

**A MODEL PROPOSAL FOR TOURISM AND HOSPITALITY
UNDERGRADUATE INSTITUTIONS IN THAILAND TO
OBTAIN THE UNWTO TEDQUAL CERTIFICATION**



Jorge Arnanz Arroyo

**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Integrated Tourism Management)
The Graduate School of Tourism Management
National Institute of Development Administration
2020**

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ABSTRACT

Title of Dissertation	A MODEL PROPOSAL FOR TOURISM AND HOSPITALITY UNDERGRADUATE INSTITUTIONS IN THAILAND TO OBTAIN THE UNWTO TEDQUAL CERTIFICATION
Author	Jorge Arnanz Arroyo
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The relevance of the tourism and hospitality industry nowadays is a fact that cannot be denied since this sector has been one of the major players in the world's economy for the last decades. However, the field of education in tourism and hospitality was a rather more limited area during most of the 20th century. Despite the significance of tourism and hospitality education in shaping the future of this prosperous industry, there are still several areas on this discipline to be covered appropriately. This research focuses on several topics that have not been analysed by authors as extensively as they should. The main two subjects around which this research centres are quality assurance and accreditation and the UNWTO TedQual Certification, as one of the main exponents of accreditation in tourism and hospitality education. This research analyses these topics from the perspective of the tourism and hospitality undergraduate institutions in Thailand.

To be able to fill the abovementioned academic gap, this research aims to propose a new model for the tourism and hospitality undergraduate education in Thailand leading to the acquisition of the UNWTO TedQual Certification by Thai institutions, based on the processes implemented by successful universities in different countries. In order to be appropriate and helpful, the model needs to adapt the processes to the specific characteristics of the tourism and hospitality undergraduate education in Thailand.

In order to accomplish the research aim, both quantitative and qualitative tools were used in the form of a multiphase mixed methods design. A large-scaled survey questionnaire was utilised to obtain an evaluation of the current situation of the tourism

and hospitality undergraduate education in Thailand and to present the level of readiness of its institutions to successfully apply for the UNWTO TedQual Certification or other international accreditations. Semi-structured interviews were used to complement the previous data and to get information related to the driving forces and limitations encouraging or discouraging institutions to apply for this certification. A multi-case study focused on two universities already accredited by the UNWTO TedQual (in Hong Kong and Macau) was performed to attain further information on the accreditation process and to generate a guide of best practices. Finally, a model was designed including all the information gathered from the previous tools. A panel of experts was assembled from a focus group to give their feedback on the findings and to approve the model.

The findings imply that, while the overall evaluation of the tourism and hospitality undergraduate institutions in Thailand is positive, there are several factors in need of improvement, such as the focus on sustainability, culture and local benefits, the management, and the availability and level of internationalisation in the programmes. Moreover, the results show that the level of readiness of institutions to apply for TedQual, as perceived by the respondents, would be significantly lower than the average score of the evaluation. Some factors needed to improve in order to increase this level of readiness, such as, improving the level of quality assurance, applying changes in terms of culture and directions and attitude towards accreditation, or selecting leaders with Total Quality Management (TQM) background which are committed to the project.

The main findings from the multi-case study consisted of a guide of best practices including topics such as the process preparation, management, information, and audit, and the need to focus on particular areas such as the students, the industry relations, and the Global Code of Ethics for tourism. Finally, a comparison between the areas of assessment of the UNWTO TedQual Certification and the indicators of quality assurance and accreditation systems popular among Thai institutions (AUN-QA, EdPEX, and ONESQA) showed that there are some compatibilities between them which could simplify the process of applying for TedQual. To conclude, and based on the findings analysed, the research presents several implications of this study to the tourism and hospitality industry and its higher education discipline, together with various

recommendations for further research.



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In addition, I am indebted to all the people that helped me obtain the valuable data for this research. My deepest gratitude to all the participants in the survey questionnaire, the executives of the Thai institutions, the two representatives from the SHTM in Hong Kong and the IFT in Macau, the two UNWTO TedQual auditors, and the six members of the panel of experts gathered for the focus group.

Finally, on a more personal side, I would like to thank all my family, friends, colleagues, and classmates for their support and understanding during this process. Thanks to my parents in Spain and my parents-in-law in Thailand for their constant encouragement. My most special gratitude goes to my wife, Sammy. She was already the pillar sustaining my Master's research in the UK more than a decade ago and now she has been my main support during this Ph.D. process. I truly thank her for all her

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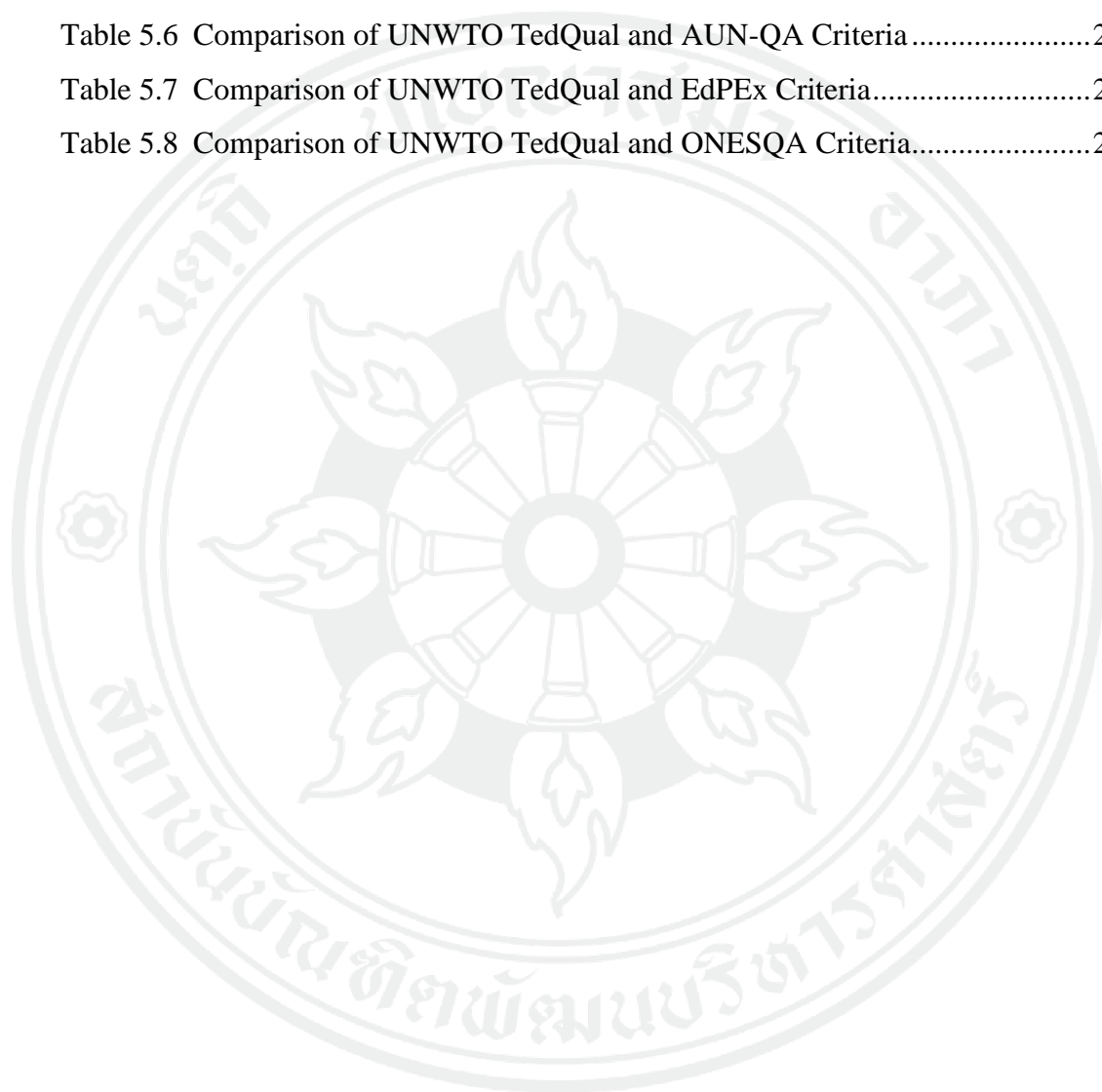
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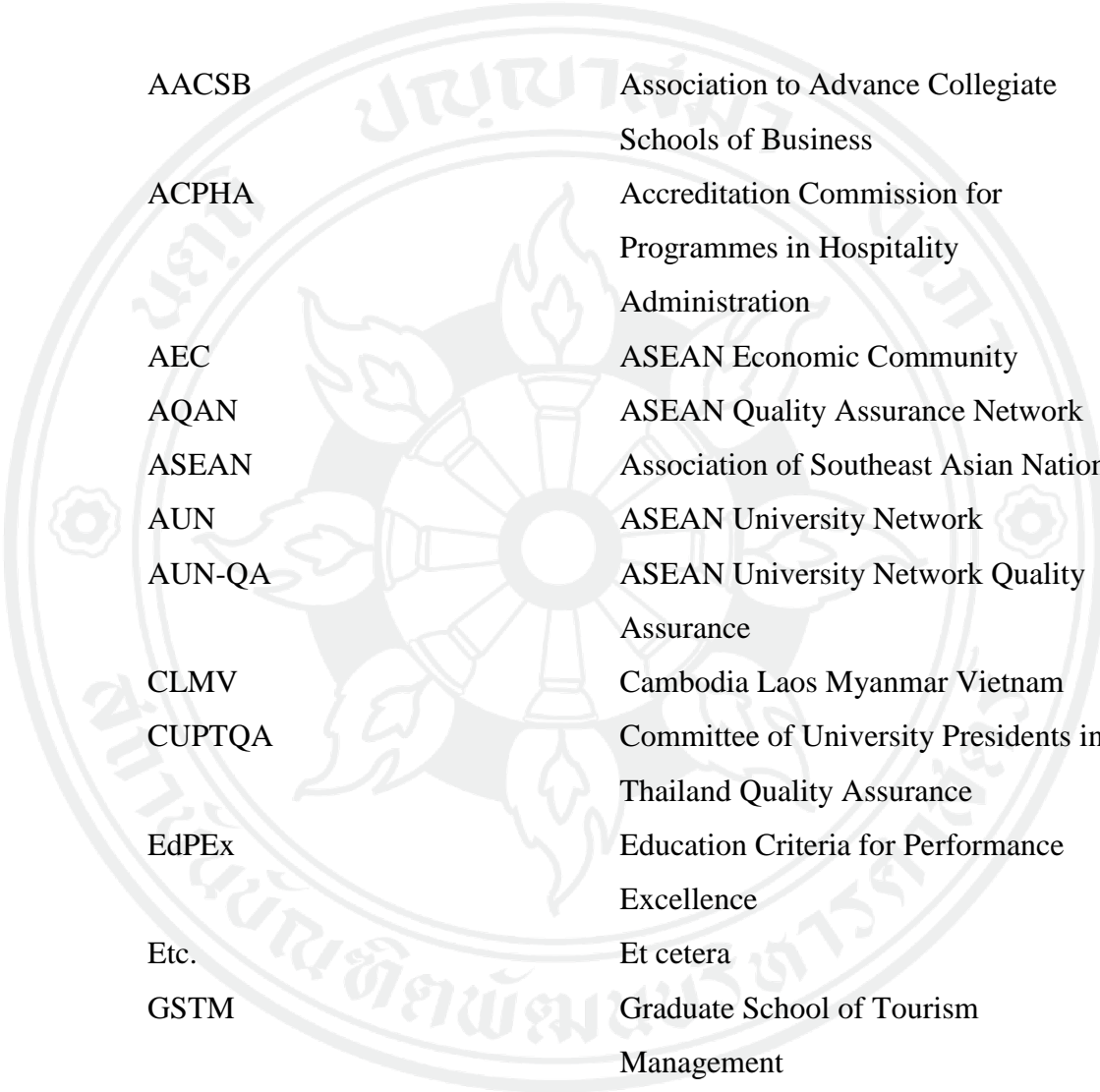
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ABBREVIATIONS

Abbreviations

Equivalence



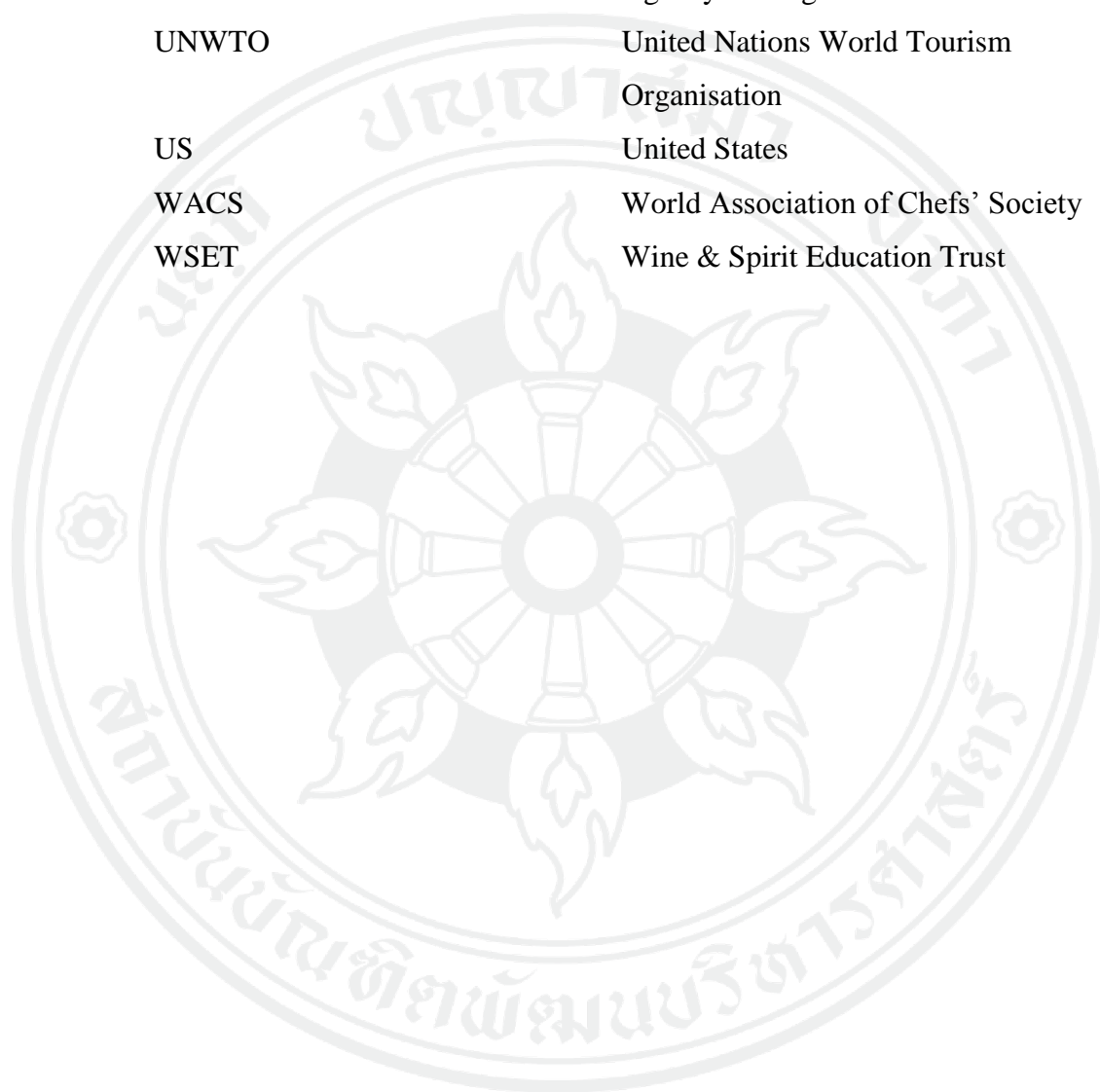
AACSB	Association to Advance Collegiate Schools of Business
ACPHA	Accreditation Commission for Programmes in Hospitality Administration
AEC	ASEAN Economic Community
AQAN	ASEAN Quality Assurance Network
ASEAN	Association of Southeast Asian Nations
AUN	ASEAN University Network
AUN-QA	ASEAN University Network Quality Assurance
CLMV	Cambodia Laos Myanmar Vietnam
CUPTQA	Committee of University Presidents in Thailand Quality Assurance
EdPEx	Education Criteria for Performance Excellence
Etc.	Et cetera
GSTM	Graduate School of Tourism Management
IATA	International Air Transport Association
IFT	Instituto de Formaçoao Turistica (Macau)
IOC	Item-Objective Congruence
IQR	International Quality Review
MICE	Meetings Incentive Conventions Exhibitions
MOU	Memorandum of Understanding

Abbreviations**Equivalence**

NIDA	National Institute of Development Administration
NIST	National Institute of Standards and Technology
OBE	Outcome-based Education
OECD	Organisation for Economic Co-operation and Development
OHEC	Office of the Higher Education Commission
ONESQA	Office for National Education Standards and Quality Assessment
PATA	Pacific Asia Travel Association
Ph. D.	Doctor of Philosophy
SHTM	School of Hotel and Tourism Management (Hong Kong)
SPSS	Statistical Package for the Social Sciences
SWOT	Strengths Weaknesses Opportunities Threats
TAAT	Tourism Academic Association of Thailand
TCEB	Thailand Conventions and Exhibitions Bureau
THE-ICE	The International Centre of Excellence in Tourism and Hospitality Education
TPQI	Thailand Professional Qualification Institute
TQF	Thailand Qualification Framework
TQM	Total Quality Management

Abbreviations**Equivalence**

UK	United Kingdom
UK QAA	United Kingdom's Quality Assurance Agency for Higher Education
UNWTO	United Nations World Tourism Organisation
US	United States
WACS	World Association of Chefs' Society
WSET	Wine & Spirit Education Trust



CHAPTER 1

INTRODUCTION

1.1 Background of the Research

As highlighted by the researcher in a previous research, tourism can be considered as a relatively recent industry that has become increasingly popular during the last century (Arroyo, 2007). Tourism did exist before the 20th century but it was an activity that could only be afforded by people from the aristocracy. One of the examples would be British upper-class families in the 18th century, which would send their young sons for a travel around Europe to complement their education. This was known as the “Grand Tour” and it is one of the concepts that originated the term “tourism” (Black, 2010). During the 20th century different factors shaped-up the tourism industry and transformed it into what we know nowadays. Lockwood and Medlik (2001 in Arroyo (2007) outlined some of those factors that have led to the increase of the tourism industry, as follows:

- 1) The growth in real incomes.
- 2) The ability of workers to generate resources beyond those needed to pay for their basic needs.
- 3) Increases in leisure time.
- 4) Peace among nations.
- 5) Administrative controls on an international level.
- 6) International currency markets.
- 7) Expansion of fast, efficient and affordable means of transportation (public and private)

Furthermore, Page (2011) highlighted the importance of the new wealth of the raising middle class in triggering an increase of the expenses on leisure items and tourism. Nowadays, tourism has become one of the most important industries at a global scope and the data from the previous research (Arroyo, 2007) supporting these facts is updated as follows. According to the UNWTO (2019), in the year 2018 there were more than 1.4 billion of world international arrivals, and the international tourism receipt surpassed 1.45 US\$ trillion. The table below presents more detailed information about international arrivals and tourism receipts categorised by regions, in order to show the relevance of the tourism industry in the present globalised world.

Table 1.1 World Tourism in 2018

GEOGRAPHIC AREA	International Tourism Arrivals (million)	International Tourism Receipts (US \$ Billion)
Europe	710	570
Asia/Pacific	348	435
Americas	216	334
Middle East	60	73
Africa	67	38
TOTAL	1,401	1,451

Source: Adapted from UNWTO, 2019

The above information presents a strong evidence of the global relevance of the tourism and hospitality industry. However, despite the important role played by tourism within the global economy, academic research and education in this sector are relatively new (Ring, Dickinger, & Wöber, 2009). The relevance of the tourism and hospitality industry has casted the light on the needs of education related to the sector. As Airey, Tribe, Benckendorff, and Xiao (2015) pointed out, tourism has developed as a field of study and research within the context of the rather continuous development of the industry and the expansion of higher education. In our times, there are numerous educational programmes offered worldwide in the field of tourism – the

world's biggest industry – and they are contending to attract the best students (Ring et al., 2009).

Previous to the “boom” of tourism and hospitality education the situation was fairly different. According to Airey et al. (2015) even if some residual cases can be found earlier, it can be stated that tourism and hospitality education did actually emerge during the 1960s. Ring et al. (2009) added that tourism and hospitality education commenced in the form of training courses for employees in particular sectors within the industry. These courses were successively followed by the institution of technical and vocational schools, which eventually evolved into undergraduate and graduate programmes. An overlook of the present and future of tourism and hospitality education presents new difficulties. In relation with the industry, there is now a need for internationalisation of the education programmes and curricula aiming to prepare and provide students with the skills and tools needed for facing the challenges of globalisation (Sangpikul, 2009).

1.2 Rationale of the Research

After observing the relevance of the tourism industry and the significance that tourism and hospitality education have in shaping the future of the above-mentioned industry, the researcher decided to select the latter as the focus of his research. The next step in the research was to find the academic gap within this area of study. This process consisted on three stages leading to the selection of a research topic.

- 1) First Stage: Review of academic journals on “tourism and hospitality education”

The following articles, presented in the table in the following page, were reviewed during this first stage in order to choose a related field of research from the different options within the selected area.

Table 1.2 Fields of Study in Tourism and Hospitality Education

		Tourism and Hospitality Education: Fields of Study											
#	Author/Year	Quality assurances and accreditation	Systems and Resources	Curricula, Programs, Policies	Skills, Competencies, Qualifications	Teaching and Learning, Pedagogy	Trends, Future and Sustainability	Performance, Outcomes, Statistics	Stakeholders' perspective, HR development	Networking and Internationalisation	Training, Internship, Employment	Research	Expectations, Perceptions, Satisfaction
1	Goeldner, C.R. (2001)			X		X	X					X	
2	Chaisawat, M. (2005)		X	X					X	X			
3	Ayikoru, M., et al. (2008)		X	X					X				
4	Bao, Y. and Fang, G. (2008)		X	X							X		X
5	Sangpikul, A. (2009)		X	X					X	X			
6	Tejavanija Chang, C. (2009)	X	X		X								
7	Barbini, F.M. and Presutti, M. (2010)	X		X					X	X			
8	Fidgeon, P.R. (2010)			X	X	X					X		
9	Perry Hobson, J.S. (2010)						X			X			X
10	Park, K., et al. (2011)						X	X				X	
11	Canziani, B.F., et al. (2012)		X				X		X				
12	Fullagar, S. and Wilson, E. (2012)					X	X						X
13	Li, L. and Li, J. (2012)			X	X	X					X		
14	Khan, M.A., et al. (2013)			X				X				X	
15	Kuo, C.M. (2013)				X	X	X						
16	Mohd Shariff, N. (2013)			X	X				X				X

Tourism and Hospitality Education: Fields of Study

#	Author/Year	Quality assurances and accreditation	Systems and Resources	Curricula, Programs, Policies	Skills, Competencies, Qualifications	Teaching and Learning, Pedagogy	Trends, Future and Sustainability	Performance, Outcomes, Statistics	Stakeholders' perspective, HR development	Networking and Internationalisation	Training, Internship, Employment	Research	Expectations, Perceptions, Satisfaction
17	Pirnar, I. (2013)	X					X	X	X				
18	Bartoluci, M., et al. (2014)	X		X						X	X		
19	Jaykumar, V., et al. (2014)	X	X				X		X				
20	Yang, L., et al. (2014)			X	X						X		
21	Alhelalat, J.A. (2015)				X				X		X		
22	Brinkman-Staneva, M. (2015)			X	X	X		X					
23	Dredge, D., et al. (2015)					X	X			X		X	
24	Stierand, M. and Zizka, L. (2015)				X	X					X		
25	Shen, H., et al. (2015)		X	X					X				
26	Wood, R. (2015)	X	X									X	X
27	Yang, H., et al. (2015)				X				X		X		
	TOTAL	3	11	14	11	8	9	4	11	6	8	6	4

After this initial screening it could be observed that the fields within the area of “tourism and hospitality education” which had been the least researched by other authors were “quality assurance and accreditation”, “performance, outcomes and statistics”, and “expectations, perceptions and satisfaction”. The first one was selected as the field for this research, since it was the one with the least number of articles and a field of particular interest for the author.

2) Second Stage: Review of academic journals on “quality assurance and accreditation”

The following articles were reviewed during this second stage in order to choose a relevant topic of research from the different options within the field selected during the first stage in this process.

Table 1.3 Topics of Study within Quality Assurance and Accreditation

QA and Accreditation: Topics of Study										
#	Author/Year	Quality assurances/ Accreditation (Thailand)	Quality assurances/ Accreditation (Abroad)	QA and Curriculum Design	Trends in QA	Stakeholders’ perspective, on QA	International Accreditation	TedQual		
1	Buissink-Smith, N. and McIntosh, A.J. (2001)		X	X						
2	Goeldner, C.R. (2001)			X	X					
3	Sripun, M. and Ladkin, A. (2001)	X				X				
4	Mayaka, M. and King, E. (2002)		X				X			X
5	Kristoffersen, D. and Lindeberg, T. (2004)		X	X			X			
6	Chaisawat, M. (2005)			X		X	X			
7	Markovic, S. (2006)		X	X						
8	Umemiya, N. (2008)	X	X				X			
9	Ring, A. et al. (2009)			X			X			X
10	Tejavanija Chang, C. (2009)	X		X	X	X				
11	Afifi, G. and Wahab, S.A. (2010)		X	X						
12	Barbini, F.M. and Presutti, M. (2010)		X	X		X	X			X
13	Harris-Huemert, S. (2010)		X		X		X			
14	Hou, A.Y.C. (2010)		X		X		X			
15	Liu, Y. A., et al. (2010)		X	X						
16	Perry Hobson, J.S. (2010)				X		X			X
17	Cardoso Espinosa, E.Q., et al. (2011)		X				X			X
18	Güzel Şahin, G. (2011)		X							
19	Bernhard, A. (2012)		X	X		X				

QA and Accreditation: Topics of Study

#	Author/Year	Quality assurances/ Accreditation (Thailand)	Quality assurances/ Accreditation (Abroad)	QA and Curriculum Design	Trends in QA	Stakeholders' perspective, on QA	International Accreditation	TedQual
20	Hou, A.Y.C. (2012)		X			X	X	
21	Mikalauskas, R. et al. (2012)		X	X				
22	Rotich, D., et al. (2012)		X	X				
23	Thaima, W. (2012)	X		X		X		
24	Yousapaiboon, K. (2012)	X		X			X	
25	Ajprua, H. et al. (2013)	X				X		
26	Rodrigues Leal, S., et al. (2013)		X	X	X			
27	Teng, C.C. et al. (2013)		X	X			X	
28	Airey, D., et al. (2014)		X					
29	Jaykumar, V., et al. (2014)			X	X	X		
30	Airey, D. (2015)		X	X	X		X	X
31	Brinkman-Staneva, M. (2015)			X				
32	Wood, R. (2015)		X	X				
	TOTAL	6	21	21	8	9	14	6

This second stage led to the realisation that the two least researched topics of study within the field of “quality assurance and accreditation” were “quality assurance and accreditation in Thailand” and the “TedQual”. Following the analysis of the second stage the selected topic for the research was “TedQual” to be correlated with the other topic highlighted, “quality assurance and accreditation in Thailand”.

3) Third Stage: Review of academic journals on “TedQual”

The last step of this process was to analyse the scarce academic articles including research about the TedQual certification in order to monitor what were the main focuses of these authors when approaching this specific topic. The following articles were reviewed to this particular aim.

Table 1.4 Focus of Research within TedQual

TedQual: Focus of Research							
#	Author/Year	Purpose of TedQual	Relevance of TedQual	Process of TedQual	Criteria of TedQual	Quality Management of TedQual	Model: How to get TedQual?
1	Mayaka, M. and King, E. (2002)		X	X	X	X	
2	Ring, A. et al. (2009)	X	X				
3	Barbini, F.M. and Presutti, M. (2010)	X	X	X		X	
4	Perry Hobson, J.S. (2010)	X	X				
5	Cardoso Espinosa, E.Q., et al. (2011)	X		X	X		
6	Airey, D. (2015)	X	X				
	TOTAL	5	5	3	2	2	0

The results of this last journal screening showed some similarities in the focus of the articles regarding the TedQual certification and highlighted the lack of studies on one particular subtopic: Models on how to obtain the TedQual certification. The focus of this research will then be the TedQual certification and the best models in order to acquire this accreditation from the UNWTO.

1.3 Research Aim and Questions

The aim of this research is to propose a new model for the tourism and hospitality undergraduate education in Thailand leading to the acquisition of the UNWTO TedQual Certification by Thai institutions, based on the processes implemented by successful universities in different countries. The model will need to adapt the processes to the specific characteristics of the tourism and hospitality undergraduate education in Thailand.

To this purpose, the research includes the four objectives and the relevant research questions stated below.

1.3.1 Objective 1: To Examine and Critically Analyse the Present Situation of Tourism and Hospitality Undergraduate Education in Thailand.

In order to fulfil this objective, the following questions were answered:

Question 1: What is the current situation of tourism and hospitality undergraduate education in Thailand from the perspectives of the institutions and its representatives?

Question 1.1: What is the general situation of the abovementioned institutions?

Question 1.2: What are the differences and similarities between the national quality assurance and accreditation systems in Thailand and the UNWTO TedQual Certification?

Question 1.3: How does tourism and hospitality undergraduate education in Thailand perform in comparison with the Global Code of Ethics for tourism and the areas of analysis of the UNWTO TedQual Certification?

Question 1.4: What are its main strengths, weaknesses, opportunities and threats?

1.3.2 Objective 2: To Identify and Outline the Driving Forces Influencing the Willingness of Thai Institutions in being Accredited with International Certifications (TedQual, specifically).

Question 2: What are the factors influencing the willingness of Thai institutions in being accredited with the UNWTO TedQual Certification?

Question 2.1: What are the advantages Thai institutions can get from being accredited with the UNWTO TedQual Certification?

Question 2.2: Which major concerns can arise in Thai institutions when deciding whether or not to apply for the UNWTO TedQual Certification?

Question 2.3: What is the perspective of institutions already accredited with TedQual regarding the factors to consider before applying for this certification?

Question 2.4: What is the perspective of the TedQual representatives (auditors) regarding the factors to consider before applying for this certification?

1.3.3 Objective 3: To Explore and Review the Process Followed by Relevant Institutions in Different Countries to Obtain the UNWTO TedQual Certification and to Synthesise a Guide of Best Practices from These Particular Case Studies in Comparison with the Level of Readiness of Thai Institutions.

Question 3: How were the processes followed by the selected institutions to obtain the TedQual Certification and how do they relate to the characteristics of Thai institutions?

Question 3.1: What is the current level of readiness of Thai undergraduate institutions in tourism and hospitality for applying and complying with the TedQual requirements and procedures?

Question 3.2: What was the situation of the selected institutions prior their decision of applying for the UNWTO TedQual Certification?

Question 3.3: What were the step-by-step processes the institutions undertook before the evaluation to be able to meet the required standards?

Question 3.4: How has the performance of the institutions been influenced by the acquisition of the UNWTO TedQual Certification?

1.3.4 Objective 4: To Propose a Model for the Tourism and Hospitality Undergraduate Education in Thailand Leading Thai Institutions to the Acquisition of the UNWTO TedQual Certification and, Consequently, to Improve the Overall Quality of Tourism and Hospitality Education in the Country.

Question 4: What would be an effective model for the tourism and hospitality undergraduate education in Thailand resulting in the acquisition of the UNWTO TedQual Certification by Thai institutions and the consequent overall improvement of tourism and hospitality education?

Question 4.1: Would the model synthesised from the process followed by the selected universities be applicable to the Thai tourism and hospitality undergraduate education and its institutions?

Question 4.2: Which modifications would be necessary to implement in the model taking into account the special characteristics and the current situation of the tourism and hospitality undergraduate education in Thailand?

Question 4.3: What would be the main benefits of the resulting model to the Thai society, the education system and its institutions, and the tourism and hospitality industry in the country?

1.4 Scope of the Research

As stated previously, the area of research of this thesis is quality assurance and accreditation in the tourism and hospitality higher education. More specifically, this paper focuses on one particular certification (TedQual) and the creation of a model on how to obtain this certification. Since tourism and hospitality higher education presents different characteristics globally, depending on each country's education system and tourism industry, the researcher aims to create a model that can be used in those undergraduate education institutions, located in Thailand.

The target group for this research is then higher education institutions in Thailand offering tourism and hospitality undergraduate programmes. These institutions are the focus of the evaluation to analyse the current situation of tourism and hospitality education in Thailand. Additionally, they also are the main beneficiaries of the above-mentioned model, since they will be able to use it as a reference when applying for the UNWTO TedQual Certification.

The research timetable for this thesis is presented in the table below.

Table 1.5 Research Timetable

Activities	Dates
Secondary research for chapter 1, literature review, methodology and others.	December 2015 – November 2016
Research methods design and pilot tests (questionnaires and interviews)	June 2016 – December 2016
Data collection	November 2016 – December 2018
Data analysis	October 2018 – June 2019
Conception of model and Confirmation of the model by a panel of experts	May 2019 – June 2019
Conclusions and first draft of the thesis	May 2019 – July 2019
Finalisation and Presentation of the thesis	July 2019 – September 2019

1.5 Terminology

Tourism and Hospitality Education: It is a powerful link with an enormous potential influence, since it joins “tourism”, one of the most relevant activities of the postmodern world, and “universities”, which are major enterprises and (traditionally) main sources of ground-breaking thinking and transformation. (Sheldon & Fesenmaier, 2013).

Outcome-based Education: It is a student-focused, results-centred education system focusing on processes allowing each of the students in the education institutions to exhibit what they know and what they can do within a pre-set level of accomplishment (Kridel, 2010).

Quality Assurance: It is “a planned and systematic pattern of all actions necessary to provide adequate confidence that a product optimally fulfils customers’ expectations. (Quality Assurance in Dictionary (2016)).

Accreditation: It is a voluntary procedure in which educational programmes are granted recognition when meeting or exceeding established standards of educational quality. (Tanke, 1986).

TedQual: It is a “certification issued by the World Tourism Organisation, a specialised agency of the United Nations, to support the quality improvement of tourism education, training programmes and research. (Foundation, 2019).

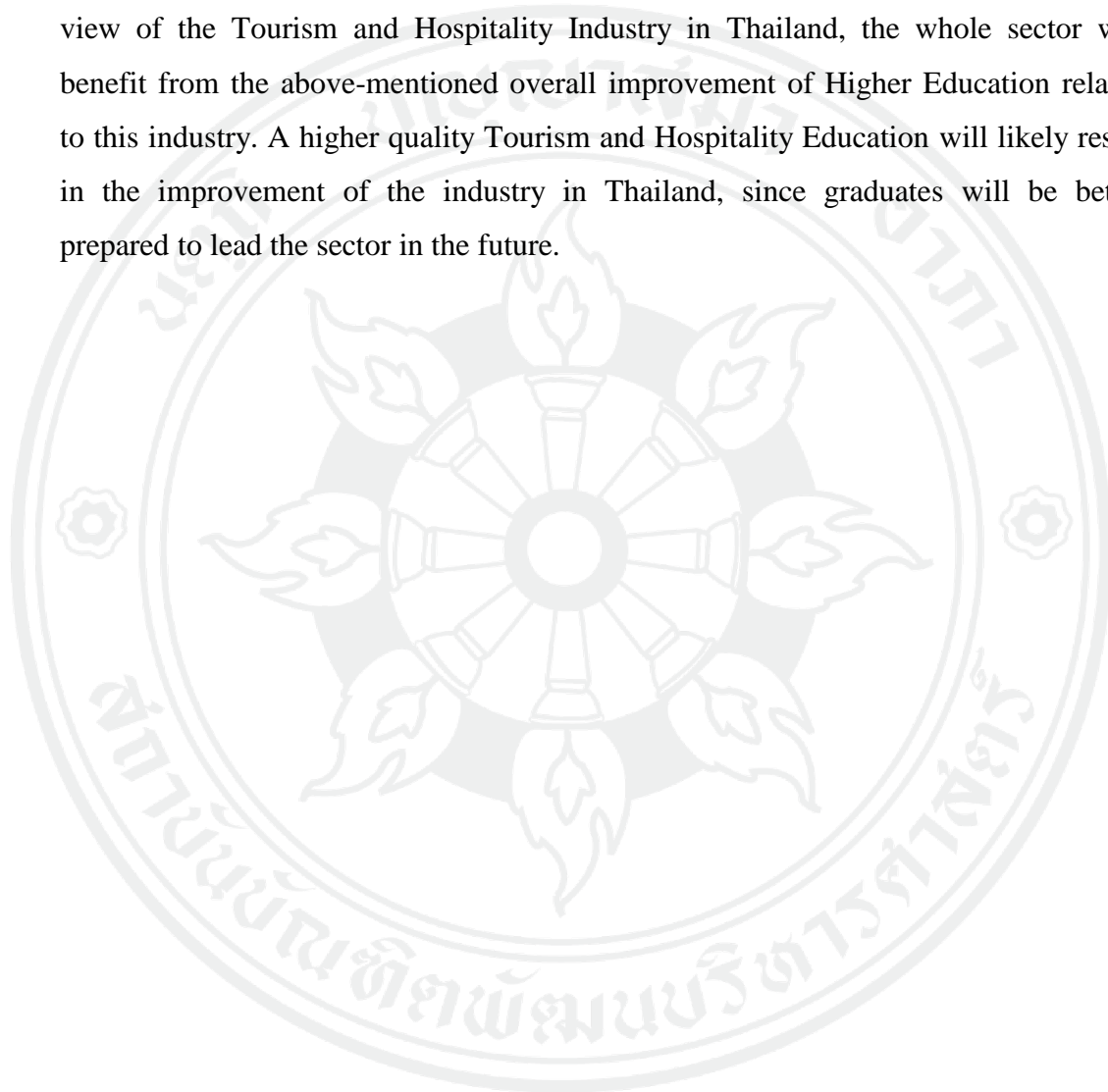
1.6 Contributions of the Research

The research findings of this thesis aim to contribute to both the academic/theoretical field and the managerial field.

In terms of theoretical contributions, this study has implications in numerous ways. Firstly, as it has been stated before, the existing research focusing on the UNWTO TedQual Certification is somewhat scarce and almost “inexistent” when looking at the aspects of how to get this accreditation. Therefore, this research contributes by filling this specific academic gap. Secondly, by taking a “top-down” approach, this paper is a pioneer in studying Tourism and Hospitality Education International Accreditations within the Thai Higher Education System. Furthermore, the theoretical approach used in the adaptation of the best practices in foreign institutions to the Thai system can be considered as rather innovative. The “Policy Borrowing and Lending Theory” has been widely used for analysing the transfer of policies, ideas and reforms but its application to best practices in terms of international accreditations has not been explored as commonly. Lastly, this thesis aims to become a theoretical reference for future research dealing with international accreditation and the use of successful case studies to implement new models driven to obtain the relevant certifications.

Regarding the managerial implications of the research, this study aims to contribute to the industry from different perspectives. From the point of view of Tourism and Hospitality Higher Education in Thailand, this research outlines the best practices of some successful institutions abroad and a model on how to implement them into the Thai system in order to be accredited with the UNWTO TedQual Certification. This is be an initial step on addressing one of the main limitations of the

Tourism and Hospitality Higher Education in Thailand, namely the scarcity of international accreditations in its institutions. By focusing on this issue an overall improvement of the Thai Tourism and Hospitality Higher Education can be expected since, in the era of globalisation, international quality assurance and accreditation is trivial in all the arenas, including the field of education. Finally, from the point of view of the Tourism and Hospitality Industry in Thailand, the whole sector will benefit from the above-mentioned overall improvement of Higher Education related to this industry. A higher quality Tourism and Hospitality Education will likely result in the improvement of the industry in Thailand, since graduates will be better prepared to lead the sector in the future.



CHAPTER 2

LITERATURE REVIEW

2.1 A Brief Introduction to Tourism and Hospitality in Thailand

While the first section in Chapter 1 was used as a summary of the relevance of the tourism and hospitality industry in the world, this section aims to outline the importance of the sector in Thailand, which will serve as a background for the main topics of this literature review. It cannot be denied that Thailand is one of the most attractive destinations in the world. One of the main appeals of Thailand lays on the fact that Siam (as it was called until the 1940s) has never been conquered by a foreign country, while all its neighbours in South East Asia have been under the domain of European powers at one time or another (Berger, 2014). As stated by Chaisawat (2008), the main factors contributing to the increase of tourism in the past were a favourable currency exchange, the scarcity of natural disasters, a rather established political environment, the existence of tax refunds for visitors and the collaboration amid the private and public sectors. Similarly, Thavarasukha (2002) added that Thailand's potential with a key location right in the middle of South East Asia has assisted its development into a transportation hub for the region.

The main events leading Thailand to become one of the regional powers in tourism and hospitality occurred several years after the "boom" of international tourism. Thailand has been one of the nations in the Asia-Pacific region experiencing a clear tourism increase since the setting of the first Thai Tourism Plan, in 1976 (Chaisawat, 2008). According to Baker and Phongpaichit (2014) the early 1980s brought a decrease in the agricultural exports in Thailand (its largest export) and the government responded by promoting tourism and labour export to the Middle East countries, as a way of earning further foreign exchange. Likewise, Sripun and Ladkin (2001) highlighted that Thailand was among the numerous developing nations using

tourism as a way of stimulating economic growth, and as a source of overseas exchange income and labour. In the following years, the reduction of air-flight rates and the construction of beach resorts attracted tourists from the Northern countries, while the country's "religious spirit" drew visitors from other Asian nations (Baker & Phongpaichit, 2014). Tourism to Thailand has continued increasing exponentially in the last decades. The most recent official data, from the year 2017, shows that the number of tourist arrivals was right over 35 million people, while the country's income derived from tourism ascended to over 57 billion US dollars (Tourism, 2019).

Despite this relevance of tourism for the country, Berger (2014) affirmed that Thailand was a perfect example of how nations can modernise and adopt tourism while keeping its unique culture. He admitted that, as with other societies, tourism has brought some superficial impacts to Thailand, but Thais have been able to adapt some features of the Western culture and incorporate them into their own society.

2.2 Higher Education

2.2.1 Higher Education: Relevance, Past, Trends and Future

Education, in general, and higher education, in particular, has become a major indicator of the welfare and economic advance of nations. According to Lim (2018) education can be considered as a vital sector for economic development, thanks to its role of producing the labour force needed for this end. When programmes in higher education match the necessities of the economy, and the educational sector has a correct performance, the resultant labour force will have a majority of the skills required for economic progress.

Despite the fact that higher education has been present in the "Old World" for several centuries, this section will analyse its recent history since its democratisation and worldwide expansion. After the Second World War, tertiary education was perceived as a privilege for the elites, which involved a rather low number of people. It was also perceived as a matter of national responsibility (Daniel, 2003). Prebežac, Schott, and Sheldon (2016) added that higher education worldwide has been in a continuous state of transformation. In the 1970s, numerous nations began their deindustrialisation and moved their economic focus from manufacturing to the service

sectors. Consequently, during this time nations became increasingly aware of the importance of higher education as the capstone of the educational pyramid as they understood better its crucial role in economic and social development (Daniel, 2003). Moreover, Dredge, Airey, and Gross (2014) highlighted that after various decades of growth, higher education in most nations transitioned from exclusive to mass providers of programmes with substantial use of public funds. Therefore, its management became progressively linked with national policy goals.

From the 1980s the resources for tertiary education became more difficult to get as public funds became more limited. Universities started, then, to be asked for more from both the students and the funding establishments (Lim, 2018). Accordingly, Mounier and Tangchuan (2010) explained that public universities across the world are now becoming more self-sufficient and more exposed to private interests, and the higher education system is drawing an increasing attention of foreign private investors. Dredge et al. (2014) agreed to this point by stating that higher education institutions function in an increasingly competitive environment (both national and international) where they are continuously scrutinised and ranked, which plays a crucial role in recruiting students and new suppliers. All these added pressures have resulted in the higher education system having now developed into a marketplace.

For decades, the major two purposes concerning higher education institutions were educating a proportion of the young population and researching on topics of interest of the academics. However, universities face at the present increased purposes, as follows (Secretary, 2002):

- 1) Mass higher education
- 2) Lifelong learning
- 3) Applied research on a broader scale, driven by the new technologies
- 4) Direct economic contributions to the community
- 5) Involvement in the social life of the community

Adding up to these factors, Dredge et al. (2014) sustained that one of the deepest changes for tertiary education has come from its growing internationalisation, extending from the severe competition to attract international students to the establishment of international campuses, and the determination to introduce international standardisation. Furthermore, Hou (2012) agreed that the rise of international tertiary education has resulted in the growth of student, staff, curricula, and universities mobility, since the beginning of the globalisation era. To illustrate this trend, Hobson (2010) affirmed that in 2010 there were over 3 million students studying in countries different to their home nations, as stated by the OECD. As a result, this increasing internationalisation and mobility of students, universities and programmes is logically affecting all the components of the higher education system, including the curricular context and the teaching and learning pedagogies and practices (Prebežac et al., 2016).

The existence and relevance of internationalisation in higher education can be manifested by the exponential growth of programmes delivered in English, rather than in local languages, aiming to attract both locals and international students from foreign countries (Dredge et al., 2014). In addition, Prebežac et al. (2016) established that globalisation and the consequent internationalisation of higher education are bringing with them an evident amount of homogeneousness and policy transmission. As a result, the last years have seen the establishment of several international rankings on tertiary education, which have enhanced the comparison among worldwide institutions (Harris-Huermann, 2010). Conversely, this does not mean that universities are just competing and focusing on “selling” their programmes to international students. With this internationalisation of higher education, collaboration, transnational interchange, and integration among universities have become the new norm in the global academic world (Feuer & Hornidge, 2015). Furthermore, Hobson (2010) agreed that the increase in demand of students for having access to an international education is causing a growth of cross-border cooperation agreements, such as joint programmes and dual degrees. While most authors would agree with the fact that internationalisation is a wanted progression and result for tertiary education, there are some critics about this topic, mainly focused on the breaches between the

initial objectives and its imperfect implementation in some cases (Hughes-Warrington, 2012).

Regarding the present and future of higher education authors have outlined several factors that universities need to take into consideration in this environment of competition and internationalisation. Firstly, institutions need to defend their “right” to be experimental and innovative, since this is indispensable for responding to the massive transformations happening now and in the future. Universities also need to be resourceful and make their credentials understandable and recognisable by other national and international institutions (Secretary, 2002). Secondly, universities will need to keep contending (even harder than now) with other applicants for public resources. Therefore, higher education institutions will have to utilise their resources in the most effective ways and to improve the overall quality of their programmes if they are to survive in this over competitive environment (Lim, 2018). Finally, the Secretary (2002) added that networking is and will be the motivating force to shared standards, which will develop from the experience of higher education institutions operating in combination and cooperating with national organisations and, most significantly, international associations.

2.2.2 Higher Education in Thailand

Education in Thailand has followed a similar process in comparison with other countries in Asia and worldwide. As stated by Mounier and Tangchuang (2010) Thailand’s education has developed by the same trail, from pre-modernity to modernity, as other nations in the world. Before the 20th century, young men in Thailand could stay at Buddhist temples for periods of time in which, apart from religious teachings, they would also learn Thai and Pali (Fry & Bi, 2013). While pre-modern education was mainly delivered by some temples or the families, education modernity in Thailand started with the reforms of King Chulalongkorn at the beginning of the 20th century. In particular, one of the most relevant reforms, in 1921, made primary education compulsory and by the mid-1920s almost half of children aged 7 to 14 attended schools, where they were taught Central Thai language, Buddhist religion and mathematics (Baker & Phongpaichit, 2014).

Additionally, Mounier and Tangchuang (2010) outlined 2 main periods for Thai education:

1) The Political Age (early 1900s to early 1960s): Period of huge increase in enrolment caused by the implementation of laws and regulations aiming the establishment of a modern state by the constitution of a public-school system.

2) The Economic Age (from the 1960s): Thailand's economy started a period of continuous growth, where occupation in agriculture declined and manufacturing and the service sector increased abruptly. During this time, the concept of universal education spread and prompted a social demand for education by families from all backgrounds.

Following the changes of this economic age, the level of Thai wages augmented considerably in the 1990s, in relation to its neighbouring countries. However, the average schooling level of the Thai employee was only 5.3 years of education, rather lower than in other countries, such as Vietnam (Fry, 2005). Numerous authors agree that the major problem of education in Thailand is its low quality. While some of them believe that the problem is that Thai education has been estranged from its own culture by favouring foreign doctrines and materials, others attribute it to the defence of out-dated educational goals. Many authors consider that the major shortcoming is that Thai education does not prepare students for the work environment (Mounier & Tangchuang, 2010).

