groups are arranged in order to gain more details, feedbacks and recommendations. Key Performance Indicators (KPIs) for the Faculty of Hospitality and Tourism are established and performance followed up in topics such as: - Student Learning, Customer-Focused, Service Results, Process Results. - Safety and Emergency preparedness. - Supply-Network Management Results (MOU's). - Student and Other Customer-Focused Results. - Staff: - o Focused Results: publications - o Environment - o Engagement - o Development - Leadership, Governance, and Societal Contribution Results. - Law, Regulation, and Accreditation. - Ethics. - Budgetary, Financial, Market, and Strategy Results. With the responsible person to keep monitoring action plans and	

										benchmarking items with another university is set up for quality improvement. <i>It would be recommendable to evidence the corrective action plan with the selected identified quality indicators, meaningful for the programme's quality performance, building a chart monitoring the actual trend of those indicators, showing the improvements achieved related to the actions taken.</i>
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Total score obtained: 80

Process 6. Accomplishment of the Global Code of Ethics for Tourism

Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments of the auditor
		1	2	3	4	5			
EMPLOYERS									
1.- Consideration of the principles of the Global Code of Ethics for Tourism when formulating the mission and the action plan.	5					5	25	25	The Faculty of Hospitality and Tourism holds key values within their guiding principles and explicitly promoting the Global Code of Ethics for Tourism within the action plans. The ethical principles are embedded in the University strategy, the corporate social responsibility, the cross-cultural understanding and Programmes' development.
2.- Collaboration with the public/private sector in the implementation of the principles of the Global Code of Ethics for Tourism? If yes, please give examples.	3					4	15	12	The collaboration with the public/private sector it's been evidenced with many projects and agreements signed with local institutions. Engaging in Corporate Social Responsibility (CSR) initiatives and organizing the development of social and environmental activities. Many of the principles and values are applied in the relationship with the public/private sector contain principles of the Global Code of Ethics for Tourism, however, <i>it would be recommended to contribute further to spreading the message of the Principles of the Code, promoting research initiatives on topics related to them, through projects and collaboration agreements with the industry.</i>
STUDENTS									
1.- Respect the equality of people during the admission process	3					5	15	15	FHT respects in highest degree the equality of people from the recruiting process onwards. The implementation of equal opportunities and gender equality for its students has been evidenced through the <i>on-line</i> audit process and interviews. Furthermore, the University has special mechanisms to support socially vulnerable students, encouraging and motivating them to join.
2.- Promoting understanding and respect among students	3					5	15	15	The FHT organizes events in order to enhance the relationship among students, promoting sustainability principles, understanding and respect. Understanding and respect among students is enhanced and reinforced through the different institutional bodies.
3.- Promoting internationalization of students' views	5					4	25	20	The mobility of the students brings opportunities of internationalization that is considered essential for tourism professionals. Studying abroad is an exciting experience which will help students to gain a more comprehensive and international perspective on their academic studies and will provide the opportunity to challenge themselves in a

									different academic environment. <i>It would be strongly recommended to develop a specific plan to effectively increase student participation in the available mobility strategies.</i>
4.- Evaluation of the students based on knowledge, skills and values	5					5	25	25	In the tourism programme at the FHT the evaluation of students on knowledge, skills and values is done in a frequent basis, in different ways and forms, testing the different aspects of the education, through assessments, teamwork and practical exercises. Another source of evaluation comes from participating in projects and the evaluation of the internships, where values such as ethics are aspects that are taken into account.
5.- Encourage students to carry out tourism at a national /regional/local level or take part of any cooperation for development activity	3					5	15	15	Students participate in field projects and volunteer activities, evaluating the impact of tourism on the environment and other aspects within the country's development. There is a general interest within the FHT to investigate about the tourism growing activity impacts and consequences, locally and abroad.
6.- Promote the understanding of local reality among students?	3					5	15	15	At the tourism programmes, ethics are promoted explicitly and as transversal values, being the highest emphasis addressed to sustainability and management. Ethics are discussed in projects and internships, which incorporate values such as respect for people and for nature. Also, other aspects of ethics are being analyzed promoting the understanding of local reality among students, reviewing real cases incorporated within the course lessons and guest speakers' series.
CURRICULUM AND PEDAGOGICAL SYSTEM									
1.- Inclusion of the principles of the Code as a transversal issue in all subjects or as a specific subject	3					4	15	12	The curriculum of the programmes contains the Principles of the GCET as a specific subject in some of the courses, related to professional Ethics and Laws, and sustainable tourism courses. While other subjects treat issues of the principles of ethics transversally. A matrix identifying the related Principles of the Code with each course of the programmes would be recommendable, as a preliminary analysis, although, <i>an involvement of the faculty would be required in analysing the degree of inclusion, within the content of each course, of the GCET, in order to emphasize the importance of these principles and increase their inclusion in the different levels of the teaching.</i>
2.- Effectiveness of the method used to teach the principles of the Global Code of Ethics for Tourism to the students	5					4	25	20	The Principles of the GCET are discussed in different courses of the curriculum and the acquired knowledge tested through the academic assessments (pre-test and post-test). Nevertheless, <i>the outcome of this specific procedure requires a monitoring system to assess the degree of comprehension, as a learning outcome, and could deepen</i>