Regarding higher education in Thailand, it has had some similarities in its historic development to the processes seen in the previous section. Higher education in Thailand has a short history, which started in the early years of the 20th century, with functions and organisation based on Western examples (Mounier & Tangchuang, 2010). According to Baker and Phongpaichit (2014) before the 20th century there were some precedents such as the Suan Kulap School (founded in 1881), focused on the education of civil servants, and the King's School (established in 1897), dedicated to the preparation of students to continue their academic career abroad. The first university in Thailand, Chulalongkorn University, was established in 1917 by King Rama VI with a curriculum centred on the humanities, law and economics. Its main purpose was to form competent civil servants and to further strengthen and expand the nation-state (Mounier & Tangchuang, 2010). More than a decade passed until the

foundation of the second university in Thailand in 1933; the University of Moral and Political Sciences (Thammasat University), which aimed to educate a new type of bureaucrat for the new post-absolutist era (Baker & Phongpaichit, 2014). Following the establishment of the second university in the country other major institutions were founded with similar intentions. Mounier and Tangchuang (2010) highlighted the importance of the following universities in 1943: Mahidol University, Kasetsart University and Maejo University. During this period, higher education was considered an essential tool for preparing Thai citizens to manage the various organisations related with the establishment of Siam's modern governmental scheme (Fry & Bi, 2013).

As stated above, the higher education system was designed to operate the growing bureaucracy of the nation-state. Subsequently, the university system started expanding in the 1960s with the encouragement of the United States. This decade marked the blooming of the first provincial higher education institutions, and the following 1970s were the starting point for open universities, with the foundation of Ramkhamhaeng University, and the expansion of private universities and colleges (Baker & Phongpaichit, 2014). From 1985 to 2008, tertiary education institutions grew at an impressive rate, in a period in which the number of private institutions actually increased more rapidly than public universities. According to Pliansupap (2015), the OHEC currently oversees a total of 173 higher education institutions, including 80 public universities, 73 private tertiary education institutions and 20 community colleges. In conclusion, it can be said that the present and future of the higher education system in Thailand runs parallel to that of the rest of the world and institutions are and it will be dominated by business logic and determined by the market (Mounier & Tangchuang, 2010).

One of the issues that have been reviewed in the section about higher education was internationalisation and, evidently, this is a matter that is very present in the Thai system, as well. As stated by Lavankura (2013) nowadays Thailand has realised that globalisation is something that cannot be "escaped" from and, while the initial idea of trying to "follow the West" still continues, the focus is now to include other geographic locations in the globe and the ASEAN nations specifically. Currently, international programmes are widely offered in Thailand in various fields,

both at graduate and undergraduate levels. In 2015, 73 universities in the country delivered more than 1,000 international programmes taught in English (Pliansupap, 2015). Accordingly, Lavankura (2013) added that the number of international programmes is still growing in order to adjust to the current needs of both foreign and Thai students.

According to Sangpikul (2009), internationalisation produces various benefits and is desired by most institutions, but there are some worries about the way Thailand has implemented it into its education system. Thailand has officially incorporated internationalisation into its higher education plans from the educational reform of 1999 (Lavankura, 2013). Since then, one of the main concerning ways of adopting internationalisation has been the trend to basically copy what was popular in the West (especially in the Anglo-Saxon cultures). Consequently, Sangpikul (2009) affirmed that internationalisation should encourage intercultural support and develop international collaboration. This process should also include students and faculties together in order to produce new knowledge into the society. The table in the following page shows some of the features that should be considered for internationalisation:

Table 2.1 Key Elements and Their Aspects of Internationalising Thai Higher Education

Elements	Aspects/Approaches of Internationalization
1. Faculty	<p>1.1. Staff recruitment and human resource development</p> <ul style="list-style-type: none"> • Recruiting staff who graduated from abroad • Recruiting foreign staff • Providing scholarships for overseas postgraduate study (e.g., a master's or PhD) • Providing staff training or short courses overseas • Exchanging faculty members (e.g., teaching or research) <p>1.2. Staff professional development</p> <ul style="list-style-type: none"> • Presenting papers at international conferences • Applying for overseas research scholarships • Publication with colleagues abroad (journal articles) • Undertaking joint research with foreign researchers/academics • Co-authors with colleagues abroad (e.g., book chapters, textbooks)
2. Students	<p>2.1. Student-oriented approach</p> <ul style="list-style-type: none"> • Increasing the number of international students • Providing scholarships for overseas students • Exchanging students (with affiliated universities) <p>2.2. Activity-oriented approach</p> <ul style="list-style-type: none"> • Study abroad programs • Overseas internships • Overseas study tours • Other international-related programs (with any international organization)
3. Curriculum development	<p>3.1. Infusing international dimensions into existing courses</p> <ul style="list-style-type: none"> • Adding international contexts to courses • Assigning research projects or theses involving

Elements	Aspects/Approaches of Internationalization
	international/ multicultural contexts
	3.2. Adding international/multicultural courses to the curriculum <ul style="list-style-type: none"> • Offering courses that involve more than one country • Offering international hospitality and tourism courses in the curriculum • Offering foreign language courses in the curriculum
	3.3. Offering degrees in international hospitality and tourism management
	3.4. Developing joint programs with foreign universities
4. International alliances	4.1. Faculty (e.g., exchanging faculty members)
	4.2. Students (e.g., exchanging students, student internships, study abroad programs)
	4.3. Curriculum (e.g., setting up joint programs)
	4.4. Other activities <ul style="list-style-type: none"> • Co-organizing international conferences/seminars • Co-research projects with international universities, organizations, or associations

Source: Sangpikul, 2009 (p.6)

According to Feuer and Hornidge (2015) internationalisation can be observed at a regional level, where there have been numerous plans within ASEAN to expand tertiary education collaboration among the member countries, especially in terms of networking and quality assurance cooperation, such as the ASEAN University Network (AUN) and the ASEAN Quality Assurance Network (AQAN). In particular, the AUN aims to harmonise higher education in the region, by the development of strategies on quality assurance and comprehensive experimental assessment activities for its member institutions (Umemiya, 2008). Moreover, the AQAN was established in 2008 for promoting cooperation among the existing quality assurance bodies within the ASEAN nations (Yap, 2012). Feuer and Hornidge (2015) concluded that these

initiatives and processes pursue the main goal of making this 10-country region more appealing from the perspective of overseas tertiary education domains.

2.3 Tourism and Hospitality Education

Following the introduction made on Chapter 1 about the topic, this section will critically analyse the relevance, the trends, the characteristics and the future of tourism and hospitality education. According to tourism and hospitality education are one of the major subsectors of this complex industry and its manifestations can affect the entire sector, both in a direct or indirect way. Nevertheless, this field of education is quite a recent one, since it has just had approximately 40 years of constant increase and development (Dredge et al., 2014), which is rather short in comparison to other disciplines. As stated by Wood (2015) tourism and hospitality in higher education have often been ignored by many nations, which have not incorporated this discipline to their conventional university sectors, since it was considered as a fully vocational field. Moreover, we need to reflect the fact that, unlike other fields, this industry focuses on service, an intangible “merchandise”, which might not be understood by everyone. As a consequence Chon, Barrows, and Bosselman (1999) affirmed that the actual essence of the tourism and hospitality sector is the interaction of people, since it is based on commodities that cannot be perceived – it is based on serving people. However, this situation is progressively changing and the last years have met a growth in the amount of international tourism and hospitality management university programmes (Dredge et al., 2014).

Most of the relevant events relating the development of tourism and hospitality education have taken place from the second half of the 20th century. When compared with other traditional fields of study, like Law or History, tourism and hospitality education has a rather recent history within the academic world (Baum, 2006). According to Dredge et al. (2014) before the 1900s there were some examples of hospitality higher education, which was mostly delivered at vocational schools, such as the Ecole Hoteliere de Laussane (established in 1893). In the United States, Cornell University’s School of Hotel Administration was founded in 1922. The end of the Second World War and the “boom” of the tourist industry marked a starting point

for the development of the modern tourism and hospitality higher education. In the 1970s tourism and hospitality started appearing more commonly in the catalogue of higher education, still with a rather vocational approach. The programmes began to grow immensely in the following years, in terms of numbers and locations, partly influenced by the increase in scale of both the tourism industry and the higher education systems (Dredge et al., 2014). Moreover, apart from this increase in terms of enrolments in tourism and hospitality programmes, there has also been an exponential growth in publications about this academic field and the numbers of Ph. D. graduates within this sector (Airey, 2015).

In spite of their relatively short existence, tourism and hospitality studies have undoubtedly earned acceptability as academic fields within higher education context (Fullagar & Wilson, 2012). Furthermore, Chon et al. (1999) added that tourism and hospitality programmes have bloomed in the last years, encouraged by the demand for additional and better qualified supervisory and management positions in the industry. Similarly, Dredge et al. (2014) affirmed that these programmes need to address the issue of skills scarcity in the industry, by generating graduates with the abilities, knowledge, problem-solving and adaptation capabilities to work in increasingly multifaceted and challenging circumstances. In summary, it can be stated that tourism and hospitality formal studies have observed a remarkable increase and development during the last 40 years and they have evolved and adapted during this process (Airey, 2015).

2.3.1 Tourism and Hospitality Institutions

The characteristics of tourism and hospitality institutions are similar to business schools, since both their programmes place the stress on applied skill development. Therefore, they should as well focus on associating with industry professionals (Chon et al., 1999). Students of these programmes are expected by the industry to have the ability to deal with international visitors from several cultural backgrounds and, therefore, intercultural communication should be an important component in the curricula (Sangpikul, 2009). As it has been mentioned before, vocational and professional abilities have been traditionally seen by the industry as something essential if a “good” tourism and hospitality education is to be delivered

(Prebežac et al., 2016). Nevertheless, Sripun and Ladkin (2001) pointed out that despite this vocational methodology, tourism and hospitality programmes have frequently been criticised for failing to offer the expected results meeting the requirements of the industry, since numerous graduates have shown a lack of practical skills.

In contrast to this professional approach, Ring et al. (2009) highlighted that the main drawback of the vocational orientation is that it takes the tourism and hospitality industry for granted and its focus is to act in this environment without inquiring about its existence and possibilities. Tourism and hospitality programmes have traditionally been manifestly vocational but there has been an approach attempting to balance the professional and academic orientation of their curricula. Likewise, Gross and Manoharan (2016) added that because of its vocational roots, tourism and hospitality education has faced an on-going dilemma: What is the optimum balance between vocational and liberal standards for this discipline? Therefore, the aim is to control the extent to which industry professionals and academic scholars influence the design of the programmes (Dredge et al., 2014). In addition, Ring et al. (2009) agreed to this approach by adding that programmes focusing merely on teaching the practical know-how to fulfil the corporate aspects of the tourism and hospitality industry constraint students to a limited range of job opportunities. Finally, it can be stated that while scholars should play a major role in developing the programmes, other stakeholders (such as the government, the sector professionals and the students) are essential during this process (Gross & Manoharan, 2016). The figure in the next page explains the range of factors and actors influencing the curricula of the tourism and hospitality degrees:

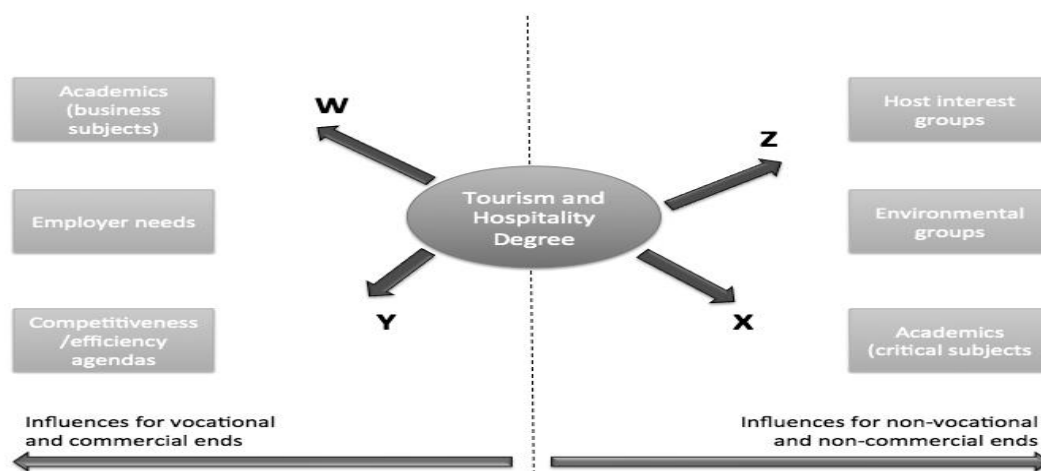


Figure 2.1 Curriculum Space and Framing

Source: Adapted from Dredge, Airey and Gross, eds. (2015)

Tourism and hospitality higher education needs to incorporate parts of additional social sciences such as anthropology, ecology, humanities, philosophy, psychology and sociology (Ring et al., 2009). While there have been numerous efforts to properly include tourism and hospitality practices into the programmes we can still find a clear gap between the curricula and the requirements of the industry. This shows that the people involved in programme design should work even more closely with all the industry stakeholders for a sounder relationship between theory and practice (Dredge et al., 2014). Lastly, Ring et al. (2009) agreed that different approaches, from all the groups related with tourism and hospitality education (academics, students and future employers), are needed for a successful programme evaluation.

In regards to the present and future of tourism and hospitality higher education Prebežac et al. (2016) stated that it is crucial that the field adapts to the current world changes so that students succeed as future industry frontrunners and agents. It is also vital that it uses its time and space to design and configure the future of tourism and hospitality education. It should then focus in both the industry and academic perspectives. Furthermore, in order to be able to confront the drawbacks of the discipline, tourism and hospitality education should focus on teaching and research, and to involve its scholars with the community (Airey, 2015). Besides, as it has been

described in the section about higher education, both the tourism and hospitality industry and education are, and will be placed within the world business, and competing in this globalised economy is crucial for their survival (Chaisawat, 2008). Tourism and hospitality programmes need to basically reform and restructure by shifting the nature of what is delivered and how it is delivered. Institutions need to generate graduates as future workers who can solve the problems of the current outline of the tourism and hospitality industry (Prebežac et al., 2016). The figure below presents the key values of the future tourism and hospitality education:



Figure 2.2 The Future Values of Tourism and Hospitality Education

Source: Adapted from Prebežac, Schott and Sheldon (2014)

Finally, Ring et al. (2009) indicated that tourism and hospitality higher education institutions need to prepare students for a fluctuating environment since, at the present, they cannot forecast the future requirements or the future complexity of the industry. Therefore, they need to instruct students on critical thinking, analysis, adaptation and creative thinking, so that they can easily adjust to changes. Similarly, Shariff (2013) affirmed that nowadays there is a growing requirement for tourism and hospitality academic institutions to offer enough human resources for the industry, which has become more challenging and demanding in the last years. Accordingly, tourism and hospitality curricular diversity has become one of its major strengths, since programmes can be adapted flexibly to the requirements of the industry, both internationally and locally (Baum, 2006).

2.3.2 Tourism and Hospitality Education in Thailand

After reviewing the relevance of the tourism and hospitality industry in Thailand and the development of the higher institution system in previous pages, this section will analyse the situation of tourism and hospitality as an educational discipline in the country. Sripun and Ladkin (2001) considered that tourism and hospitality education in Thailand is a rather recent development within the nation's academic system. The following part of this section will include a summary of the main historical events related to the tourism and hospitality higher education as outlined by Chaisawat (2008):

1) Tourism and hospitality undergraduate education started being offered in Thailand in 1955 as a major in "Travel management" within the Bachelor of Commerce Degree from Chulalongkorn University.

2) The concept of community college was brought by Prince of Songkla University with the establishment of the Phuket campus in 1977. Here, a two-year diploma in Hotel and Tourism Management was offered to fulfil the staff necessities of the industry in the area.

3) In 1993, Prince of Songkla University established the Faculty of Hotel and Tourism Management where a four-year international programme in this discipline was offered in Thailand for the first time.

4) In 2003, the meeting "Higher Education Revolution: Curriculum Development for Higher Education for Excellence" took place in Bangkok and approved the implementation of 10 subjects as core courses for tourism and hospitality bachelor programmes.

5) The Tourism Academic Association of Thailand (TAAT) was founded in 2005 with the following objectives: to develop and reform the body of language of the discipline, to mediate between academic staff and related institutions, to encourage and improve the potential of lecturers, curricula and research, and to publicise academic information to the community and institutions.

The characteristics of tourism and hospitality higher education in Thailand, and particularly the approach related to its curricula have developed parallel to other Asian nations. As stated by Dredge et al. (2014) the tourism and hospitality programmes in Asia have progressed from being practically a copy of the Western curricula to a more customised design, or at least a localised version of the imported programmes. Subsequently, after the blooming of tourism and hospitality programmes in Thailand, the amount of graduates was enough to cover the demands of the industry but there were concerns in terms of quality since their qualifications did not match the required standards (Chaisawat, 2008). In like manner, this fact was supported by Sangpikul (2009) who underlined that the quality and skills of Thai graduates in tourism and hospitality programmes did not meet the criteria required by the employers. In particular, Chaisawat (2008) outlined the unacceptable English skills, the unfavourable manners, and the lack of problem-solving capabilities, service mind, applied abilities and flexibility as the main factors of concern. Moreover, according to this author, all of these problems stemmed from the excessive emphasis on theoretical contents rather than practice. The figure in the following page shows an approach to what would be an ideal framework for a successful tourism and hospitality higher education in Thailand, including the different factors and organisations that should influence the programme design.

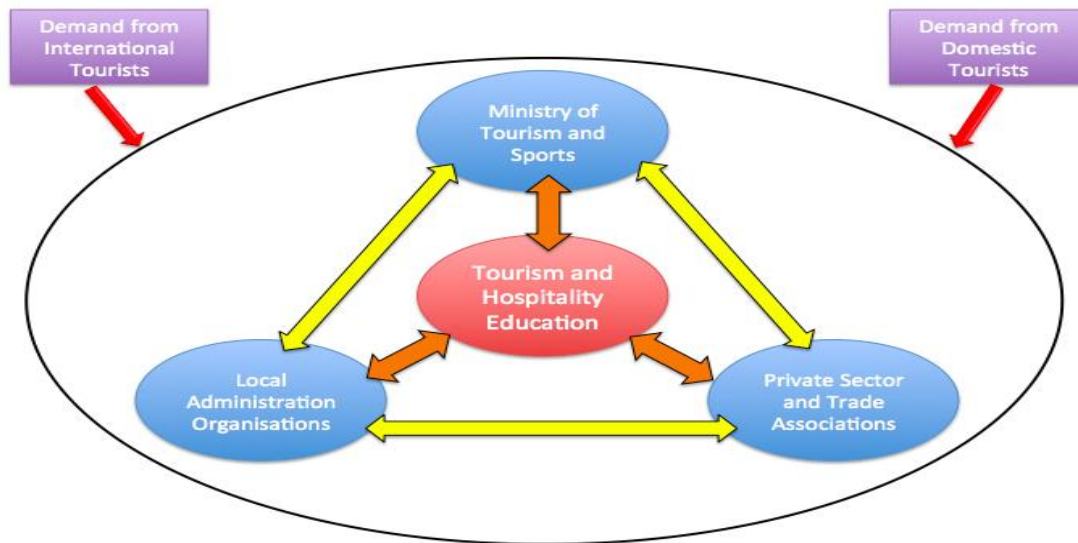


Figure 2.3 The Strategic Implementation of Planning and Policy for Thai Tourism and Hospitality Product Model

Source: Adapted from Chaisawat (2005)

In addition to these factors, appropriate internationalisation strategies could help minimising and/or eliminating the quality concerns. As suggested by Sangpikul (2009) internationalisation of tourism and hospitality higher education programmes represents an effective educational approach to answer to the challenges Thai institutions are confronting at the present, such as the effects of globalisation, the skills of the graduates and the requirements and expectations of the industry. Currently we can find two different types of tourism and hospitality educational programmes in Thailand: the Thai programme, in which Thai is used as the channel for teaching, and the International programme, where English is used as vehicle for instruction (Sangpikul, 2009). According to Chaisawat (2008) the number of institutions including tourism and hospitality programmes in 1999 was 51 (11 state universities, 15 private universities and 25 institutes and colleges). Regarding the international programmes, in the academic year 2015 there were 27 institutions (15 public universities and 12 private institutions) offering a total of 34 international undergraduate programmes in tourism and hospitality (Pliansupap, 2015).

As a conclusion to this section some recommendations for the tourism and hospitality programmes in Thailand (highlighted by Chaisawat (2008)), will be outlined as follows:

1) Institutions and organisations need to develop the curricula so that students obtain, critical thinking, problem solving and communication skills, strategic management and marketing, and other social capabilities to “survive” and success in the global arena.

2) Implementation of joint programmes for staff development among different institutions as an affordable way of solving the problem of the scarcity of skilled teaching staff.

3) Institutions need to coordinate and associate with other institutions and relevant organisations in order to develop successful tourism and hospitality programmes.

2.4 Outcome-Based Education

This section will provide a review on a particular field of education, which has been essential in shaping modern education: Outcome-based Education (OBE). As previously defined, outcome-based education is a student-focused, results-centred education system focusing on processes allowing each of the students in the education institutions to exhibit what they know and what they can do within a pre-set level of accomplishment (Kridel, 2010). Apart from being a student-focused system, Van Schalkwyk (2015) added that this approach concentrates evenly on the outcomes (knowledge and abilities) and on the instruction processes and how to optimise the educational experience. We see here that, even if the name of the system includes the term “outcomes”, they are just a part of the model and other components such as the processes and the experience would be as relevant. According to Spady (1994) this approach means plainly centring and arranging everything in the education scheme around what is crucial for all pupils to successfully achieve at the conclusion of their educational experience. Moreover, this educational scheme would need a well-thought-out curriculum, which is systematic and concrete, and with the goal of

producing resourceful graduates who can comprehend and master the aforesaid curriculum (Kaliannan & Chandran, 2012).

An important fact in the implementation of this approach has been the shift on the assumptions about learning. Kridel (2010) outlined that the outcome-based approach considers learning as an unlimited resource, which facilitates the maximisation of the potential of each of the students, and ignores previous ideas about the arbitrary distribution of intellect. Once this assumption was considered, outcome-based education would concentrate on what students needed to do by the end of their learning experience (learning outcomes), and on the instructional process needed to guarantee the attainment of those outcomes (Van Schalkwyk, 2015). Regarding those learning outcomes, Spady (1994) defined them as well-defined results that institutions expect their learners to prove at the conclusion of their studies, and as the substantial application of whatever has been learned during the learning experience. In order to become a sustainable model, these learning outcomes need to be closely linked to the education planning processes and their consecution need to lead to the overall learning experience (Hernon, Dugan, & Schwartz, 2006).

Even if most of modern institutions and education systems have undertaken the outcome-based approach we need to consider that it has not always been like this. Before outcome-based education, the traditional approach in curriculum development used to be content-based. Instructors would decide which content needed to be studied during the course and choose a way of teaching and evaluating that given content (Gosling & Moon, 2002). However, there has been a conviction for many years that this system could not prepare students for life and work in the contemporary world (Kaliannan & Chandran, 2012). Furthermore, Gosling and Moon (2002) added that this approach was disapproved for being excessively focused on the teachers and for not being clear in terms of the results needed to be proven by students after instruction. According to Tam (2014) all the criticism resulted in a shift away from the traditional teacher-focused approach, which concentrated on what is studied, towards the learning-focused approach, which concentrates on what the learners can actually attain after the learning experience.

This shift caused the appearance of outcome-based education. Van Schalkwyk (2015) stated that outcome-based education was initiated in the second half of last century and contrasted the traditional education system, which focused on a textbook-driven and teacher-centred approach. This new approach was created from the ideas in “Bloom’s learning for mastery model” and the studies from John B. Carroll, who affirmed that 95% of learners would master any given topic of test if distinctive instruction optimising the quality, the understanding, and the time needed for the required teaching experience was offered to the students (Kridel, 2010). In this line, Tam (2014) added that the appearance of the assessment trends in higher education, placing importance on the outcomes as the main indicator of the quality and success of institutions, have changed the perceptions on what establishes a high-quality education. Stakeholders are leaving aside the traditional approach of focusing on what the instructors offer and are now focusing on a practical view and concern for what students can truly learn, accomplish and become.

After learning the main ideas and the origins of outcome-based education is important to know how it is actually implemented in the education systems. Spady (1994) pointed out that the main differences between the traditional approach and outcome-based education could be summarised in these four major areas:

- 1) The outcome-based model is built on a well-defined structure of exit results.
- 2) Time is utilised as an adaptable resource dependent on the needs of instructors and learners.
- 3) Standards are well defined, recognised, and measurable for all students.
- 4) This model concentrates on increasing the pupils’ learning and final performance skills to a maximum level before they exit the institution.

All of these areas are related course design and planning and they are crucial in this model. However, the major aspect here would be to determine the learning outcomes, since they define the knowledge, abilities and thoughts that will conduct the whole education experience (Van Schalkwyk, 2015).

As the name of the model indicates, and as highlighted with numerous authors, the paramount focus would be establishing the learning outcomes. There are some factors to be considered when determining these outcomes. Kaliannan and Chandran (2012) outlined that, in the outcome-based model, outcomes have to be well defined, evident and to focus on the performance of the learners. Other authors have added other characteristics to be taken into account. Gosling and Moon (2002) added that they needed to be attainable (taking into consideration time and learning levels), generic (considering all learning areas), clear, significant (reflecting main accomplishments expected of learners), assessable (possible to be measured), and essential (needed to be able to pass the given section or programme). Once these learning outcomes have been established there are two aspects to be regarded: teaching and evaluation. Various teaching strategies need to be used along time until the moment the students reach a reasonable level of accomplishment, as per the standards and outcomes pre-set. These strategies need to be designed by the instructor by a reflecting and analysing continuous process based on the needs of the students. During the process, several appraisal methods will be utilised to measure the level of accomplishment of the learners (Kridel, 2010). Outcomes evaluation concentrates on the pupils' learning process as stated in the mission of the education centres and it is involved both with appraisal and accountability (Hernon et al., 2006). In the same line, Tam (2014) pointed out that, in order to guarantee that the education programme or system will be compatible and consistent, the three main components of the model (outcomes, teaching strategies and evaluation) need to be aligned.

Finally, it is important to consider how this educational approach has evolved and affected the education systems and related fields around the world in the last decades. The last years of the 20th Century, saw the birth of the "Transformational Outcome-based Education". This new model widened the extent of learning outcomes from just the basic educational knowledge and abilities to adopt other generic thinking abilities, emotional values, and societal behaviours (Kridel, 2010). During the years, the outcome-based approach and its derivatives have influenced several educational models. Spady (1994) listed several examples in the contemporary world, which are based on this approach, such as military training programmes, martial arts instruction centres, winter sports schools, flight academies, and any other educational field in

which well-defined competencies and performance levels are necessary for undertaking a role successfully. Moreover, this approach has been exponentially applied within national education frameworks and quality institutions in the United Kingdom, Australia, New Zealand, South Africa and many other countries outside the Commonwealth (Gosling & Moon, 2002). Apart from national examples, the outcome-based approach has influenced international models as well. Tam (2014) highlighted that a contemporary example of the worldwide focus in this approach is the Bologna Process in the European Union. This cross-national framework is aiming to establish a common system for higher education within the member countries, focusing on aligning standards and expected outcomes. According to Gosling and Moon (2002), this focus on the outcome-based approach at national and international levels has a major reason: learning outcomes provide institutions with a structure for internal and external assessment to reflect on how appropriate programmes are. Also, by establishing well-defined outcomes, strategies, and evaluation methods, all stakeholders involved (students, faculty, evaluators, future employers, quality assurance institutions, etc.) will be informed about the standards that are expected to be accomplished by students upon exit.

2.5 Quality Assurance and Accreditation in Higher Education

The concept of quality is usually defined as a measurement of how well a product is made or a service is offered, or actually how these are perceived by customers (Airey et al., 2015). The term quality assurance encompasses all the procedures and policies engaged in guaranteeing the preservation and improvement of quality (Lim, 2018). According to Latchem and Jung (2012) quality assurance strategies have been applied for years in the corporate world to secure the satisfaction of all the stakeholders, compare standards with other organisations, and elevate standards to the competitors.

Higher education, similarly to most companies and organisations nowadays, is gradually more concerned about the quality of its products and services, since currently there is a higher than ever competition for students, who are becoming more complex and demanding (Chon et al., 1999). Barbini and Presutti (2010) defined

quality assurance in education as the matching between perceptions and expectations and, as a consequence, a beneficial relationship amid supply and demand in the academic context. At the same time, quality in the academic environment would determine the amount and excellence of the students' learning and how their education results into a series of individual, collective and developmental positive outcomes (Rotich, Sawe, & Akgul, 2012).

Due to the changes happening in higher education, and since students will need to pay for their education, it is more probable that they will become more dedicated on ensuring that once they graduate, they will get a fruitful career related result (Hobson, 2010). In like manner, Bernhard (2012) agreed that the rapid changes in higher education during the last years have enormously impacted the quality of academic investigation, teaching and learning, and institution management. Moreover, Mounier and Tangchuang (2010) sustained that quality in education relates to the expected results concerning knowledge and skills acquisition. As a result, higher education institutions around the globe are paying exceptional attention on planning and executing new quality assurance schemes to guarantee that students obtain high quality and significant instruction and that degrees and certificates are broadly well-known (Secretary, 2002).

Furthermore, Latchem and Jung (2012) added that quality assurance in higher education should aim to merge diverse perspectives and to set key performance indicators on different subjects, such as students' results, curricula and courses, teaching and learning, support, evaluation systems, management, academic staff, resources, returns on investment and positive impacts on the country's economy and the community. Likewise, the Secretary (2002) highlighted that the main goals of quality assurance systems should be safeguarding the interests of the students and the employers, enabling international recognition and public accountability. However, once quality assurance systems have been applied they should not remain immobile; they need to develop and adjust in order to host and familiarise shifting political and social requirements (Harris-Huemmert, 2010).

In addition to the quality assurance systems, accreditation is a related method for ensuring quality and offering recognition. Latchem and Jung (2012) defined accreditation as a process of evaluation and revision by a certification organisation, which qualifies a university, programme or course to be recognised or accredited as meeting certain necessary criteria or standards. Besides, Tanke (1986) considered standards to be the core of accreditation, since they offer direction, vision and a solid base from which universities can make smart choices. Those standards or minimum criteria generate a “pass or fail” result, which is the nature of the accreditation process. Accordingly, the ONESQA (2015) pointed out that a majority of nations have established accreditation systems following a similar process; universities implement a first stage of self-revision to identify its strengths and shortcomings. Then, they send a report with the findings to the accreditation organisations, which validate the results through an external evaluation. Consequently, government accreditation bodies are currently rather popular in those nations with a growing private higher education scheme, such as countries in Eastern Europe and Asia (Latchem & Jung, 2012). Apart from the national governments, accreditation can be granted as well by the industry or international organisations, as it will be analysed at the end of this chapter.

During the last years there has been an extraordinary growth in national quality assurance and accreditation bodies for tertiary education. Nations give a vital relevance to their independence relating to their education systems and it has caused diversity and disparity between different countries, which is an impediment for the development of all-inclusive quality assurance frames for international higher education (Latchem & Jung, 2012). Nevertheless, most quality assurance systems worldwide share a similar characteristic: universities must apply regularly either for authorisation to operate within the higher education framework or to be eligible for receiving governmental funding (ONESQA, 2015). Moreover, the Secretary (2002) highlighted that despite networking and national evaluations, individual institutions are still in charge of the quality of the degrees and certifications they offer to students. The process of quality assurance is then a practice that needs of both internal and external assessment. The Commission (2014) defined internal quality assurance as a scheme and instrument for developing, inspecting and evaluating the function of

universities according to the standards set by the universities themselves or by their parent organisations. Additionally, Latchem and Jung (2012) described external quality assurance as the process of outside organisations inspecting and commanding standards and procedures on higher education institutions or guaranteeing that they implement them by using recompenses and/or punishments.

One of the most common methods to implement quality assurance in higher education is the instrumental approach. According to Lim (2018) this instrumental approach starts by expressing the main goal of the university and ensuring that this is coherent with the country's objectives. Then, the institution will be evaluated to check if it can attain this goal. Similarly, Chon et al. (1999) affirmed that total quality management, and its relation with the nation's objectives, need to be aimed by higher education institutions if they are to subsist in this 21st century. Besides, Sripun and Ladkin (2001) outlined that the main idea of this total quality management approach is to be fully aware of the customers and to be responsive to their needs. Furthermore, if universities are to embrace an instrumental approach to quality assurance, there are various requirements that need to be met for it to succeed (Lim, 2018):

- 1) Academic staff need to be qualified
- 2) Academic staff just need to be working in one full-time position to “live comfortably”
- 3) Appropriate physical, electronic and clerical support services need to be available
- 4) Selection and upgrades are founded on educational merits, not on connections
- 5) A degree of academic freedom, including productive criticism must be present

As mentioned earlier, tertiary education is generally evaluated at a domestic level. This fact is due to the solid connection between institutions and the nation state, the relevance of public resources for the universities, and the stress on accountability to the community (Secretary, 2002). Nevertheless, following the rise of internationalisation within the tertiary education, quality assurance and the comparisons between the standards of the different programs have become an increasing concern for the governments of numerous countries (Hou, 2012).

Specifically, as indicated by Latchem and Jung (2012), various systems, predominantly in the developed world, are currently contending to draw overseas students or embarking on projects in other countries through partnerships, off-shoring campuses or distance learning and eLearning. Likewise, as an increasing number of universities are now looking for international accreditation, local accrediting bodies are trying to build partnerships with foreign accreditation institutions in order to attain global recognition (Hou, 2012). Therefore, as a reasonable consequence of globalisation, higher education is expanding outside of the countries' frameworks (including the quality assurance structures) and assessment systems that are limited to the national context are no longer satisfactory (Secretary, 2002).

2.5.1 AUN-QA: An Example of International Quality Assurance

A successful example of these international quality assurance systems would be one implemented by the ASEAN University Network (AUN), already mentioned in section 2.2.2. This network has promoted cooperation among the quality assurance bodies within the 10 ASEAN nations (Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam) for the last decade. The following table, adapted from the ASEAN University Network (2015), summarises the criteria and indicators to be assessed at a programmatic level by institutions applying for the AUN Quality Assurance.

Table 2.2 Criteria for AUN-QA at A Programmatic Level (version 3.0)

Criteria	Indicators
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university 1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes 1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders
2. Programme Specification	2.1 The information in the programme specification is comprehensive and up-to-date 2.2 The information in the course specification is comprehensive and up-to-date 2.3 The programme and course specifications are communicated and made available to the stakeholders
3. Programme Structure and Content	3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes 3.2 The contribution made by each course to achieve the expected learning outcomes is clear 3.3 The curriculum is logically structured, sequenced, integrated and up-to-date
4. Teaching and Learning Approach	4.1 The educational philosophy is well articulated and communicated to all stakeholders 4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes 4.3 Teaching and learning activities enhance life-long learning

Criteria	Indicators
5. Student Assessment	<p>5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes</p> <p>5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students</p> <p>5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment</p> <p>5.4 Feedback of student assessment is timely and helps to improve learning</p> <p>5.5 Students have ready access to appeal procedure</p>
6. Academic Staff Quality	<p>6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service</p> <p>6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service</p> <p>6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated</p> <p>6.4 Competences of academic staff are identified and evaluated</p> <p>6.5 Training and developmental needs of academic staff are identified, and activities are implemented to fulfil them</p>

Criteria	Indicators
	<p>6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service</p> <p>6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement</p>
7. Support Staff Quality	<p>7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service</p> <p>7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated</p> <p>7.3 Competences of support staff are identified and evaluated</p> <p>7.4 Training and developmental needs of support staff are identified, and activities are implemented to fulfil them</p> <p>7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service</p>
8. Student Quality and Support	<p>8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date</p> <p>8.2 The methods and criteria for the selection of students are determined and evaluated</p> <p>8.3 There is an adequate monitoring system for student progress, academic performance, and workload</p>

Criteria	Indicators
9. Facilities and Infrastructure	<p>8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability</p> <p>8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being</p> <p>9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research</p> <p>9.2 The library and its resources are adequate and updated to support education and research</p> <p>9.3 The laboratories and equipment are adequate and updated to support education and research</p> <p>9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research</p> <p>9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented</p>
10. Quality Enhancement	<p>10.1 Stakeholders' needs and feedback serve as input to curriculum design and development</p> <p>10.2 The curriculum design and development process is established and subjected to evaluation and enhancement</p> <p>10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment</p>

Criteria	Indicators
	10.4 Research output is used to enhance teaching and learning
	10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement
	10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement
11. Output	11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement
	11.2 The average time to graduate is established, monitored and benchmarked for improvement
	11.3 Employability of graduates is established, monitored and benchmarked for improvement
	11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement
	11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement

Source: Adapted from the ASEAN University Network (2015)

All these criteria and indicators are to be evaluated by both the institutions and the AUN-QA assessors during the assessment process. The whole assessment process has been detailed in a manual by the ASEAN University Network (2015) and can be summarised in 4 phases, as follows.

- 1) Preparation of self-assessment report (SAR)
- 2) Self-assessment report (SAR)
- 3) Preparation of Quality Assessment
- 4) Quality Assessment process

The entire process will require all the assessors (both internal and external) to adhere to five different principles:

- 1) Ethical conduct, which is the base of professionalism,
- 2) Fair presentation, which refers to the obligation of reporting in an accurate and truthful manner,
- 3) Due professional care, which highlights the importance of applying conscientiousness and judgment,
- 4) Independence, which focuses on objectivity and neutrality, and
- 5) Evidence, which puts an emphasis on the use of relevant and verifiable records, statements, and information in order to reach reliable and reproducible assessment conclusions.

Regarding the first phase (Preparation of self-assessment report) the ASEAN University Network (2015) recommended using a Plan-Do-Check-Act (PDCA) approach:

- 1) The “Plan” stage will consist of the following activities:
 - a. Communication of commitment for quality assessment.
 - b. Organisation of a team to be responsible of the SAR.
 - c. Development of the SAR following a clear schedule.
 - d. Understanding of the AUN-QA criteria by all people involved.
- 2) The “Do” stage implicates:
 - a. Identification of the gaps to meet the AUN-QA criteria.
 - b. Collection of data and evidences.
 - c. Finding of solutions to close the gaps.
 - d. Writing and reviewing of the SAR.

- 3) The “Check” stage consists of:
 - a. Verification of SAR and quality assurance practices.
 - b. Gathering of feedback for potential improvements.
- 4) The “Act” stage involves:
 - a. Implementation of the recommendations to improve quality assurance.
 - b. Finalisation and communication of the SAR.
 - c. Preparation for external assessment.

The second phase highlighted by the ASEAN University Network (2015) is focused on the characteristics an effective Self-assessment report (SAR) should have. The SAR will be a final document that will be essential in framing a quality plan for the following years. The ideal content of a SAR should include the following elements (ASEAN University Network, 2015)

Part 1: Introduction

- 1) Executive summary of the SAR
- 2) Organisation of the self-assessment
- 3) Brief description of the university, faculty and department

Part 2: AUN-QA Criteria

Information on how the university, faculty or department addresses the requirements of the AUN-QA criteria.

Part 3: Strengths and Weaknesses Analysis

- 1) Summary of strengths
- 2) Summary of Weaknesses
- 3) Improvement plan
- 4) Action plan to implement the improvements

Part 4: Appendices

Supporting information and evidences

The third phase is the Preparation of Quality Assessment. In this aspect, the ASEAN University Network (2015) emphasised that institutions must consider their resources and prepare their people appropriately before proceeding with the assessment. Since the assessment is based predominantly on objective evidences, it is vital for the institutions to prepare a well-written SAR and to get all key data and records ready for assessment. The major management representatives should offer their commitment and support before and during the assessment. The SAR team should be available to clarify any details regarding the SAR and serve as contact people for the assessment process. As the assessment process will include interviews by the assessors with different stakeholders, it is crucial to arrange a preparation for the interviewees in advance, in which the institutions will share the intent and purpose of the assessment with them (ASEAN University Network, 2015). Finally, it is advised that institution members in charge of the assessment organisation prepare all the needed logistics and administrative arrangements, such as: transportation and accommodation arrangements, meals and snacks, meeting rooms, rooms for interviews, conference rooms for opening and closing ceremonies, rooms or offices for the assessors to discuss and write the report, site inspection arrangements, computer and information technologies equipment, and documents and photocopies.

Lastly, concerning the fourth phase (Quality Assessment process) the ASEAN University Network (2015) also recommended using a Plan-Do-Check-Act (PDCA) approach with the following features:

- 1) The “Plan” stage will consist of the following activities:
 - a. The institutions decide which type of assessment they wish to conduct (institutional, IQA system and programme level).
 - b. The AUN secretariat appoints the assessment team.
 - c. Assessors are informed of the itinerary and schedule of the assessment.

2) The “Do” stage involves:

- a. Desktop assessment: Initial assessment of the quality assurance system based on the SAR and provided evidences and records.
- b. Site assessment: consisting of meetings with key management representatives of the institution, presentation of the institution and programme, site inspection, and interviews with various stakeholders.

3) The “Check” stage entails:

- a. Preparation of an assessment report measuring the level of performance based on AUN-QA criteria, the key strengths of institution, faculty, and programme, and the improvement areas.
- b. Presentation of the assessment findings.

4) The “Act” stage implicates:

- a. Preparation of the final report: Detailed assessment results including the evaluation of the 11 criteria and indicators based on a 7-point scale: 1= Absolutely Inadequate; 2= Inadequate and Improvement is Necessary; 3= Inadequate but Minor Improvement Will Make It Adequate; 4= Adequate as Expected; 5= Better Than Adequate; 6= Example of Best Practices; and 7= Excellent (Example of World-class or Leading Practices).
- b. Presentation of the assessment feedback to help in improving the assessment process.

2.5.2 Quality Assurance in Thai Higher Education

Similarly, to the information outlined previously regarding tourism and hospitality higher education in Thailand, several domestic and overseas evaluations have detected a low level of quality within the overall Thai education system, in comparison with international standards. According to Mounier and Tangchuang (2010) a majority of the researches taken place between 1999 and 2008 show that the main factors leading to quality in education are budget capability, amount and quality of teaching staff, academic facilities and equipment, and the institutions' management. Additionally, in relation with the functions of higher education institutions, the Commission (2014) outlined that the 4 key assignments of Thai universities are:

- 1) To generate graduates
- 2) To produce research papers
- 3) To deliver educational services to the community
- 4) To safeguard Thai arts and culture

Ajpru, Wongwanich, and Khaikleng (2014) pointed out that the main problems in Thai higher education were the incorrect ideas of lecturers concerning the assurance and evaluation of educational excellence, the absence of involvement from families, the society and other organisations, and the unsuitability of the system with the educational environment. Consequently, in 1999, the Education Reform showed its concern about the quality of Thai education. This concern triggered the establishment of a scheme of standards and quality assurance and the foundation of the Office for National Education Standards and Quality Assessment (ONESQA) in the year 2000 (Mounier & Tangchuang, 2010). The ONESQA is in charge of conducting external quality assessment on institutions at least once every five years, following standards involving accomplishments in education, administrative procedures and management (Council, 2008). Mounier and Tangchuang (2010) added that this system of quality assurance, as numerous schemes and procedures in Thailand and other Asian nations, was taken from United Kingdom and the United States.

2.5.2.1 ONESQA Quality Assurance System

The figure below presents the quality assurance process as implemented by the ONESQA:

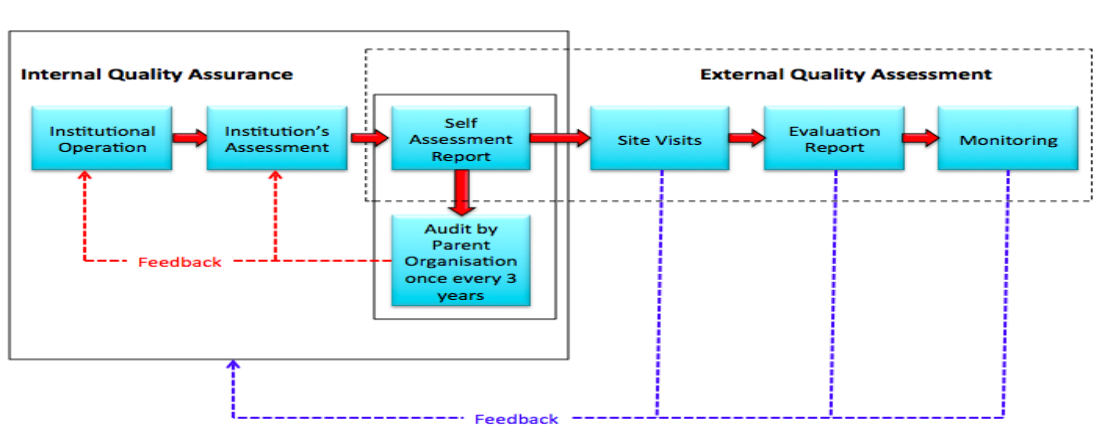


Figure 2.4 Relationships between the Internal and External Quality Assurance in Thailand

Source: Adapted from the Office of the Higher Education Commission (2014)

Regarding the specific items to be assessed during these internal and external processes, the table in the following page, adapted from one of the ONESQA manuals, summarises the criteria and indicators every institution in Thailand needs to consider in terms of quality assurance.

Table 2.3 Indicators for Quality Assurance in Thailand

Criteria	Indicators
Basic indicators: Quality of the graduates	<ol style="list-style-type: none"> 1. The graduates with bachelor's degrees who have jobs within one year 2. Quality of the graduates with any academic degrees reaching the national standards of the Thai qualifications framework for higher education 3. Works (including papers) created by the graduates with master's degrees, which are published or disseminated 4. Works (including papers) created by the graduates with doctoral degrees, which are published or disseminated
Basic indicators: Research and creative works	<ol style="list-style-type: none"> 5. Published or disseminated research or creative works 6. Useful research or creative works 7. Quality-accredited academic works
Basic indicators: Academic services to society	<ol style="list-style-type: none"> 8. Results from applying knowledge and experiences involving academic services for teaching/learning and research development 9. Results from learning and strengthening local communities or external organizations
Basic indicators: Nurturing arts and cultures	<ol style="list-style-type: none"> 10. Promoting and supporting arts and cultures 11. Developing the aesthetics of arts and cultures
Basic indicators: Institutional administration and development	<ol style="list-style-type: none"> 12. Performance of the institution council in regard to its roles and responsibilities 13. Performance of the institution's administrators regarding their roles and responsibilities 14. Professional development

Criteria	Indicators
Basic indicator: Internal quality assurance and development	15. Internal assessment results approved by the supervisory office
Identity indicators	16. Results from the institution's development based on its identities 16.1 The institutional administration results that become the identities 16.2 The graduate's development results based on the identities 17. Results from the institutions' development based on its focus and strengths reflecting the institution's characteristics
Social responsibility indicator	18. Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats 18.1 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats (inside the institution) 18.2 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats (outside the institution)

Source: Adapted from the ONESQA (2015b)

Following these events, in 2010, the Office of Higher Education Commission (OHEC) presented a new quality programme to control higher education organisations. The Thailand Qualification Framework (TQF) was introduced as a benchmark for institutions to create course syllabi with a focus on five essential learning outcomes (Sae-Lao, 2013): Ethical and Moral Development, Knowledge, Cognitive Skills, Interpersonal Skills and Responsibility, and Analytical and Communication Skills. Rattananuntapat (2016) added that after the TQF the focus turned more globalised and the Malcolm Baldrige Award criteria (created by the National Institute of Standards and Technology in the United States) were selected to serve to promote excellent performance in the education sector. The Malcolm Baldrige National Quality Award has been implemented in different industries always focusing on the same 7 criteria (Technology, 2013):

- 1) Leadership
- 2) Strategic planning
- 3) Customer focus
- 4) Measurement, analysis, and knowledge management
- 5) Workforce focus
- 6) Operations focus
- 7) Results

Subsequently, the Office of Higher Education Commission (OHEC) introduced the Education Criteria for Performance Excellence (EdPEX), resulting from this Malcolm Baldrige National Quality Award, as an innovative method of internal quality assurance for those higher education institutions in Thailand, already having optimal results in the previous internal and external quality assurance assessments (Rattananuntapat, 2016). Sae-Lao (2013) discussed that this methodology diverges from other quality assurance systems in our country since, first, it is not a compulsory system and it uses recognition and award to motivate institutions to apply, and second, it is focused on quality, rather than quantity. Obviously, the 7 criteria, which are used in different industries, needed to be adapted in order to be effective for the education sector. As suggested by Kirby (2004) when translating the criteria into more educational terms “customer focus” would mean “student and stakeholder focus” “workforce focus” would mean “faculty and staff

focus,” and “results” would relate to the “organisational performance results”. Therefore, the final criteria and indicators used by the Education Criteria for Performance Excellence (EdPEX) are finally presented as per [the table below](#).

Table 2.4 Education Criteria for Performance Excellence: Categories and Items

Category	Items
1. Leadership	1.1 Senior Leadership 1.2 Governance and Societal Responsibilities
2. Strategic Planning	2.1 Strategy Development 2.2 Strategy Implementation
3. Customer Focus	3.1 Voice of the Customer 3.2 Customer Engagement
4. Measurement, Analysis, and Knowledge Management	4.1 Measurement, Analysis, and Improvement of Organizational Performance 4.2 Knowledge Management, Information, and Information Technology
5. Workforce Focus	5.1 Workforce Environment 5.2 Workforce Engagement
6. Operations Focus	6.1 Work Processes 6.2 Operational Effectiveness
7. Results	7.1 Student Learning and Process Results 7.2 Customer-Focused Results 7.3 Workforce-Focused Results 7.4 Leadership and Governance Results 7.5 Budgetary, Financial, and Market Results

Source: Adapted from the National Institute of Standards and Technology (2013)

2.5.3 Quality Assurance and Accreditation in Tourism and Hospitality

Education

Similarly to other fields of tertiary education, quality assurance and accreditation have become a fundamental subject for the tourism and hospitality higher education in the last decades. Liu, Tsai, Horng, and Lee (2010) highlighted that, following the advice of the UNWTO, it is crucial to offer an appropriate assessment model that includes clear and comprehensive standards to improve the excellence levels and competitiveness of the increasing numbers of tourism and hospitality programmes. Moreover, Prebežac et al. (2016) added that observing educational quality standards would allow for evaluation of the suitability of the degree in tourism and hospitality, the achievement of the programmatic objectives, and the efficiency of the educational services. Subsequently, these outcomes would make it possible to review and improve the institutions and programmes. Besides, academic assessment is a vital process to institutions based on both unbiased precise methods and subjective assessments, which evaluate the academic contents and policies in a sensible way to examine the strengths and weaknesses of the system (Liu et al., 2010).

According to Tanke (1986) accreditation procedures lead by business and educational peers offer a professional conclusion regarding the quality of the programmes, envisioned to support the continuous development of the tourism and hospitality education. Chon et al. (1999) additionally stated that the comparative standards of quality of tourism and hospitality programmes are linked to their resources. Programmes having extensive curricula, more lecturers, better facilities, higher funds or superior learning resources should accomplish higher levels of overall quality. Furthermore, evaluations usually measure quality based on several dimensions or aspects, such as goals and objectives, curricula, lecturers and other academic staff, teaching and learning, accomplishments of the students, resources and management (Liu et al., 2010). Lastly, Chon et al. (1999) pointed out that another factor that needs to be assessed is the mix of theoretic versus practical courses in the programme. While generally there is not a total equilibrium of the two, this mix should strongly depend on the programme's mission and objectives.

Regarding the different types of accreditation tourism and hospitality institutions can opt for, Chon et al. (1999) affirmed that there are two different ranks. The first one would be institutional accreditation, which ensures at national levels that a university meets some minimum academic quality standards. The second, programmatic accreditation consists of the revision and evaluation of a specific programme by an experts' organisation within the particular industry field. In like manner, Airey et al. (2015) agreed that there are various ways of measuring the quality of tertiary education, which might function at an institutional, national or even international level. Apart from the external evaluations, an alternative method for quality assurance would be by using inside resources from the tourism and hospitality department in the institution, such as the head of the programme, staff in the unit or even the students (Chon et al., 1999). Conclusively, Tanke (1986) added that whichever the type of accreditation used by the tourism and hospitality in higher education, it will certainly bring similar advantages to those produced previously in other fields of education having implemented specialised accreditation systems.

As it has been stated before, the last few decades have seen an increase in the interest on quality assurance and accreditation within tourism and hospitality institutions, especially at international levels. In particular, within the tourism and hospitality industry, the UNWTO plays the major role in assisting and increasing the quality of the industry-related education (Barbini & Presutti, 2010). Consequently, the quest for worldwide acknowledgement and accreditation in the tourism and hospitality higher education, to improve the reliability of the field in the current competitive framework, has led to the creation of several international certifications, such as TedQual (which will be analysed in the next section) and THE-ICE (Dredge et al., 2014).

The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) is an international accreditation based in Australia offering trustworthy standards and promoting the academic quality of its certified members to potential students (Airey et al., 2015). Apart from these objectives, THE-ICE has additionally developed into a significant network for tourism and hospitality knowledge creation (Dredge et al., 2014). Ring et al. (2009) outlined another important accreditation body: the Institute of Hospitality. This British organisation represents professional leaders

within the tourism and hospitality industry and accredits industry related programmes, both in the United Kingdom and internationally. Finally, within the numerous national accreditation bodies existing in various countries, Chon et al. (1999) highlighted the main organisation in the United States, the Accreditation Commission for Programmes in Hospitality Administration (ACPHA), which evaluates bachelor degrees in the field at a national level and worldwide.

2.6 The UNWTO TedQual Certification

A few people would disagree that a good way to monitoring which businesses or institutions offer the minimum quality standards would be to consult with the main international organisation within the specific industry. In the case of tourism and hospitality higher education, a good start would therefore be to take into account the quality scheme for education institutions created by the UNWTO (Airey et al., 2015). The Tourism Education Quality (TedQual) programme is a quality accreditation scheme in the tourism and hospitality industry, accessible to all academic institutions worldwide, and based on voluntary solicitation (Barbini & Presutti, 2010). This programme was established in the 1990s as a service of the UNWTO to implement total quality management to tourism and hospitality education (Ring et al., 2009). Besides, Liu et al. (2010) defined the aim of TedQual as detecting the educational needs of the tourism and hospitality sector by using the total quality method to reduce the existing and potential gap between education demand and supply, and to prioritise the necessary actions for this purpose. Hence, to attain this goal the TedQual scheme is organised upon three fundamental factors: quality standards, quality audit and quality certification. Subsequently, as stated by the Foundation (2019) the organisation issues the UNWTO TedQual Certification for a period of one to four years, and it can be renewed after that time.

In this certification, the inspection is conducted using the information supplied by the institutions about 5 major areas: public and private sectors employers, students, the curriculum and pedagogical system, the faculty, and the management (Airey et al., 2015). The following figure presents the evaluation framework of the TedQual certification:

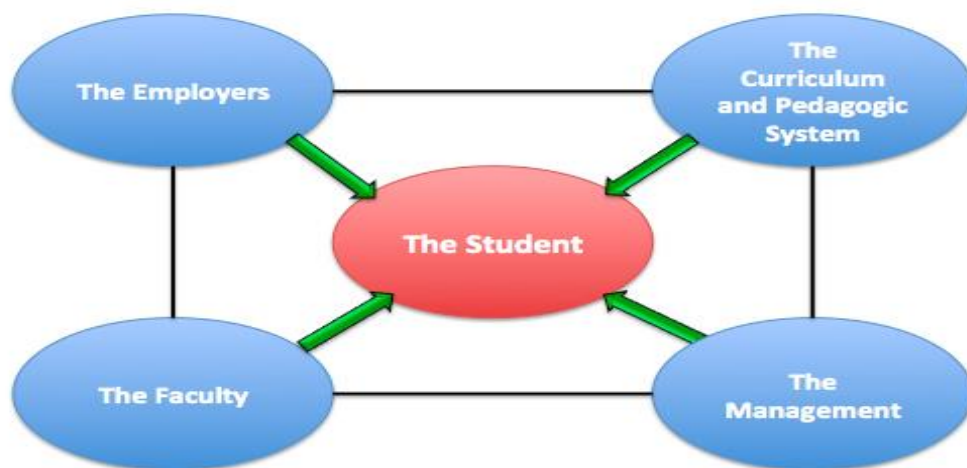


Figure 2.5 Key Actors/Areas of Analysis of the UNWTO TedQual

Source: Adapted from the UNWTO Themis Foundation (2016)

For each of the areas of evaluation the Foundation (2019) (p.7 and 8) highlighted the different factors to be taken into account during the assessment process, as follows:

1) Public and Private Sectors Employers

(1) Inclusion of the employers needs in defining the mission, action plan and curriculum content.

(2) Adaptation of the Programme to new trends and requirements of the employers.

2) Students

(1) Communication and promotion of the Programme (before and during the admission process).

(2) Introduction of the student in the Programme (Post admission).

(3) Attention given to students' needs – Administrative, academic, social welfare and curriculum support (during the studies).

(4) Assessment of the student's performance

(5) Evaluation of student's satisfaction level regarding programme and additional services

(6) Follow-up on graduate students

3) Curriculum and Pedagogical System

(1) Methodology used to formulate the curriculum.

(2) Curriculum coherence.

(3) Effectiveness of the pedagogical method.

(4) Existence, access and usefulness of the curriculum support facilities.

4) Faculty

(1) Faculty selection.

(2) Academic coordination.

(3) Performance.

(4) Continuous knowledge update.

5) Management

(1) Organisation.

(2) Quality System.

The Foundation (2019) indicated that the assessment of institutions and programmes is made by identifying the activities that can assist ensuring the employability of the students and their involvement in the tourism industry and the community, employing the values presented in the Global Code of Ethics for Tourism as a framework (see table in the following page).

Table 2.5 The Global Code of Ethics for Tourism and Its Contribution to Tourism Education

Art. 1: Tourism's contribution to mutual understanding and respect between people and societies
Art. 2: Tourism as a vehicle for individual and collective fulfilment
Art.3: Tourism, a factor of sustainable development
Art. 4: Tourism, a user of the cultural heritage of mankind and a contributor to its enhancement
Art. 5: Tourism, a beneficial activity for host countries and communities
Art. 6: Obligations of stakeholders in tourism development
Art. 7: Right to Tourism
Art. 8: Liberty of tourist movements
Art. 9: Rights of the workers and entrepreneurs in the tourism industry
Art. 10: Implementation of the principles of the Global Code of Ethics for Tourism

Source: Adapted from the UNWTO Themis Foundation (2016)

Some examples on how institutions could design or adapt their programmes to include these principles are outlined by the Foundation (2019) as follows:

- Art. 1: Internationalisation of the programme and its implementation.
- Art. 2: Promoting and measuring actions related to teamwork, intercultural exchanges, languages courses, etc.
- Art. 3: Inclusion of courses, applications or case studies on sustainability. Implementation of related activities, such as waste management, energy and water conservation or recycling.
- Art. 4: Implementation of structures to allow stakeholders to respect, protect, preserve and enhance all types of resources.
- Art. 5: Tourism development projects, research, volunteering, etc.
- Art. 6: Clear information about programme objectives, systems or control, etc. Institutions becoming "role models".

Art. 7: No discrimination. Offering the right to education in tourism and hospitality equally.

Art. 8: Availability and clarity of all forms of communication and formalities to access the programmes.

Art. 9: Actions taken to ensure that all employees have the right to a decent work position.

Art. 10: Cooperation with private and public stakeholders, and inclusion of these principles in the mission, vision and value statements of the institution.

Finally, the Foundation (2019) outlined that some of the benefits offered to programmes accredited with the UNWTO TedQual Certification are:

- 1) Holding the only international quality accreditation issued by the UNWTO.
- 2) Being allowed to use the UNWTO TedQual logo on promotional and other materials regarding the programme.
- 3) Access to international promotion by the UNWTO's various communication tools.
- 4) Being a part of the UNWTO TedQual Network for knowledge sharing, good practices and support.
- 5) Inclusion in the UNWTO TedQual Exchange Programme, the UNWTO TedQual Mentoring Programme and the UNWTO Themis Foundation, offering opportunities for scholarships, joint research projects, worldwide events and support.
- 6) Inclusion in other related UNWTO activities.

2.7 Theoretical and Conceptual Research Frameworks

In order to attain the research aim and to cover the research objectives and questions, which were all outlined in Chapter 1, this paper includes two relevant theories that will be implemented at different stages of the investigation: “The Theory of Change and Logic Models” and “The Policy Borrowing and Lending Theory”.

According to Brown and Hale (2014) a theory of change is just a description of a problem or challenge together with a programme or intervention on how to address it, and the expected outcomes. The theory puts together these three elements by analysing the existing links between them. Moreover, Funnell and Rogers (2011) added that the main components of a theory of change are the goals, outcomes, the determinants and the interventions that need to be implemented. Logic models would be graphical depictions, which are used for reducing complex programmes or theories into a set of significant and convenient components (Funnell & Rogers, 2011). Furthermore, Brown and Hale (2014) suggested that despite the type of theory used to establish the links within the elements, logic models can be utilised to identify the main components of a problem and to examine the relations between them.

The main elements constituting logic models are as follows (Brown & Hale, 2014):

- 1) Problem or Challenge: The issue to be addressed by stakeholders.
- 2) Inputs: The resources to be used during the programme.
- 3) Outputs: The activities to be conducted in order to solve the problem.
- 4) Outcomes: The results of the above-mentioned activities. They can be short term, medium term or long-term outcomes.

The aim, objectives and questions of this research have been addressed by using a logic model of the Theory of Change, as outlined in the figure below.

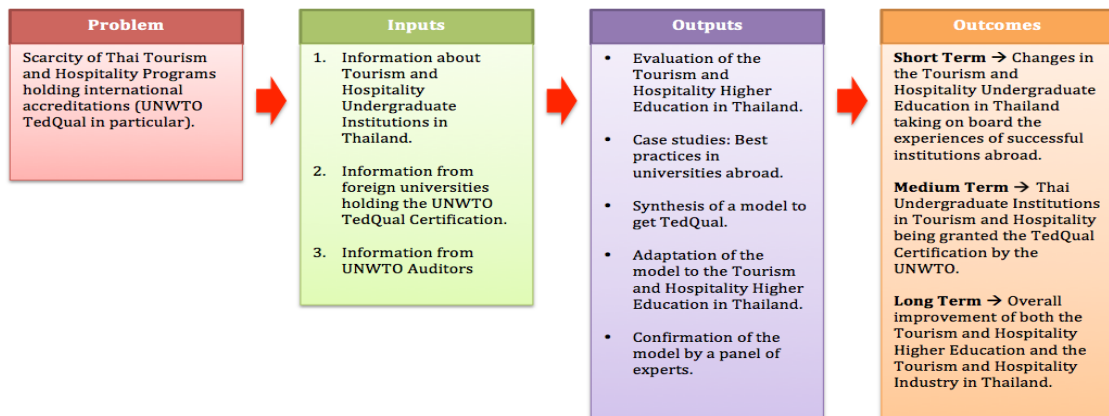


Figure 2.6 Logic Model for the research

The second theory to take into consideration is the Policy Borrowing and Lending Theory. This is one of the various theories from different disciplines, which have focused on how an idea or a change can travel across different places and even times (Sae-Lao, 2013). Policy Borrowing and Lending studies how policies from one sector are transplanted to another, or how they can be transferred from different systems or countries to others (Steiner-Khamsi, 2012). Steiner-Khamsi (2012) added that this theory could be used to study the phenomenon of globalisation in education, since it allowed for an analysis of the transfer of educational reforms across different sociocultural contexts.

The use of this theory has been implemented for addressing Objectives 3 and 4. These two objectives focus on synthesising a series of best practices from a number of foreign universities already accredited with the UNWTO TedQual Certification and to employ this information to design a model leading to the consecution of TedQual by Thai Higher Education Institutions. For this purpose an adaptation between the different systems and procedures to the Thai Tourism and Hospitality Higher Education context had to be done. The Policy Borrowing and Lending Theory has served as a vehicle to reach these objectives since, as Steiner-Khamsi and Waldow (2012) (p. XIX) stated, it can

help analysing both “transnational policy transfer, or transfer of ‘best practices’ and ‘international standards’”.



Figure 2.7 Policy Borrowing and Lending Applied to the Research

Finally, the figure in the following page presents the Conceptual Research Framework, including the independent variables and how they relate to the dependent variables, how objectives have been covered during the research and the types of research to be undertaken for each step of the process.

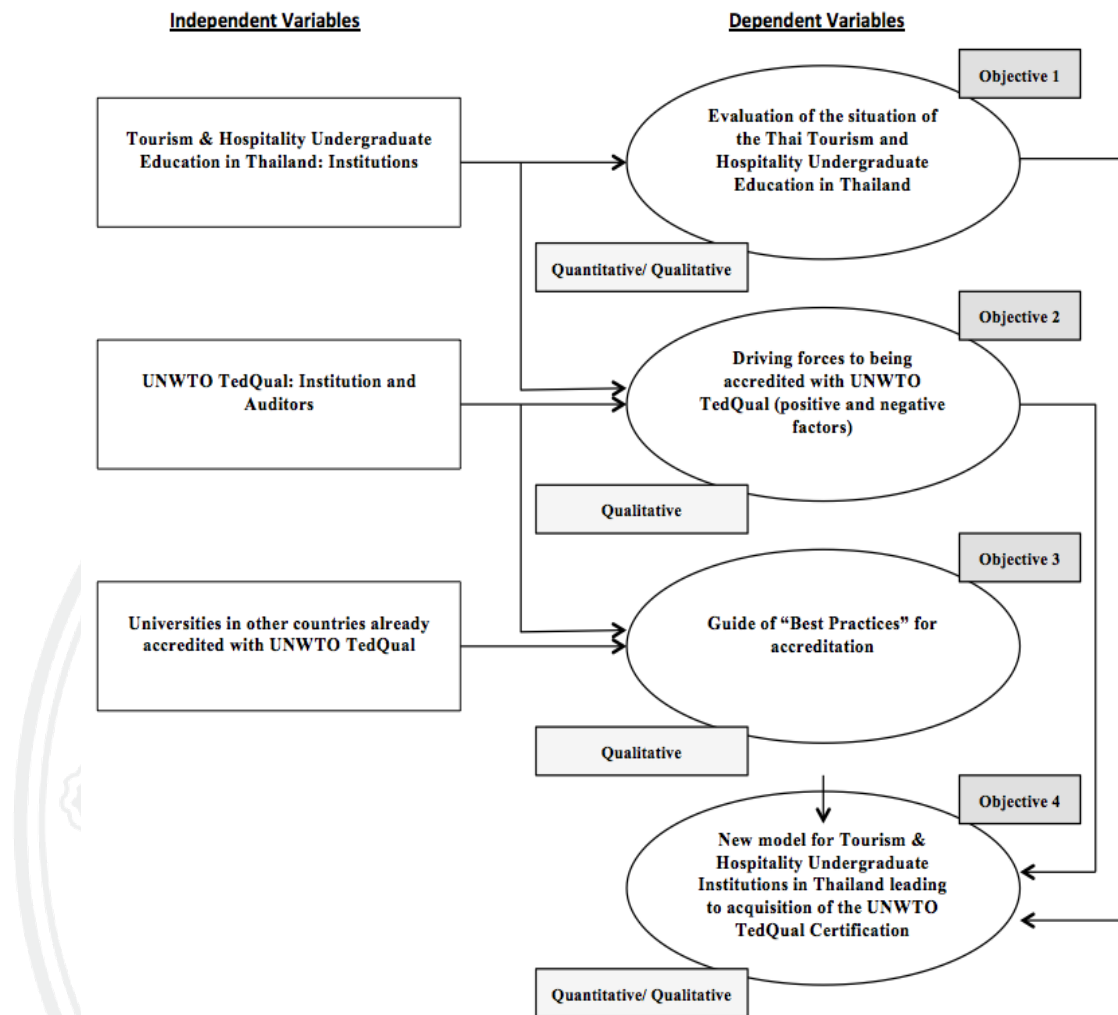


Figure 2.8 Conceptual Research Framework

In this conceptual framework there are three independent variables and four dependent variables. The independent variables are the tourism and hospitality undergraduate education institutions in Thailand, the UNWTO TedQual organisation, and two Asian universities already accredited with TedQual (Hong Kong Polytechnic University, and the Instituto de Formaço Turistica in Macau). Regarding the dependent variables, they coincide with the four objectives of the research.

The first dependent variable/objective, the evaluation tourism and hospitality undergraduate education in Thailand relies on the information gathered from the first independent variable (undergraduate institutions). Quantitative and Qualitative research have been used for this first dependent variable. Concerning the second dependent variable/objective, the driving forces to being accredited with TedQual, it was based on the information from both the first independent variable (undergraduate institutions) and the second one (representatives from the UNWTO TedQual organisation) which have been gathered through the qualitative approach. The third dependent variable/objective, the best practices for obtaining the UNWTO TedQual Certification, has been dependent on the information from the second and the third independent variables (UNWTO TedQual organisation and the two abovementioned Asian universities), also through a qualitative approach. Lastly, the fourth and last dependent variable/objective depended on all the three independent variables and took into account the results obtained from the other dependent variables/objectives in order to propose a new model for tourism and hospitality undergraduate institutions in Thailand to obtain the UNWTO TedQual Certification. For this purpose, both qualitative and quantitative methods have been utilised by the researcher.

CHAPTER 3

METHODOLOGY

As an introduction to this Chapter 3, the following framework summarises its overall structure and aims to provide the reader with an overview of both the Methodology section in this paper and the research approach utilised by the researcher.

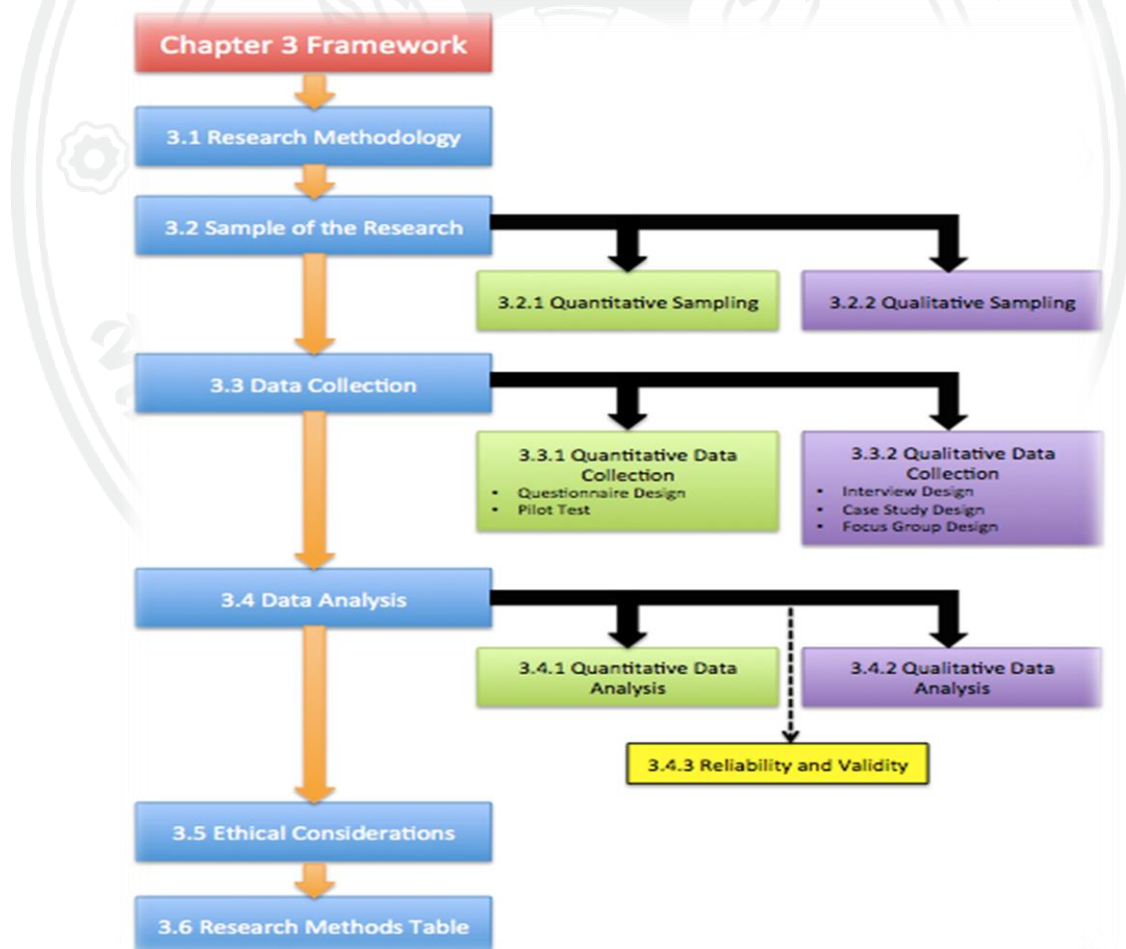


Figure 3.1 Chapter 3 Framework

3.1 Research Methodology

The researcher used a mixed methods approach for this thesis. According to Jennings (2001) mixed methods consist on the combination of both qualitative and quantitative methodologies in different ways and degrees. It can be defined as a mixing of quantitative and qualitative data and information in a research study (Creswell & Creswell, 2017). William and Jurs (2009) added that mixed research involves two or more methodologies to be used within the same study; both qualitative and quantitative data are collected as part of the research. An important consideration on this type of research is that researchers need to educate their audience about it, since they may not be familiar with these particular designs (Creswell, 2002).

The researcher decided to use this approach in order to combine the characteristics and benefits of both quantitative and qualitative methods. Creswell and Creswell (2017) affirmed that quantitative research provides closed-ended information while qualitative research offers open-ended data. Therefore, the blending of methods offers a stronger understanding of the question or issue than either of the previous by themselves. In addition, researchers usually utilize mixed methodology when they want to understand the features of a phenomenon, the relationships it presents, and the reason of existence of those relationships (Brown & Hale, 2014). As Creswell (2002) pointed out, this approach should be used whenever a researcher has both qualitative and quantitative data, and both types combined offer a better understanding of the research questions and problems than either type by itself. This is the case of this particular research, in which the combination of both qualitative and quantitative methods offers better and more understandable results, than using the methodologies separately.

For this paper, the researcher considered both the benefits and limitations of using the mixed methods approach before making a decision. Supporters of the mixed methodology affirm that by combining methods researchers can overcome the particular limitations of both quantitative and qualitative methods. On the other hand, non-supporters sustain that this combination of methods would mean combining theoretical perspectives, which are contradictory to each other (Jennings, 2001).

Oppositely, Thomas (2003) suggested that these disparities would mainly be differences on styles and techniques. Finally, he added that, since most research does not unmistakably fit into one of the two categories of methodology (quantitative or qualitative), the best approach would often be to combine the characteristics of each of them. As stated above, the nature of this particular research cannot be considered as one hundred per cent qualitative or one hundred per cent quantitative, and therefore the mixed methodology was the most appropriate approach.

Once the methodology was decided, the researcher weighted the advantages of using mixed methods in this particular study. William and Jurs (2009) outlined several reasons why researchers would prefer to combine quantitative and qualitative data in the same study:

- 1) Mixed methodology can avoid the possible bias that can be associated with the use of a single method alone.
- 2) The use of two or more methodologies in the same research assists researchers in exploiting the strengths of each research method.
- 3) Mixed methodology is more likely to draw convincing conclusions and useful findings appealing to a wider audience.
- 4) The researcher is able to look at a problem or question from a variety of perspectives rather than just one point of view.

All of these reasons are totally related to the goals of the researcher for this paper. Avoiding bias has made this study more acceptable and reliable. Profiting the strengths of both qualitative and quantitative methods has minimised the limitations of using each of them separately. Appealing to a broader public by making the paper more approachable to different types of people has made the study more relevant. Finally, studying the topic from different perspectives has made this paper more comprehensive and inclusive. As a support to this, it can be stated that Creswell and Creswell (2017) elaborated that, at a general level, researchers choose mixed methodology because it draws on both quantitative and qualitative research and it minimises their weaknesses. At a practical level, this methodology offers a sophisticated and multifaceted approach to research. At a procedural level, this approach is useful to obtain a more comprehensive insight of the research problems and questions. Ultimately, William and Jurs (2009) added that this approach could be

extremely useful for education research, since it addresses manifold questions. While quantitative methods are more suitable for answering questions about variables, and qualitative data is more appropriate for studying processes, a combination of both will provide researchers with a comprehensive approach. Given that this thesis focused on tourism education and it studied both variables and processes the researcher decided to use the mixed methods approach, as suggested by the authors above.

Regarding the different types of mixed methods, in this thesis, the researcher used a multiphase mixed methods design. Creswell and Creswell (2017) defined that this design consists of the conduction of various mixed methods projects in a same research focusing on a common objective. The researcher opted for this particular design since this research consisted of several independent, interconnected projects, which were conducted simultaneously in some cases and sequentially in other occasions. While there was an initial design of all the research tools, the final content of each of them depended on the relevant results obtained by the methods conducted previously. The researcher considered other mixed methodology designs, such as the triangulation design, the explanatory design and the exploratory design, but they were rejected, as they are somehow simplistic when taking into account the amount and typology of data to be analysed in this paper. Furthermore, other complex designs, such as the embedded design and the transformative design, were considered by the researcher, but the type of information and the procedures for collection and analysis matched better with the characteristics of the multiphase mixed methods design (mentioned above).

3.2 Sample of the Research

In any research the first step for the investigator must be to know what population will be the focus of the study. According to Jennings (2001) population consists of all the individuals or study components that are the centre of interest of a research project. For this particular research, the population aimed by the researcher were all the managers and lecturers in charge of those programmes offered in every university in Thailand. In numerous occasions (as in this study), when conducting a research, the researcher does not have enough time, resources, or ability for the

collection of information on the entire population of the study (Brown & Hale, 2014). As Bordens and Abbott (2002) suggested, appropriate sampling would then be crucial in order to generalise the obtained results to the researcher's target population. In this case the researcher decided to focus his research on a sample from the abovementioned population.

To do the sampling for this study, the researcher considered both probability (or random) sampling and nonprobability sampling. Jennings (2001) defined probability sampling as any given method in which each component of the population has an identical possibility of being incorporated to the sample. However, it is not always appropriate or possible to use probability sampling, simply because the researcher may not have access to the whole group (William & Jurs, 2009), as in this particular research. Conversely, Creswell (2002) proposed that nonprobability sampling involves investigators choosing particular study units because they are convenient, available, and represent some features the researchers aims to analyses. This thesis included nonprobability sampling for both the quantitative and qualitative segments of the mixed methods research. The main reason to choose nonprobability sampling was that the researcher did not have access to the whole target population and, therefore, probability sampling would not be appropriate and feasible. While different authors propose numerous types of nonprobability sampling, this thesis used the three following methods as outlined and described by Jennings (2001):

1) Purposive sampling: The researcher makes a decision about what study units or individuals will be involved in the research in relation to the study objectives.

2) Snowball sampling: After identifying a member of the population, other members are identified by this participant and then by the following individuals contacted.

3) Expert sampling: This sample only involves individuals considered by the researcher as "experts".

After selecting the sampling methods, researchers need to determine the number of samples to take. Generally, the more sample units or cases an investigator includes in the research, the more able it will be to extrapolate from the sample to the population (Brown & Hale, 2014). The next sections show the numbers and the characteristics the researcher included in the samples in each of the research methods and the reasons why they are the appropriate samplings.

3.2.1 Quantitative Sampling

Whenever researchers aim to determine a representative sample size for quantitative methodologies, tables and formulas developed by statisticians are widely available tools, which might be helpful for this purpose (Jennings, 2001). According to Creswell (2002) these formulas assist researchers to calculate their sample size based on different factors, such as level of trust in the test and sampling error. For this thesis the researcher has determined the sample size for the quantitative part of the research (survey questionnaires) based on the abovementioned population. This population involves all the managers and lecturers working for institutions in Thailand offering undergraduate programmes in tourism and hospitality. According to the data gathered by OHEC in 2018, there are a total of 117 institutions in Thailand with undergraduate programmes in tourism and hospitality. The total number of programmes in these subjects is 241, including those conducted in Thai, in English and even in Chinese (information available in Appendix A). Since the population to be studied is not formed by the institutions themselves, but by the individuals working in these programmes (faculty and managers) the author had to take into consideration these numbers in order to estimate what would be an appropriate sample size for gathering this quantitative data.

In order to determine the sample size out of this population, the researcher used the Taro Yamane formula (Yamane, 1973), as follows:

$$n = \frac{N}{1+N(e)^2}$$

n = sample size required

Confidence level: 95%

N = number of people in population

Allowable error: 5%

e = allowable error (%)

Since the exact number of the population was not available, given that this information was not offered by the OHEC, the researcher calculated the formula based on a confidence level of 95% and an allowable error of 5% by using three different figures: 585 (5 tourism and hospitality staff members per institution); 1,170 (10 tourism and hospitality staff members per institution); and 11,700 (100 tourism and hospitality staff members per institution). With these estimated populations the results were as shown in the following table:

Table 3.1 Sample Size Calculations (based on a 5% allowable error)

Number of Individuals in Population	Sample Size
585	237.56
1,170	298.09
11,700	386.78

As it can be observed, despite the enormous variation in the selected populations, the sample sizes are very similar and have a little variation (between 237.56 and 386.78). Therefore, the sample size to be used for the tourism and hospitality lecturers and managers in this study would consist of the average between the minimum samples size and the maximum sample size: 320 individuals. In order to reach this number, and taking into account the potential rejections, the researcher sent the a total of 468 questionnaires to the abovementioned 117 institutions, requesting them to have it filled by 4 members (lecturers and managers) in each of them. To

make a random sampling, the institutions were required to pass the questionnaire to the 2 most senior members and the 2 youngest members.

3.2.1.1 Final Summary of Quantitative Sampling in This Research

This section serves as a summary of the quantitative sampling of this research which has been explained in the previous paragraphs together with some theoretical concepts. The initial population consisted of all the individuals involved in the undergraduate programmes on tourism and hospitality offered in every university in Thailand. Following the data gathered by OHEC in 2018, there were a total of 117 institutions in Thailand with undergraduate programmes in tourism and hospitality. The exact number of all the individuals involved in these programmes was not available and still too numerous to apply the research methods on. After using purposive, snowball, and expert sampling, the researcher decided to focus on only members of the management and lecturers of those programmes, since they were the professionals, who can offer more in-depth information regarding the topic researched. After applying the Taro Yamane formula, the appropriate number of questionnaires needed for the relevance of this research was set at 320.

Finally, in order to get this amount of questionnaires, the researcher sent the survey to the 117 institutions teaching undergraduate programmes in tourism and hospitality, requesting them to distribute this questionnaire among 4 members of their management and faculty staff (the two most senior and the two youngest). This meant a distribution to a total of 468 individuals. However, when the researcher received the data of 320 respondents he started analysing the results and writing the findings, as the numbers were already significant (according to the Taro Yamane calculation).

3.2.2 Qualitative Sampling

Regarding the qualitative side of research, investigators commonly employ theoretical sampling, a procedure of continuously collecting and analysing data until no new data are found (Jennings, 2001). William and Jurs (2009) added that, when using qualitative methods, sample sizes tend to be small and most of the times impossible to specify their number before the data are collected and analysed. The qualitative part of this research followed the concepts outlined by the mentioned authors in terms of sample size and, therefore, it consisted of small numbers, which

were different depending on the method used (interviews, case study and focus group). An estimated number was initially specified but the data collection and analysis continued until the information was repeated.

The initial numbers for this qualitative research population and the key informants to be used in each of its steps were as follows:

1) Interviews to representatives the 117 abovementioned universities for complementing the quantitative data in objective 1 and for objective 2, and objective 3. The sample will be selected in a diversity-focused way, choosing universities with different approaches (private and public, Thai programmes and International programmes, business-oriented and practical-oriented). The input of these key informants (individuals in managing positions within the abovementioned institutions) was vital for understanding the results of the questionnaire and adding up to the evaluation of the present situation of tourism and hospitality undergraduate education in Thailand. These representatives were also the best source of information to identify and outline the factors for Thai institutions to be accredited with international certifications (TedQual in particular). The researcher conducted interviews to representatives of these institutions until saturation in the responses.

2) Case studies on 2 Asian universities already holding the TedQual accreditation (Hong Kong Polytechnic University and Instituto de Formaço Turistica in Macau) for objectives 2, 3 and 4. The key informants here were executives at these institutions which were involved in the TedQual accreditation process. These informants provided information leading to analyse what were the driving forces considered by their institutions when deciding whether or not applying for TedQual (related with objective 2). Moreover, they described the process their institutions went through when they obtained the TedQual certification and highlight what they considered as best practices institutions should prove to achieve the accreditation (objective 3). Finally, this information was critical for the proposition of a model for the tourism and hospitality undergraduate education in Thailand leading Thai institutions to the acquisition of the UNWTO TedQual Certification.

3) To complement these case studies and to support the data for objectives 2, 3 and 4, interviews were conducted with TedQual auditors from different regions in the world. These key informants provided a different perspective to the TedQual accreditation process in terms of driving forces areas of analysis or best practices from the point of view of the certifying organisation, rather than the certified institutions. Having several individuals involved in the certification process in different regions offered a wider perception on the characteristics needed to obtain TedQual and an idea on the geographical adaptability of the accreditation. Interviews were conducted by the researcher until saturation in the responses.

4) Finally, a panel of experts (6-12 individuals, depending on availability) was gathered to confirm the proposed model and complete objective 4. The panel consisted of representatives of the main stakeholders of tourism and hospitality undergraduate education in Thailand. Apart from representatives of the undergraduate institutions, the researcher aimed to add to the panel some individuals from associations or organisations involved in higher education planning in Thailand in order to provide a more comprehensive assessment of the proposed model.

3.3 Data Collection

3.3.1 Quantitative Data Collection

For the quantitative part of this thesis the researcher used survey questionnaires as the sole method to cover the first objective of the thesis and as one of the methods to the consecution of the third and fourth objectives. Survey methods consist on collecting quantitative data about a target sample within a specific population and then summarising the outcomes (Thomas, 2003). This research presented a survey questionnaire and its results in order to make the quantitative information of the study more reachable and logical for the readers. As stated by Brown and Hale (2014), a majority of the population agrees that surveys are a fairly inexpensive, recognisable and understandable method for collecting data.

3.3.1.1 Questionnaire Design

The first objective of this thesis is to examine and critically analyse the present situation of tourism and hospitality undergraduate education in Thailand and, in order to achieve this, the researcher conducted a survey questionnaire, which was directed to 4 representatives from the 117 institutions offering programmes in these fields. The questionnaire was originally designed in English, since most of the individuals in the sample are required to comprehend this language due to their positions (faculty and management at universities), especially considering they are focused on such international fields (tourism and hospitality). Most of the questions in the questionnaire were close ended using a 5 Likert scale, which allowed the results to be more quantifiable. As stated by Creswell and Creswell (2017), researchers are increasingly using online survey products for the design of their research tools, since they allow them to put together their own questionnaires from custom templates, post links to the survey on their websites or by e-mail so that the respondents can access easily, and download the results into spread sheets or databases to be analysed later. The questionnaire in this research was designed using Google Forms, which allowed the researcher to easily share the survey among the sample groups, collect the responses in real time and tools for analysing the results.

The questions included can be divided in the following 14 categories, based on the Global Code of Ethics for tourism and the areas of analysis of the UNWTO TedQual Certification, plus some questions about the characteristics of the respondents and the overall situation of the institutions:

- 1) Characteristics of the respondents: Type of university (Public/Private), Language of the programme (Thai/English), Field of the programme (Tourism/Hospitality/Tourism and Hospitality), Orientation of the programme (Business-Oriented/Practical-Oriented)
- 2) Availability and level of internationalisation of the programme.
- 3) Intercultural exchanges, languages and teamwork.
- 4) Sustainability, culture and local benefits.
- 5) Implications in tourism development and right to tourism.
- 6) Communication and formalities.

- 7) Rights of workers.
- 8) Code of Ethics and the employers.
- 9) The student.
- 10) The curriculum and pedagogic system.
- 11) The faculty.
- 12) The management.
- 13) SWOT Analysis of the institution
- 14) Level of readiness of the institution

3.3.1.2 Pilot Test

Before sending the questionnaires to the respondents, the researcher put together a pilot testing in order to improve the quality of the document. Babbie (2010) agreed that pre-testing a questionnaire would be the safest tool to be protected against the possible errors and mistakes that should arise, such as unclear questions, questions with no suitable answer or questions violating the rules. Therefore, after the questionnaire was designed the researcher pre-tested it, by using a small group of relevant people, in order to prove their understanding of the questions and to provide useful suggestions for improvement of the survey.

The pilot test was directed to 10 staff at the universities in Thailand offering international undergraduate programmes in tourism and hospitality. After receiving the suggestions from these individuals and after considering the content of their advices, concerns and comments the researcher made the following modifications on the questionnaire:

- 1) The main concern of most of the participants was the language. Since some of the vocabulary used in the questionnaire was somehow technical and most of them were Thai nationals they found it difficult to understand all the information. The researcher considered that this concern would be a major limitation for the research and, therefore, he redesigned the questionnaire, this time both in English and Thai.

2) Several participants suggested that the part of the “Characteristics of the respondents” might be quite short and that the researcher should collect further information from the informants in this category. The researcher added three new closed-ended questions to this category: Gender, Age, and Education level.

3) Finally, a majority of the participants in the pilot test agreed that the researcher should add a question at the end in which the respondents could write their opinions about the abovementioned programmes without the limitations of the pre-set answers. The researcher considered this as a useful addition to the questionnaire and he included an open-ended question at the end regarding the participants’ suggestions for improving these programmes. Adding this open-ended question will allow the researcher to gain a more in-detail information sourcing from the respondents’ own thoughts, not limited to a series of pre-designed answers.

3.3.2 Qualitative Data Collection

Regarding the qualitative part of the research, three different methods were implemented in this thesis: Interview, Case study and Focus group. These three tools were essential for the consecution of objectives 2, 3, and 4. Furthermore, they assisted with objective 1, by clarifying and going more into detail on some of the aspects resulted from the evaluation of the tourism and hospitality undergraduate education in Thailand.

3.3.2.1 Interview Design

At this stage of the study, the researcher aimed to use a research tool allowing a collection of in-depth data from relevant individuals. An interview can be defined as a focused conversation guided by one individual in order to obtain information from another individual (Biklen & Bogdan, 2007). Moreover, Brown and Hale (2014) stated that this method consists of choosing “experts” in the selected sector and asking them questions in order to get their perceptions on the research topic. The type of interview that was used in this research was semi-structured interviews. According to Jennings (2001) the main characteristic of semi-structured interviews is that, here, the researcher has a ready list of subjects to focus the conversation. This list provides a frame to the interview, but the order of the

interactions may change between interviews. For this particular paper, the researcher has decided not to use other types of interviews such as unstructured interviews, in which the interviewer has less control on the process, or structured interviews, which limit the range of responses of the interviewees and can be somehow considered as quantitative research rather than qualitative.

This research then included semi-structured interviews in order to cover the second objective of the thesis and to assist in the completion of the third and fourth objectives. These interviews were directed to executives working for some of the 117 universities in Thailand offering undergraduate programmes in tourism and hospitality. In order to have a more comprehensive and more diverse information, the researcher selected participants belonging to universities both in Bangkok and in other provinces, both public and private, and both from Thai and International programmes. This diversified selection guaranteed that the information obtained would be as inclusive and representative as possible. The researcher collected data using this research tool until saturation in the responses.

The questions of these semi-structured interviews covered the following subjects:

- 1) Comments, observations, and suggestions on the results of the evaluation obtained by the conduction of the survey questionnaire.
- 2) Current quality assurance tools used by the university (both internal and external) and generic accreditations or certificates already obtained by the institution.
- 3) Opinion about tourism and hospitality international accreditations, TedQual and information about the strategies of the university regarding these types of accreditation.
- 4) Benefits and other factors that would encourage the institution to apply for an international accreditation in tourism and hospitality, and TedQual in particular.
- 5) Limitations and other factors that would discourage the institution for applying for an international accreditation in tourism and hospitality, and TedQual in particular.

A second stage in which the researcher used semi-structured interviews as the research tool was focused on getting relevant and useful information from TedQual auditors working in different UNWTO regions. Again, information using this tool was collected until saturation in the responses. This information assisted in completing objectives 2 and 4, and it covered the following topics:

- 1) Levels of popularity of the UNWTO TedQual Certification in the present and comparison with the past years.
- 2) Approximate number of audits conducted yearly by each auditor and information about the percentage of successful institutions.
- 3) Information about the main problems or limitations of those institutions which application have been unsuccessful.
- 4) Percentage of institutions which, after being certified with TedQual, apply for renovation once their initial period of accreditation is finished.

3.3.2.1 Case Study Design

The second qualitative method used was the case study, which Biklen and Bogdan (2007) defined as a comprehensive analysis of a location, a subject or an event. For Brown and Hale (2014) they are detailed studies of an event, area or institution, which are used to construct theory or to outline the circumstances producing the results focused by the research. Case studies allow researchers to uncover how multiple factors have interacted to construct the distinctive characteristics of an entity (Thomas, 2003). Whenever investigators analyse two or more entities for the same research this form of study is called multi-case study (Biklen & Bogdan, 2007).

This research includes a multi-case study examining the abovementioned two Asian universities that have already been accredited with the UNWTO TedQual Certification (Hong Kong Polytechnic University and Instituto de Formaço Turistica in Macau). This multi-case study consisted of gathering information about each of the two selected institutions, an analysis of the performance of the institutions before and after being accredited with TedQual and complementary semi-structured interviews with individuals at the universities, which were involved during the certification process. These interviews covered the following topics:

1) Information about the UNWTO TedQual Certification process by the university: When? How long? Difficulties? Adaptation process?

2) Changes occurred in the university caused by the UNWTO TedQual Certification since the institution was accredited.

3) Factors and limitations taken into account by the university's management and decision makers before applying for the UNWTO TedQual Certification.

4) Does the university have any other type of international tourism and hospitality accreditations? If not, are they considering to apply for any other? What are the pros and the cons of other accreditations when comparing them with TedQual?

5) Has the institution already renewed their initial certification? If not, are they planning to renovate it once the accreditation expires? Why?

3.3.2.3 Focus Group Design

The last form of qualitative method used in this thesis is the focus group. It can be defined as semi-structured group interviews in which the individuals are questioned together. Researchers may use this method when they aim to determine perspectives, opinions and positions or to collect information for forecasting (Jennings, 2001). Brown and Hale (2014) added that they usually consist of small groups from six to twelve individuals assembled for a moderated dialogue. During this conversation, group members can be stimulated by others to express their views or even to realise what are their perspectives on a topic (Biklen & Bogdan, 2007). Regarding the reasons for using focus groups, Creswell (2002) suggested that they can be employed to gather shared opinions from various people or to obtain visions from specific individuals. Jennings (2001) added that focus groups may be used when the researcher believes that interaction between individuals will enrich the data gathered. This is certainly the case of this research and, particularly, of the last stage of the study in which the data extracted from the interaction between experts was key.

A focus group method was used in this thesis at the end of the research, once the model for the tourism and hospitality undergraduate education in Thailand leading its institutions to the acquisition of the UNWTO TedQual Certification was put together by using the process explained in the Logic models of the Theory of change. This focus group consisted of a panel of experts gathered to confirm the model created as per the fourth objective of the research. The experts were planned to be 6 to 12 (depending on availability) representatives from tourism and hospitality undergraduate institutions in Thailand, and/or representatives from other higher education official organisations. During this process, the participants were presented with the abovementioned model, which was explained to them by the researcher, and they discussed about their ideas on the model, its feasibility, suggestions for improvement, etc. Both the data gathered from the individual responses and from the interactions between the participants helped the researcher to confirm the proposed model and to add the necessary modifications in order to make it effective, feasible and useful for the tourism and hospitality industry.

3.4 Data Analysis

3.4.1 Quantitative Data Analysis

Regarding the way to analyse the data coming from the quantitative methods, the researcher followed the process suggested by several authors, in which he used first descriptive and then inferential statistics. According to (Bordens & Abbott, 2002); Brown and Hale (2014) researchers use quantitative analysis for determining if there are any existing relationships among the different variables and what type of relationships they are. Muijs (2010) suggested that when conducting quantitative analysis researchers should, firstly, look at the individual variables to learn how participants have responded to particular enquiries, and then search for the relationships between different variables. The first action would then be what we call descriptive statistics. William and Jurs (2009) defined descriptive statistics as processes and measures researchers can use to explain quantitative data. Descriptive statistics are generally employed to respond to the specific questions the researcher had in mind when designing the research, but they can also assist the investigator in

discovering supplementary patterns in the data (Bordens & Abbott, 2002). Therefore, the researcher used this type of statistics to explain the data gathered and to outline potential patterns in that data.

However, using descriptive statistics alone would not be comprehensive enough for this particular research focused on tourism and hospitality education. As Muijs (2010) explained, in educational studies, researchers often aim to analyse the existing relations between one or more variables, and for this we need inferential statistics. These are statistics that evaluate the consistency of the research findings, since they let the researcher extrapolate the characteristics of a population from those of the sample (Bordens & Abbott, 2002). Jennings (2001) pointed out that inferential statistics are founded on probability sampling and are relevant when challenging a hypothesis and drawing assertions about the sample, which are related to the studied population. Therefore, inferential statistics provided this research with the tools to analyse the relationships between the different levels of the population which were mentioned before. While the population consisted of representatives of the 117 universities offering undergraduate programmes in tourism and hospitality, their distribution was not 100% uniform and the results need to be analysed based on the characteristics of the institutions.

In this research, the researcher employed one particular tool for the inferential statistics analysis: the Mann-Whitney U Test. This test is the non-parametric equivalent to the t-test, which according to Bordens and Abbott (2002) is used by researchers for investigations including just two levels of the independent variable. Non-parametric tests make fewer assumptions about the type of information on which they can be applied, making them more suitable for more types of data sets (Field, Miles, & Field, 2012). Ary, Jacobs, Irvine, and Walker (2018) pointed out that the Mann-Whitney U test can be used to analyse the potential difference in the dependent variable for two independent groups by comparing if the distribution of the dependent variable is the same for the two groups. This tool has been chosen for this particular questionnaire given that the results of the survey were analysed based on different levels comparing pairs of characteristics of the institutions. The Mann-Whitney U test was used to understand the relationships of the results when they come from different levels of independent variables, such as: 1) public institutions vs. private institutions;

2) Thai programme vs. English programme; 3) Business-oriented vs. Practical oriented. Moreover, William and Jurs (2009) summarised that this test would be suitable whether there is a difference in the scores from two different groups within the population, which is the purpose of using inferential analysis for this particular research.

There are four assumptions which need to be assessed before deciding whether a data set can be analysed using the Mann-Whitney U test (Statistics, 2019):

1) Dependent variables need to be measured at an ordinal level (e.g. Likert scale).

2) Independent variables need to be formed by two categorical, independent groups.

3) Observations must be independent (there must be different participants in each group with no participant being “repeated”).

4) Even if the variables are not distributed normally (groups with different sizes) the shape of the distributions of the dependent variable by group must be similar.