											<i>in the understanding as well as the adoption of the principles of the GCET, which might go further as graduates enter their professional careers, including this matter as a topic in the employers' satisfaction questionnaire.</i>
FACULTY											
1.- Respect the equality of people during the admission process		3					5	15	15	The admission process at the Faculty of Hospitality and Tourism has a transparent and clear Faculty recruitment process, opening the opportunity to anyone that meets the background and experience required, respecting in highest degree the equality of people and contributing actively to a mutual understanding between gender and religions.	
2.- Existence of Programmes that strengthen the ethical values in the Faculty and other staff members		5					5	25	25	The equity of gender within the faculty is fully respected, women are given equal opportunity in hiring and promotion practices. The share between male and female employees according to the job positions and responsibilities could be evidenced through the detailed information and the interviews. Ethics values are strengthened within the Programme's meetings and taken into account on any of the decisions made.	
3.- Promote understanding and respect among the Faculty members as well as between them and the students and other staff members		3					5	15	15	The institutional culture covers both, regulations to grant respect for and between faculty, students and staff members. The Faculty meetings as well as Student meetings promoted by the FHT and the employee's gatherings organized, are examples of the initiatives done that contribute to a better understanding and respect of the diversity of all members as well as the provision of social well-being within the corporate community.	
4.- Promote the mobility of Faculty abroad		3					4	15	12	The Teaching staff have access, within the framework of established exchange programmes with Asian and European partners, to study or research abroad, which it is being supported by the institution that maintains the focus on the internationalization of the programmes and its benefits. Due to COVID19, online and virtual exchange activities have been carried out, despite this, <i>it would be recommended to strengthen future mobility plans, showing evidence of progress in this direction, with more teachers participating in mobility programmes.</i>	
5.- Research	5.1.- Carry out studies about tourism in the country/region/local level	3					5	15	15	The FHT teaching staff in particular, in connection with the Research Department, do participate actively in cross cultural activities and carries out many research projects about sustainable tourism and promotion of respect for local natural, artistic and cultural heritage.	
	5.2.- Knowledge transfer to students	3					4	15	12	The knowledge and experience through participating in research projects gets published and transferred to students afterwards in	

										different ways, including the original research information into their lectures. <i>A feed-back would be recommended so as to evidence the level of understanding of the GCET principles, linked to the knowledge transferred through those projects.</i>
MANAGEMENT										
1.- Sustainability aspects	1.1.- Respect economic, social and cultural environment	3					5	15	15	The three dimensions, economic, social and cultural environment, are respected by the FHT, giving support and contributing through an environmentally friendly approach from the programmes, spreading the message to the local community. The Faculty of Hospitality and Tourism works to guarantee the sustainable development of the tourism industry, with the aim of supporting the development and implementation of appropriate measures, together with its stakeholders.
	1.2.- Respect transferred to students, Faculty and other staff members, and local community	3					5	15	15	Prince Songkla University respects the social and cultural traditions of all peoples and contributes actively to an integration and understanding between gender, religions, and the University-community relations, promoting actions towards common respect that are evidenced through the information provided.
2.- Support other Institutions/Programmes of least-developed countries to create/update their tourism Programmes using the principles of the Global Code of Ethics for Tourism as a reference while developing their mission, action plan, curriculum, etc.?		5		2				25	10	The activities and contributions of the Tourism Programmes are appreciated and help the development and implementation of the Global Code of Ethics for Tourism in the less developed areas and communities of the country. <i>However, in this section, it is recommended to promote actions and contributions that help to implement the principles of the Code, developing study plans in Institutions of other less advanced countries.</i>