All these cases were considered by the researcher before using the Mann-Whitney U test. Regarding the first 3 assumptions, they are proven to all the data analysed since 1) the dependent variable evaluated are measured using a 5 Likert scale. 2) The pairs of groups to be analysed (Public vs. Private, Thai vs. English, Business-oriented vs. Practical-oriented) are categorical and independent. 3) Participants have responded only once to the questionnaire and each of them belong to only one group within the different pairs. For the last assumption, the analysis of the results showed the histogram of each dependent variable comparing the pair of groups, in order to assess whether their distribution has a similar shape.

The Mann-Whitney U test was complemented in this inferential analysis by calculating the effect size. Field et al. (2012) defined effect size as an objective and generally standardised calculation of the scale of an observed effect. Furthermore, Ary et al. (2018) added that it is a statistic offering a universal meaning to evaluate the strength and direction of a difference between two independent variables. The effect size is calculated by dividing the absolute Standardised Test Statistic (Z) by the

square root of the total number of pairs for each of the items of the evaluation as per the following formula (William & Jurs, 2009):

$$\frac{Z}{\sqrt{n}}$$

Once the result of this formula has been calculated, it will be easier to define whether the effect size is large or small by following Cohen's classification of effect sizes (Field et al., 2012):

- 1) A result of 0.1 would be considered as a small effect
- 2) A result of 0.3 would be considered as a medium effect
- 3) A result of 0.5 would be considered as a large effect

Concerning the tools used for this quantitative analysis, the researcher made use of the new technologies available, in order to optimise the time and resources of the research. Traditionally, researchers have spent an immense amount of time examining quantitative data and using mathematical equations in order to conduct the statistical analyses. However, at the present there is no need of calculating mathematical formulas for data analysis, since researchers can use software platforms for this purpose (Muijs, 2010). The software package to be used for this research will be SPSS. Creswell (2002) defined the Statistical Package for the Social Sciences (SPSS) as an inexpensive professional analysis software that has been widely used by researchers worldwide. SPSS allows investigators to run different statistical analyses of data, namely: examining descriptive and inferential statistics, producing data files and graphics, printing extended outcomes, etc. The researcher used SPSS for the analysis of the quantitative data, both in the form of descriptive statistics and inferential statistics.

3.4.2 Qualitative Data Analysis

Regarding the analysis of the qualitative data, it might be somehow less straightforward than quantitative data analysis and, therefore, the researcher reviewed the contents from different authors to choose the most appropriate method for this particular research. Brown and Hale (2014) affirmed that qualitative analysis basically depends on methodical reviews of written or oral pieces of information, which as a whole are the most wide-ranging guide to the phenomena studied. This process involves working with the information, organising it, reducing it to convenient units, coding it, synthesising it and, finally, looking for patterns (Biklen & Bogdan, 2007). Creswell and Creswell (2017) added that this analysis process usually concurs at the same time with other stages of developing the qualitative research, such as the collection of data or writing the findings.

The three types of qualitative research included in this thesis (semi-structured interviews, case studies and focus group) were analysed using a single method: Content analysis. Brown and Hale (2014) defined content analysis as a procedure of analysing qualitative data by constructing a coding structure to detect and examine patterns and themes. Thomas (2003) stated that this method searches through one or more communications in order to find the answers to the enquiries brought by the researcher to the study. The communications can be in the form of written documents, audio or video recordings, pictures, movies, etc. Several authors have found some limitations for this analysis method. For instance, one of the drawbacks of content analysis is that it can be too time-consuming and arduous in comparison to the volume of information to be acquired (Thomas, 2003). Moreover, Bordens and Abbott (2002) found that the key limitation of content analysis would be that this method is merely descriptive and it does not determine causal relationships existing between variables. Despite these limitations, the researcher opted for this method as the most appropriate for analysing the qualitative data in this particular study. The content analysis process consists of seven steps (Brown & Hale, 2014) spread through the entire research span, as follows:

- 1) Developing a suitable research question
- 2) Identifying a population and source contents
- 3) Obtaining the source contents
- 4) Creating regulations for the coding structure (size of units, categories, search terms, events, etc.)
- 5) Producing a database for trailing the contents and obtaining the codes
- 6) Piloting the procedure and making needed changes
- 7) Executing the actual research and analysis

This seven-step process were implemented by researcher when analysing the results from all the qualitative instruments used in this research; namely in the semi-structured interviews directed to the executive staff of the 117 universities and the TedQual auditors from different UNWTO regions, in the multi-case study of the two universities already accredited with TedQual, and in the focus group with the panel of experts which was conducted in order to confirm the model to be designed with the results of the previous research tools. While the first four steps were implemented during the earlier stages of design of the research tools, the last three steps required of some assistance.

As with the quantitative analysis tools, the content analysis process, which might seem quite laborious, can also be simplified by the use of qualitative software packages. These type of packages assist researchers organising, sorting and seeking information in written or image databases, and they have become rather popular in the last years Creswell and Creswell (2017). The researcher used the NVivo software for this task. This software allowed him to simplify this process by facilitating the organisation, management, and analysis of contents from unstructured sets of data such as those obtained from the qualitative instruments mentioned in the previous paragraph. Thanks to this software, the researcher was able to save time and focus his efforts on finding the insights and trends from this data, which were relevant for this particular study.

3.4.3 Reliability and Validity

Considering reliability and validity is something essential in any research. Instrument reliability consists on the fact of a research tool providing not only data to support reliable conclusions, but also offering consistent information (O'Dwyer & Bernauer, 2013). In a simpler way, Babbie (2010) explained that reliability focuses on whether a certain method or tool, when repeatedly implemented on the same object, results in the same outcome every time. Whenever a researcher wants to prove whether his/her study is reliable he/she needs to document the processes and steps of the research tools by establishing a clear procedure and a database, so that other people can understand and follow the developments and progression of the research (Creswell & Creswell, 2017).

Regarding the quantitative part of this research, it can be considered as reliable, firstly because the survey questionnaire was designed and sent via Google Forms, then the questions, possible answers, etc. were the same whenever a respondent access it. Secondly, the information gathered was based on an evaluation of the tourism and hospitality programmes in Thailand made by representatives of the institutions, which means that it was based on the respondents' opinions on different topics. These opinions were formed for years by their personal experiences with these programmes at the institutions, which means that the answers would not be likely to change even if they filled the questionnaires again after some time. Regarding the qualitative part, the researcher proved its reliability by following the suggestions of the abovementioned authors. First, only those individuals with enough knowledge on the topics to be covered were included in the research. Furthermore, a comprehensive database and process description was put together by the researcher in order to ensure that the readers will be guided and will comprehend the overall procedures.

Concerning instrument validity, O'Dwyer and Bernauer (2013) pointed out that it conveys whether the conclusions from the figures provided by the research tools are appropriate. It relates to *how* the research method is utilised. Babbie (2010) added that validity discusses whether an experimental measurement effectively reproduces the actual significance of the considered concept. In other words, validity assesses whether the research instrument is actually measuring what it is supposed to be measuring. Whenever researchers want to guarantee that his/her research

instruments are valid, they should follow a comprehensive process. According to Creswell and Creswell (2017) researchers need to utilise several methods to increase their capability to evaluate the accurateness of the research results and to communicate and prove this accurateness to their readers. Some of the methods recommended are as follows:

- 1) Data triangulation from different information sources.
- 2) Asking respondents to check the results in order to determine whether the findings are accurate.
- 3) Using comprehensive, detailed descriptions to explain the outcomes.
- 4) Describing the bias that might be added to the study by the researcher.
- 5) Presenting negative or conflicting data as well.
- 6) Spending as much time in the field as possible in order to obtain a deeper comprehension.
- 7) Using peers to improve the accurateness of the results by having them reviewing the data and asking questions.
- 8) Using external auditors to assess the whole project. It has to be someone not acquainted to the researcher and not involved in the research in order to get a more objective evaluation.

The researcher applied all of these suggestions to test the validity of the different instruments in use. Apart from this, the researcher used experts, who are familiar with the topics and the populations, to review the different components of the research tools, in order to test the content validity. The researcher also compared the practical relationships between the results of the research tools with the results of external criteria focused on similar aspects, in order to test the criterion-related validity. Finally, the researcher studied how the different elements of the research tools relate to each other to prove if they measure what they are designed to be measuring, and therefore to test the construct validity. Regarding the validity of the questionnaire used as a quantitative method the researcher conducted an IOC (Item-Objective Congruence) survey among experts related to this particular study. The results are shown in the following table (next page).

This IOC survey was conducted among six experts in the two main fields concerning this research (Tourism and Hospitality, and Higher Education). The names of the selected respondents are:

1) Asst. Prof. Dr. Supavadee Nontakao – Assistant Director for Academic Affairs, Sripatum International College.

2) Ms. Chinda Tejavanija – Vice President for International Affairs at Sripatum University and Acting Director at Sripatum International College.

3) Asst. Prof. Dr. Sirinthorn Sinjindawong – Director at the Teaching and Learning Support and Development Center, Sripatum University.

4) Asst. Prof. Dr. Waraporn Thaima – Dean at the School of Liberal Arts, Sripatum University.

5) Ms. Thanaporn Kariyapol – Head of the International Hospitality Management Programme, Sripatum International College.

6) Dr. Paithoon Monpanthong – Associate Dean for Academic Affairs, Graduate School of Tourism Management, National Institute of Development Administration.

The results showed an average level of validity of 0.86, with a level ranging from 0.83 to 1.00 per item. This can be considered as an evidence of the validity of the designed questionnaire in order to evaluate the tourism and hospitality undergraduate education in Thailand. In addition to the numerical results, the respondents provided some comments and improvement suggestions, which the researcher took into consideration before conducting the evaluation survey among alumni and university staff, such as:

1) Correcting some of the Thai words in order to make the questions having a more accurate meaning in relation to the English version.

2) Making sure that all the items in the questionnaire have the same format, and that they all start by the same type of word (e.g. nouns vs. verbs).

3) Considering the professional experience, as well as the academic experience when evaluating the faculty.

4) Taking into account the perceptions regarding the students' preparation as one of the relevant parts of the undergraduate education system.

After considering and evaluating these comments and suggestions, the researcher adapted the questionnaire accordingly and modified some of the items previous to the conduction of the actual survey.

3.5 Ethical Considerations

Ethics and morality are concepts that need to be considered in any type of research, especially in those in which we need of interaction with people to draw the necessary results. The researcher also took them into consideration for this particular research. Creswell (2002) pointed out that researchers need to engage in ethical issues during all stages of the research process. According to Jennings (2001) research happens in a social framework and, therefore, the results are generally applied to this broader context rather than just the research site. Apart from the location of the research, if ethics are actually taken into account, it is crucial to consider the longer-term effects of the study (Wisker, 2007). Therefore, this thesis included comprehensive ethical considerations, through the whole research process, applicable to the entire social framework of the study, and thinking about the long term consequences of its results.

Since the topic of this research does not focus on any controversial subject, which might raise some ethical issues, the researcher focused solely on the basic considerations related to individuals and places involved in the research, the protection of the scientific community, and the publication of valid and reliable information, as developed in the previous paragraph. When working with people, ethical considerations aim to guard the identities of the individuals offering information to the researchers through questionnaires, focus groups or interviews (Wisker, 2007). Biklen and Bogdan (2007) indicated that the two major ethical issues to consider in studies with “human subjects” are informed consent and protection of the individuals from harm. Moreover, investigators need to make sure that the establishment of the scientific community is as well guarded, and that the outcomes of the study presented in a fairly and professionally manner (Jennings, 2001). In qualitative research, individuals who have taken part in the study should be offered to revise the script of the interview or focus group before the investigator publishes it.

This research took into account all these specific ethical considerations during the entire process.

3.5.1 Application of Ethical Considerations in This Research

The researcher employed the following strategies, outlined by Biklen and Bogdan (2007) to ensure that ethical approaches are supported in the fieldwork and during the whole research process:

1) Avoid research settings where participants may feel forced to take part in the study. In this thesis, the researcher contacted the participants before conducting the research to arrange a specific date and time of completion explaining the voluntary character of this process, so that they do not feel forced to participate.

2) Honour the participants' privacy. In this research, respondents will privately answer to the quantitative questionnaire without anyone observing them. Regarding qualitative research, the interviews, observations, and focus groups took place individually or in small groups, and the informants were informed of each particular circumstance in advance.

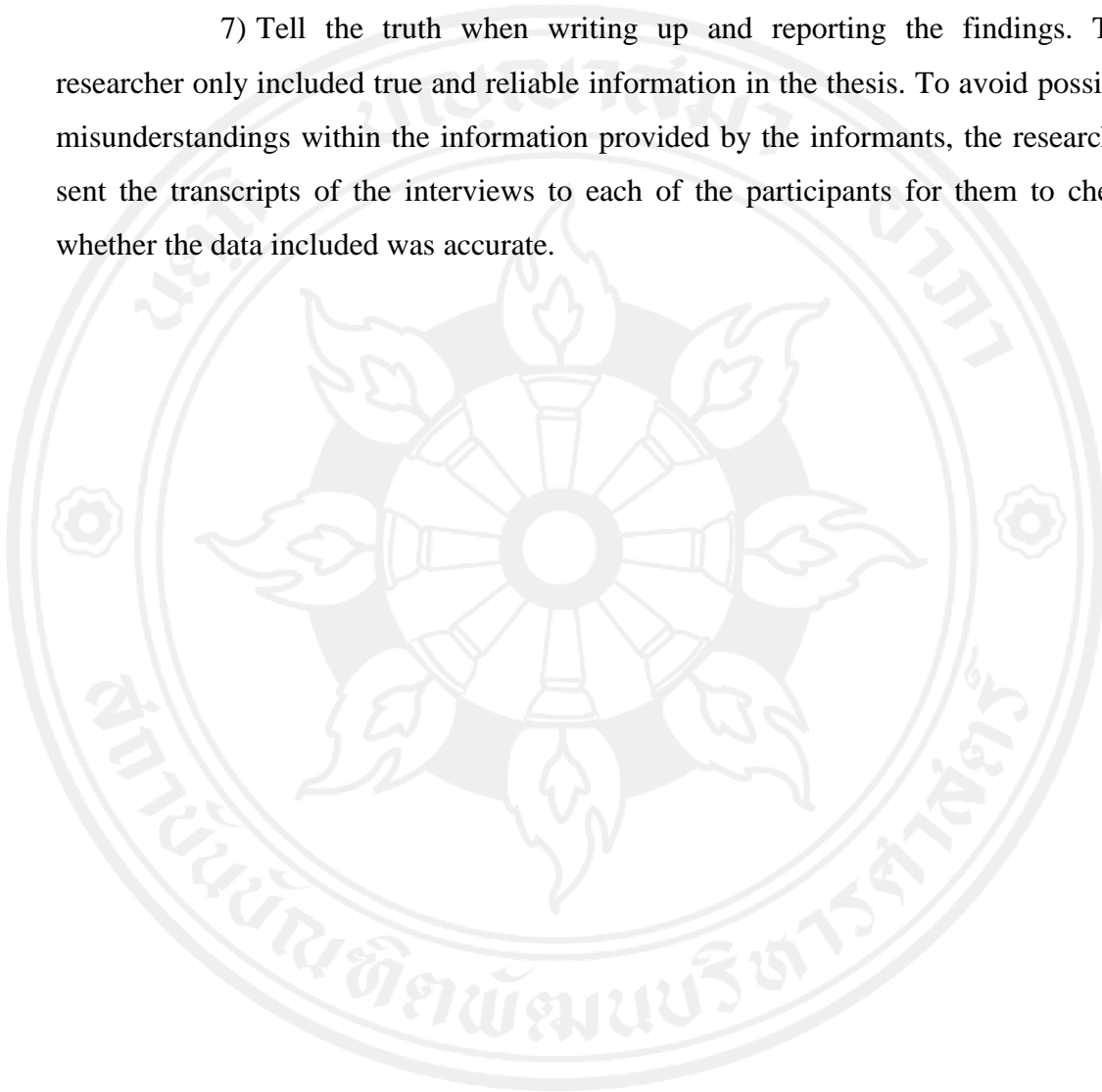
3) Know the differences in participants' time commitment according to the research method used (questionnaire, observation, interview...). In this study, participants in the questionnaire had more flexibility, since they filled an online form at their own convenience. Regarding qualitative instruments, the researcher had to arrange a date and time to meet respondents to conduct the research and he gave priority to the preferences of the participants.

4) The participants' identities should be protected, unless otherwise approved. In this particular thesis, only those research participants who have been selected for the qualitative research due to their expertise are named in the research, and always under their consent. For the rest of the research (especially quantitative) data was gathered anonymously.

5) Treat participants respectfully and look search for their cooperation. The focus of the researcher during the whole process was to obtain relevant information which could be used to draw applicable results, always by putting the interests of the participants first and treating them with due respect.

6) When negotiating permissions at research sites make the terms of the contract clear and follow the inclusions in that agreement. In this study, especially during the case study of the two universities, the researcher contacted the people responsible of the sites beforehand, to arrange an appointment and to agree on the terms and conditions of the research.

7) Tell the truth when writing up and reporting the findings. The researcher only included true and reliable information in the thesis. To avoid possible misunderstandings within the information provided by the informants, the researcher sent the transcripts of the interviews to each of the participants for them to check whether the data included was accurate.



3.6 Research Methods Table

Table 3.3 Research Methods

Objectives	Research Methods	Populations	Sample Sizes	Sampling Techniques	Research Instruments	Data Analyses
Objective 1	Quantitative / Qualitative	Representatives from Universities with Tourism and Hospitality undergraduate programs in Thailand	320 (Quantitative) Until information is repeated (Qualitative)	Nonprobability sampling: Purposive Convenience Snowball Expert	Survey questionnaires Semi-structured interviews	Descriptive statistics and Inferential statistics (Mann-Whitney U test) Content analysis
Objective 2	Qualitative	1. Representatives from Universities with Tourism and Hospitality undergraduate programs in Thailand. 2. Representatives from the Universities of the multi-case study 3. UNWTO-TedQual Auditors	Until information is repeated 2	Nonprobability sampling: Purposive Convenience Expert	Semi-structured interviews	Content analysis
Objective 3	Quantitative/ Qualitative	1. Representatives from Universities with Tourism and	320 (Quantitative)	Nonprobability sampling:	Survey questionnaires	Descriptive statistics and

Objectives	Research Methods	Populations	Sample Sizes	Sampling Techniques	Research Instruments	Data Analyses
Objective 4	Quantitative/ Qualitative	Hospitality undergraduate programs in Thailand.	Until information is repeated (Qualitative)	Purposive Convenience Snowball Expert	Semi-structured interviews	Inferential statistics (Mann-Whitney U test)
		2. Representatives from the Universities of the multi-case study	2		Case study by observation, documentation and interviews	Content analysis
		1. Representatives from the Universities of the multi-case study	2	Nonprobability sampling: Purposive Convenience Expert	Creation of a model from the case studies and quantitative data from objective 1.	Descriptive statistics and Inferential statistics (Mann-Whitney U test)
		2. Panel of experts	6		Focus group	Content analysis

CHAPTER 4

RESEARCH RESULTS AND DATA ANALYSIS

In order to facilitate the reading and interpretation of the results of this research and the analysis of its data, the information is presented following the objectives of the research, which were introduced in Chapter 1.

The first objective aims to examine and critically analyse the present situation of tourism and hospitality undergraduate education in Thailand. To achieve it the researcher has already used the literature review to present the general situation of Thai tourism and hospitality institutions and the differences and similarities between the quality assurance and accreditation systems in Thailand and other international systems, especially the UNWTO TedQual Certification. However, in order to fulfil this objective there are still 2 questions to be answered:

1) How does tourism and hospitality undergraduate education in Thailand perform in comparison with the Global Code of Ethics for tourism and the areas of analysis of the UNWTO TedQual Certification?

2) What are its main strengths, weaknesses, opportunities and threats?

To answer the first question the researcher will analyse the quantitative results of the survey conducted among 320 lecturers and managers from the 117 Thai institutions with undergraduate programmes in tourism and hospitality. For the second question the researcher will consider both quantitative (Strengths and Weaknesses) and qualitative (Opportunities and Threats) data from the same survey, which will be complemented by fully-qualitative data obtained during the interviews conducted among representatives of the abovementioned institutions.

The second objective focuses on identifying and outlining the driving forces influencing the willingness of Thai institutions in being accredited with international certifications (UNWTO TedQual, specifically). In order to fulfil this objective the researcher will analyse the qualitative data obtained from the interviews conducted among representatives of the 117 institutions offering tourism and hospitality

undergraduate programmes in Thailand, plus the information from the interviews with representatives of the Hong Kong Polytechnic University and Instituto de Formação Turística in Macau and the interviews with UNWTO TedQual auditors from the Asia Pacific and Europe regions.

The third objective aims to explore and review the process followed by relevant institutions in different countries to obtain the UNWTO TedQual Certification and to synthesise a guide of best practices from these particular case studies in comparison with the level of preparedness of Thai institutions. Firstly, the researcher will analyse the results of the survey and interviews to representatives of undergraduate institutions in tourism and hospitality in Thailand regarding the current level of preparedness of these universities for international accreditation. Secondly, the Hong Kong Polytechnic University and Instituto de Formação Turística in Macau will be presented and analysed as successful cases of institutions already accredited with the UNWTO TedQual Certification. Thirdly, the qualitative data from the interviews with the representatives of these 2 institutions regarding the previous situation of the universities, the accreditation process, and the consequences of the certification will be analysed.

The fourth and last objective focuses on proposing a model for the tourism and hospitality undergraduate education in Thailand leading Thai institutions to the acquisition of the UNWTO TedQual Certification and, consequently, to improve the overall quality of tourism and hospitality education in the country. This model will be proposed based on the data gathered from the UNWTO TedQual, the process followed by the Hong Kong Polytechnic University and Instituto de Formação Turística in Macau, and adapted to the specific characteristics of the undergraduate institutions in tourism and hospitality in Thailand, according to the quantitative and qualitative data collected in this research. The model will be presented separately in Chapter 5.

4.1 Current Situation of Tourism and Hospitality Undergraduate Education in Thailand from the Perspectives of the Institutions and Its Representatives

This evaluation was conducted by a questionnaire (Appendix B) among 320 individuals representing the 117 institutions in Thailand offering undergraduate programmes in tourism and hospitality. The survey was submitted and data was retrieved during the first half of 2018. The first part of this analysis will focus on a summary of the characteristic of the respondents. The second part will present the descriptive statistics of the survey. Finally, the third part of the analysis of the survey will consist on an inferential analysis using the Mann-Whitney U Test to compare the results of the evaluation for two independent groups within the population. This test will be used in three different levels of analysis: 1) to observe the differences in the dependent variable for Public universities and Private universities, 2) to observe the differences in the dependent variable for Thai programmes and English programmes, and 3) to observe the differences in the dependent variable for Business-oriented programmes and Practical-oriented programmes.

4.1.1 Characteristics of the Respondents

As stated above, the survey was completed by 320 individuals, of which 176 were female respondents (55%) and 144 were male respondents (45%). Regarding the age of the participants, there were 77 respondents with 30 years or less (24%), 177 of them were between 31 and 40 years old (55%), 52 of them were between 41 and 50 years old (16%) and, finally, just 14 of them were between 51 and 60 years old (5%). This age distribution can be easily explained by the fact that all the participants were required to be qualified, full-time workers, limiting the age from those individuals recently graduated from their Bachelor degree (in their early 20s) to those in an age prior to their retirement.

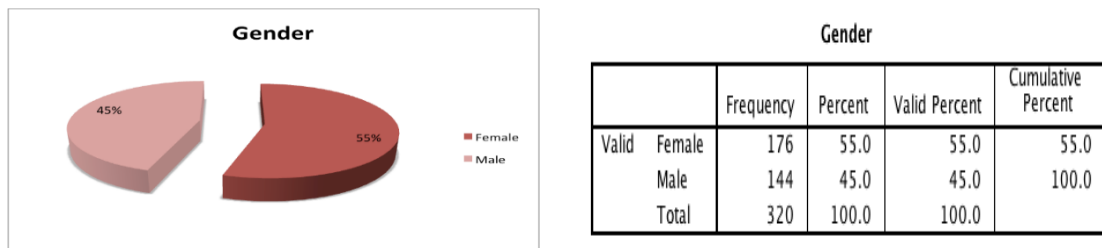


Figure 4.1 Gender Distribution and Gender SPSS Data

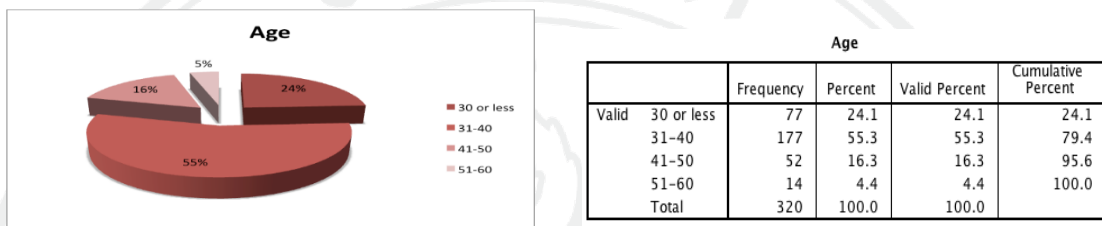


Figure 4.2 Age Distribution and Age SPSS Data

Regarding the education level of the participants, there were 61 of the respondents held a Bachelor degree (19%), 231 of them held a Master degree (72%) and 28 of them held a Ph. D. Again this distribution can be understood when considering the characteristics of this particular research. When compared with researches in other fields it can be stated that the education level of these participants is somehow high, and this is due to the requirements of higher education institutions to become a lecturer of management staff, which are higher than in other industries. Considering the type of university the respondents worked for, there were 172 individuals who worked for a private university (54%), while the remaining 148 participants worked for a public university (46%).

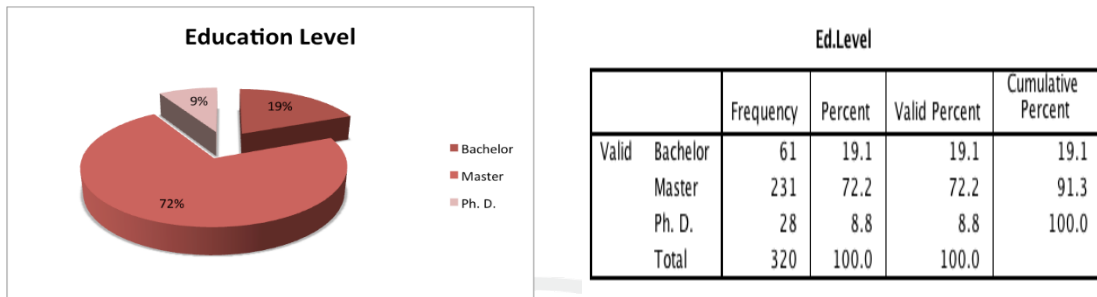


Figure 4.3 Education Level Distribution and Education Level SPSS Data

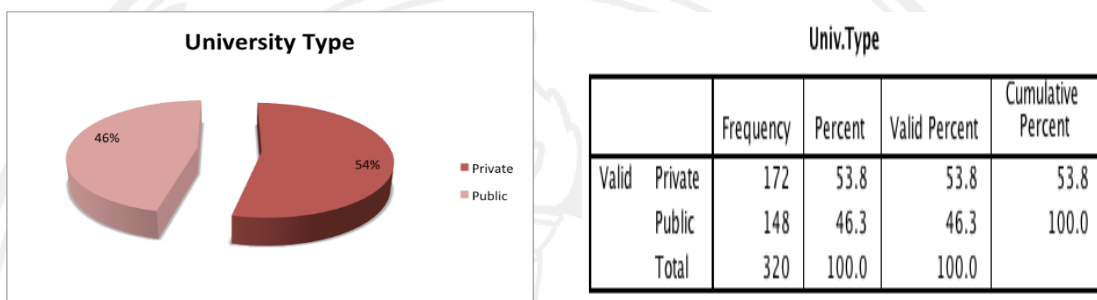


Figure 4.4 University Type Distribution and University Type SPSS Data

The last two characteristics of the participants to summarised are the language of the programme and the orientation of the programme in the institution they worked for. Regarding the language of the programme, 135 of the respondents worked in a programme taught in English (42%) while the remaining 185 participants worked in a programme taught in Thai (58%). While in reality the number of programmes taught in Thai is significantly higher than those taught in English, the differences in this research are due to the fact that the researcher is a foreigner living in Thailand, with higher connection with an international environment and less interaction with the Thai community, despite having designed the questionnaires both in English and Thai. Finally, when considering the orientation of the programmes taught, the researcher divided the institutions into 2 categories: Business-oriented programmes and Practical-oriented programmes. There were 197 individuals working in Business-oriented programmes (62%). The rest of the respondents, 123, worked in Practical-oriented programmes (38%).

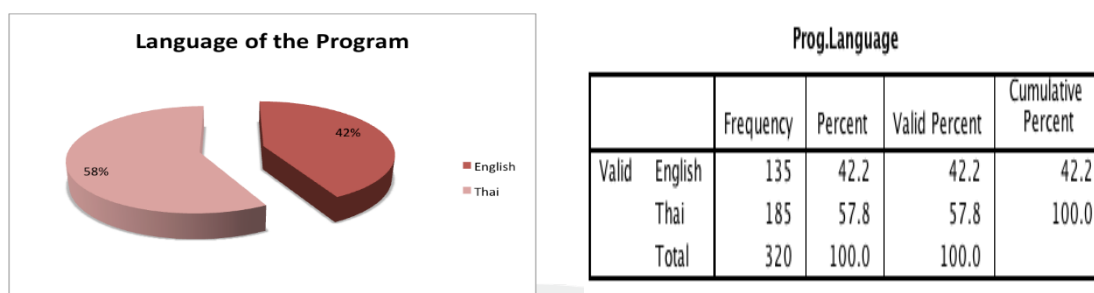


Figure 4.5 Programme Language Distribution and Programme Language SPSS

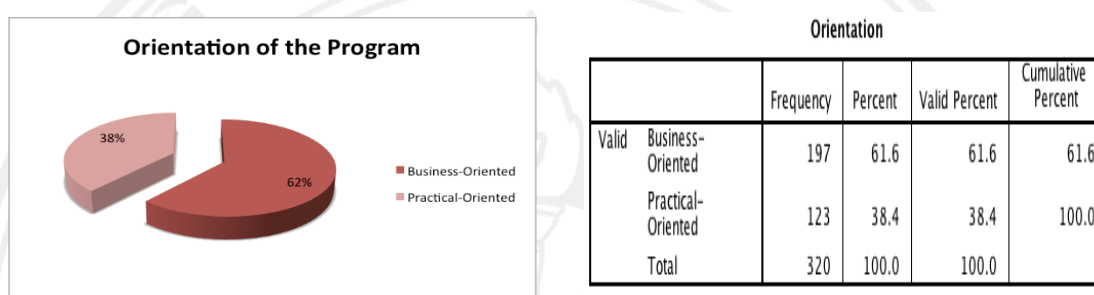


Figure 4.6 Orientation Distribution and Orientation SPSS Data

4.1.2 Descriptive Analysis of the Evaluation Results

The main results of this survey are those related to the evaluation of the tourism and hospitality undergraduate programmes in Thailand. To give a numerical value to the evaluation, the five options in the Likert scale (very poor, poor, average, good, excellent) were replaced by the numbers 1 to 5, respectively. After accounting the responses of the 320 participants, the overall average score of the programmes was of 3.61 out of 5. This number reflects that the participants consider the overall level of tourism and hospitality programmes in Thailand as above average. Since the participants are all university staff, they do certainly present a deep understanding (both from the teaching and learning, and organisational sides) of the programmes and updated information, since they were still working within the tourism and hospitality institutions in the moment of filling the questionnaire. This can also be considered as a constructive valuation for the programmes assessment, if we take into account that generally, when people have a deeper knowledge on a system (as in this case) they tend to see all its positive and negative aspects. Even if these university staff are well

aware of all the strengths and the weaknesses, that maybe cannot be perceived from the outside, of the system, they still valued the programmes in an above-average way. However, to understand these results, it is necessary to see the different areas of analysis into detail. The following figure and table show the results of the different items assessed in the survey.

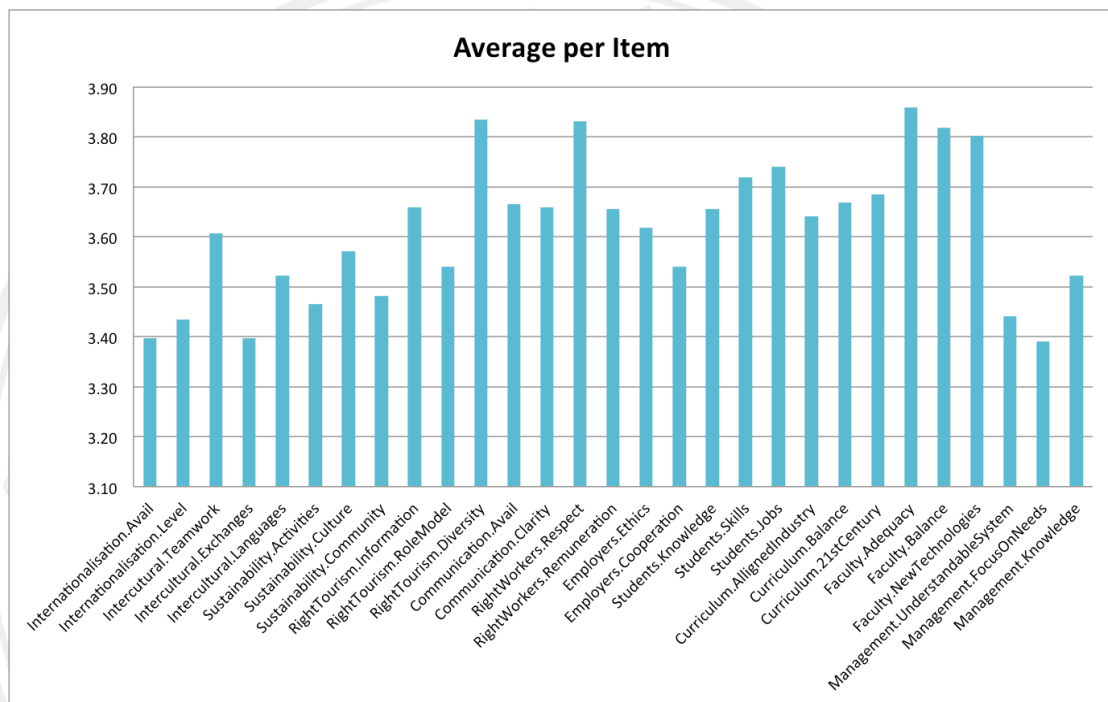


Figure 4.7 Average Score by Evaluation Item

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Internationalisation. Avail	320	2.00	5.00	3.3969	.79299
Internationalisation. Level	320	2.00	5.00	3.4344	.80090
Intercultural. Teamwork	320	2.00	5.00	3.6063	.80045
Intercultural. Exchanges	320	1.00	5.00	3.3969	.85756
Intercultural. Languages	320	1.00	5.00	3.5219	.88500
Sustainability. Activities	320	1.00	5.00	3.4656	.94955
Sustainability. Culture	320	2.00	5.00	3.5719	.93411
Sustainability. Community	320	2.00	5.00	3.4813	.88152
Right Tourism. Information	320	2.00	5.00	3.6594	.82263
Right Tourism. Role Model	320	2.00	5.00	3.5406	.88433
Right Tourism. Diversity	320	1.00	5.00	3.8344	.87498
Communication. Avail	320	2.00	5.00	3.6656	.80598
Communication. Clarity	320	2.00	5.00	3.6594	.81497
Right Workers. Respect	320	2.00	5.00	3.8312	.74885
Right Workers. Remuneration	320	2.00	5.00	3.6563	.84577
Employers. Ethics	320	2.00	5.00	3.6187	.88081
Employers. Cooperation	320	2.00	5.00	3.5406	.80646
Students. Knowledge	320	2.00	5.00	3.6563	.79613
Students. Skills	320	2.00	5.00	3.7187	.87222
Students. Jobs	320	1.00	5.00	3.7406	.91568
Curriculum. Aligned Industry	320	2.00	5.00	3.6406	.79116
Curriculum. Balance	320	1.00	5.00	3.6687	.87974
Curriculum. 21stCentury	320	2.00	5.00	3.6844	.85486
Faculty. Adequacy	320	2.00	5.00	3.8594	.78917
Faculty. Balance	320	2.00	5.00	3.8188	.85186
Faculty. New Technologies	320	2.00	5.00	3.8031	.93453
Management. Understandable	320	1.00	5.00	3.4406	.83586
System					
Management. Focus On Needs	320	2.00	5.00	3.3906	.81169
Management. Knowledge	320	1.00	5.00	3.5219	.93662
Valid N (listwise)	320	-	-	3.6147	-

Looking at the itemised results (Table 4.1) one of the positive notes would be that out of the 29 items evaluated only 8 of them were rated as “very poor” by at least one of the respondents, which is not a highly significant proportion out of all the options assessed (27.59% of the total). Regarding the top-scoring and bottom-scoring items it can be highlighted that there are 7 clear elements in each side of the ranking. On the top, there are 7 items with an average rating of over 3.70 out of 5. These are:

- 1) Adequacy of the overall standards of the faculty for the provided educational level (3.86).
- 2) Level of pro-diversity and no-discrimination encouraged in these programmes (3.83).
- 3) Perceptions on the institutions educational jobs (faculty and staff) as respectable/dignified positions (3.83).
- 4) Balance between the industry experience and the academic expertise of the faculty (3.82).
- 5) Adaptation of teaching styles, tools and contents to the new trends and technologies by faculty members (3.80).
- 6) Offer of industry related jobs after graduating, without the need of supplementary training or further formal education (3.74).
- 7) Level of preparation of students graduating from these programmes (in terms of practical skills) (3.72).

Regarding the elements at the bottom of the ranking, there are 7 items with an average rating below 3.50 out of 5, namely:

- 1) Implementation of projects, researches, volunteering activities to benefit local regions and communities (3.48).
- 2) Offer of courses/case studies/activities on sustainability in these programmes (3.47).
- 3) Existence of a clear and understandable management system of the institutions (3.44).
- 4) Level of internationalisation of the abovementioned programmes (3.43).
- 5) Availability of international undergraduate programmes in tourism and hospitality in Thailand (3.40).

6) Promotion and evaluation of cultural exchanges in these programmes (3.40).

7) Focus by the management on covering the needs of students, faculty, government and other stakeholders (3.39).

This itemised analysis is useful to observe the positive and negative peaks in the evaluation undertaken by the university lecturers and management staff. However, in order to make it more helpful, understandable and ready for action, an analysis of the results by category (instead of by item) is required. The results of the evaluation by categories are shown below.

Table 4.2 Evaluation by Category

Categories	Average Score
Internationalisation	3.42
Intercultural, Teamwork, Languages	3.51
Sustainability	3.51
Right to Tourism	3.68
Communication	3.66
Right of Workers	3.74
Employers	3.58
Students	3.71
Curriculum	3.66
Faculty	3.83
Management	3.45

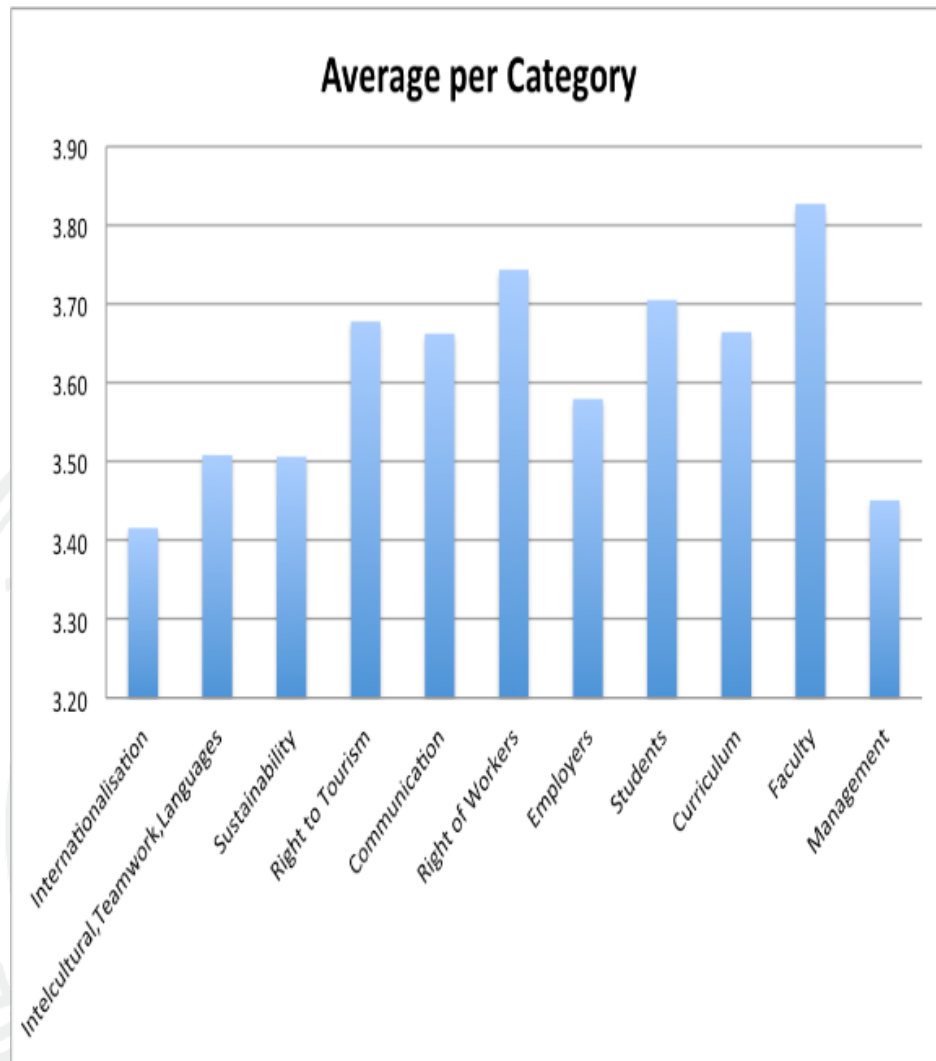


Figure 4.8 Average Score by Category

First of all, looking at the total results by category (Table 4.2 and Figure 4.8), it can be seen that the range of the results is quite concentrated. The lowest score looking at the total sample is 3.42 out of 5 and the maximum is 3.83 out of 5. It means that there is a quite small range between the bottom and top scorers (just above 0.4 points difference). The top categories are: Faculty, with an average score of 3.83; Right of workers, with an average of 3.74; and Students, with a score of 3.71. A more in-depth analysis show the different details included within each of these three categories:

1) Faculty members: This category included three subsections to be evaluated. The first one was “Adequacy of the overall standards of the faculty for the provided educational level” and it got an average score of 3.86. The second one was “Balance between the industry experience and the academic expertise of the faculty” and its score was also 3.82. Finally, the last subsection was “Adaptation of teaching styles, tools and contents to the new trends and technologies by faculty members” with a score of 3.80. While there is a balance in the evaluation of these three aspects of the faculty, it can be stated that the participants were slightly less convinced about the use of new trends and technologies by the lecturers, in comparison with the other 2 items.

2) Right of workers: This category was evaluated by focusing on two aspects. The first one was “Perceptions on the institutions educational jobs (faculty and staff) as respectable/dignified positions” and it got an average score of 3.83. The second part was “Perceptions on the institutions educational jobs (faculty and staff) as well-remunerated positions” and here the score was 3.66. This remarkable difference between both subsections shows that while educational jobs are highly perceived as respectable positions by lecturers and management staff, they are not observed as highly well paid jobs.

3) Students: This category is composed by three subsections. The first one is “Level of preparation of students graduating from these programmes (in terms of knowledge)” and it got an average score of 3.66, the least value of three items in this category. The second one, “Level of preparation of students graduating from these programmes (in terms of practical skills)” got a score of 3.72. The last one is “Offer of industry related jobs after graduating, without the need of supplementary training or further formal education” with an average score of 3.74. These scores show that the participants highly satisfied with the job possibilities for their students after graduating, something more related to the tourism and hospitality industry in the country rather than to the undergraduate institutions. Regarding the factors more related to the educational institutions in this category, lecturers and managers consider students to be better prepared in terms of skill rather than knowledge when graduating.

Regarding the categories at the bottom, when looking at the results of the total sample, they will be as follows: Intercultural exchanges, languages and teamwork, and Sustainability, Culture and Local Benefits, both with an average score of 3.51; Management, with a score of 3.45; and, finally, Availability and Level of Internationalisation, with an average of 3.42. When looking at the average scores of the categories Intercultural exchanges, languages and teamwork, and Sustainability, Culture and Local Benefits using three decimals instead of two, the results are 3.508 for the first and 3.506 for the second. Therefore, Sustainability, Culture and Local Benefits is the one included in the detailed analysis below.

1) Sustainability, Culture and Local Benefits: This category consisted on three items. The first one was “Offer of courses/case studies/activities on sustainability in these programmes” and it got a score of 3.47. Next, the participants evaluated the “Encouragement to respect/ protect/ preserve/ enhance cultural resources” with an average of 3.57. The last item was “Implementation of projects, researches, volunteering activities to benefit local regions and communities” with a score of 3.48. Based on these results it can be stated that while the participants are more satisfied with the level of focus on cultural resources and its preservation, they seem to consider the institutions do not pay enough attention to sustainability, volunteering and community involvement.

2) Management: This category was evaluated by focusing on three different aspects. The first one “Existence of a clear and understandable management system of the institutions” got an average score of 3.44. The second one was “Focus by the management on covering the needs of students, faculty, government and other stakeholders” with a score of 3.39. The last subsection, “Inclusion of people with broad knowledge on the academic sector and the tourism and hospitality industry as members of the management” got a better score than the previous aspects, 3.52. It can be stated that the participants did not value the focus of the management in covering the needs of the stakeholders or the clarity of the management system as positively as they did with the knowledge (academic and on the industry) of the management members. Therefore, there is a more negative perception regarding the operations of the management, rather than the people involved with these functions.

3) Availability and level of internationalisation of the programme: This category is rather straightforward, as it was evaluated by focusing on the two aspects of its title. The first one was “Availability of international undergraduate programmes in tourism and hospitality in Thailand”, which got an average score of 3.40. The second one, “Level of internationalisation of the above-mentioned programmes” got an average of 3.43. While the results are quite similar, it can be pointed out that the respondents have a slightly more negative view on the availability of these programmes in Thailand (it can be stated that in their opinion there should be more available) than on the actual level of internationalisation of the already existing programmes.

4.1.3 Inferential Analysis of the Evaluation Results

After the descriptive analysis done on the overall results of the evaluation of tourism and hospitality undergraduate programmes in Thailand, there is a need to use inferential statistics for a more comprehensive understanding of these results. As stated in Chapter 3, inferential statistics provide the research with the instruments to analyse the relationships between the different levels of the population taking part in this evaluation. The tool selected for this purpose is the Mann-Whitney U test, which assists comparing whether there are differences in the dependent variable for two independent groups from the same population. In this case, the dependent variables to be analysed individually are the 29 items of the evaluation. Regarding the levels of the population, there are three relevant fields containing two groups (University type, Language of the programme, and Orientation of the programme) that will be compared using the Mann-Whitney U test for a better understanding and interpretation of this evaluation. Finally, the effect size will be calculated by dividing the absolute Standardised Test Statistic (Z) by the square root of the total number of pairs for each of the items of the evaluation, in order to determine whether there is a small, medium or large effect.

4.1.3.1 Inferential Analysis: University Type (Private vs. Public)

Item 1: Availability of international undergraduate programmes in tourism and hospitality in Thailand

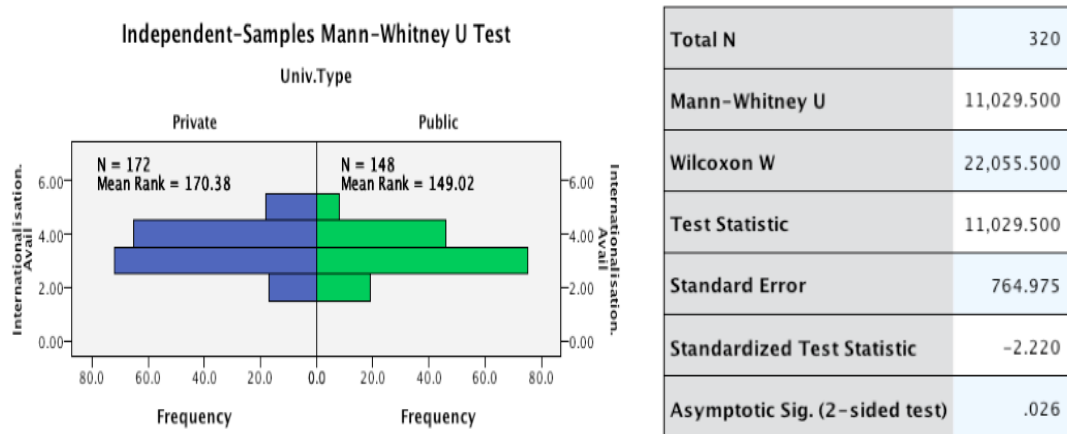


Figure 4.9 Internationalisation Availability

The histogram above shows a similar shape in both sides, which is one of the assumptions needed for the Mann-Whitney U test to be effective, even if the size of the groups are different, as in this case. The result of the Mann-Whitney U test shows that there is a significant difference ($U=11,029.5$, $p=0.026$) between the evaluation of the availability of international programmes from the perspective of private universities to the public universities view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working for private universities.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.220}{\sqrt{320}} = 0.124$$

This result shows that there is a small effect in this case.

Item 2: Level of internationalisation of the abovementioned programmes

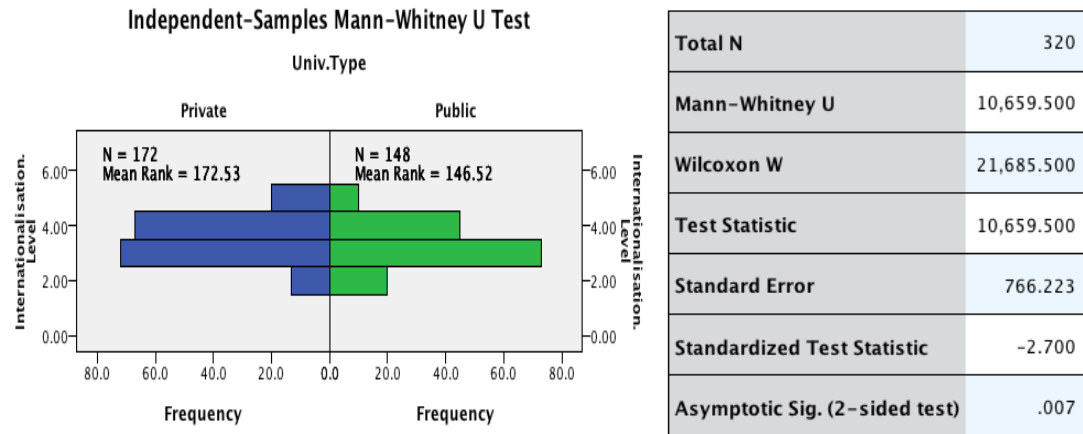


Figure 4.10 Internationalisation Level

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=10,659.5$, $p=0.007$) between the evaluation of the level of internationalisation in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working for private universities.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.700}{\sqrt{320}} = 0.151$$

This result shows that there is a small effect in this case.

Item 3: Promotion and evaluation of teamwork activities in these programmes

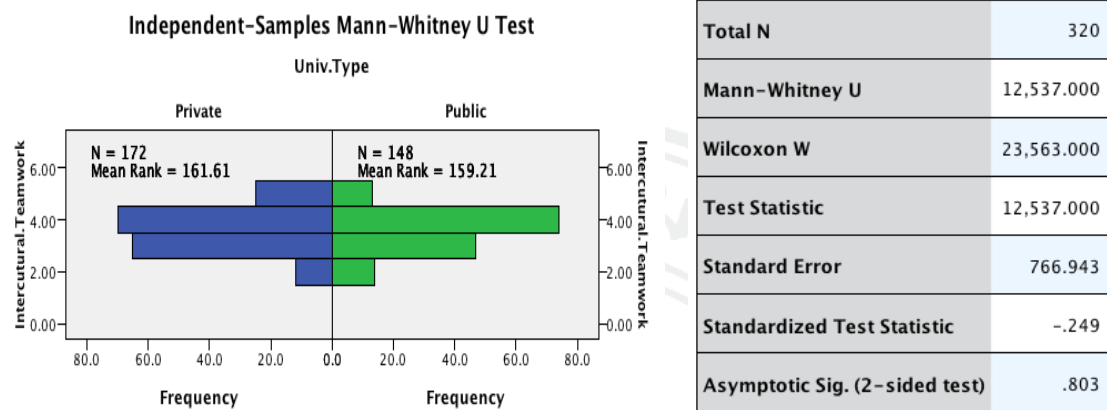


Figure 4.11 Intercultural Teamwork

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,537$, $p=0.803$) between the evaluation of teamwork activities in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.249}{\sqrt{320}} = 0.014$$

This result shows that there is a small effect in this case.

Item 4: Promotion and evaluation of cultural exchanges in these programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,518$, $p=0.119$) between the evaluation of cultural exchanges in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

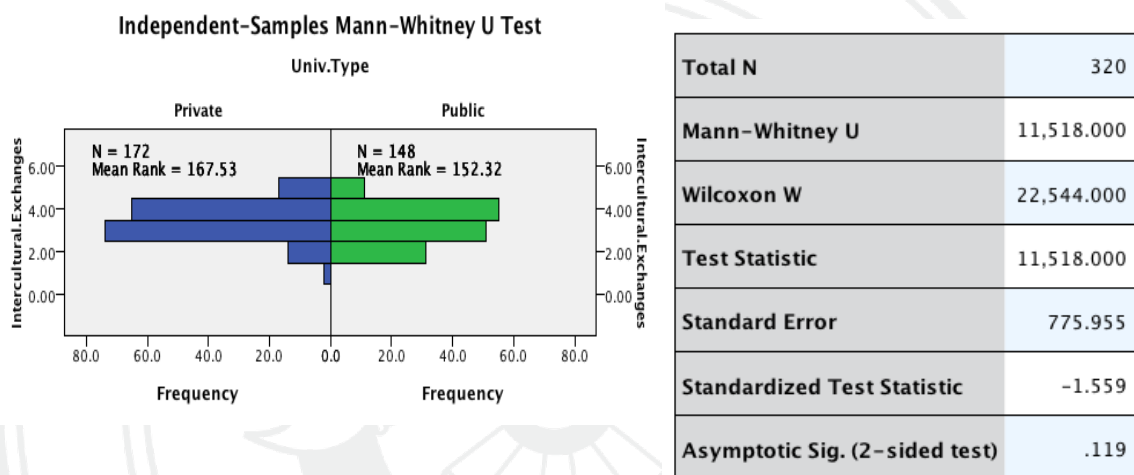


Figure 4.12 Intercultural Exchanges

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.559}{\sqrt{320}} = 0.087$$

This result shows that there is a small effect in this case.

Item 5: Offer of relevant language courses in these programmes

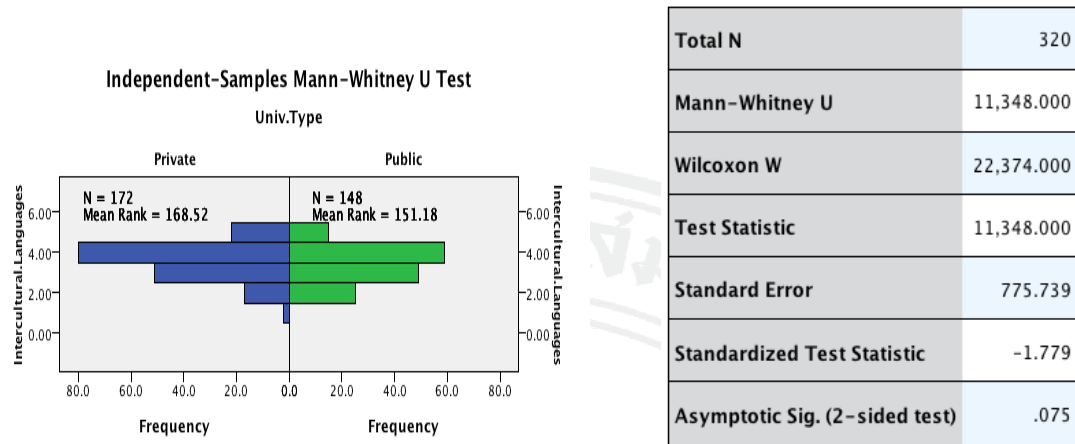


Figure 4.13 Intercultural Languages

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,348$, $p=0.075$) between the evaluation of the offer of language courses in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.779}{\sqrt{320}} = 0.099$$

This result shows that there is a small effect in this case.

Item 6: Offer of courses/case studies/ activities on sustainability in these programmes

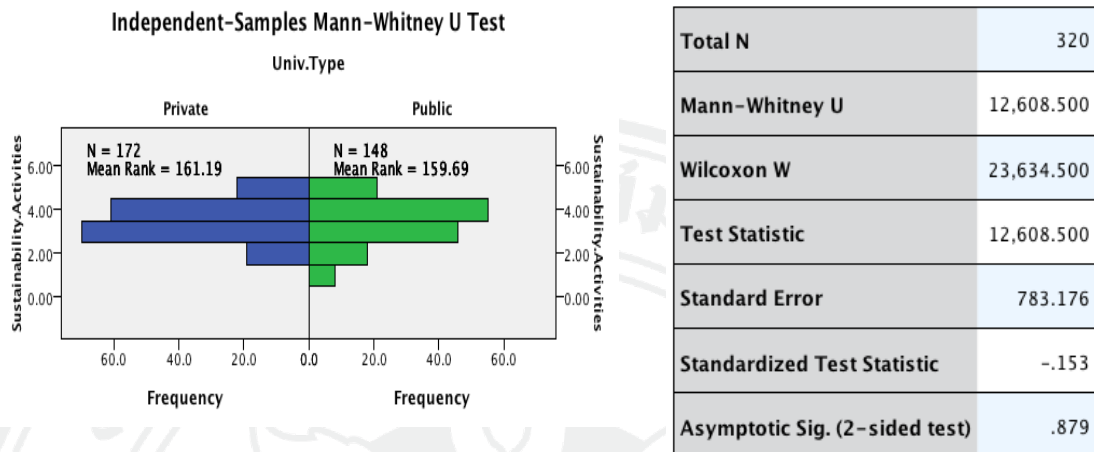


Figure 4.14 Sustainability Activities

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,608.5$, $p=0.879$) between the evaluation of the offer of courses, case studies and activities on sustainability in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.153}{\sqrt{320}} = 0.009$$

This result shows that there is a small effect in this case.

Item 7: Encouragement to respect/protect/preserve/enhance cultural resources

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,112$, $p=0.432$) between the evaluation of the focus on cultural resources in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

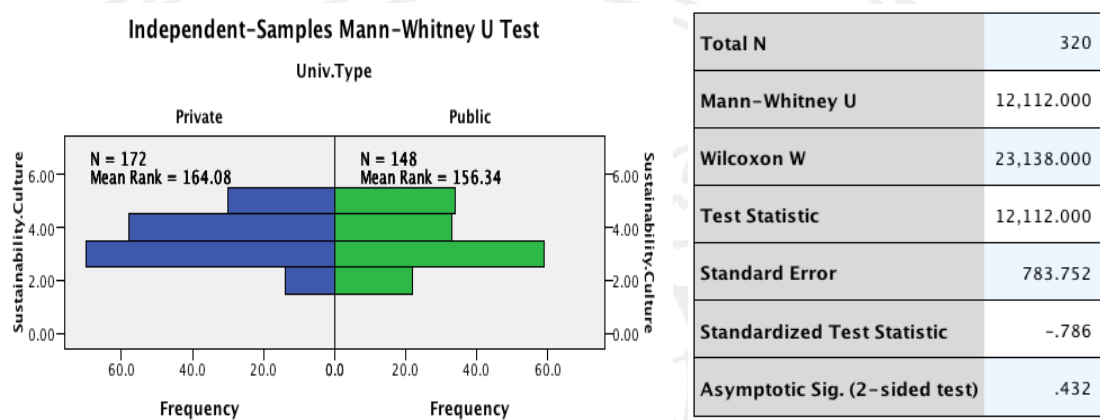


Figure 4.15 Sustainability Culture

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.786}{\sqrt{320}} = 0.044$$

This result shows that there is a small effect in this case.

Item 8: Implementation of projects, researches, volunteering activities to benefit local regions and communities

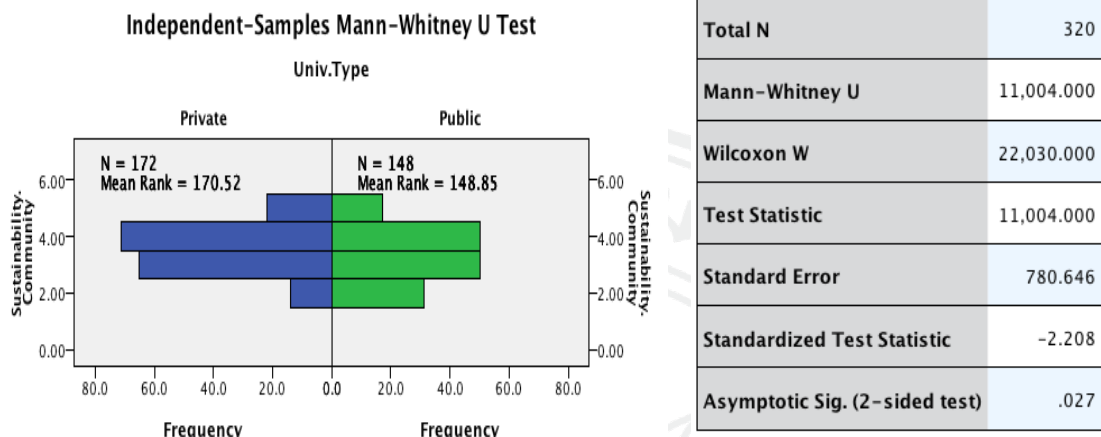


Figure 4.16 Sustainability Community

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=11,004$, $p=0.027$) between the evaluation of the focus on local regions and communities from the perspective of private universities to the public universities view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working for private universities.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.208}{\sqrt{320}} = 0.123$$

This result shows that there is a small effect in this case.

Item 9: Offer of clear information about programme objectives and systems of control

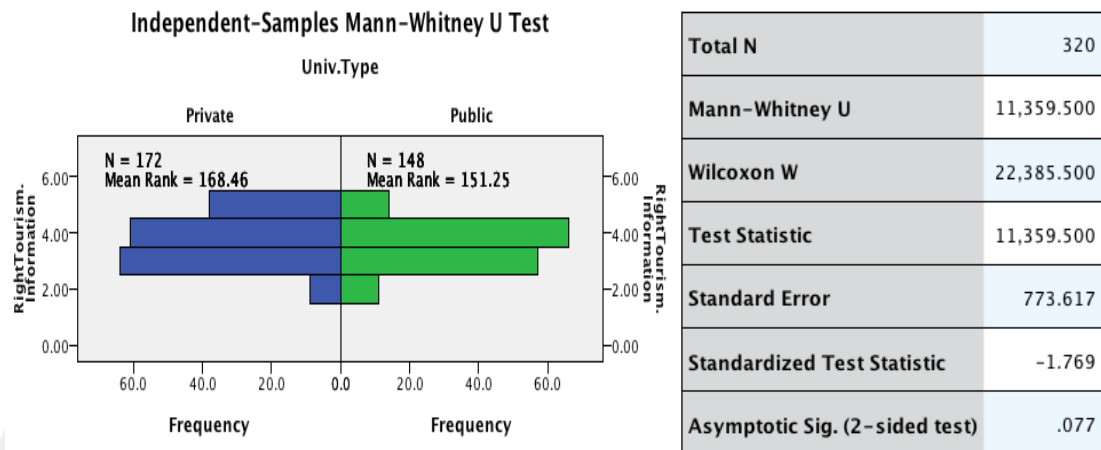


Figure 4.17 Right Tourism Information

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,359$, $p=0.077$) between the evaluation of the offer of information about objectives and control systems in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.769}{\sqrt{320}} = 0.098$$

This result shows that there is a small effect in this case.

Item 10: Institutions act as "role models" within the tourism and hospitality industry

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,764.5$, $p=0.217$) between the evaluation of the institutions acting as role models in the tourism and hospitality industry from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

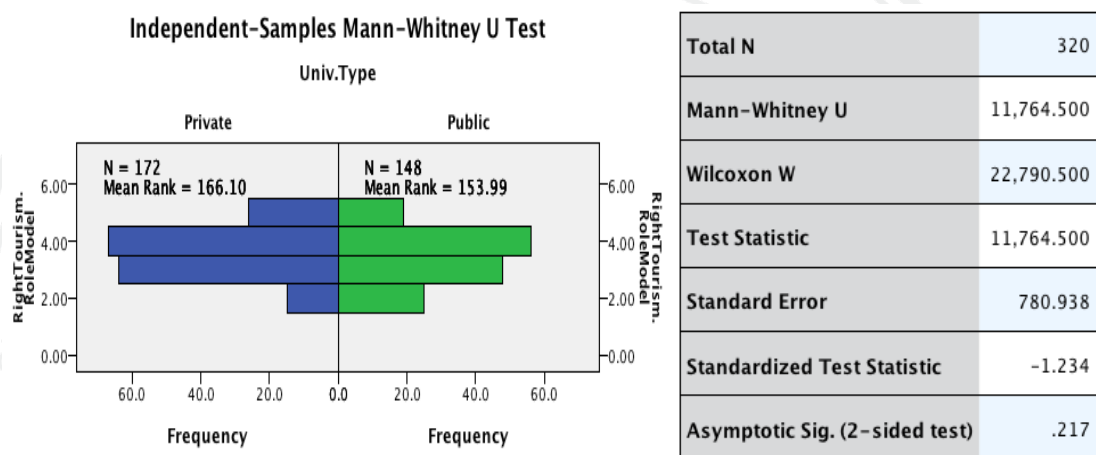


Figure 4.18 Right Tourism Role Model

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.234}{\sqrt{320}} = 0.069$$

This result shows that there is a small effect in this case.

Item 11: Level of pro-diversity and no-discrimination encouraged in these programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,503.5$, $p=0.773$) between the evaluation of the level of pro-diversity and no-discrimination in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

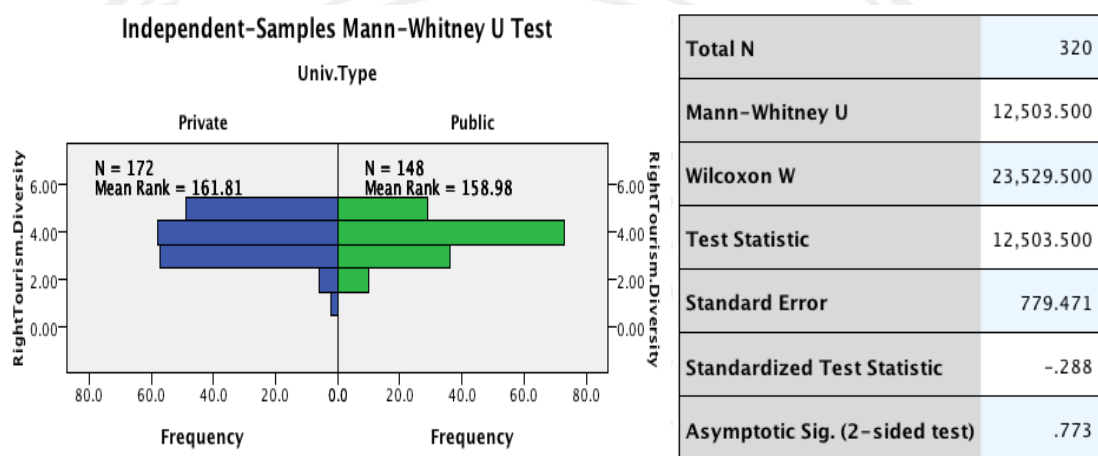


Figure 4.19 Right Tourism Diversity

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.288}{\sqrt{320}} = 0.016$$

This result shows that there is a small effect in this case.

Item 12: Availability of forms of communication and access formalities on the programmes

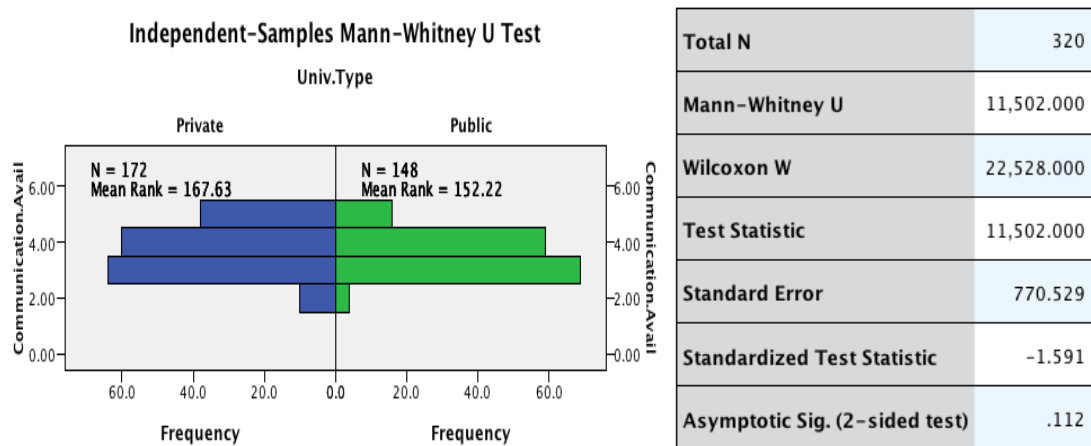


Figure 4.20 Communication Availability

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,502$, $p=0.112$) between the evaluation of the availability of communications and access formalities in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.591}{\sqrt{320}} = 0.089$$

This result shows that there is a small effect in this case.

Item 13: Clarity and accessibility of forms of communication and access formalities on the programmes

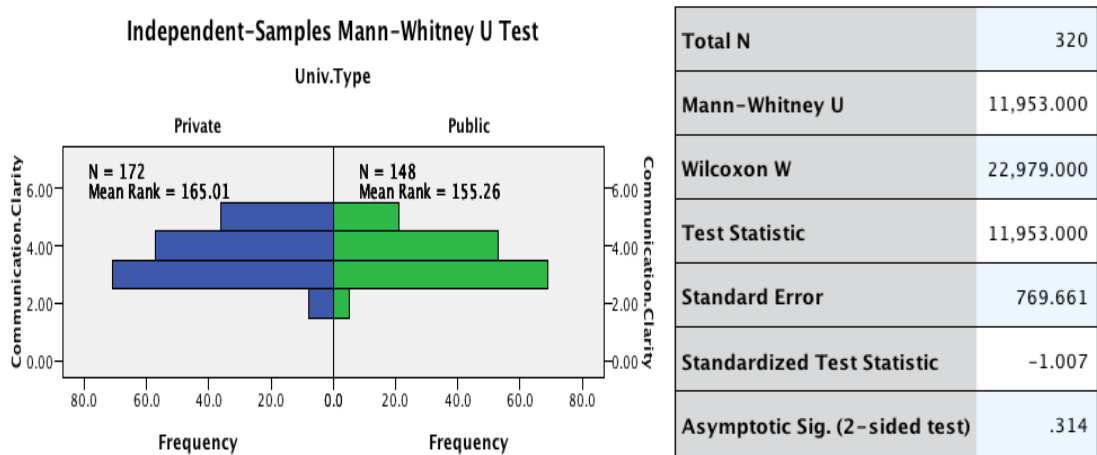


Figure 4.21 Communication Clarity

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,953$, $p=0.314$) between the evaluation of the clarity and accessibility of communications and access formalities in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.007}{\sqrt{320}} = 0.056$$

This result shows that there is a small effect in this case.

Item 14: Perceptions on the institutions educational jobs (faculty and staff) as respectable/dignified positions

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,673$, $p=0.942$) between the evaluation of the educational jobs as respectable/dignified positions from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

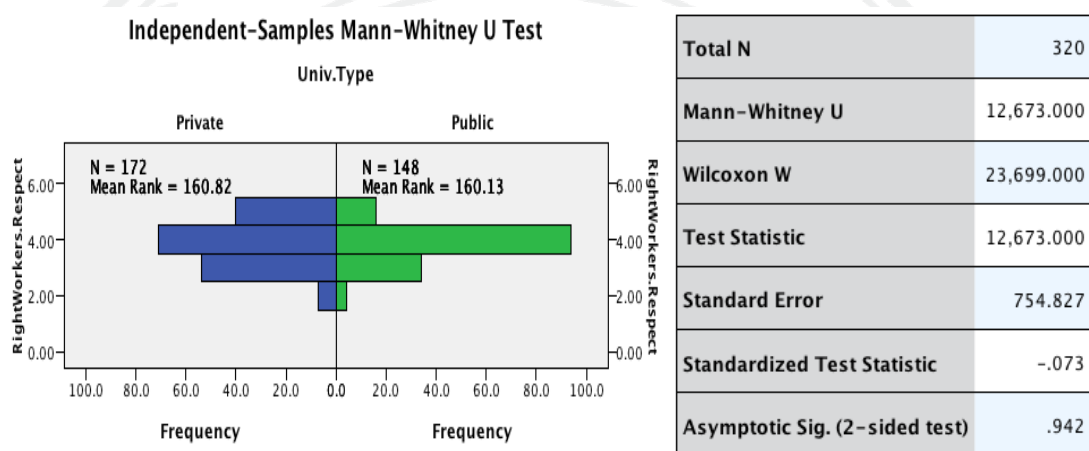


Figure 4.22 Right Workers Respect

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.073}{\sqrt{320}} = 0.004$$

This result shows that there is a small effect in this case.

Item 15: Perceptions on the institutions' educational jobs (faculty and staff) as well-remunerated positions

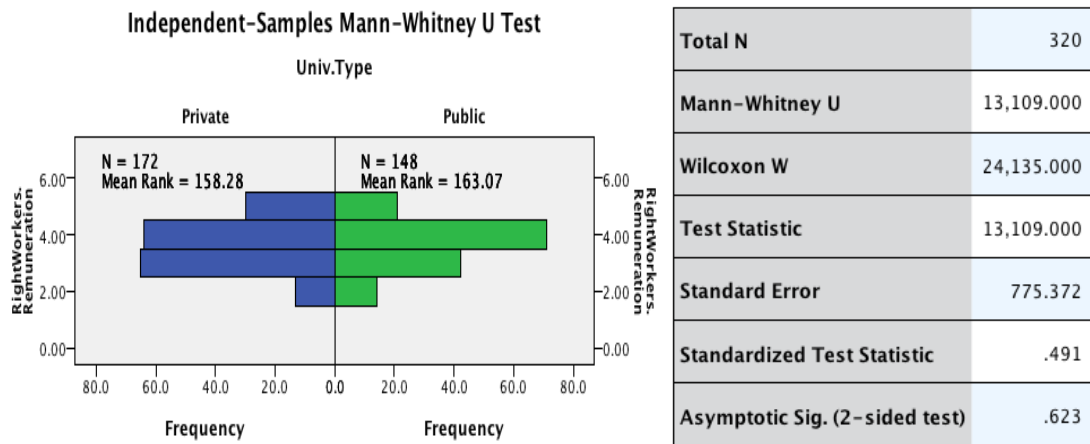


Figure 4.23 Right Workers Remuneration

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,109$, $p=0.623$) between the evaluation of the educational jobs as well-remunerated positions from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.491}{\sqrt{320}} = 0.027$$

This result shows that there is a small effect in this case.

Item 16: Inclusion and implementation of ethical principles in the institutions' philosophy and procedures

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,708$, $p=0.209$) between the evaluation of the inclusion and implementation of ethical principles in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

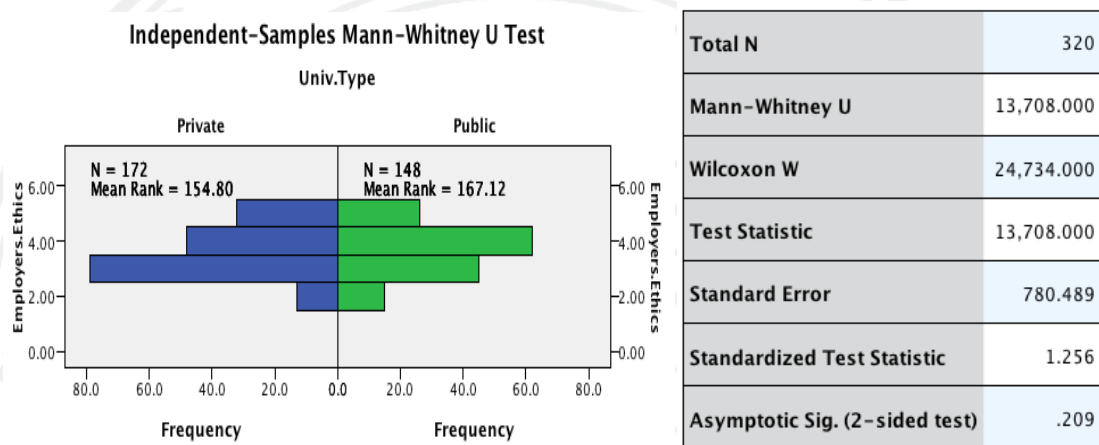


Figure 4.24 Employers Ethics

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.256}{\sqrt{320}} = 0.070$$

This result shows that there is a small effect in this case.

Item 17: Level of cooperation among institutions and public/private related organisations

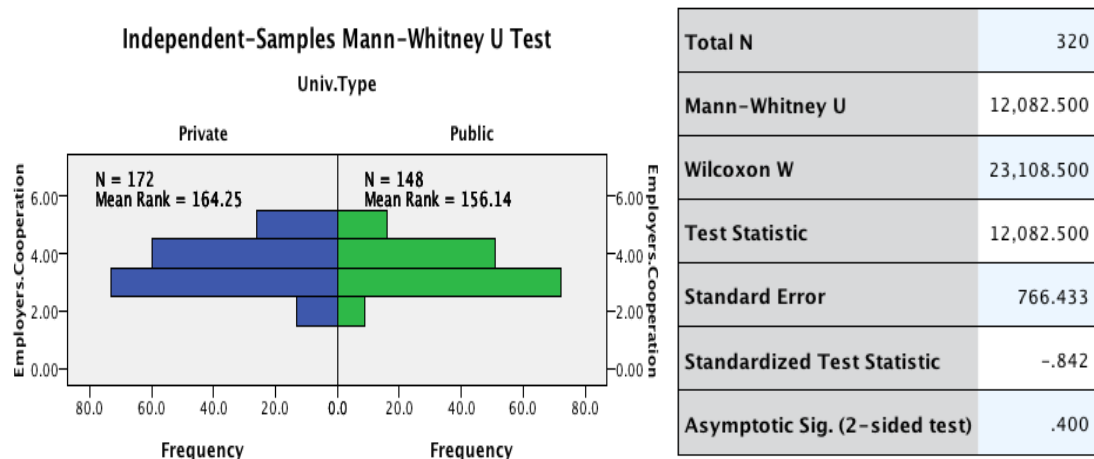


Figure 4.25 Employers Cooperation

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,082.5$, $p=0.400$) between the evaluation of the level of cooperation among institutions and related organisations from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.842}{\sqrt{320}} = 0.047$$

This result shows that there is a small effect in this case.

Item 18: Level of preparation of students graduating from these programmes (in terms of knowledge)

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,043$, $p=0.682$) between the evaluation of the level of preparation of the students in terms of knowledge in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

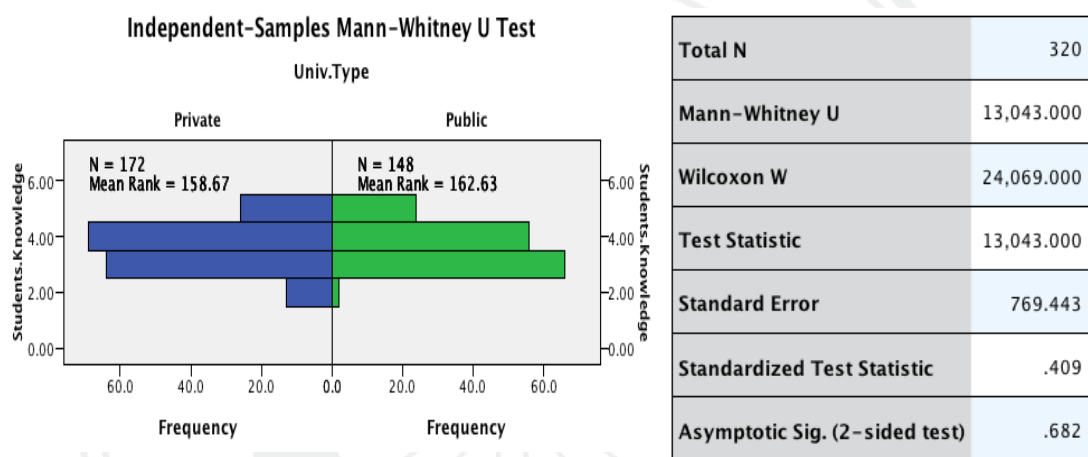


Figure 4.26 Students Knowledge

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.409}{\sqrt{320}} = 0.023$$

This result shows that there is a small effect in this case.

Item 19: Level of preparation of students graduating from these programmes (in terms of practical skills)

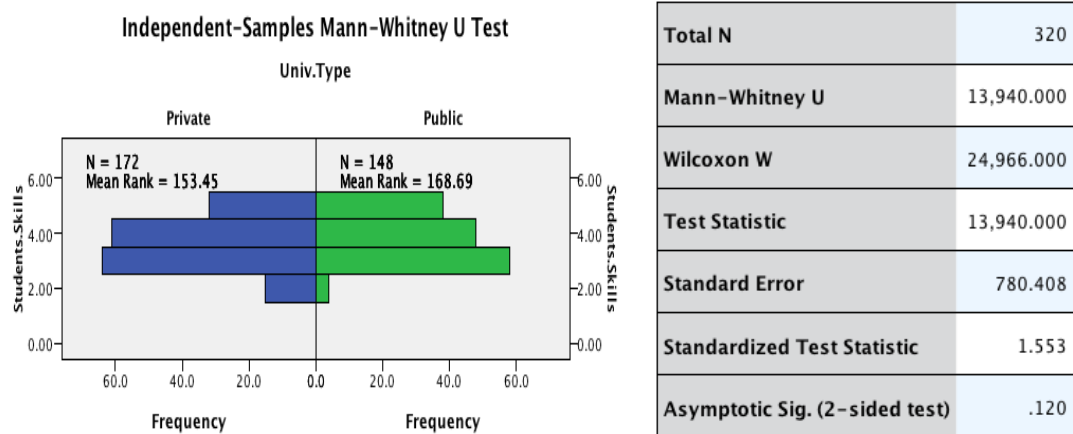


Figure 4.27 Students Skills

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,940$, $p=0.120$) between the evaluation of the level of preparation of the students in terms of practical skills in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.553}{\sqrt{320}} = 0.087$$

This result shows that there is a small effect in this case.

Item 20: Offer of industry related jobs after graduating, without the need of supplementary training or further formal education

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,429.5$, $p=0.030$) between the evaluation of the offer of jobs without additional training or education from the perspective of private universities to the public universities view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working for public universities.

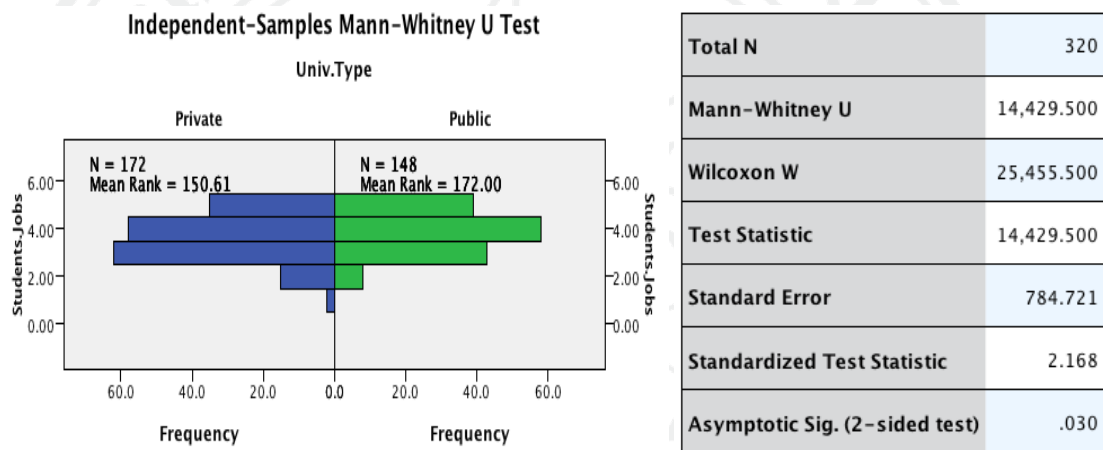


Figure 4.28 Students Jobs

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.168}{\sqrt{320}} = 0.121$$

This result shows that there is a small effect in this case.

Item 21: Alignment of the curriculum with the specific characteristics of the tourism and hospitality industry in Thailand

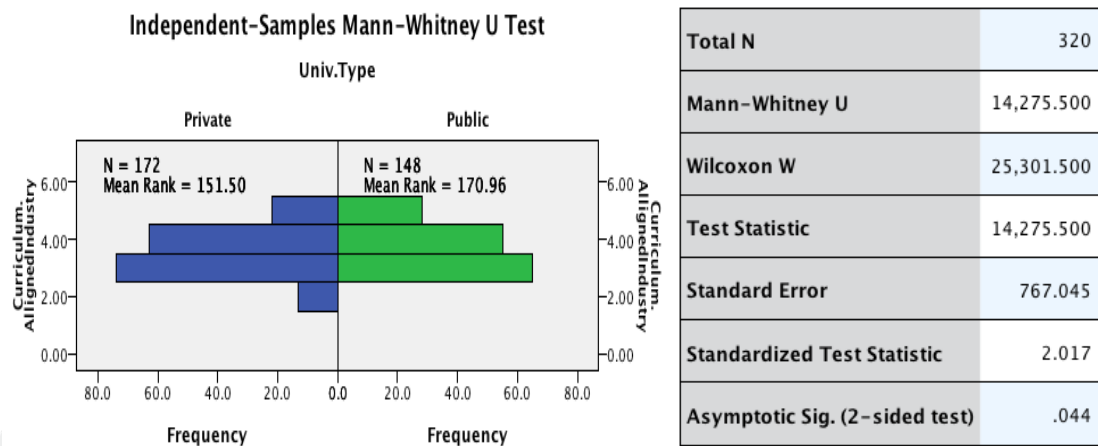


Figure 4.29 Curriculum Alligned Industry

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,275.5$, $p=0.044$) between the evaluation of the alignment of the curriculum with the industry from the perspective of private universities to the public universities view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working for public universities.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.017}{\sqrt{320}} = 0.113$$

This result shows that there is a small effect in this case.

Item 22: Balance between theoretical knowledge, industry's trends and patterns, and practical skills in the curriculum

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,889$, $p=0.136$) between the evaluation of the balance between theory, industry trends, and practical skills in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

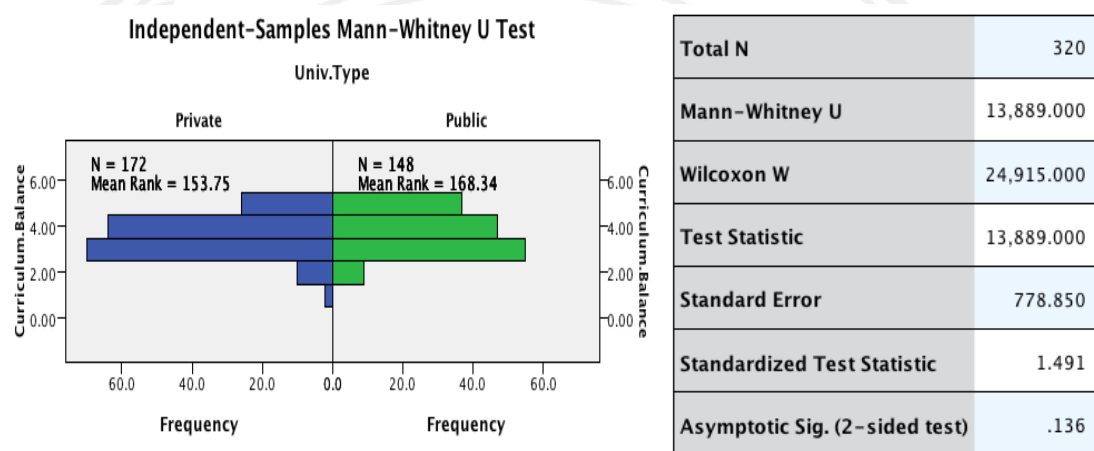


Figure 4.30 Curriculum Balance

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.491}{\sqrt{320}} = 0.083$$

This result shows that there is a small effect in this case.

Item 23: Inclusion on the 21st Century skills and competencies in Teaching and Learning, and Evaluation

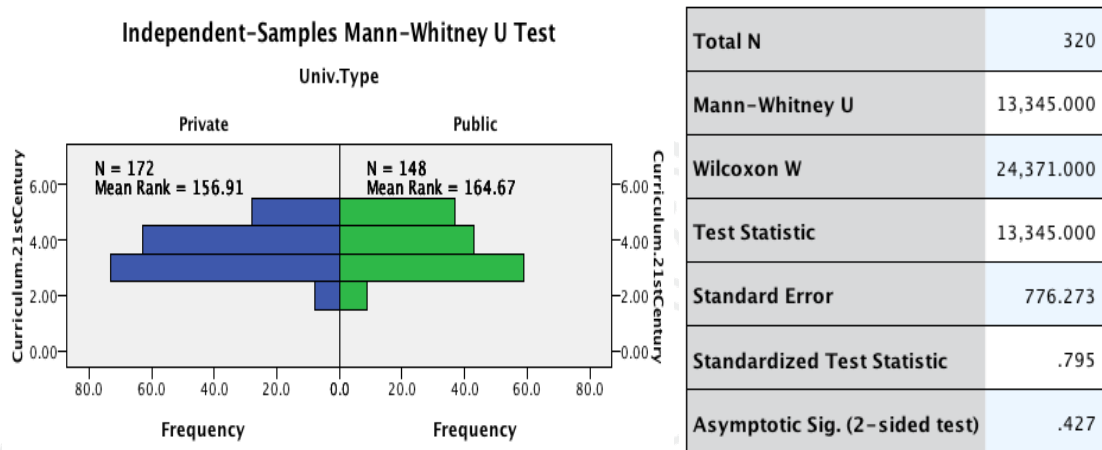


Figure 4.31 Curriculum 21st Century

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,345$, $p=0.427$) between the evaluation of the level of cooperation among institutions and related organisations from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.795}{\sqrt{320}} = 0.044$$

This result shows that there is a small effect in this case.

Item 24: Adequacy of the overall standards of the faculty for the provided educational level

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,036$, $p=0.367$) between the evaluation of the overall standards of the faculty in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05

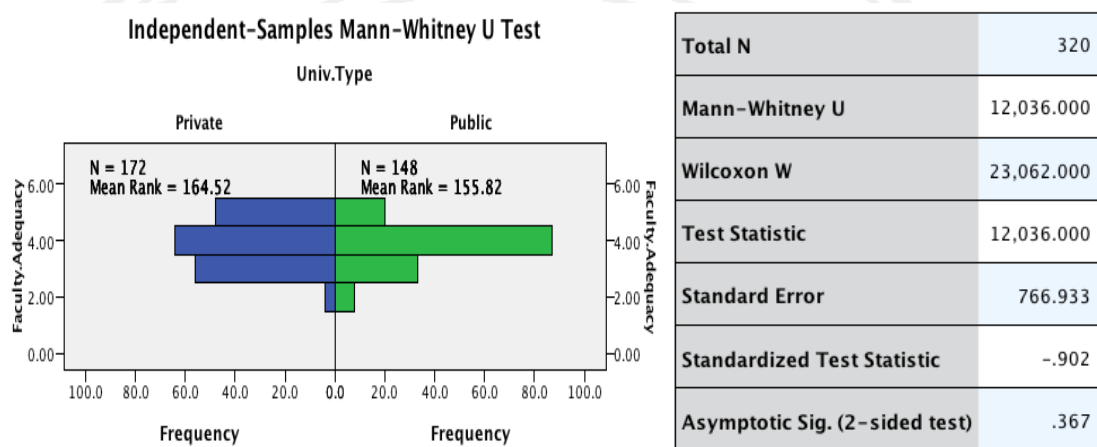


Figure 4.32 Faculty Adequacy

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.902}{\sqrt{320}} = 0.050$$

This result shows that there is a small effect in this case.

Item 25: Balance between the industry experience and the academic expertise of the faculty

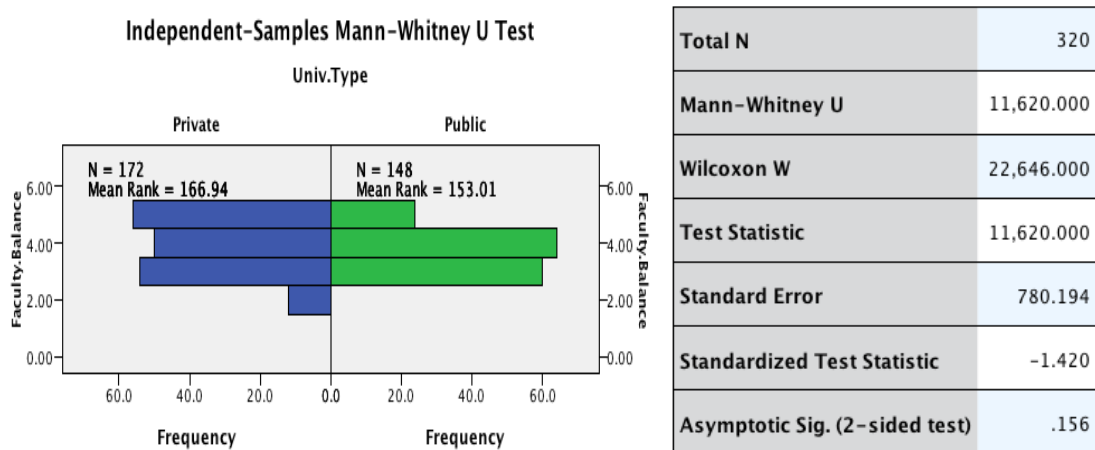


Figure 4.33 Faculty Balance

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,620$, $p=0.156$) between the evaluation of the balance between industry and academic experience of the faculty in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.420}{\sqrt{320}} = 0.079$$

This result shows that there is a small effect in this case.

Item 26: Adaptation of teaching styles, tools and contents to the new trends and technologies by faculty members

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,109$, $p=0.427$) between the evaluation of the adaptation of new trends and technologies by the faculty in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

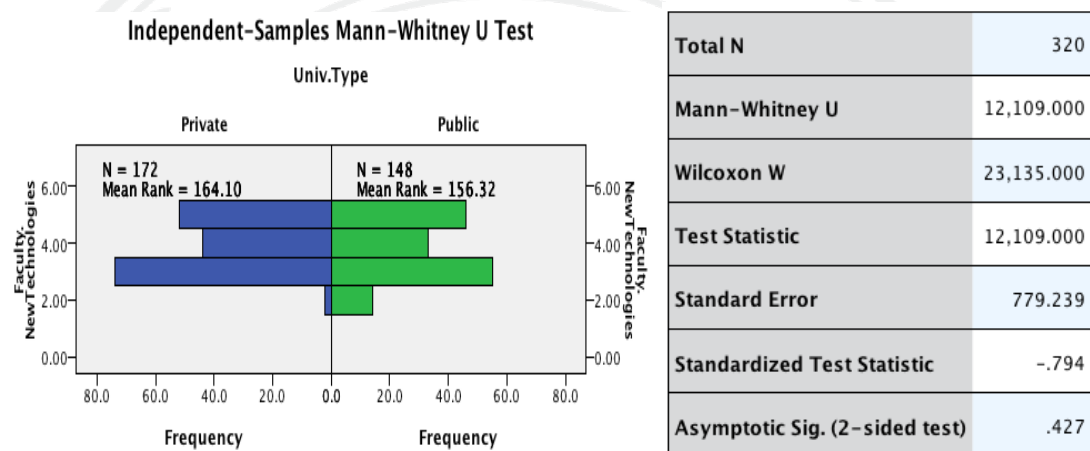


Figure 4.34 Faculty New Technologies

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.794}{\sqrt{320}} = 0.044$$

This result shows that there is a small effect in this case.

Item 27: Existence of a clear and understandable management system of the institutions

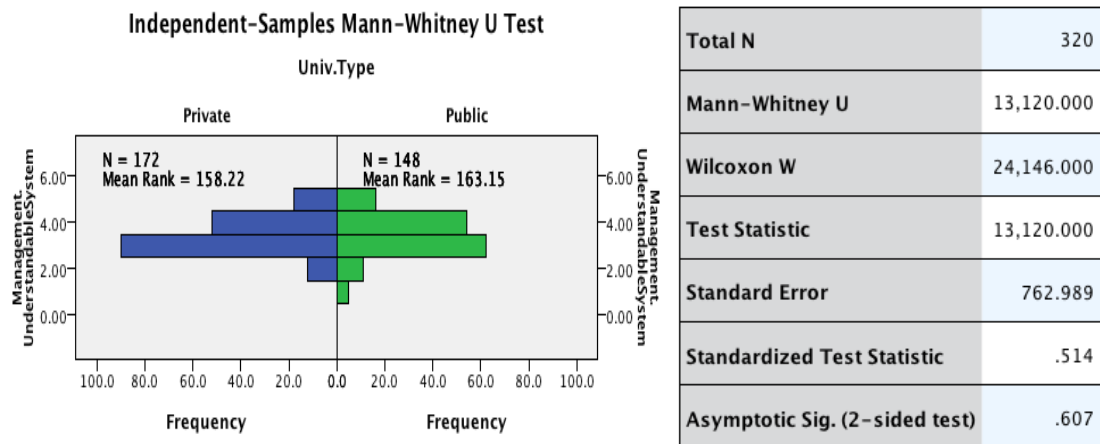


Figure 4.35 Management Understandable System

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,120$, $p=0.607$) between the evaluation of the clarity of the management system in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.514}{\sqrt{320}} = 0.029$$

This result shows that there is a small effect in this case.

Item 28: Focus by the management on covering the needs of students, faculty, government and other stakeholders

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,237$, $p=0.050$) between the evaluation of the coverage of the needs of all parties by the management in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is equal to 0.05 (not below the significance level).