Total score obtained: 308

Main problems detected and proposals of improvement

Area of analysis	Main problems	Main recommendations	Responsibility
The Employers	Need identifying to what degree, the curriculum incorporates the competencies required by the industry. (Page 20)	Industry representatives to identify to what degree, the curriculum incorporates the competencies required by the industry, with a correlation analysis establishing a continuous improvement plan to reduce the possible gaps.	
	No Advisory Board assessing the captured market dynamics. (Page 20)	Establish an Advisory Board comprised of key industry representatives who can assess the captured market dynamics in order to keep abreast of its evolution.	
	There is a system that allows progressive assimilation of market needs into the Programmes, although it is necessary to implement a mechanism to measure the results of these changes in the Programme. (Page 21)	Determine the success factors of the changes to the programme, providing the measurements of the results on the changes implemented according to the performance analysis carried out.	
The Student	Further improvements in the recruitment process are needed, in order to enhance registration of the desired target students, especially of foreign students. (Page 23)	Develop the recruitment process flow and analyse the steps, looking for a process improvement plan, in order to enhance registration of the desired target students, especially of foreign students.	
	Need a knowledge evaluation report, based on the level of competencies acquired by the students versus the objectives marked by every course, with the evidence of follow up actions' analysis. (Page 25)	Develop a knowledge evaluation report, based on the level of competencies/learning outcomes acquired by the students versus the objectives marked by every course, and establish a cause effect analysis of how to influence the assessment, in order to improve the results.	
	No progress report from the student survey results on teacher's evaluation has been evidenced. (Page 27)	Establish a progress report from the student survey results on teacher's evaluation, with the required corrective actions, as a process improvement practice.	
	Need to increase the graduate's employment rates. (Page 28)	Establish a continuous improvement report, based on the analysis of the low employment rates, with defined objectives and actions to reverse the trend.	
The Curriculum and Pedagogical System	Need an enhancement of curriculum's practical elements. (Page 29)	Develop a continuous improvement plan of the curriculum, specially focussed on the practical elements.	
	Performance from the different courses is measured, but progress tracking needs to be evidenced. (Page 30)	Develop a progress tracking of the delivery coherence performance from the different courses, evidencing the continuous improvement of the knowledge transfer.	
The Faculty	The delivery plan of the programme requires a coordination report, monitoring and evaluating the results of the academic process. (Page 34)	Based on the fulfilment of pre-set actions, according to the delivery plan of the programme and the coordination within and among departments, a follow up report would be required, in order to monitoring and evaluating the results of the academic coordination process, establishing indicators and objectives.	
	A faculty training and upgrading plan, based on the identified professional development needs to be established. (Page 36)	Establish a faculty training and upgrading plan, based on the identified professional development needs, contained in their individual action plans, with a follow up report evidencing the performance achieved.	

	Research activities require a research plan for the coming year, including objectives for the different types of research. (Page 37)	Develop a research plan for the coming year, including objectives for the different types and continuous improvement actions, as evidence of the follow up on the research performance.	
The Management	An action plan for the areas, coming from the employee's satisfaction questionnaire, that present opportunities for improvement, needs to be established. (Page 39)	Develop an action plan for the areas, coming from the employee's satisfaction questionnaire, that present opportunities for improvement, establishing a progress report of the implemented measures.	
	Evidence monitoring the effectiveness of the standards defined in the quality plan, related to the programmes, would be required. (Page 39)	Provide evidence of the systematized procedures for the effective implementation of standards and whether the processes had a predetermined effect, followed by mechanisms for further improvement.	
	No established corrective action plan with the selected quality indicators meaningful for the programme's quality performance. (Page 40)	Develop a corrective action plan with the selected identified quality indicators meaningful for the programme's quality performance, building a chart monitoring the actual trend of those indicators, showing the improvements achieved related to the actions taken.	

The Accomplishment of the Global Code of Ethics for Tourism

Employers	Need to increase the collaboration with the public/private sector in the implementation of the principles of the Global Code of Ethics for Tourism. (Page 42)	Contribute further to spreading the message of the Principles of the Code, promoting research initiatives on topics related to them, through projects and collaboration agreements with the industry, providing evidence of the actions taken.	
Student	Need to increase and reinforce the student participation in the available mobility strategies. (Page 42)	Develop a specific plan to effectively increase student participation in the available mobility strategies.	
Curriculum and Pedagogical System	No specific analysis of the inclusion of the GCET within the curriculum course content. (Page 43)	A record of the degree of analysis and inclusion within the curriculum content of the GCET is required for every course. Involvement of the faculty would be required in order to emphasize the importance of these principles and increase their inclusion at the different levels of the teaching.	
	No tracking system of the grade of comprehension and understanding of the GCET. (Page 43)	Develop a monitoring system to assess the degree of comprehension, as a learning outcome, and could deepen in the understanding as well as the adoption of the principles of the GCET, which might go further as graduates enter their professional careers, including this matter as a topic in the employers' satisfaction questionnaire.	
Faculty	Teaching staff mobility needs to be strengthened. (Page 44)	The adherence level of the faculty to the exchange opportunities is required to be improved, strengthening future mobility plans, showing evidence of the progress made in this direction, with more faculty members participating in mobility programmes.	

	• Lack of feed-back on the understanding and impact of the knowledge transferred from the applied research projects implemented. (Page 44)	• <i>Develop a feed-back on the level of understanding of the GCET principles, linked to the knowledge transferred through participating in local and international research projects.</i>	
Management	• Currently there are no activities going on supporting other Institutions/Programmes, of least-developed countries, to create/update their tourism programmes using the principles of the GCET as a reference. (Page 45)	• <i>Carry out plans to influence and assist other tourism programmes, from Institutions of less advanced destinations, in the implementation of the GCET Principles, while developing their mission, action plan, curriculum, ...</i>	