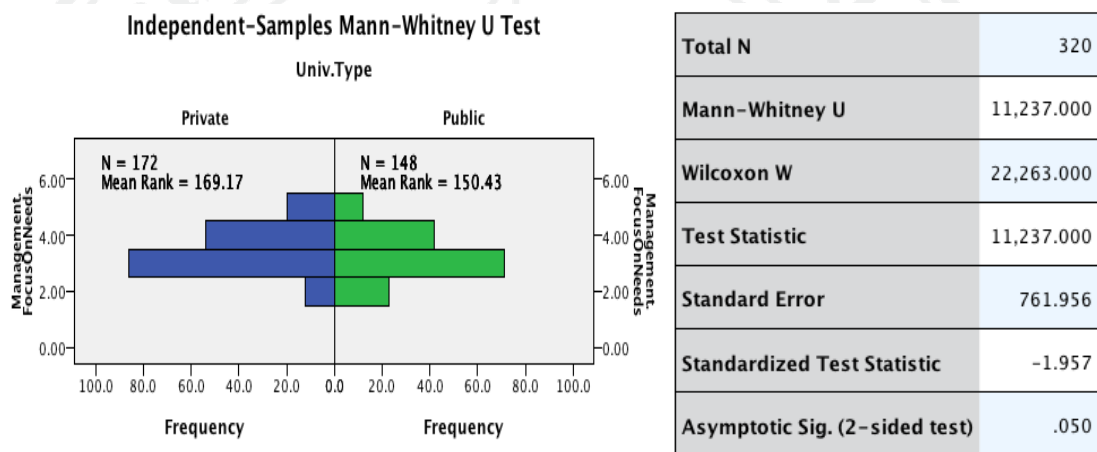


Figure 4.36 Management Focus on Needs

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.957}{\sqrt{320}} = 0.109$$

This result shows that there is a small effect in this case.

Item 29: Inclusion of people with broad knowledge on the academic sector and the tourism and hospitality industry as members of the management

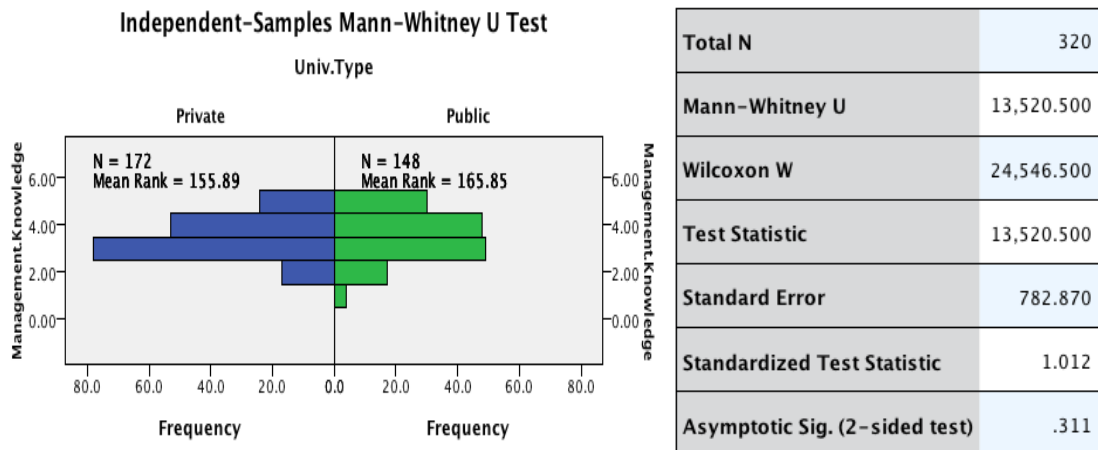


Figure 4.37 Management Knowledge

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,520.5$, $p=0.311$) between the evaluation of the knowledge of the management in terms of academy and industry in the abovementioned programmes from the perspective of private universities to the public universities view, since the p-value is equal to 0.05 (not below the significance level).

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.012}{\sqrt{320}} = 0.057$$

This result shows that there is a small effect in this case.

4.1.3.2 Inferential Analysis: Language of the Programme

(English vs. Thai)

Item 1: Availability of international undergraduate programmes in tourism and hospitality in Thailand

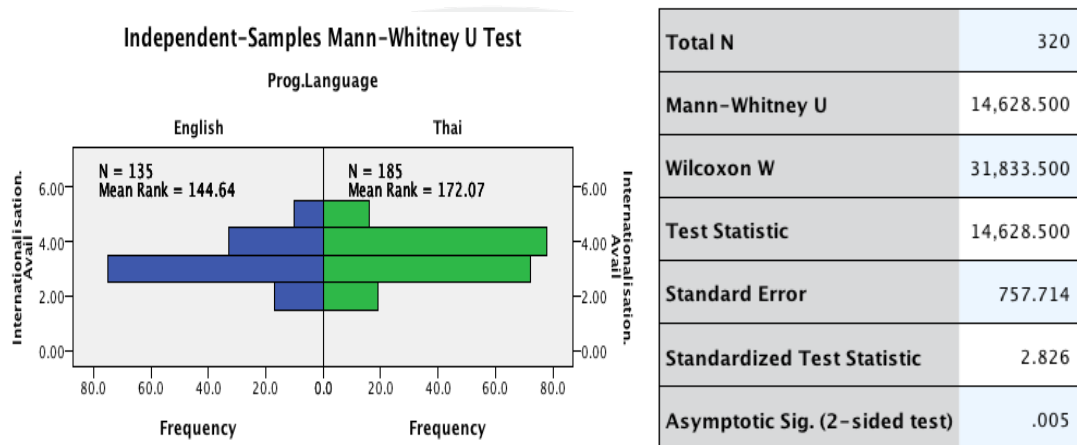


Figure 4.38 Internationalisation Availability

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,628.5$, $p=0.005$) between the evaluation of the availability of international programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.826}{\sqrt{320}} = 0.158$$

This result shows that there is a small effect in this case.

Item 2: Level of internationalisation of the abovementioned programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,812.5$, $p=0.002$) between the evaluation of the level of internationalisation in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

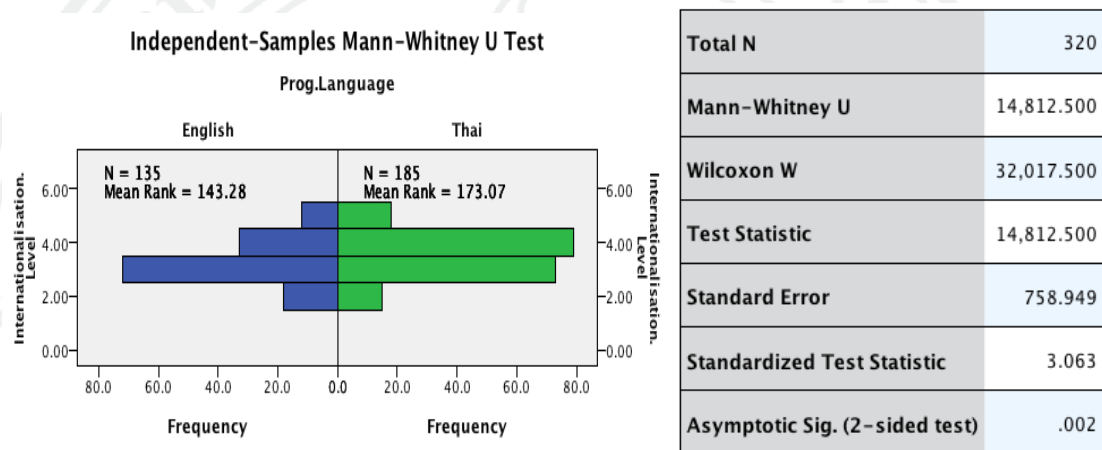


Figure 4.39 Internationalisation Level

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{3.063}{\sqrt{320}} = 0.171$$

This result shows that there is a small effect in this case.

Item 3: Promotion and evaluation of teamwork activities in these programmes

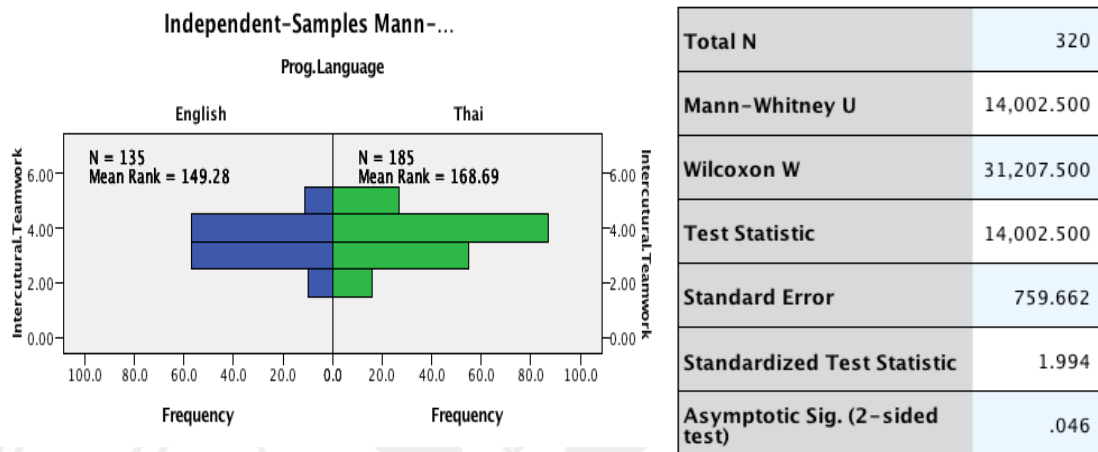


Figure 4.40 Intercultural Teamwork

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,002.5$, $p=0.046$) between the evaluation of teamwork activities in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.994}{\sqrt{320}} = 0.111$$

This result shows that there is a small effect in this case.

Item 4: Promotion and evaluation of cultural exchanges in these programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,209.5$, $p=0.025$) between the evaluation of the focus on cultural exchanges in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

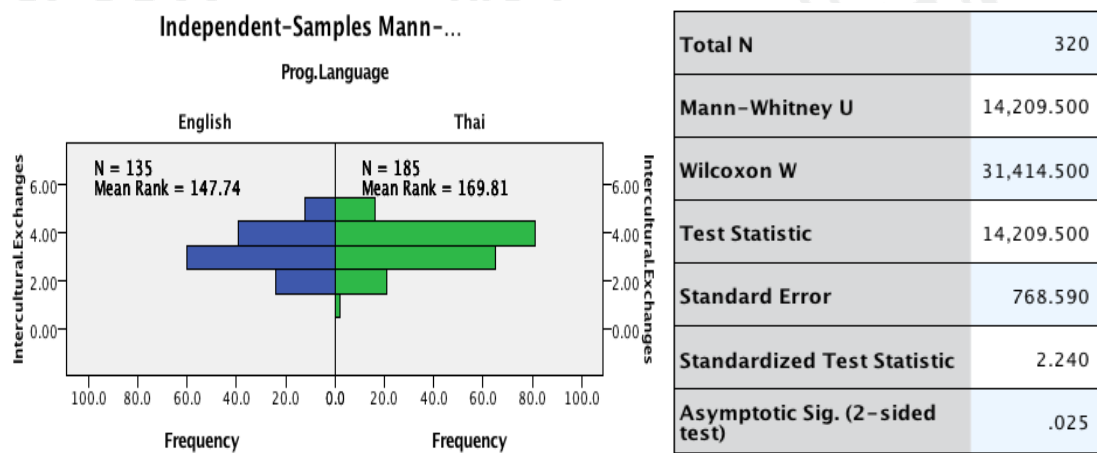


Figure 4.41 Intercultural Exchanges

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.240}{\sqrt{320}} = 0.125$$

This result shows that there is a small effect in this case.

Item 5: Offer of relevant language courses in these programmes

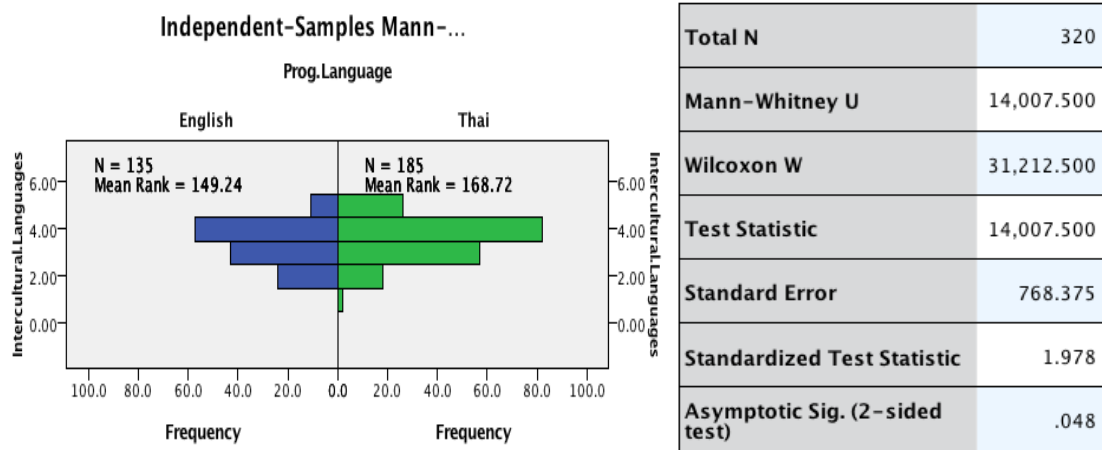


Figure 4.42 Intercultural Languages

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,007.5$, $p=0.048$) between the evaluation of the offer of language courses in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.978}{\sqrt{320}} = 0.111$$

This result shows that there is a small effect in this case.

Item 6: Offer of courses/case studies/ activities on sustainability in these programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,565$, $p=0.165$) between the evaluation of the focus on sustainability in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

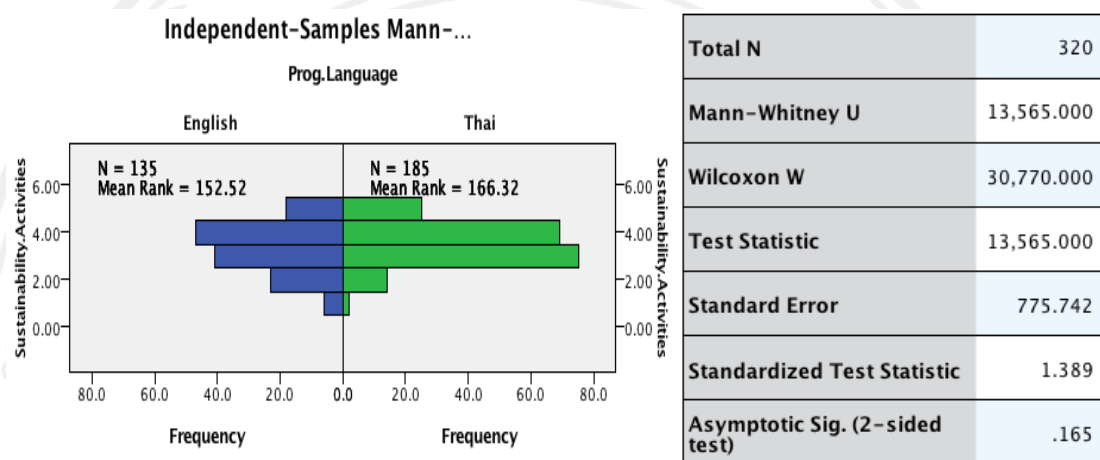


Figure 4.43 Sustainability Activities

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.389}{\sqrt{320}} = 0.078$$

This result shows that there is a small effect in this case.

Item 7: Encouragement to respect/protect/preserve/enhance cultural resources

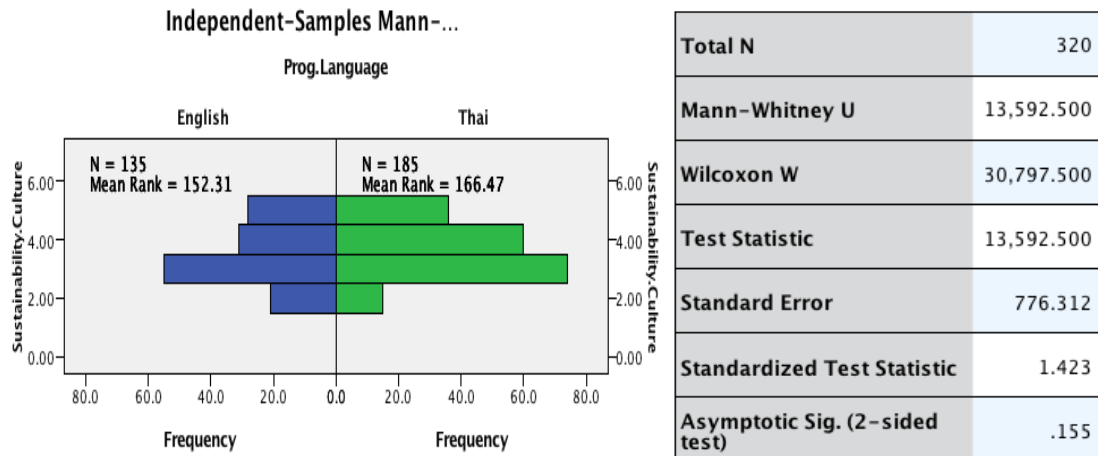


Figure 4.44 Sustainability Culture

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,592.5$, $p=0.155$) between the evaluation of the focus on cultural resources in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.423}{\sqrt{320}} = 0.080$$

This result shows that there is a small effect in this case.

Item 8: Implementation of projects, researches, volunteering activities to benefit local regions and communities

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,050$, $p=0.043$) between the evaluation of the focus on local regions and communities in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

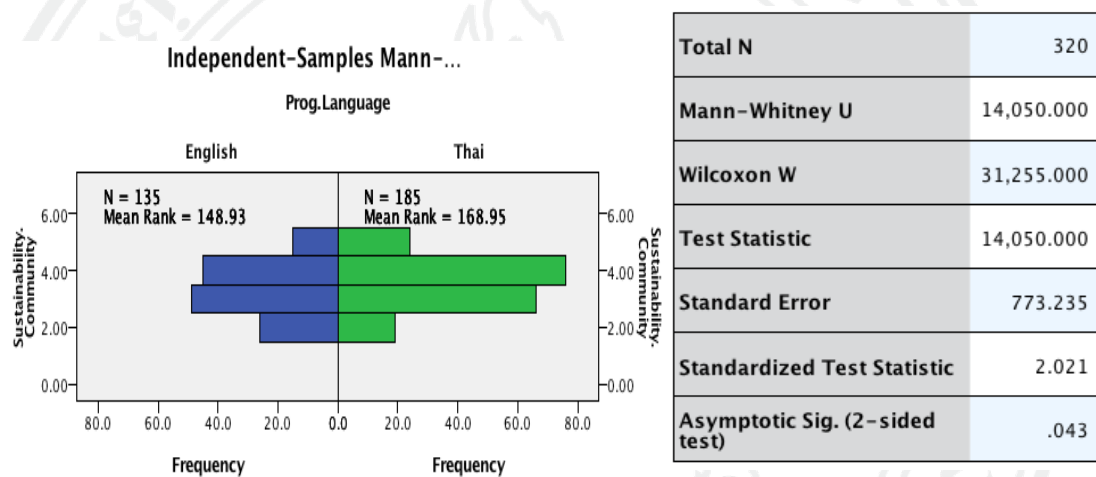


Figure 4.45 Sustainability Community

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.021}{\sqrt{320}} = 0.113$$

This result shows that there is a small effect in this case.

Item 9: Offer of clear information about programme objectives and systems of control

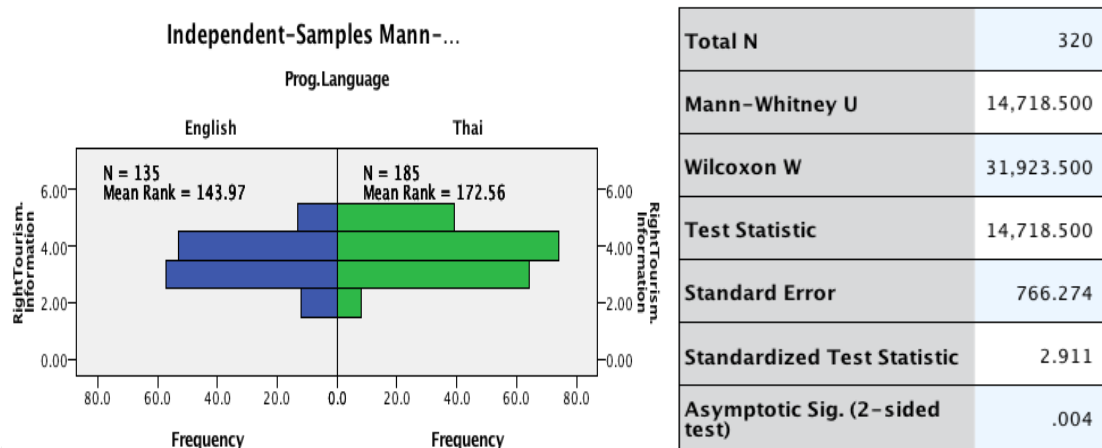


Figure 4.46 Right Tourism Information

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,718.5$, $p=0.004$) between the evaluation of the clarity of information on objectives and control systems in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.911}{\sqrt{320}} = 0.163$$

This result shows that there is a small effect in this case.

Item 10: Institutions act as "role models" within the tourism and hospitality industry

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,439$, $p=0.012$) between the evaluation of the institutions acting as role models in the industry from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

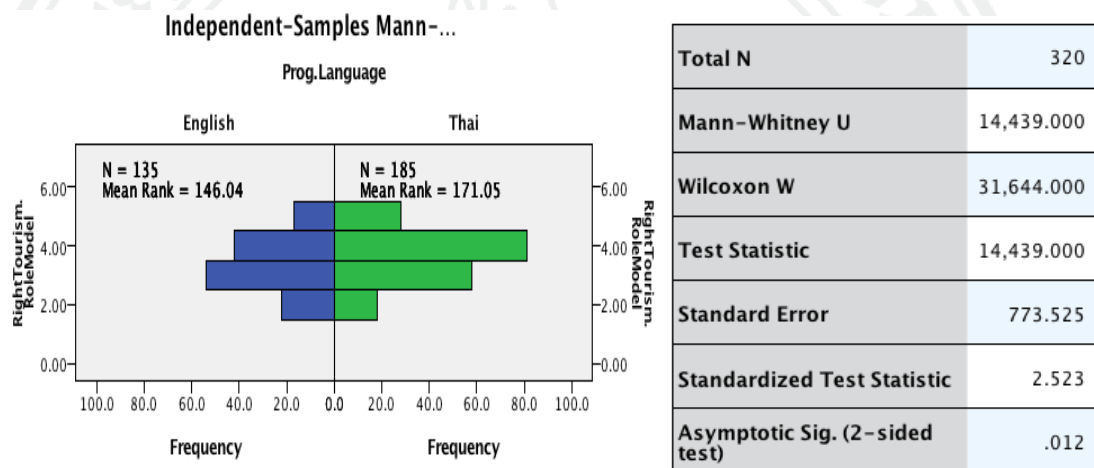


Figure 4.47 Right Tourism Role Model

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.523}{\sqrt{320}} = 0.141$$

This result shows that there is a small effect in this case.

Item 11: Level of pro-diversity and no-discrimination encouraged in these programmes

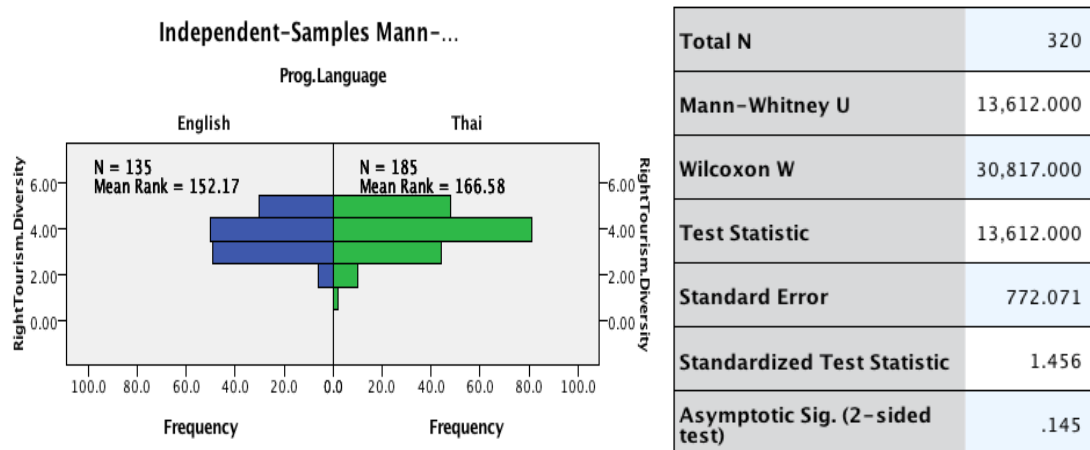


Figure 4.48 Right Tourism Diversity

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,612$, $p=0.145$) between the evaluation of the focus on pro-diversity and no-discrimination in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.456}{\sqrt{320}} = 0.081$$

This result shows that there is a small effect in this case.

Item 12: Availability of forms of communication and access formalities on the programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,370.5$, $p=0.014$) between the evaluation of the availability of communication forms and access formalities in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

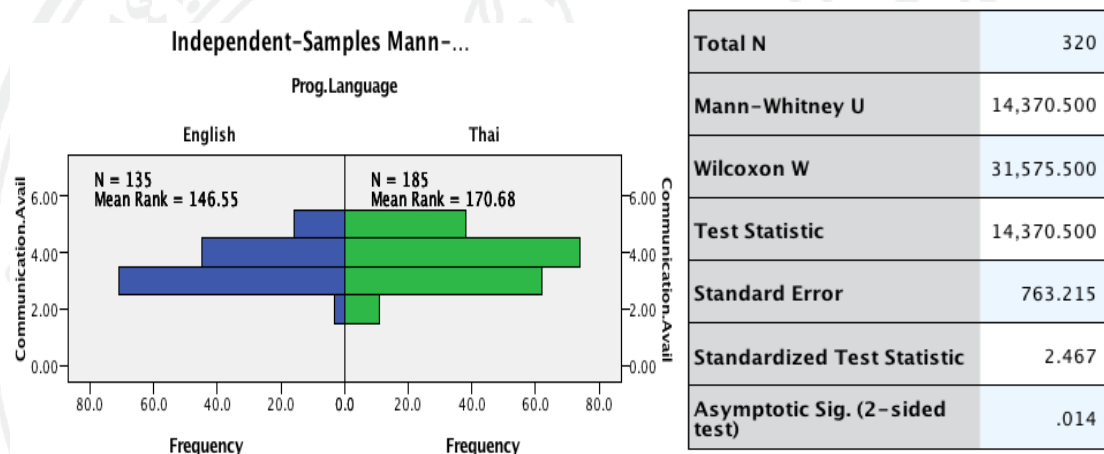


Figure 4.49 Communication Availability

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.467}{\sqrt{320}} = 0.138$$

This result shows that there is a small effect in this case.

Item 13: Clarity and accessibility of forms of communication and access formalities on the programmes

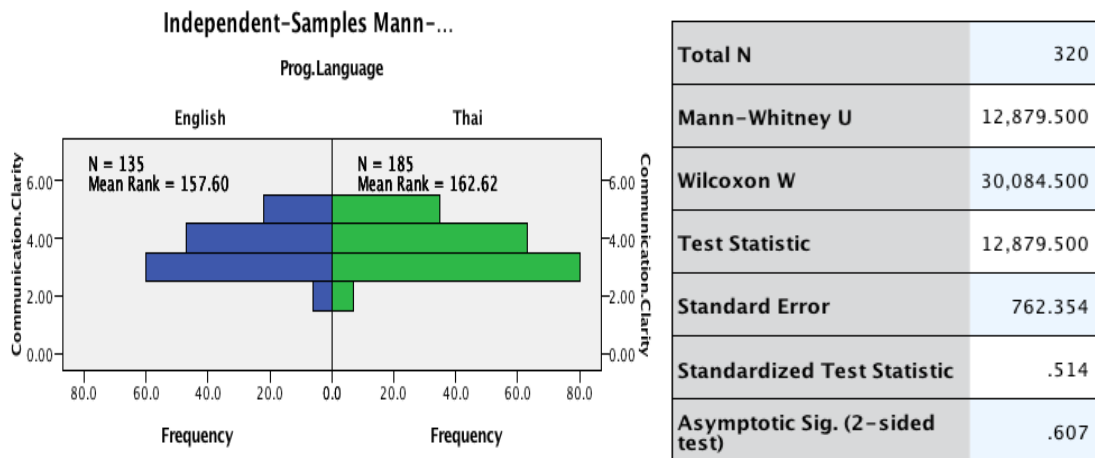


Figure 4.50 Communication Clarity

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,879.5$, $p=0.607$) between the evaluation of the clarity and accessibility of communication and access formalities in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.514}{\sqrt{320}} = 0.029$$

This result shows that there is a small effect in this case.

Item 14: Perceptions on the institutions educational jobs (faculty and staff) as respectable/dignified positions

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,633$, $p=0.846$) between the evaluation of the perceptions on the educational jobs as respectable/dignified positions in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05

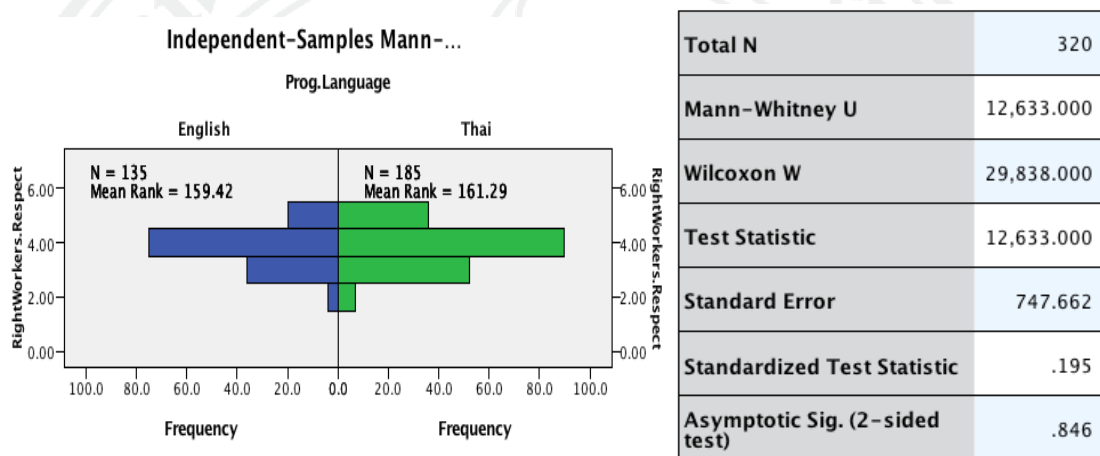


Figure 4.51 Right Workers Respect

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.195}{\sqrt{320}} = 0.011$$

This result shows that there is a small effect in this case.

Item 15: Perceptions on the institutions' educational jobs (faculty and staff) as well-remunerated positions

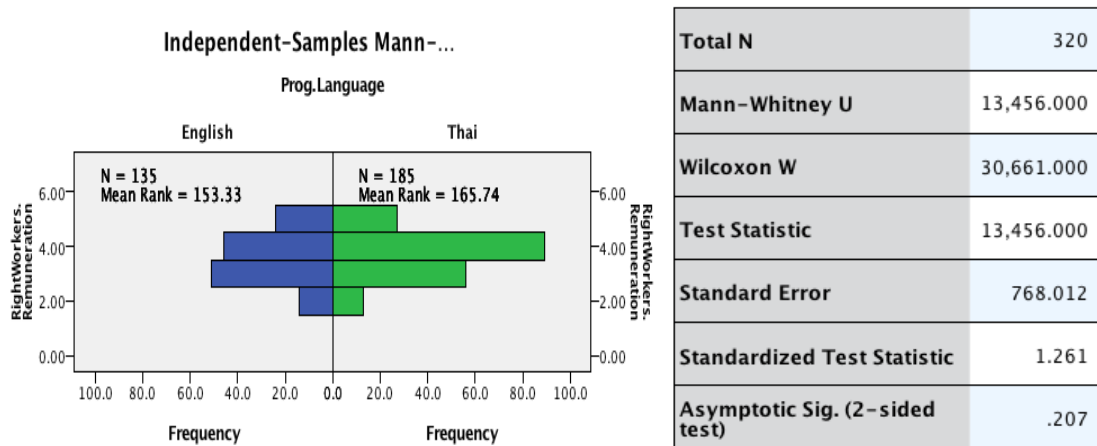


Figure 4.52 Right Workers Remuneration

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,456$, $p=0.207$) between the evaluation of the perceptions on the educational jobs as well-remunerated positions in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.261}{\sqrt{320}} = 0.070$$

This result shows that there is a small effect in this case.

Item 16: Inclusion and implementation of ethical principles in the institutions' philosophy and procedures

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,624.5$, $p=0.141$) between the evaluation of the focus on ethical principles in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

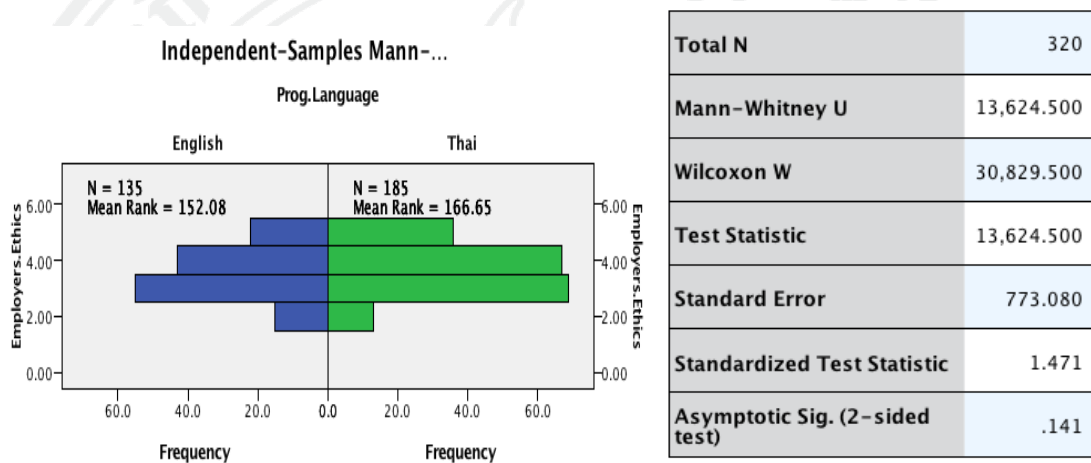


Figure 4.53 Employers Ethics

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.471}{\sqrt{320}} = 0.082$$

This result shows that there is a small effect in this case.

Item 17: Level of cooperation among institutions and public/private related organisations

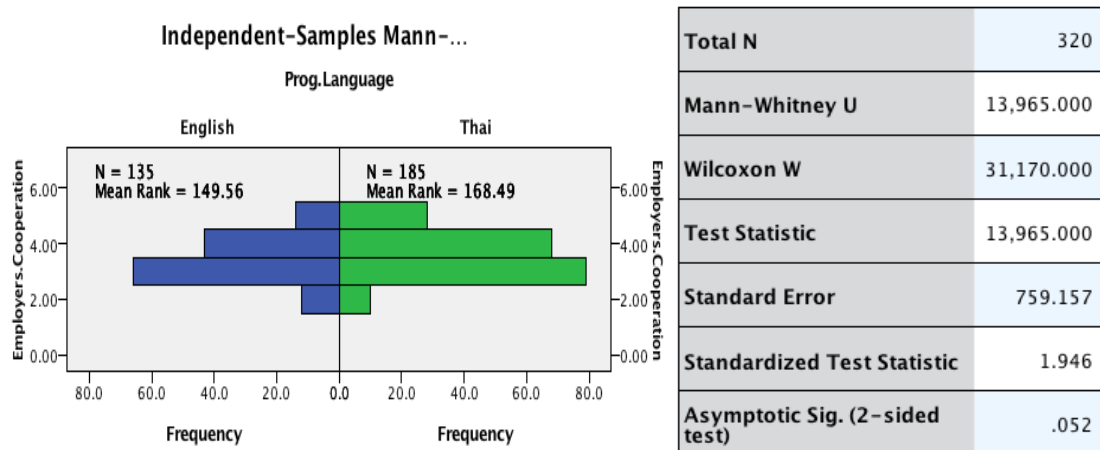


Figure 4.54 Employers Cooperation

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,965$, $p=0.052$) between the evaluation of the cooperation with external organisations in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05 (slightly higher in this case).

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.946}{\sqrt{320}} = 0.109$$

This result shows that there is a small effect in this case.

Item 18: Level of preparation of students graduating from these programmes (in terms of knowledge)

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,170$, $p=0.027$) between the evaluation of the level of the students in terms of knowledge in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

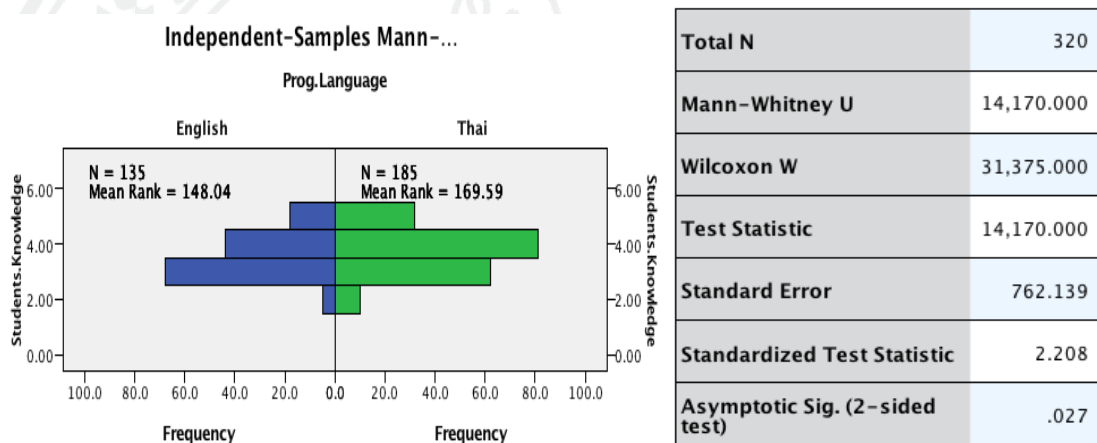


Figure 4.55 Students Knowledge

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.208}{\sqrt{320}} = 0.123$$

This result shows that there is a small effect in this case.

Item 19: Level of preparation of students graduating from these programmes (in terms of practical skills)

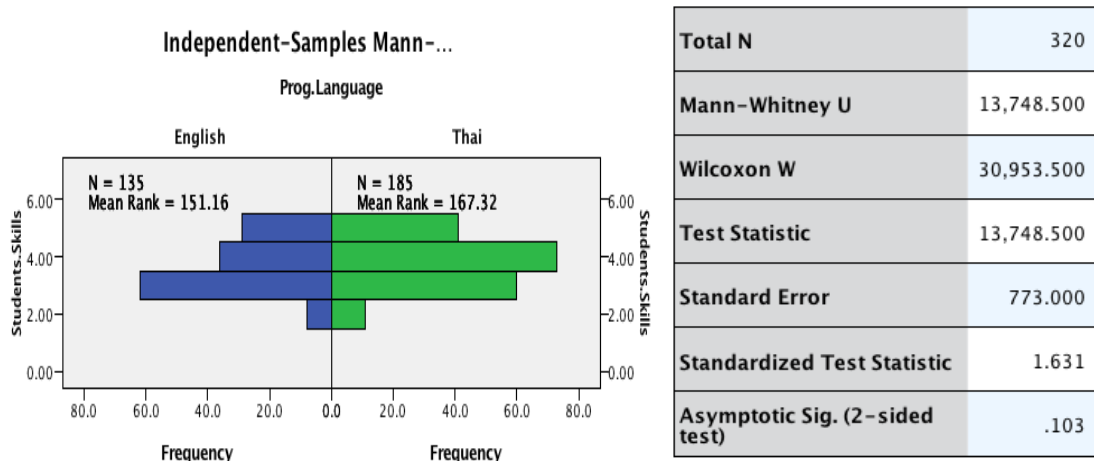


Figure 4.56 Students Skills

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,748.5$, $p=0.103$) between the evaluation of the level of the students in terms of practical skills in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.631}{\sqrt{320}} = 0.091$$

This result shows that there is a small effect in this case.

Item 20: Offer of industry related jobs after graduating, without the need of supplementary training or further formal education

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,335$, $p=0.276$) between the evaluation of the offer of jobs without additional training or education from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

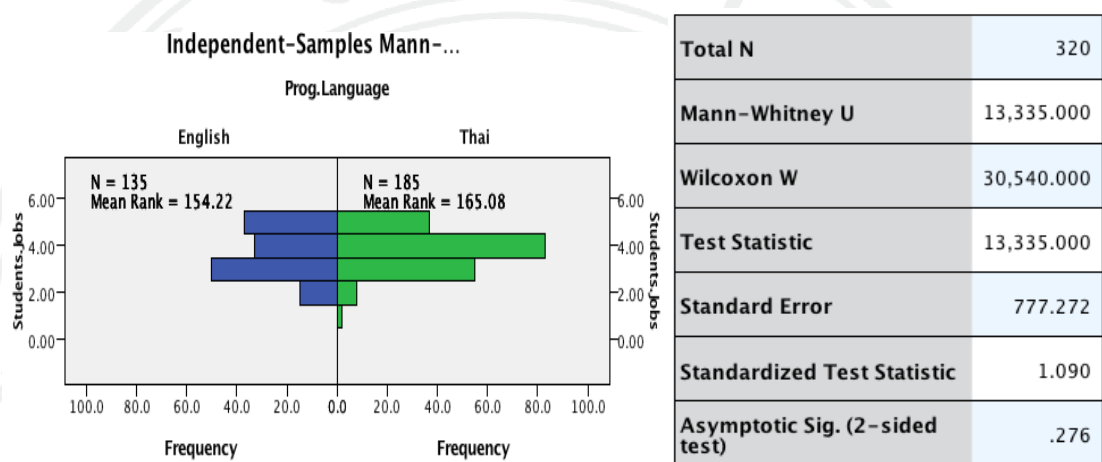


Figure 4.57 Students Jobs

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.090}{\sqrt{320}} = 0.061$$

This result shows that there is a small effect in this case.

Item 21: Alignment of the curriculum with the specific characteristics of the tourism and hospitality industry in Thailand

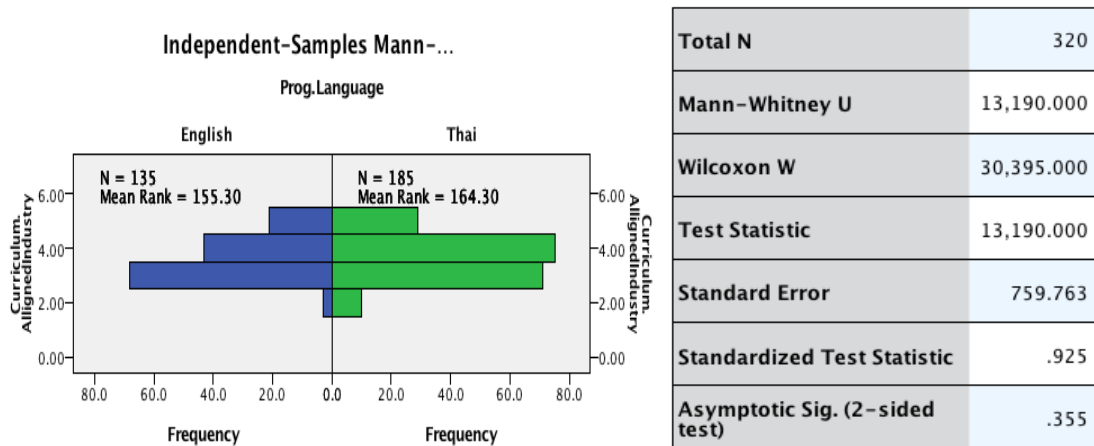


Figure 4.58 Curriculum Aligned Industry

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,190$, $p=0.355$) between the evaluation of the alignment of the curriculum with the industry in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.925}{\sqrt{320}} = 0.052$$

This result shows that there is a small effect in this case.

Item 22: Balance between theoretical knowledge, industry's trends and patterns, and practical skills in the curriculum

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,645$, $p=0.838$) between the evaluation of the balance between knowledge, trends and practical skills in the curriculum in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

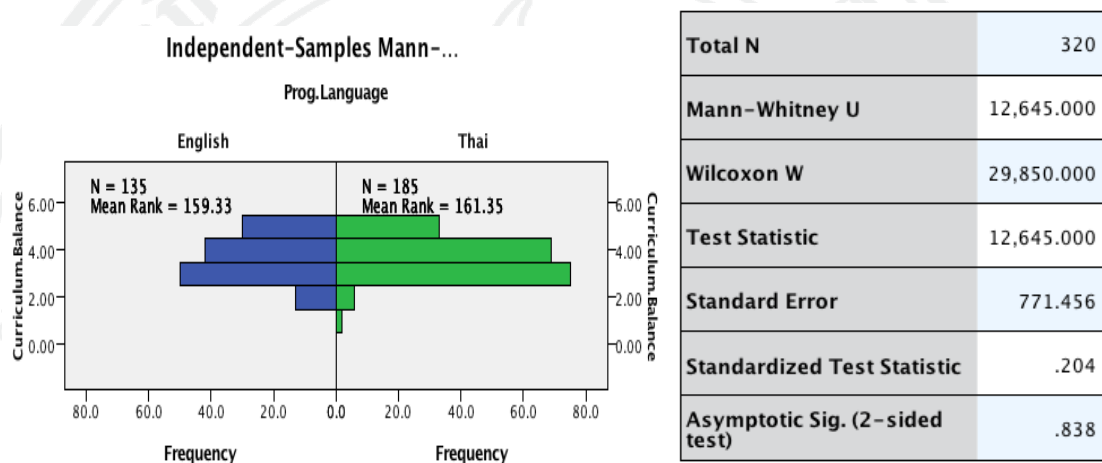


Figure 4.59 Curriculum Balance

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.204}{\sqrt{320}} = 0.012$$

This result shows that there is a small effect in this case.

Item 23: Inclusion on the 21st Century skills and competencies in Teaching and Learning, and Evaluation

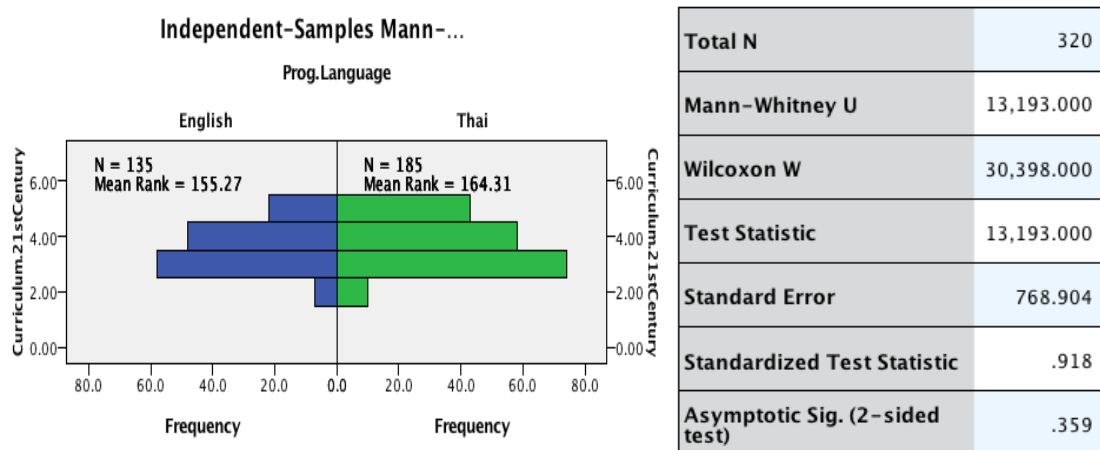


Figure 4.60 Curriculum 21st Century

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,193$, $p=0.359$) between the evaluation of the inclusion of 21st Century skills in the curriculum in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.918}{\sqrt{320}} = 0.051$$

This result shows that there is a small effect in this case.

Item 24: Adequacy of the overall standards of the faculty for the provided educational level

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,082.5$, $p=0.433$) between the evaluation of the overall adequacy of the faculty members in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

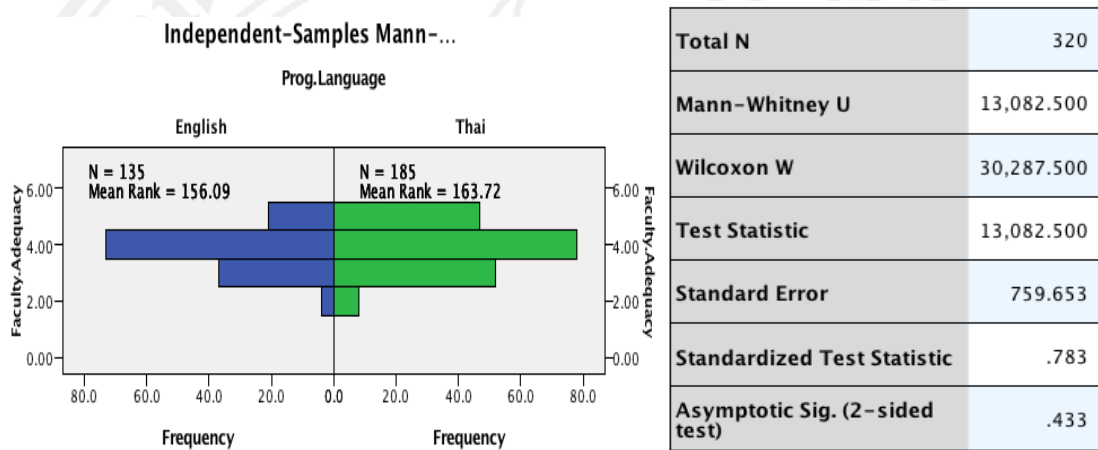


Figure 4.61 Faculty Adequacy

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.783}{\sqrt{320}} = 0.044$$

This result shows that there is a small effect in this case.

Item 25: Balance between the industry experience and the academic expertise of the faculty

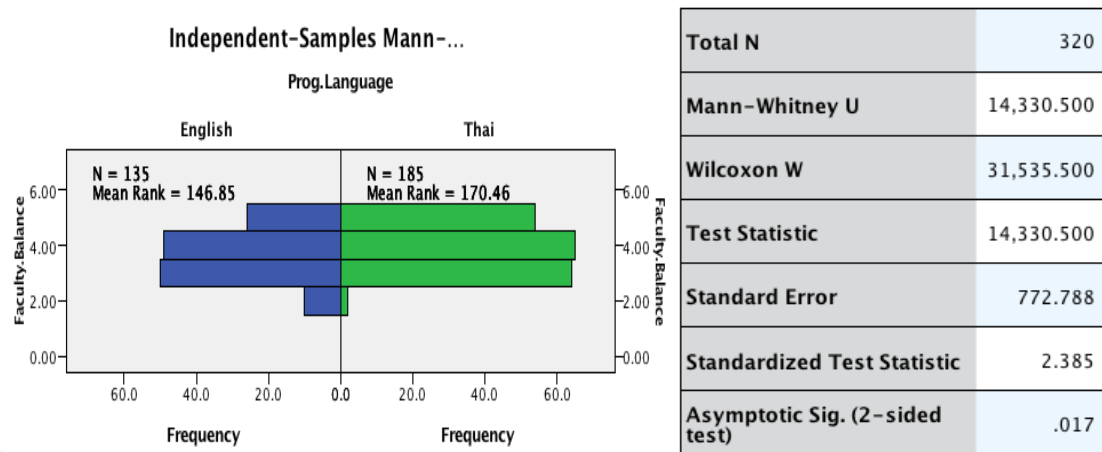


Figure 4.62 Faculty Balance

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,330.5$, $p=0.017$) between the evaluation of the balance between industry and academic experience of the faculty in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.385}{\sqrt{320}} = 0.133$$

This result shows that there is a small effect in this case.

Item 26: Adaptation of teaching styles, tools and contents to the new trends and technologies by faculty members

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,455$, $p=0.011$) between the evaluation of the adaptation of new trends and technologies by faculty members in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

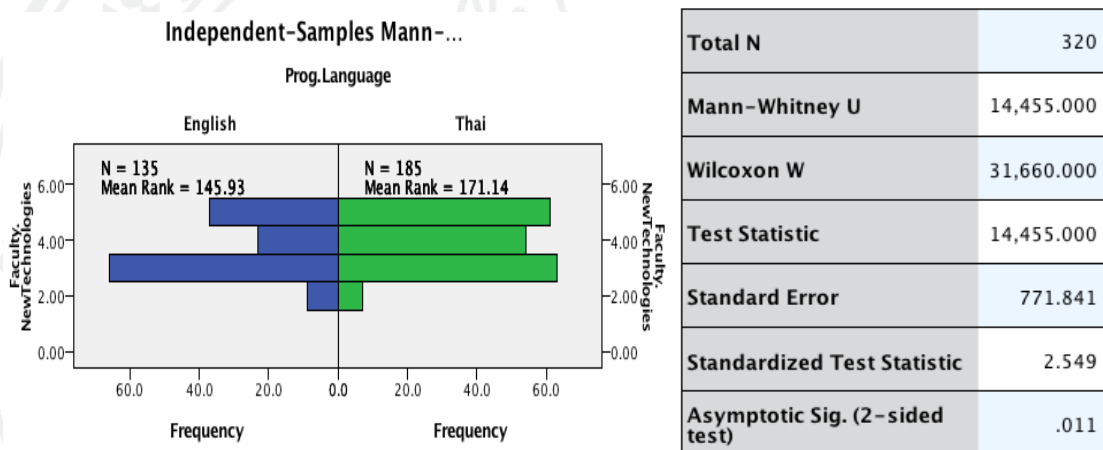


Figure 4.63 Faculty New Technologies

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.549}{\sqrt{320}} = 0.142$$

This result shows that there is a small effect in this case.

Item 27: Existence of a clear and understandable management system of the institutions

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,557.5$, $p=0.157$) between the evaluation of the clarity and understanding of the management system in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

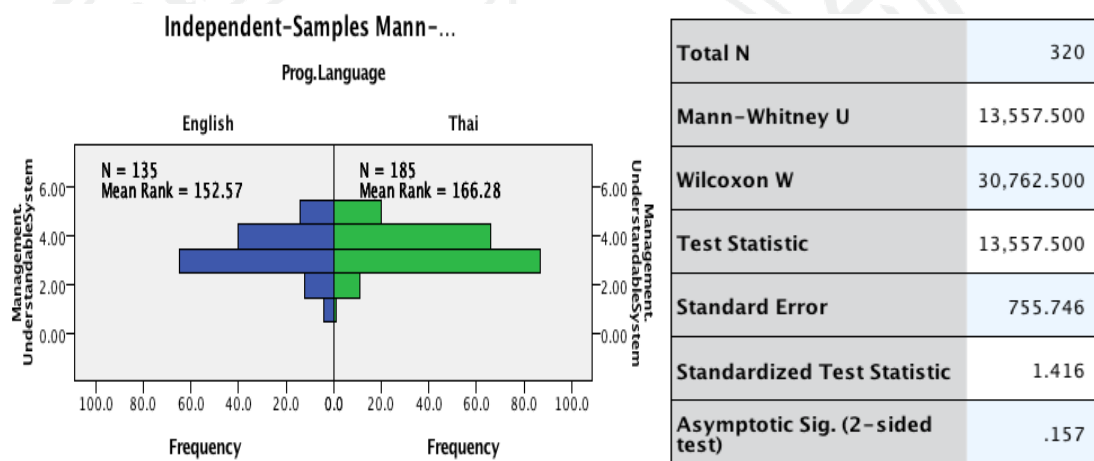


Figure 4.64 Management Understandable System

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.416}{\sqrt{320}} = 0.079$$

This result shows that there is a small effect in this case.

Item 28: Focus by the management on covering the needs of students, faculty, government and other stakeholders

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=14,223$, $p=0.021$) between the evaluation of the focus of the management on covering the needs of all parties in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in Thai-speaking programmes.

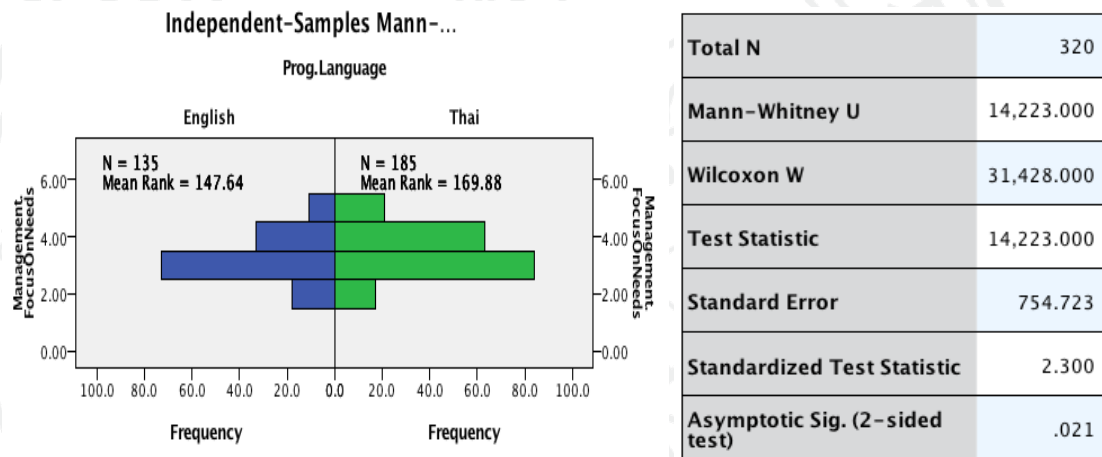


Figure 4.65 Management Focus on Needs

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.300}{\sqrt{320}} = 0.129$$

This result shows that there is a small effect in this case.

Item 29: Inclusion of people with broad knowledge on the academic sector and the tourism and hospitality industry as members of the management

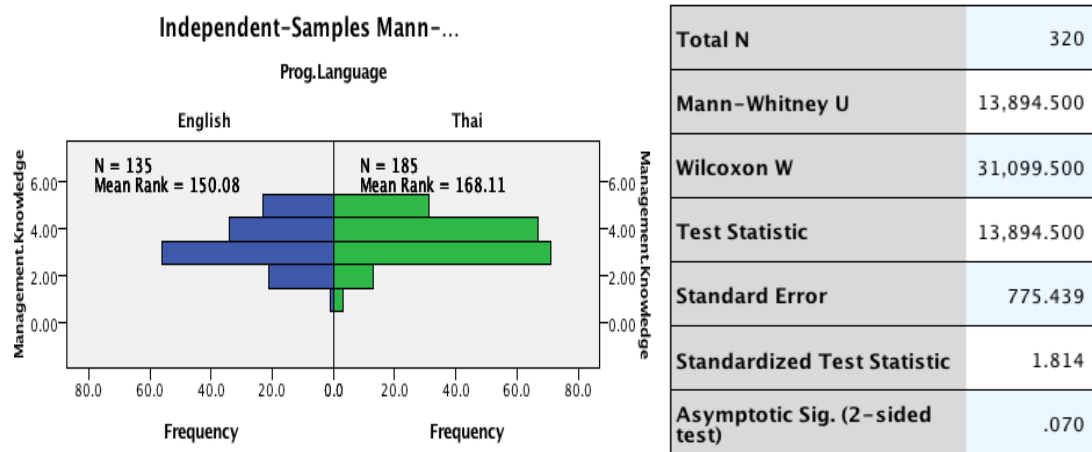


Figure 4.66 Management Knowledge

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,894.5$, $p=0.070$) between the evaluation of the knowledge of the management in terms of academy and industry in the abovementioned programmes from the perspective of members of English-speaking programmes to the Thai-speaking programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.814}{\sqrt{320}} = 0.101$$

This result shows that there is a small effect in this case.

4.1.3.3 Inferential analysis: Orientation of the Programme

(Business-oriented vs. Practical-oriented)

Item 1: Availability of international undergraduate programmes in tourism and hospitality in Thailand

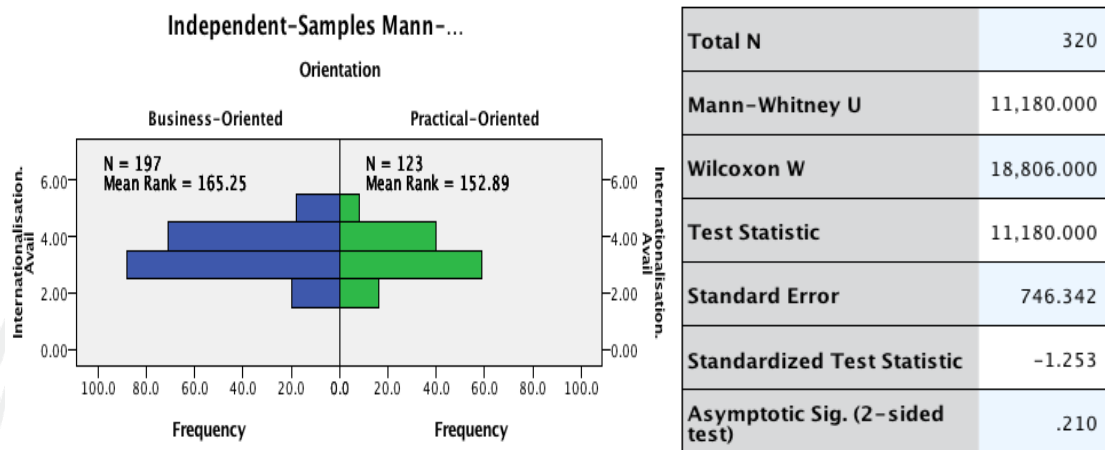


Figure 4.67 Internationalistion Availability

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,180$, $p=0.210$) between the evaluation of the availability of international undergraduate programmes in Thailand from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.253}{\sqrt{320}} = 0.070$$

This result shows that there is a small effect in this case.

Item 2: Level of internationalisation of the abovementioned programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=10,582$, $p=0.040$) between the evaluation of the focus of the level of internationalisation in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in business-oriented programmes.

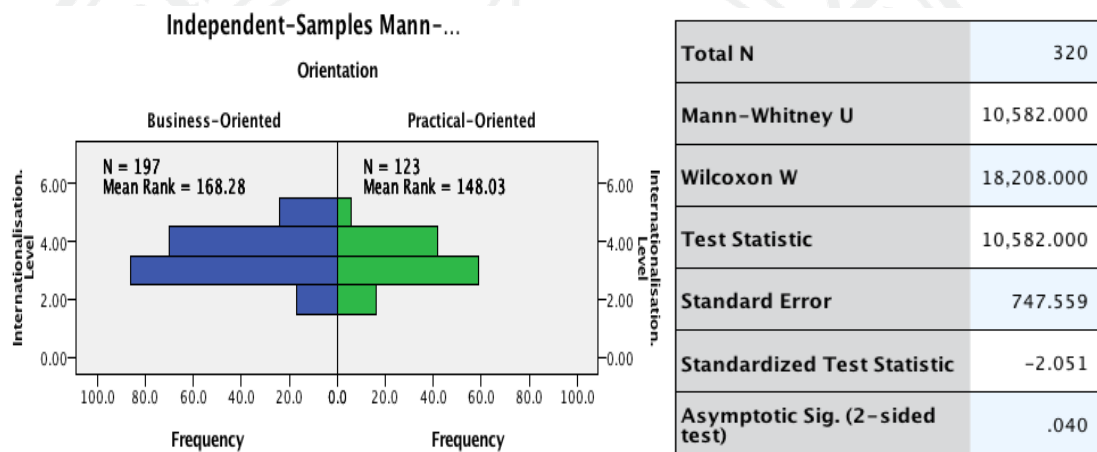


Figure 4.68 Internationalisation Level

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.051}{\sqrt{320}} = 0.115$$

This result shows that there is a small effect in this case.

Item 3: Promotion and evaluation of teamwork activities in these programmes

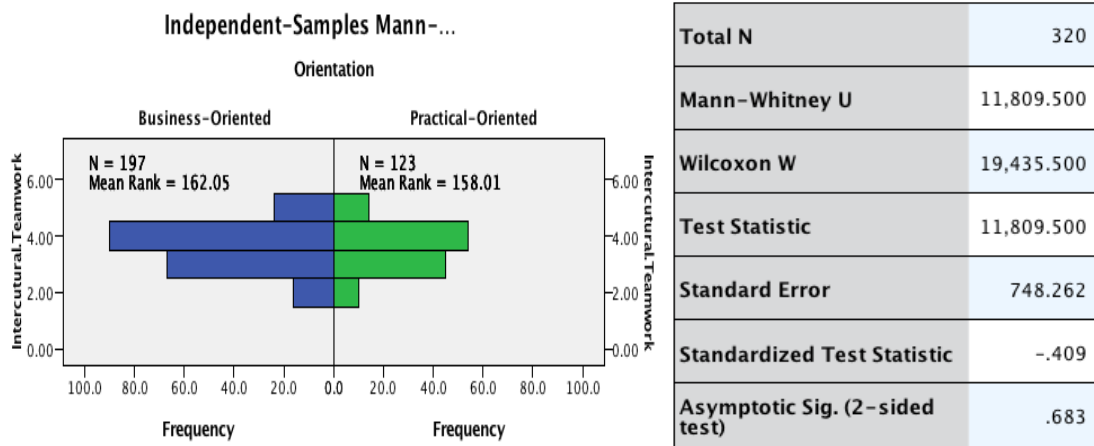


Figure 4.69 Intercultural Teamwork

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,809.5$, $p=0.683$) between the evaluation of teamwork activities in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.409}{\sqrt{320}} = 0.023$$

This result shows that there is a small effect in this case.

Item 4: Promotion and evaluation of cultural exchanges in these programmes

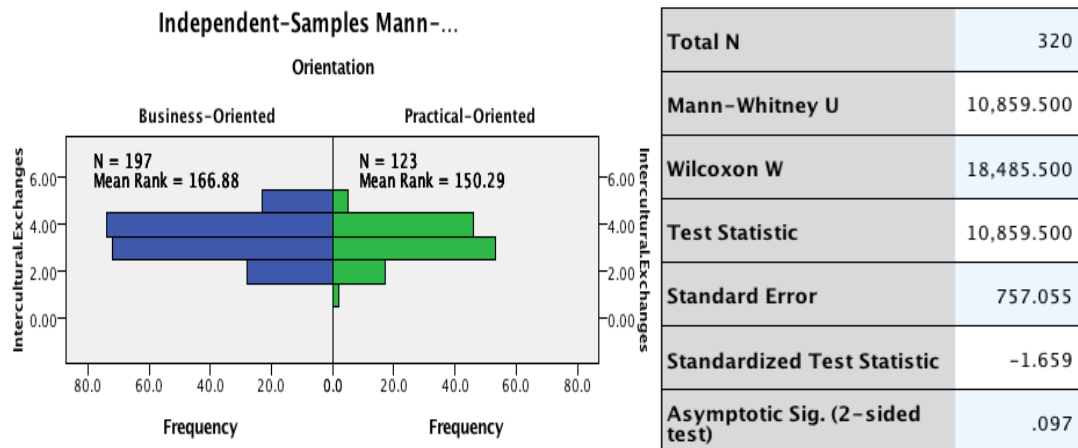


Figure 4.70 Intercultural Exchanges

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=10,859.5$, $p=0.097$) between the evaluation of the cultural exchanges in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.659}{\sqrt{320}} = 0.093$$

This result shows that there is a small effect in this case.

Item 5: Offer of relevant language courses in these programmes

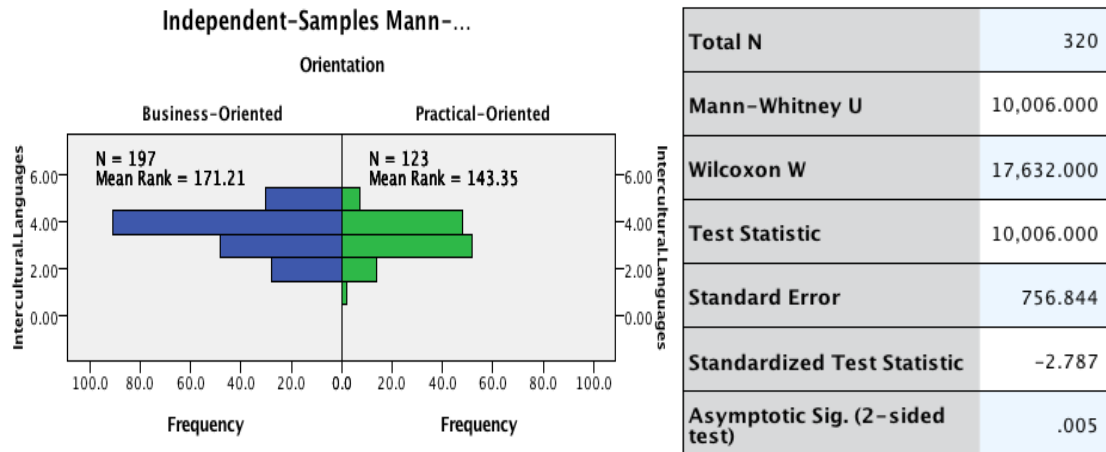


Figure 4.71 Intercultural Languages

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=10,006$, $p=0.005$) between the evaluation of the offer of language courses in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in business-oriented programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.787}{\sqrt{320}} = 0.156$$

This result shows that there is a small effect in this case.

Item 6: Offer of courses/case studies/ activities on sustainability in these programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,827$, $p=0.706$) between the evaluation of the focus on sustainability in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

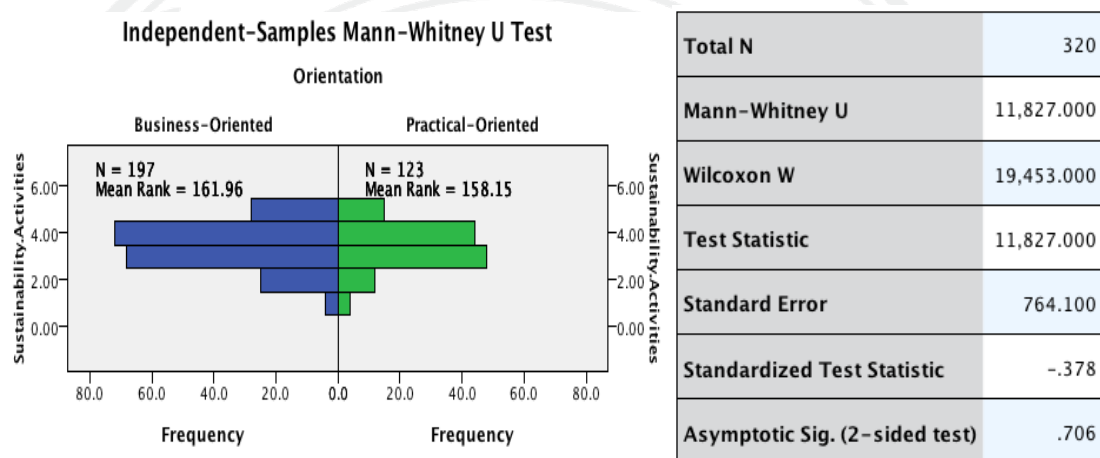


Figure 4.72 Sustainability Activities

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.378}{\sqrt{320}} = 0.021$$

This result shows that there is a small effect in this case.

Item 7: Encouragement to respect/protect/preserve/enhance cultural resources

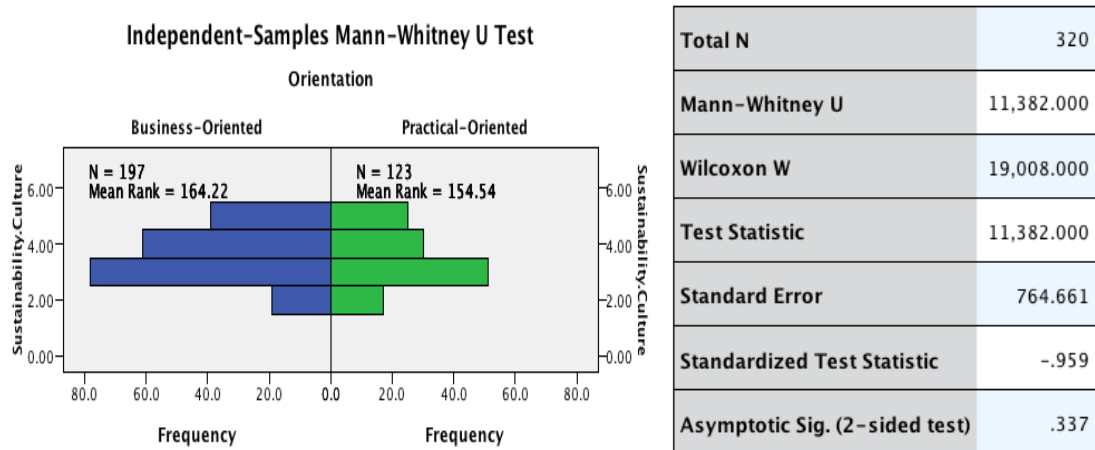


Figure 4.73 Sustainability Culture

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,382$, $p=0.337$) between the evaluation of the focus on cultural resources in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$Z = \frac{0.959}{\sqrt{n}} = \frac{0.959}{\sqrt{320}} = 0.054$$

This result shows that there is a small effect in this case.

Item 8: Implementation of projects, researches, volunteering activities to benefit local regions and communities

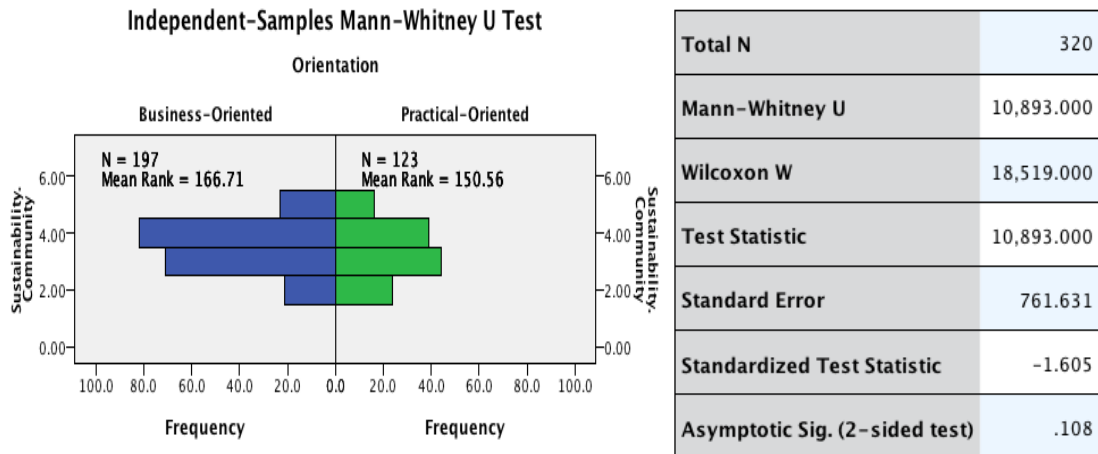


Figure 4.74 Sustainability Community

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=10,893$, $p=0.108$) between the evaluation of the focus on local regions and communities in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$Z = \frac{1.605}{\sqrt{320}} = 0.090$$

This result shows that there is a small effect in this case.

Item 9: Offer of clear information about programme objectives and systems of control

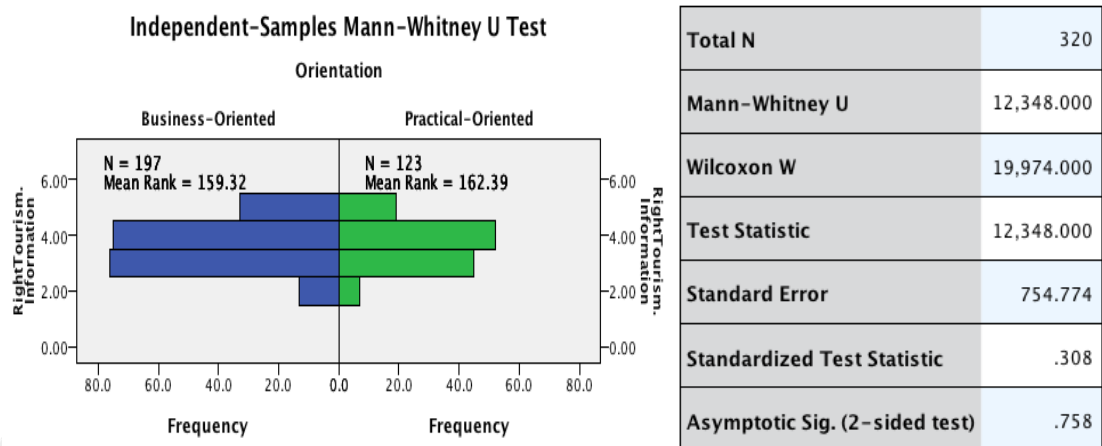


Figure 4.75 Right Tourism Information

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,348$, $p=0.758$) between the evaluation of the information on objectives and control systems in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.308}{\sqrt{320}} = 0.017$$

This result shows that there is a small effect in this case.

Item 10: Institutions act as "role models" within the tourism and hospitality industry

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,750$, $p=0.631$) between the evaluation of the institutions acting as role models within the industry from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

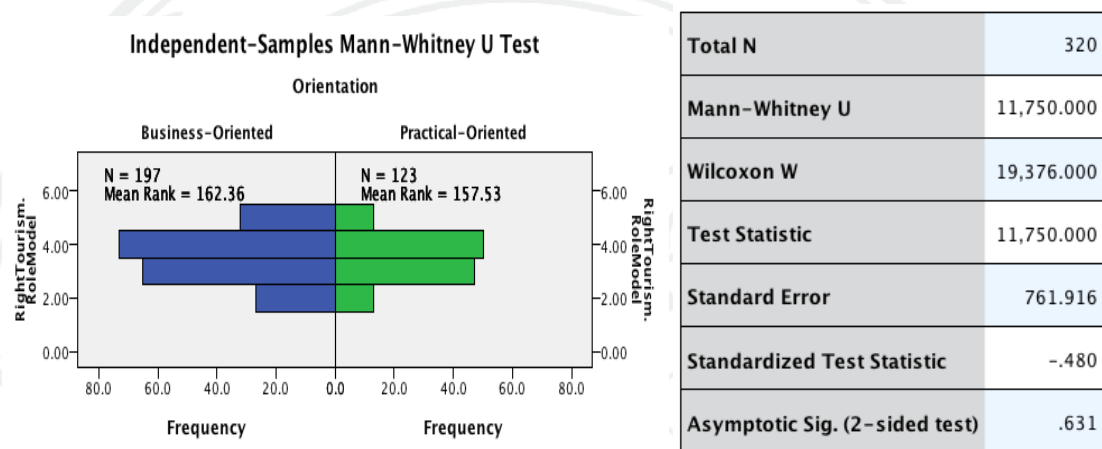


Figure 4.76 Right Tourism Role Model

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.480}{\sqrt{320}} = 0.027$$

This result shows that there is a small effect in this case.

Item 11: Level of pro-diversity and no-discrimination encouraged in these programmes

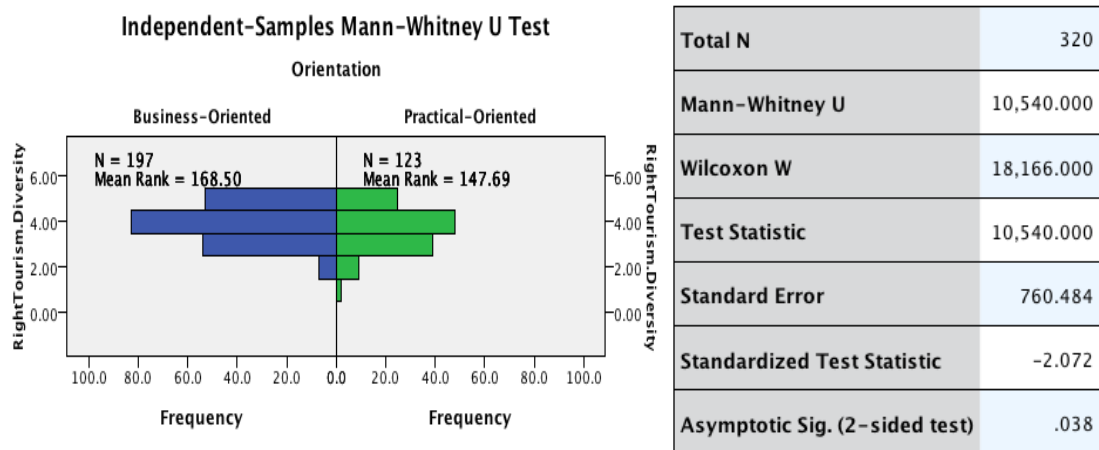


Figure 4.77 Right Tourism Diversity

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=10,540$, $p=0.038$) between the evaluation of the level of pro-diversity and no-discrimination in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in business-oriented programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{2.072}{\sqrt{320}} = 0.116$$

This result shows that there is a small effect in this case.

Item 12: Availability of forms of communication and access formalities on the programmes

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,220.5$, $p=0.889$) between the evaluation of the availability of communications and access forms in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

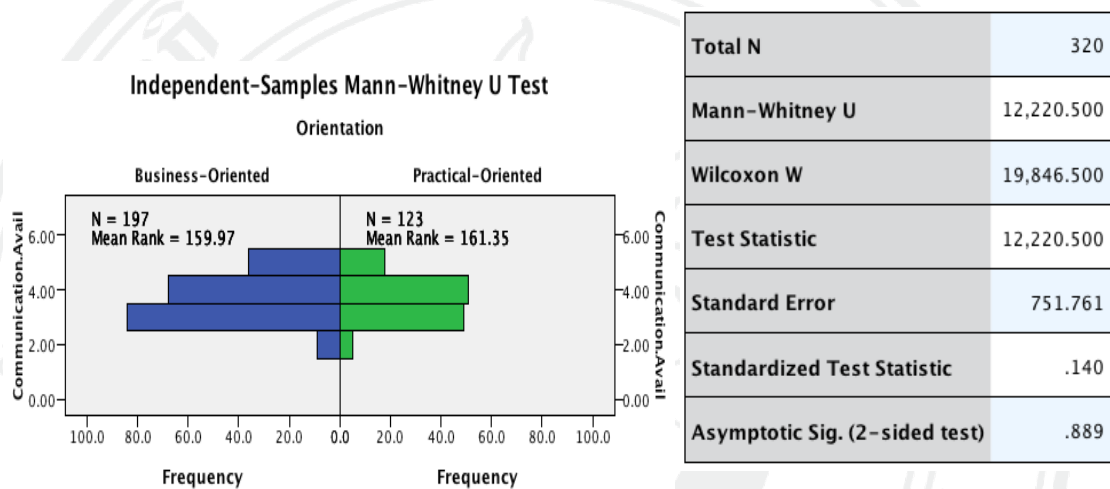


Figure 4.78 Communication Availability

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.140}{\sqrt{320}} = 0.008$$

This result shows that there is a small effect in this case.

Item 13: Clarity and accessibility of forms of communication and access formalities on the programmes

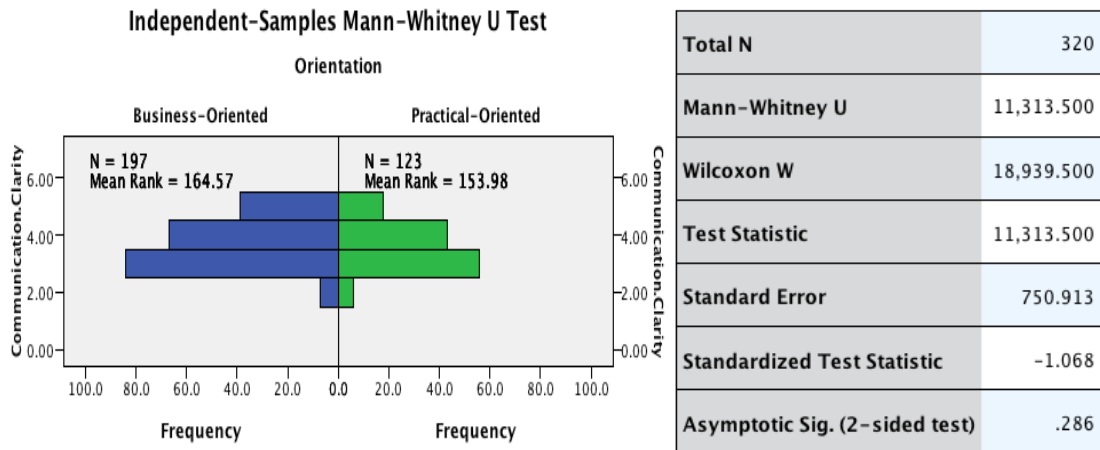


Figure 4.79 Communication Clarity

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,313.5$, $p=0.286$) between the evaluation of the clarity of communications and access forms in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.068}{\sqrt{320}} = 0.060$$

This result shows that there is a small effect in this case.

Item 14: Perceptions on the institutions educational jobs (faculty and staff) as respectable/dignified positions

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is a significant difference ($U=9,328.5$, $p=0.000$) between the evaluation of the educational jobs as respectable/dignified positions in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is below 0.05. There is a significantly more positive evaluation on this item from those participants working in business-oriented programmes.

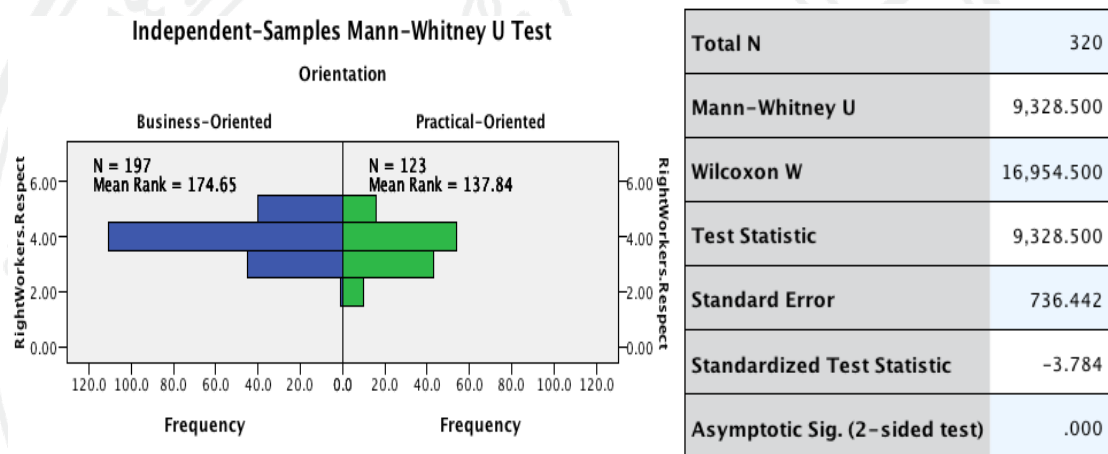


Figure 4.80 Right Workers Respect

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{3.784}{\sqrt{320}} = 0.212$$

This result shows that there is a small effect in this case.

Item 15: Perceptions on the institutions' educational jobs (faculty and staff) as well-remunerated positions

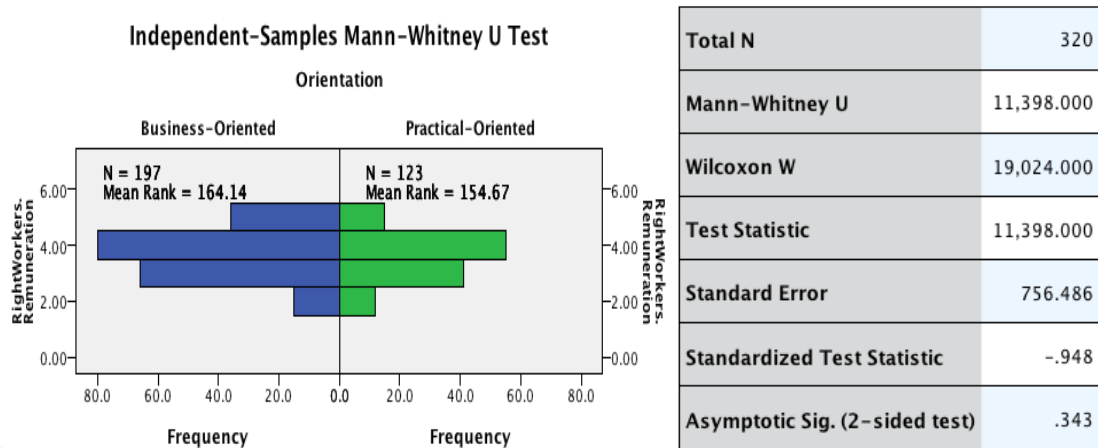


Figure 4.81 Right Workers Remuneration

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,398$, $p=0.343$) between the educational jobs as well-remunerated positions in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.948}{\sqrt{320}} = 0.053$$

This result shows that there is a small effect in this case.

Item 16: Inclusion and implementation of ethical principles in the institutions' philosophy and procedures

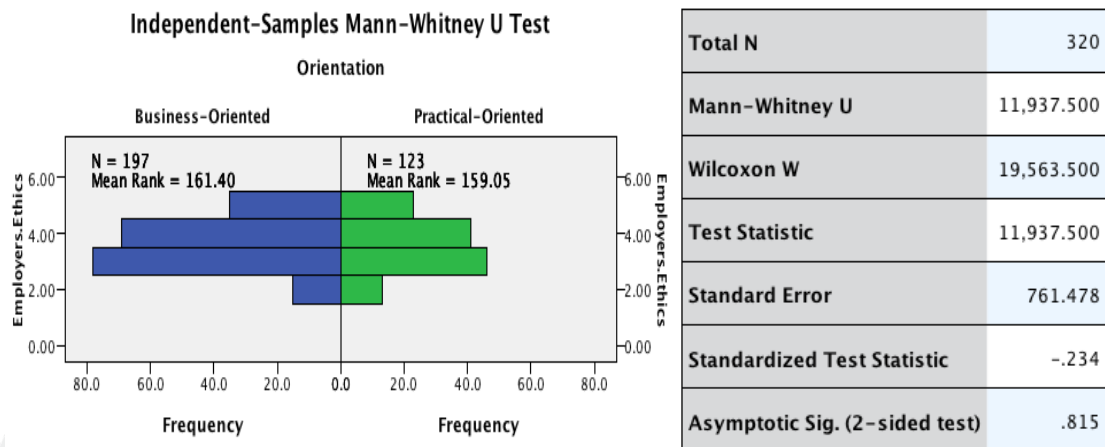


Figure 4.82 Employers Ethics

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,937.5$, $p=0.815$) between the evaluation of the focus on ethical principles in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.234}{\sqrt{320}} = 0.013$$

This result shows that there is a small effect in this case.

Item 17: Level of cooperation among institutions and public/private related organisations

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,538$, $p=0.440$) between the evaluation of the cooperation of institutions with related organisations from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

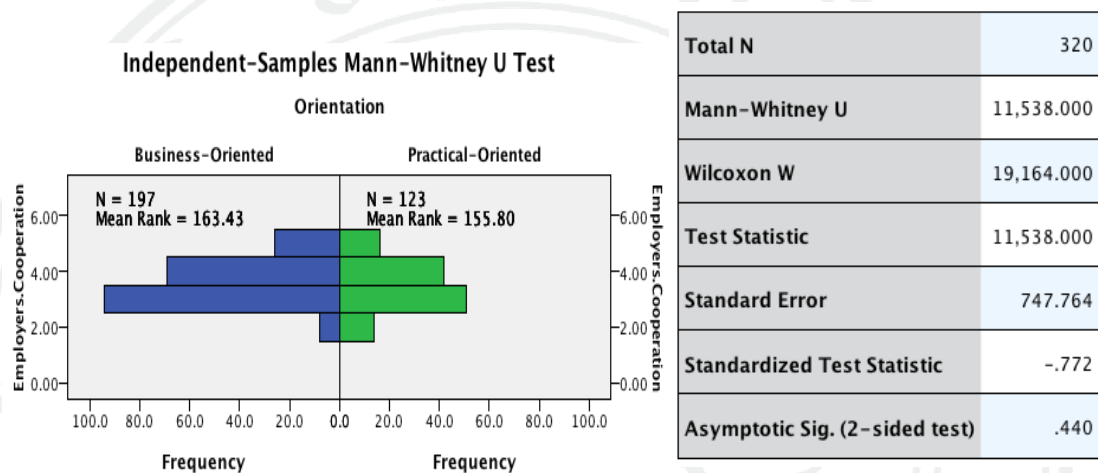


Figure 4.83 Employers Cooperation

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.772}{\sqrt{320}} = 0.043$$

This result shows that there is a small effect in this case.

Item 18: Level of preparation of students graduating from these programmes (in terms of knowledge)

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,143$, $p=0.195$) between the evaluation of the preparation of the students in terms of knowledge in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

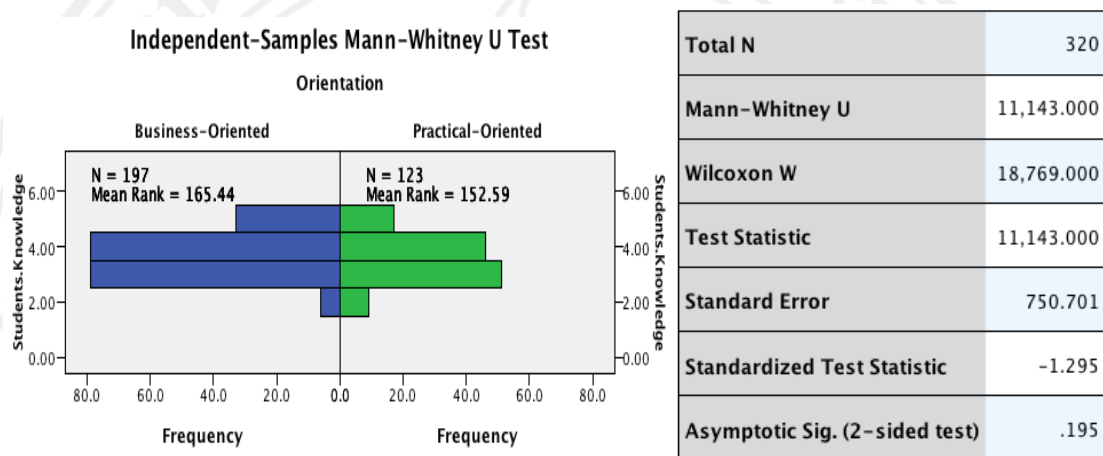


Figure 4.84 Students Knowledge

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.295}{\sqrt{320}} = 0.072$$

This result shows that there is a small effect in this case.

Item 19: Level of preparation of students graduating from these programmes (in terms of practical skills)

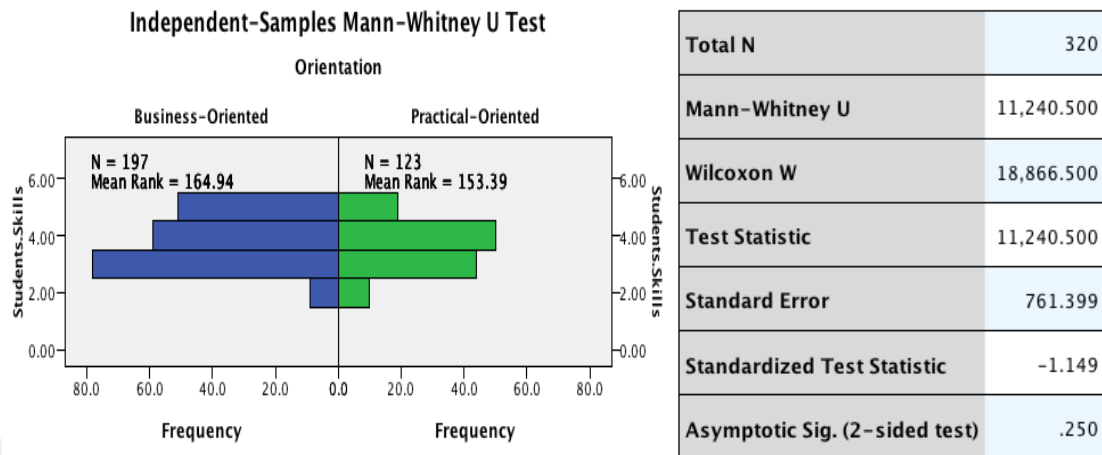


Figure 4.85 Students Skills

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,240.5$, $p=0.250$) between the evaluation of the preparation of the students in terms of practical skills in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.149}{\sqrt{320}} = 0.064$$

This result shows that there is a small effect in this case.

Item 20: Offer of industry related jobs after graduating, without the need of supplementary training or further formal education

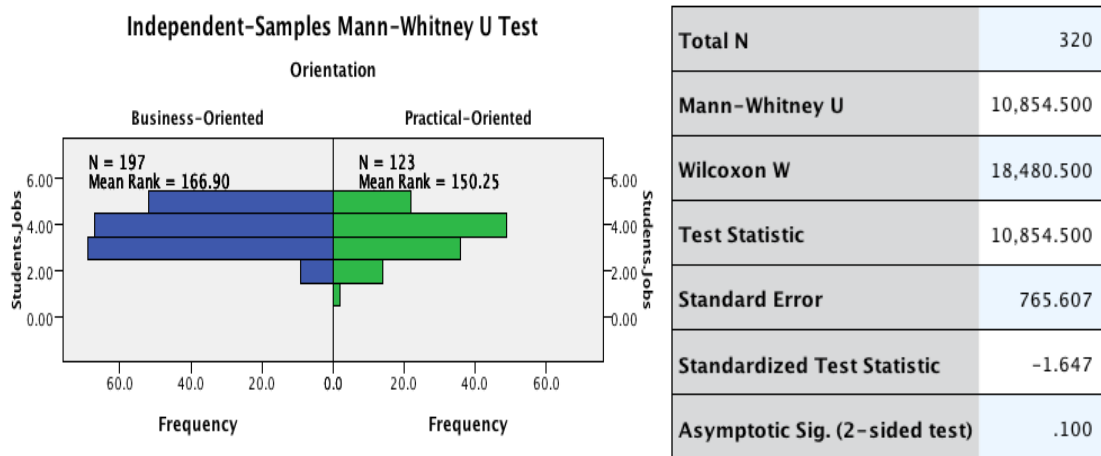


Figure 4.86 Students Jobs

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=10,854.5$, $p=0.100$) between the evaluation of the offer of jobs without supplementary training or education from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.647}{\sqrt{320}} = 0.092$$

This result shows that there is a small effect in this case.

Item 21: Alignment of the curriculum with the specific characteristics of the tourism and hospitality industry in Thailand

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,272.5$, $p=0.834$) between the evaluation of the alignment of the curriculum with the industry in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

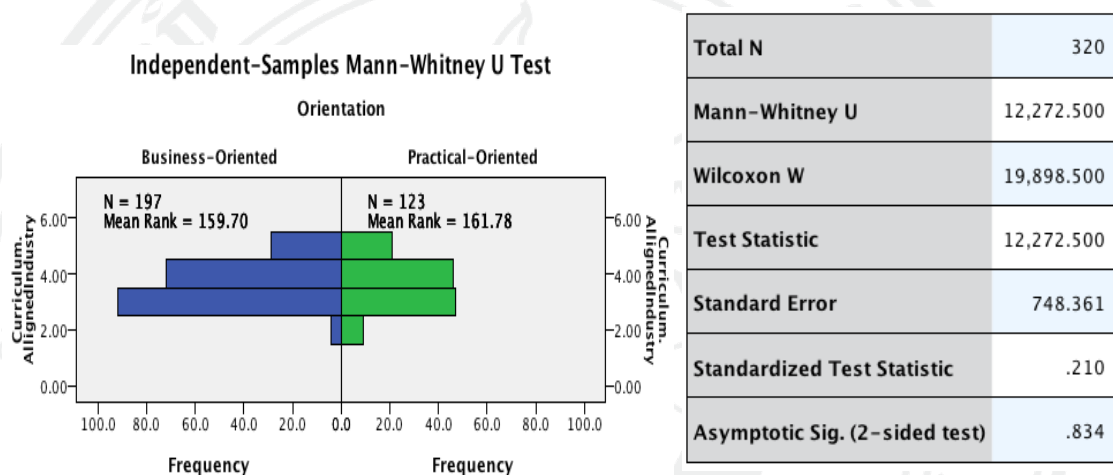


Figure 4.87 Curriculum Alligned industry

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.210}{\sqrt{320}} = 0.012$$

This result shows that there is a small effect in this case.

Item 22: Balance between theoretical knowledge, industry's trends and patterns, and practical skills in the curriculum

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,761$, $p=0.641$) between the evaluation of the balance among theory and practice in the curriculum in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

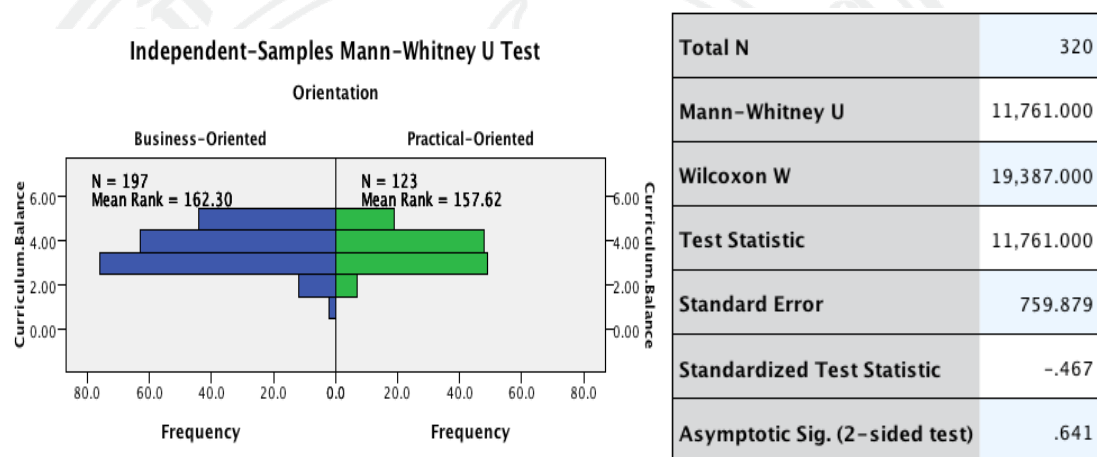


Figure 4.88 Curriculum Balance

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.467}{\sqrt{320}} = 0.026$$

This result shows that there is a small effect in this case.

Item 23: Inclusion on the 21st Century skills and competencies in Teaching and Learning, and Evaluation

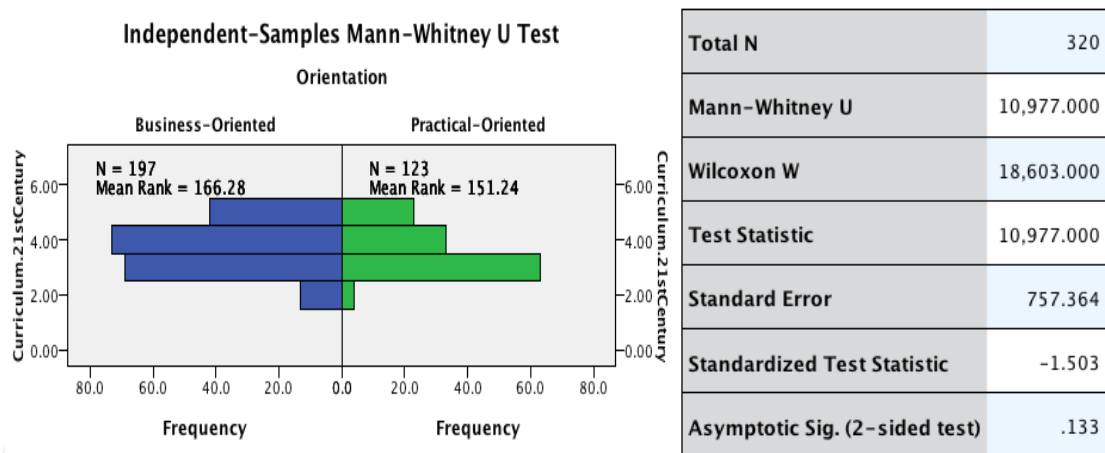


Figure 4.89 Curriculum 21st Century

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=10,977$, $p=0.133$) between the evaluation of the inclusion of 21st Century skills and competencies in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.503}{\sqrt{320}} = 0.084$$

This result shows that there is a small effect in this case.

Item 24: Adequacy of the overall standards of the faculty for the provided educational level

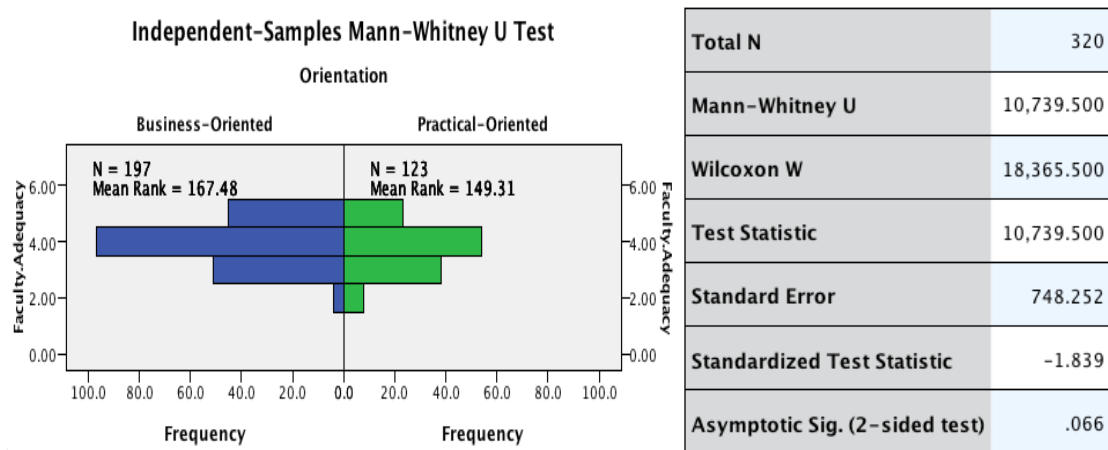


Figure 4.90 Faculty Adequacy

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=10,739.5$, $p=0.066$) between the evaluation of the overall standards of the faculty members in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.839}{\sqrt{320}} = 0.103$$

This result shows that there is a small effect in this case.

Item 25: Balance between the industry experience and the academic expertise of the faculty

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,164.5$, $p=0.949$) between the evaluation of the balance among industrial and academic expertise of the faculty members in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

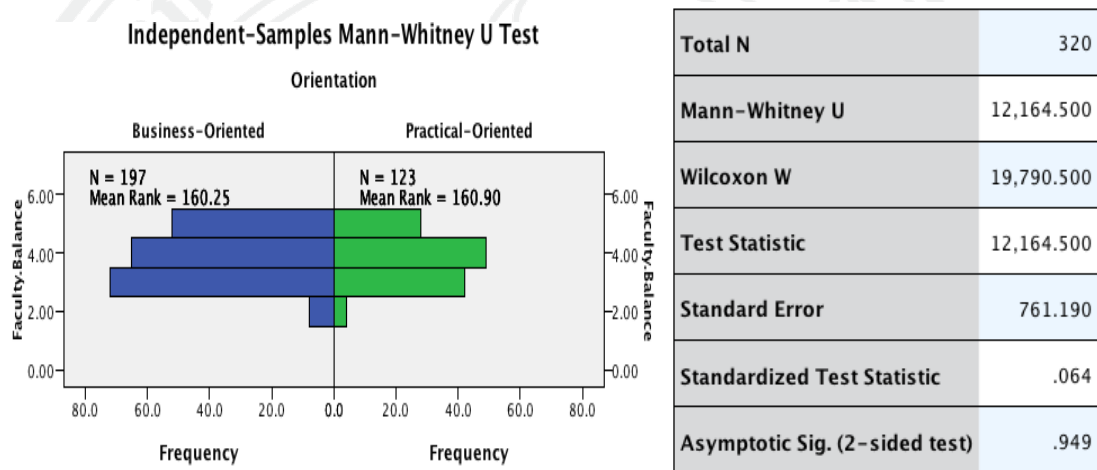


Figure 4.91 Faculty Balance

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.064}{\sqrt{320}} = 0.004$$

This result shows that there is a small effect in this case.

Item 26: Adaptation of teaching styles, tools and contents to the new trends and technologies by faculty members

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,675.5$, $p=0.563$) between the evaluation of the use of new trends and technologies by faculty members in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

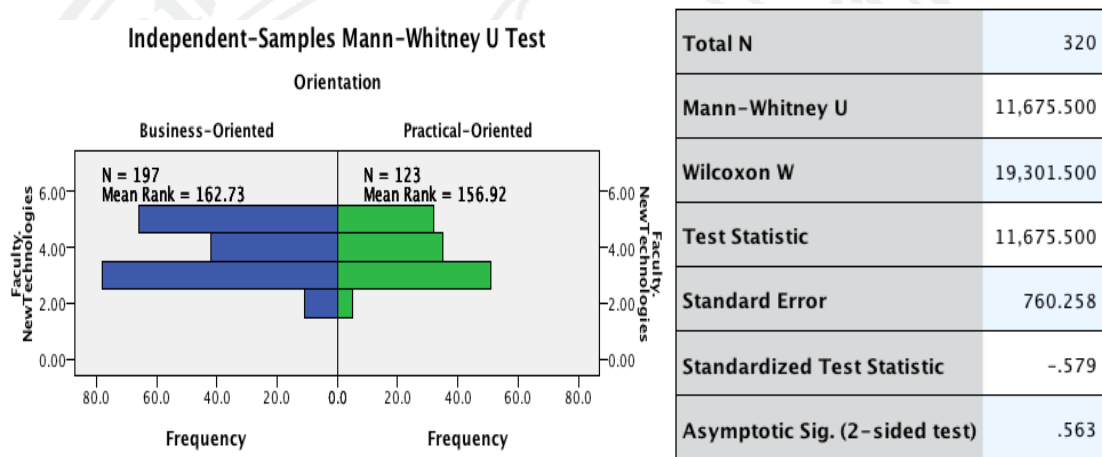


Figure 4.92 Faculty New Technologies

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.579}{\sqrt{320}} = 0.032$$

This result shows that there is a small effect in this case.

Item 27: Existence of a clear and understandable management system of the institutions

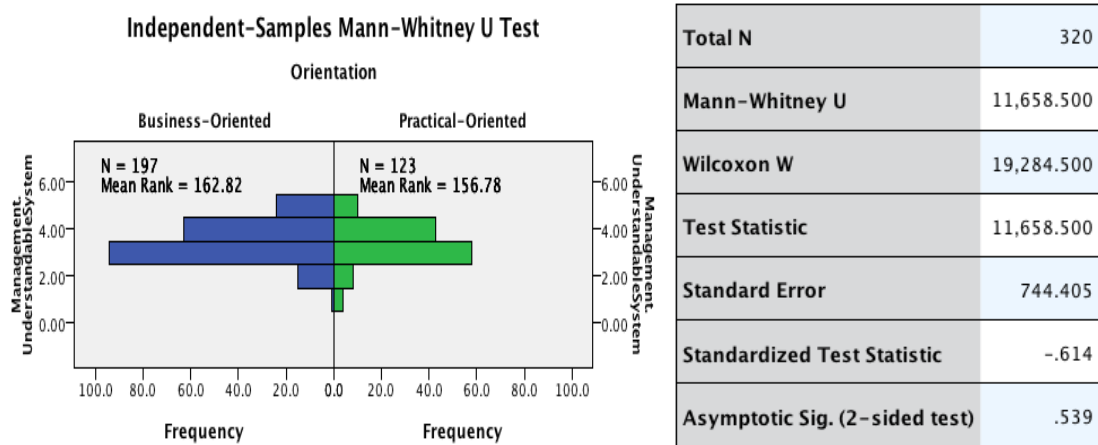


Figure 4.93 Management Understandable System

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,658.5$, $p=0.539$) between the evaluation of the clarity and understanding of the management system in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.614}{\sqrt{320}} = 0.034$$

This result shows that there is a small effect in this case.

Item 28: Focus by the management on covering the needs of students, faculty, government and other stakeholders

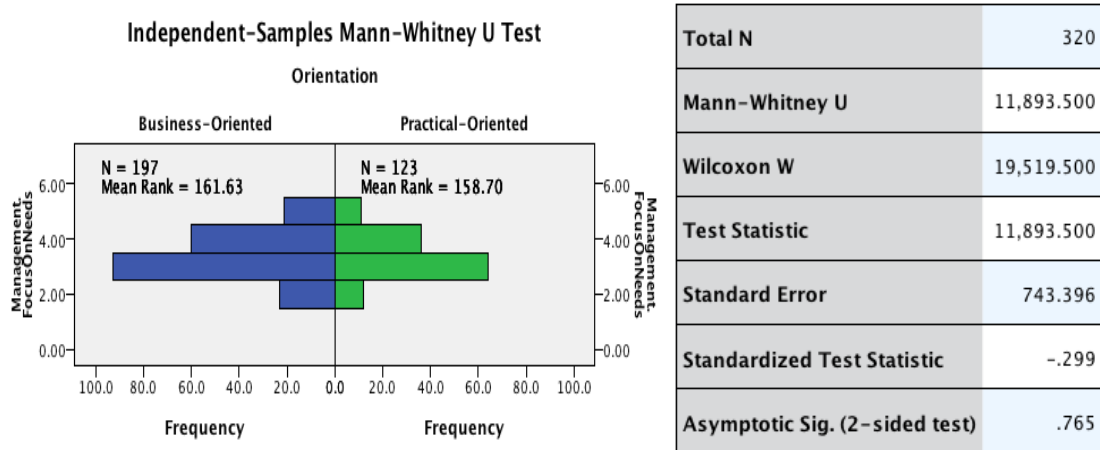


Figure 4.94 Management Focus On Needs

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,893.5$, $p=0.765$) between the evaluation of the focus of the management on covering the needs of all the parties involved in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.299}{\sqrt{320}} = 0.017$$

This result shows that there is a small effect in this case.

Item 29: Inclusion of people with broad knowledge on the academic sector and the tourism and hospitality industry as members of the management

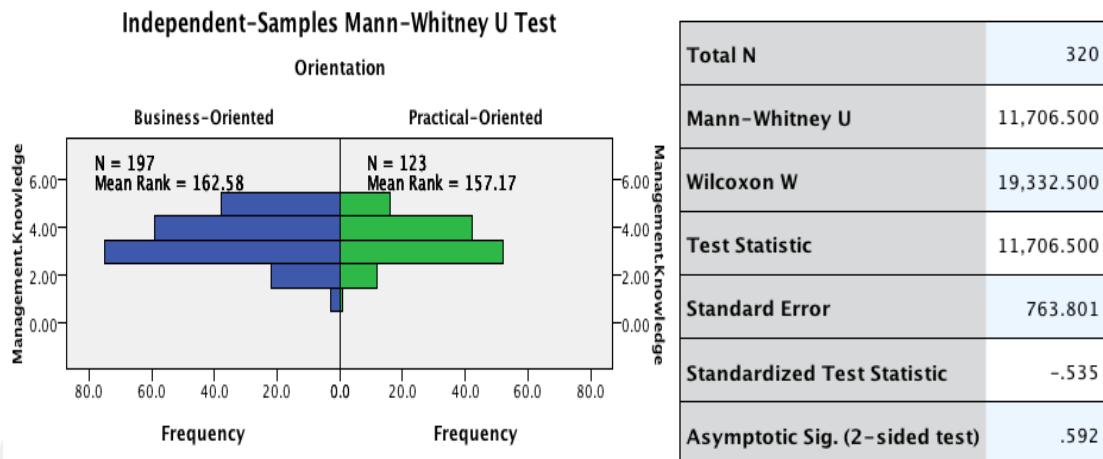


Figure 4.95 Management Knowledge

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,706.5$, $p=0.592$) between the evaluation of the knowledge of the management in terms of academy and industry in the abovementioned programmes from the perspective of members of business-oriented programmes to the practical-oriented programmes view, since the p-value is higher than 0.05.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.535}{\sqrt{320}} = 0.030$$

This result shows that there is a small effect in this case.

4.1.4 SWOT Analysis of Tourism and Hospitality Undergraduate Education in Thailand

In order to provide a situation analysis of tourism and hospitality undergraduate education in Thailand and to complement the evaluation presented in the previous pages, this section would be divided into three parts:

1) The first part will present the quantitative information on the strengths and weaknesses selected by the 320 participants of the survey from the closed-ended questions included in the questionnaire;

2) The second part will complement the strengths and weaknesses by adding the qualitative responses to the open-ended questions included in the survey, and the relevant information gathered during the semi-structured interviews with representatives of undergraduate institutions in tourism and hospitality in Thailand.

3) Lastly, the opportunities and threats will be solely drawn from the qualitative information collected both during the survey (as open-ended questions) and from the semi-structured interviews mentioned before.

Regarding the quantitative results, the table and figure below present the trends of the items listed as strengths by the respondents of the survey:

Table 4.3 Strengths (quantitative)

Strengths	N
Internationalisation / Interculturality	76
Sustainability	80
Right to Tourism	76
Communication	61
Right of Workers	72
Employers	46
Students	111
Curriculum	91
Faculty	135
Management	57

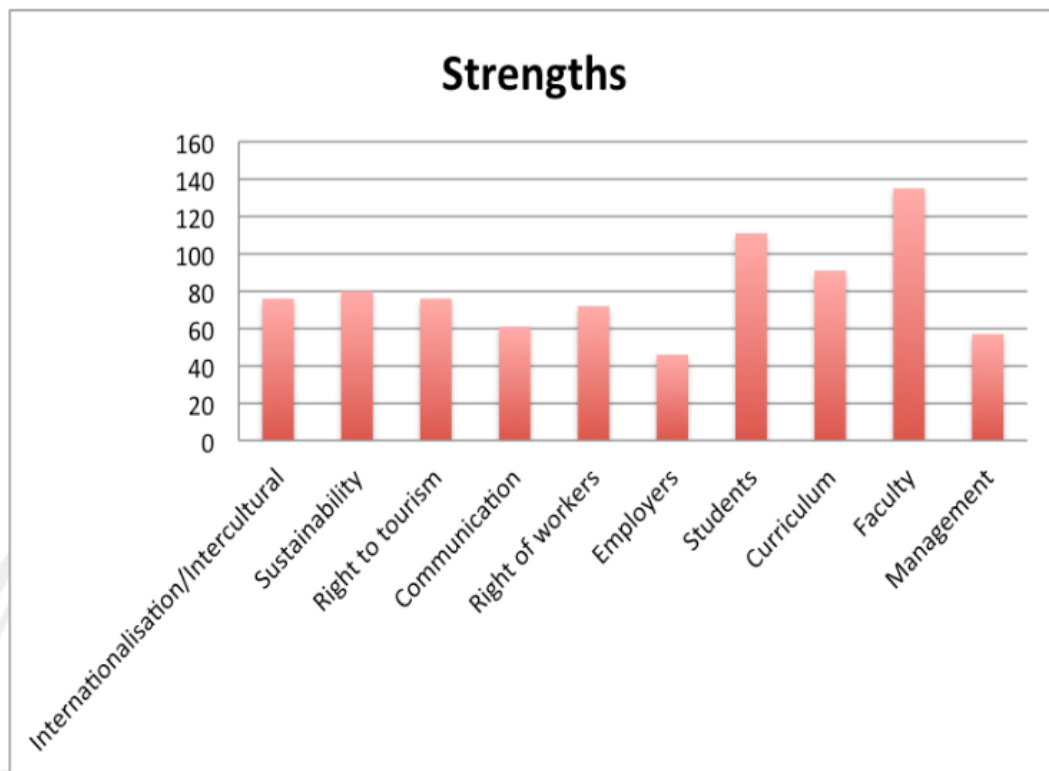


Figure 4.96 Strengths Distribution

In the section of the questionnaire regarding strengths of the tourism and hospitality undergraduate institutions, the participants were supplied with 10 options to tick those they considered to be strengths. There were no limits in terms of the number of options to be ticked and, therefore, the number of answers by respondent varied significantly. In the total results, there were 805 options ticked by the participants, an average of 2.52 strengths selected by each respondent. The results were distributed as presented on Table 4.3. The most popular strengths were the faculty (chosen by 135 individuals), the students (chosen by 111 respondents) and the curriculum (chosen by 91 of the participants).

Regarding the weaknesses, the table and figure below present the trends on the quantitative data collected during the survey in this field:

Table 4.4 Weaknesses (quantitative)

Weaknesses	N
Internationalisation/ Interculturality	93
Sustainability	86
Right to tourism	33
Communication	42
Right of workers	38
Employers	56
Students	39
Curriculum	32
Faculty	41
Management	76

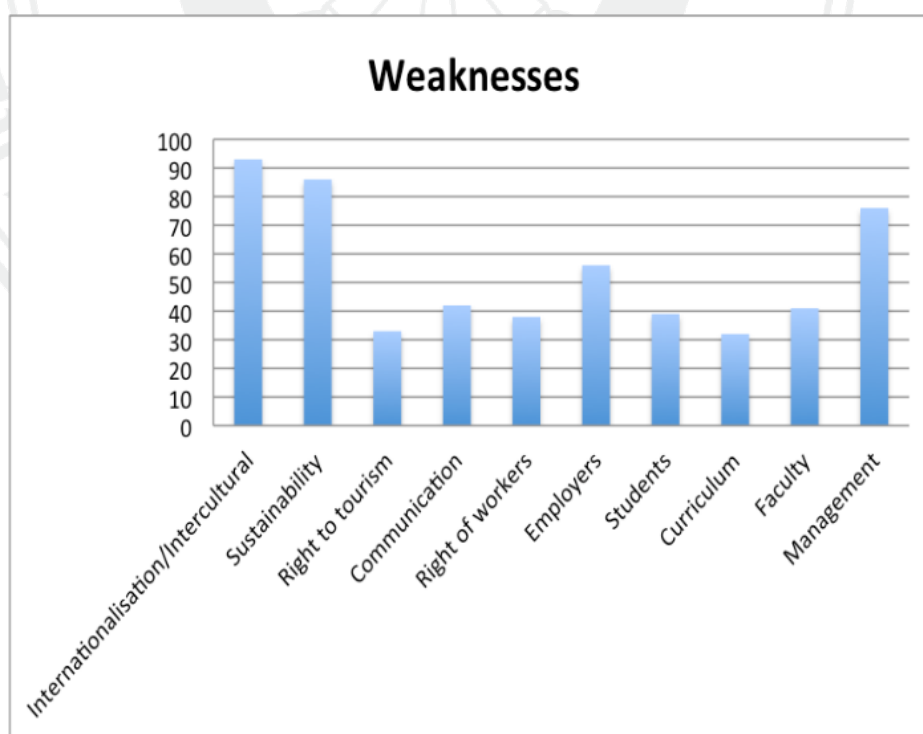


Figure 4.97 Weaknesses Distribution

As previously mentioned with the strengths, the participants were also supplied with 10 options to tick those they considered to be weaknesses. Here, the number of answers by respondent varied significantly as well. In the total results, there were 536 options ticked by the participants, an average of 1.68 weaknesses selected by each respondent, clearly inferior to the number of strengths. The results were distributed as presented on Table 4.4. The most popular weaknesses were internationalisation and interculturality (chosen by 93 individuals), sustainability (chosen by 86 respondents) and the management (chosen by 76 of the participants).

In order to complement the strengths and weaknesses originated from the quantitative data, other qualitative data will be added from the questions “Other strengths of your institution” and “Other weaknesses of your institution” included in the questionnaire plus the information acquired during the interviews with representatives of undergraduate institutions in tourism and hospitality in Thailand. In case of the strengths, this qualitative information coincides in many cases with the top scoring results in the quantitative part of the questionnaires. Numerous respondents, and part of the interviewees agreed that the faculty members, the students and the curriculum are some of the strengths of Thai undergraduate institutions in this field. They even specify which factors within these categories they value most as strong points of the institutions. Examples of the factors mentioned are:

- 1) Faculty members: Adequate lecturers, high number of academic professionals, and mix of academic and industrial expertise.
- 2) Students: High perseverance and patience of the students and service mind.
- 3) Curriculum: Variety of programmes and outcome-based design.

Other strengths highlighted by the participants in the survey and the respondents of the semi-structured interviews were:

- 1) Job opportunities of the programmes in this field
- 2) Update on industry trends
- 3) Availability of field trips to complement the formal education
- 4) Unique way of hospitality existing in Thai education
- 5) Focus and familiarity on service operations
- 6) Inclusion of real-time issues in the teaching and learning process

Regarding the weaknesses extracted from the qualitative data, the answers differed substantially from the results gathered from the quantitative information. The qualitative data gathered from the participants of the survey and the interviewees, also pointed out internationalisation and interculturality as one of the main weaknesses of Thai institutions. The respondents specifically mentioned several factors within this category, such as language skills of the students, language skills of the lecturers, and too much focus on the local characteristics of the industry. Other weaknesses highlighted by the respondents and the interviewees were:

- 1) Misconception of tourism and hospitality as a solely service-driven industry
- 2) Too much focus on hospitality (leaving tourism behind)
- 3) The characteristics and limitations and inflexibility of the Thai Education System
- 4) Curriculum: non-innovative, not focus on practical skills
- 5) Need for external guest lecturers to complement the limitations of the faculty
- 6) Students lacking eagerness to study
- 7) Students not matching the job requirements

Finally, the opportunities and threats, as concepts that are more abstract than the strengths and weaknesses, were drawn solely from the qualitative information included in the survey under the questions “Potential opportunities for your institution” and “Potential threats to your institution” and the answers from the semi-structured interviews. Regarding the opportunities, the responses were very varied, but numerous respondents and interviewees coincided in similar categories. The main factors considered as opportunities were:

- 1) Attracting students from other countries to study in our institutions (many respondents highlighted CLMV, AEC, and China)
- 2) Creating a more attractive curriculum (more specific, fewer credits, etc.)
- 3) Collaborations, MOU with foreign institutions (including the design of dual programmes, internships overseas, etc.)

4) Design of programmes and courses based on the feedback from the industry

5) Courses focused on the practical side of tourism and hospitality

6) Short courses to complement the offer of undergraduate programmes

7) Trends of the labour market, which is now more focused on the service perspective than ever

8) Working more closely with the government and other public institutions

Similarly to the case of the opportunities, the threats drawn from the survey and the interviews were very varied but have similar characteristics in terms of the categories covered by the participants. The main factors considered as threats were:

1) Smaller pool of students due to the lower birth rate in recent years

2) Competition from foreign institutions (Thai students going abroad for their undergraduate degrees and nationals from other countries choosing other options rather than Thai institutions)

3) Online programmes offered by some of the bigger universities in the world

4) Curriculum getting out of date easily due to the 5-year framework

5) Risk of not picking up with the new trends in terms of industry and technology

6) Too much dependence on external support (government, other institutions)

4.1.5 Summary of the Evaluation Results

First of all, focusing on the characteristics of the respondents, it can be stated that the evaluation have been rather varied in terms of gender of the participants, ages, and education level. In terms of gender, a higher percentage of the participants were females. Regarding the age, a big majority of the respondents were 40 years old or less. Considering the education level, there were more than 80% of participants holding a Masters degree or higher, which shows the special characteristics of the respondents in this particular research. Another important characteristic of the participants of this research is that there is a wide representation from the different

types of universities (private and public), the different languages in which the programmes are offered (Thai and English), and the different orientations of the programmes (business-oriented and practical-oriented). Overall, it can be stated that the sample of the research is rather representative of the whole population which was focused by this study.

Regarding the descriptive analysis of the evaluation of the tourism and hospitality undergraduate programmes in Thailand, it shows an overall positive assessment, with an average of 3.61 out of 5. This score was given by individuals with a deep knowledge of the tourism and hospitality education system in Thailand, including a clear understanding on both the positive and negative aspects of the institutions and programmes. The participants made this evaluation by rating 29 items corresponding to different categories of factors affecting the assessed programmes. From this evaluation it can be drawn that the respondents rated three categories well above the rest, namely the faculty members; the rights of the workers; and the students. The three categories which were valued more negatively by the respondents were sustainability, culture and local benefits; the management; and the availability and level of internationalisation in the programmes.

In terms of the inferential analysis, the purpose was to compare the results between different groups within the population sampled, focusing on three aspects: the university type, the language of the programme, and the orientation of the programme.

The results of the Mann-Whitney U test based on the university type show that the answers of the 2 groups (private universities and public universities) are rather uniform. There were only 5 cases in which there was a significant difference in the evaluation done by the two groups while in the remaining 24 cases the difference between groups it was not significant. In this case, private universities rated more positively their programmes when compared with public universities in terms of:

- 1) Availability of international undergraduate programmes in tourism and hospitality in Thailand
- 2) Level of internationalisation of the abovementioned programmes
- 3) Implementation of projects, researches, volunteering activities to benefit local regions and communities

On the other hand, public universities rated their programmes in a more positive way than private institutions in two aspects:

- 1) Offer of industry related jobs after graduating, without the need of supplementary training or further formal education
- 2) Alignment of the curriculum with the specific characteristics of the tourism and hospitality industry in Thailand

These results suggest that the availability and level of internationalisation, and the focus on activities aiming to benefit the local regions and communities are somehow higher in private institutions. However, public universities seem to have a better view on the job possibilities for their students after graduating and the strength of their curriculum and its alignment with the industry.

Based on the comparison between the two groups in the language of the programme level of analysis (English and Thai), the Mann-Whitney U test shows the results of these groups to be more uneven. There were 13 cases in which the evaluation done by staff within English programmes and those in the Thai programmes was significantly difference. In the remaining 16 items of the evaluation, the difference between the responses of the two groups was not significant. In all the 13 items in which there was a significant difference between the responses of the 2 groups, the workers in the Thai programmes rated the aspects significantly higher than their counterparts in English programmes. These items were:

- 1) Availability of international undergraduate programmes in tourism and hospitality in Thailand
- 2) Level of internationalisation of the abovementioned programmes
- 3) Promotion and evaluation of teamwork activities in these programmes
- 4) Promotion and evaluation of cultural exchanges in these programmes
- 5) Offer of relevant language courses in these programmes
- 6) Implementation of projects, researches, volunteering activities to benefit local regions and communities
- 7) Offer of clear information about programme objectives and systems of control
- 8) Institutions act as "role models" within the tourism and hospitality industry

9) Availability of forms of communication and access formalities on the programmes

10) Level of preparation of students graduating from these programmes (in terms of knowledge)

11) Balance between the industry experience and the academic expertise of the faculty

12) Adaptation of teaching styles, tools and contents to the new trends and technologies by faculty members

13) Focus by the management on covering the needs of students, faculty, government and other stakeholders

The fact that in all the items that showed a significant difference between the evaluation from the perspective of the language of the programme respondents from Thai-speaking programmes rated the factors more positively indicates that their overall perception of tourism and hospitality undergraduate programmes in Thailand is higher than those from English-speaking programmes. A curious note would be the aspect showing that members of Thai-speaking institutions rated more positively the availability and level of internationalisation than those in English-speaking programmes, which should be more focused on these two items.

The last level of inferential analysis was done by using the Mann-Whitney U test to compare the results from the two groups within the section of orientation of the programme: business-oriented and practical-oriented. In this case the results were rather uniform and there were only 4 cases in which there was a significant difference between the responses of these two groups. In the remaining 25 items the answers were not significantly different when comparing workers from business-oriented programmes and practical-oriented programmes. The four items in which the evaluation from the perspective of the staff in business-oriented programmes was significantly more positive than those in practical-oriented programmes were:

- 1) Level of internationalisation of the abovementioned programmes
- 2) Offer of relevant language courses in these programmes
- 3) Level of pro-diversity and no-discrimination encouraged in these programmes
- 4) Perceptions on the institutions educational jobs (faculty and staff) as respectable/dignified positions

These circumstances suggest that business-oriented programmes might be more focused on internationalisation, languages, and pro-diversity issues than practical-oriented programmes and, therefore, they were rated more highly. Also, the respondents consider the perception of educational jobs as respectable and dignified to be higher in those business-oriented programmes when compared with practical-oriented programmes.

Finally, the table below shows a summary of the SWOT analysis, combining the quantitative and qualitative answers gathered from the survey and the fully qualitative answers obtained from the semi-structured interviews:

Table 4.5 SWOT Analysis of the Tourism and Hospitality Undergraduate Education in Thailand

STRENGTHS	WEAKNESSES
1) Faculty members (adequate, professional, good mix of professional and academic background)	1) Internationalisation and interculturality (language skills, focus on mainly local characteristics of the industry)
2) Students (high perseverance, patience, service mind)	2) Sustainability, culture and local benefits
3) Curriculum (variety, outcome-based, focus on service operations, inclusion of field trips)	3) Management
4) Unique way of hospitality in Thailand	4) Curriculum (non-innovative, too much focus on hospitality rather than tourism, inflexibility of Thai Education System)
5) Job opportunities	5) Faculty (need for external guest

STRENGTHS	WEAKNESSES
6) Update on industry trends and real-time issues	lecturers to complement their limitations) 6) Students (lack of eagerness to study, not matching job requirements)
OPPORTUNITIES	THREATS
1) Attracting students from other countries (CLMV, AEC, and China) 2) Creating a more attractive curriculum (more specific, fewer credits, more focused on practical side of tourism and hospitality) 3) Collaborations with foreign institutions (dual programmes, internships overseas) 4) Design of programmes and courses based on the feedback from the industry and the trends in the labour market 5) Short courses to complement the offer of undergraduate programmes 6) Working more closely with the government and other public institutions	1) Smaller pool of students (lower birth rate in recent years) 2) Competition from foreign institutions 3) Online programmes offered by some of the bigger universities in the world 4) Curriculum getting out of date easily due to the 5-year framework 5) Risk of not picking up with the new trends in terms of industry and technology 6) Too much dependence on external support (government, other institutions)

4.2 Factors Influencing the Willingness of Thai Institutions in being Accredited with the UNWTO TedQual Certification

The first data regarding the driving forces for Thai institutions to obtain international accreditation can be drawn from the literature review in this thesis, namely from section 2.5.2. It can be extracted that, as the UNWTO advised, there is a need to implement an assessment model with clear standards to improve the level and competitiveness of the increasing tourism and hospitality programmes. The observation of quality standards also makes it possible to review and improve both institutions and programmes. This evaluation would need to be done based on unbiased assessments and using subjective methods in order to be effective. Furthermore, it was stated that accreditation in tourism and hospitality would be a mean to measure the quality in different dimensions, such as goals and objectives, curricula, lecturers and other academic staff, teaching and learning, accomplishments of the students, resources management, or the mix of theoretic versus practical courses in the programme. Whichever the type of accreditation used by the tourism and hospitality institutions, it would bring similar advantages to those produced previously in other fields of education, such as assisting and increasing the quality of the industry-related education, international acknowledgement or to improve the reliability of the field in the current competitive framework.

Moreover, and more specifically related to UNWTO TedQual, the literature review has included the main driving forces for institutions to pursue this particular certification from the perspective of the UNWTO Themis Foundation. These are:

- 1) Holding the only international quality accreditation issued by the UNWTO.
- 2) Being allowed to use the UNWTO TedQual logo on promotional and other materials regarding the programme.
- 3) Access to international promotion by the UNWTO's various communication tools.
- 4) Being a part of the UNWTO TedQual Network for knowledge sharing, good practices and support.

5) Inclusion in the UNWTO TedQual Exchange Programme, the UNWTO TedQual Mentoring Programme and the UNWTO.Themis Foundation, offering opportunities for scholarships, joint research projects, worldwide events and support.

6) Inclusion in other related UNWTO activities.

In order to check whether these benefits are enough for Thai institutions to consider applying for the UNWTO TedQual Certification or other international accreditations in tourism and hospitality the rest of this section will present the results obtained from the interviews conducted among representatives of the 117 institutions offering tourism and hospitality undergraduate programmes in Thailand, plus the information from the interviews with representatives of the Hong Kong Polytechnic University and Instituto de Formaçoao Turistica in Macau and the interviews with UNWTO TedQual auditors from the Asia Pacific and Europe regions, regarding driving forces.

4.2.1 Driving Forces to Apply for International Accreditations from the Perspective of Thai Institutions

In this first part, the researcher conducted interviews with representatives from different tourism and hospitality undergraduate institutions in Thailand with different locations (in Bangkok and outside), types of universities (public and private), and language of instruction (Thai and English). After 7 interviews with representatives of the 117 institutions in Thailand the researcher found a saturation in the responses regarding the driving forces influencing universities to apply to international accreditations in this field, which was the main focus of the semi-structured interviews. The informants involved in this part of the research were:

1) Dr. Roberto Gozzoli, Chair of the Tourism and Hospitality Management Division, Mahidol University International College

2) Dr. Monticha Khruasuwan, Dean of the College of Tourism and Hospitality, Sripatum University

3) Dr. La-iard Silanoi, Dean of the Faculty of Tourism and Hotel Management, Mahasarakham University

4) Dr. Chompunuch Jittithavorn, Vice Dean for Academic Affairs and Quality Assurance, Phayao University

5) Ms. Yaowaporn Lertkultanon, Dean of the Faculty of Hospitality Industry, Dusit Thani College

6) Ms. Suttiman Siammai, International Tourism Management Coordinator, Bangkok University International College

7) Ms. Kanjana Komnapinit Hannon, Director at the Office of International Relations, Sripatum University, and former Associate Dean and Vice President of Marketing and Communications, Dusit Thani College

After coding the information gathered from the interviews using NVivo, there were 5 main results, which were common to most of the participants regarding the positive driving forces that might influence them in their decision of applying for international accreditation in tourism and hospitality (TedQual particularly), namely “international”, “promotion”, “improvement”, “connection” and “image”. Four out of these five results coincide with the four first benefits highlighted by the UNWTO Themis Foundation and are explained below.

Holding the only international quality accreditation issued by the UNWTO (“international”)

This was the factor that a majority of the interviewees highlighted as a positive driving force. Dr. Gozzoli pointed out that one of the factors to apply for this accreditation is to be able to compete with the best universities, when he mentioned “being accredited by TedQual can make our institution play in the league of bigger universities worldwide”. Likewise, Dr. Khruasuwan considered that one of the benefits would be the officiality of the standards provided by this and other international accreditation systems. Finally, both Dr. Jittithavorn and Dr. Silanoi agreed that these certifications would allow their institutions to bypass the national level and to achieve real international standards.

Being allowed to use the UNWTO TedQual logo on promotional and other materials regarding the programme (“image”)

This was another of the benefits that was pointed out by numerous participants, as well. Dr. Jittithavorn and Ms. Siammai highlighted the factor of UNWTO and its official certification being well known and popular, which will become an advantage when using their name together with the university. Dr. Gozzoli emphasised the importance of using the UNWTO TedQual logo and how this would improve the image of the university.

Access to international promotion by the UNWTO's various communication tools ("promotion")

One of the main factors when one considers about quality assurance and accreditation usually is their effectiveness as promotion and communication tools, and the responses by several of the participants support this idea. Ms. Lertkultanon highlighted that the main positive factor for applying would be the possibility of promoting the institution. Dr. Khruasuwan included publicity as one of the main benefits of international accreditation, as she highlighted that "many institutions decide to apply for international certifications in order to improve their promotion strategies". Finally, three of the interviewees pointed out the use of the accreditation as a selling tool: Dr. Silanoi stated that it would create possibilities to reach new potential students. Ms. Komnapinit Hannon stressed the value of international accreditations when inviting visiting professors, when she mentioned that "apart from the obvious focus on getting more students, accreditations are very helpful for collaboration and inviting guest lecturers". Dr. Gozzoli supported this by underlining that they are a useful tool for attracting both students and lecturers.

Being a part of the UNWTO TedQual Network for knowledge sharing, good practices and support ("connection")

Networking and connections are usually one of the benefits highlighted by most accreditation and certification systems. In this research, two of the participants underlined the networking possibilities arising when obtaining UNWTO TedQual or other international accreditations in tourism and hospitality. Dr. Gozzoli highlighted networking as one of the top pull factors influencing institutions to apply. Furthermore, Ms. Komnapinit Hannon emphasised that connections and the sense of community created by accreditations are one of the most important benefits institutions can get.

Apart from these 4 factors coinciding with the benefits presented by UNWTO, the other pull factor that was shared by some of the respondents was continuous development (“improvement”). Dr. Jittithavorn stated that obtaining an international accreditation in tourism and hospitality, and the process involved, would lead to an improvement of the institution in all aspects, when she mentioned that “international accreditations involve an effort to assess and improve all facets of the institutions, in order to succeed in the audit. Moreover, Ms. Komnapinit Hannon pointed out that this kind of accreditations would allow universities to upgrade their industry knowledge. Lastly, Ms. Siammai stressed that a certification process at an international level would certainly result in an overall increase of the quality in the organisation.

Regarding those results that can be considered as negative driving forces, discouraging Thai institutions to apply for international accreditations in tourism and hospitality, the coding process using NVivo also drew 5 of them, namely “policies”, “industry”, “time”, “Thai”, and “other difficulties”. The most commonly shared discouraging factor was “time”. Ms. Siammai highlighted the time of the process preparation as one of the factors concerning institutions when considering international accreditation. As she highlighted, “institutions are already limited in terms of time due to the different procedures required by the official institutions and the management, and engaging in an accreditation process would be too time consuming”. In the same line, Ms. Komnapinit Hannon pointed out that one of the main unfavourable factors for institutions regarding certification is the limitation in terms of time and money. Moreover, Dr. Gozzoli stressed that, in his opinion, the main factor discouraging Thai institutions would be that accreditations are time consuming. Another factor that was considered as the main limitation for institutions to apply for these types of accreditations was “Thai language”. Both Dr. Jittithavorn and Dr. Silanoi emphasised that the principal limitation for their institutions was that they mainly focused on programmes in Thai, which would make more difficult (and also less relevant) to apply for international certifications.

Another popular factor discouraging institutions to apply was the “industry”. Dr. Khruasuwan stated that many education professionals and institutions still prefer to focus their efforts on getting direct trust and recognition from the industry rather than engaging on accreditation process, as she stated “for example in my institution, we prefer to pay more attention on the relationships with the industry and being trusted and supported by the companies in the sector as a tool for academic improvement and recognition”. These universities tend to focus on other actions such as cooperation with organisations in the industry, Memorandum of Understanding (MOUs), creation of dual programmes, etc. Also in relation with the industry, for Ms. Komnapinit Hannon one of the factors that might make these processes unattractive or unfeasible would be the politics existing in the institutions or the accrediting bodies. Two of the interviewees highlighted the existing “policies” as one of the limitations for Thai institutions. Ms. Siammai considered that policies could create difficulties to make changes, which are commonly needed when engaging in these processes. Furthermore, Ms. Komnapinit Hannon directly listed corporate policies as one of the common limitations within undergraduate institutions in tourism and hospitality in Thailand. The final discouraging factor would be the miscellaneous field of “other difficulties”. Ms. Siammai appointed out that another of the limitations of Thai institutions when considering to apply for international accreditations would be their current performance and its comparison with the international standards. Finally, Dr. Khruasuwan supported her view on institutions preferring to focus their efforts on other actions and stressed that many institutions would focus on improving the quality of their students rather than engaging on a certification process.

4.2.2 Driving Forces to Apply for International Accreditations from the Perspective of Institutions in Asia Already Accredited by UNWTO TedQual

Another source of information regarding the driving forces influencing institutions to apply for international accreditations was extracted from a section within the interviews conducted with representatives of the universities in Asia used for the case study in this thesis. The informants involved in this part of the research were:

1) Prof. Leonardo A. N. Dioko, Ph.D., Professor at the Institute for Tourism Studies (IFT) Macau and Director of IFT's Tourism Research Center

2) Prof. Haiyan Song, Ph.D., Associate Dean (Research) and Chair Professor at Mr and Mrs Chan Chak Fu. Professor in International Tourism, School of Hotel and Tourism Management (SHTM), The Hong Kong Polytechnic University

This section will focus on their perspective on the driving forces (positive and negative) faced during the UNWTO TedQual accreditation process by their institutions.

In terms of the positive factors which motivated their institutions to apply for the UNWTO TedQual Certification both of the respondents coincide in one of them, the relevance of this accreditation. In this aspect, Prof. Dioko highlighted the international recognition and promotion possibilities of UNWTO as two of the factors influencing the IFT to apply for this accreditation. Moreover, Prof. Song emphasised that UNWTO TedQual is a good quality certification system coming from a respectful organisation and, as he added: "the SHTM had been working with the UNWTO for many years and applying this certification was a way for both institutions to support each other". Other driving forces which were highlighted by the informants were the local situation, the market trends, and the specific characteristics of the certification. Prof. Dioko pointed out the changes happening in Macau since the handover from Portugal to China in 1999 and the growing local competition as push factors for his institution to look into new ways of differentiation and development, which resulted in the application for UNWTO TedQual. Also, he stressed that the demands from the students at the time focused on an increase of the quality in the education system in tourism and hospitality, which was another of the factors motivating the IFT to apply.

Finally, regarding the characteristics of the UNWTO TedQual Certification, Prof, Song underlined that this accreditation system is rather rigorous and has a scientific approach, which make it an objective tool of quality assurance.

Regarding the limitations they considered before applying to this accreditation both of the informants agreed that the main constraint at the time of applying was the level of recognition of the certification itself, since in both cases it was done at the early stages of this system. Prof. Song stated that at the time of applying the SHTM was not sure about the level of academic and industry recognition of the UNWTO TedQual Certification. Prof. Dioko supported this by affirming that this accreditation system was not well known at that time. However, as he explained “we decided to go for it because coming from the UNWTO we were certain it would help us stand out from our competitors” Other limitations and concerns expressed by the respondents were the hesitations on the necessity and feasibility of the accreditation, the process, and the various certification options available. According to Prof. Dioko, two of the main concerns from the perspective of the IFT before applying where: “Do we need this certification?” and “Is it feasible for us to get this certification”. These were two extremely logic questions to be considered, especially as the IFT was the first institution to be accredited with UNWTO TedQual, in 2000. Prof. Song discussed that given that the process is rigorous and scientific based it can be seen as somehow tedious and this would be a drawback for some institutions. Finally, Prof. Dioko pointed out that the existence of other certification programmes on education, some of them more worldwide and less specific such as AACSB, was another factor the IFT had to consider before applying for UNWTO TedQual.

4.2.3 Driving Forces to Apply for International Accreditations from the Perspective of UNWTO TedQual Auditors

This section includes the information gathered during the interviews with two UNWTO TedQual auditors from the Asia Pacific and Europe regions, in which they were questioned about topics such as the following the levels of popularity of this accreditation, the strengths of TedQual, the main problems or limitations of those institutions which application have been unsuccessful, and the future perspectives of TedQual. The two auditors included in this part of the research were:

- 1) Prof. Haiyan Song, Ph.D., UNWTO TedQual auditor for Asia Pacific.
- 2) Dr. Aurora Pedro Bueno, UNWTO TedQual auditor for Europe.

Regarding the level of popularity of UNWTO TedQual Certification both informants agreed that the accreditation system is in a positive trend. Prof. Song stated that he believes it is increasing in his region because many universities in Asia Pacific are competing for students, not only domestically but also internationally and the UNWTO TedQual Certification is a system that recognises the value of programmes in tourism and hospitality, so that they can achieve international benchmarking in terms of quality. Similarly, Dr. Pedro highlighted that the popularity is clearly increasing since there has been numerous new programmes accredited in the last two years and, moreover, there is a remarkable percentage of institutions renewing the certification or even those applying for a new one after the finalisation of the renewal. As she pointed out: “apart from the increase of new institutions accredited, another factor showing the popularity and success of TedQual is the outstanding rate of certification renewal” For the strengths of the UNWTO TedQual Certification Prof. Song believed that apart from the reputation of the system, which is an important factor, the main strength that it is a process-driven accreditation with very well laid-down criteria. According to Dr. Pedro, the main strengths, which can act as competitive advantages when comparing to other certification systems, are that it is backed up by an international organisation, and it consists of a very honest, straightforward and participative process.

In terms of limitations of the certification or the institutions applying for it both respondents listed several factors. Dr. Pedro pointed out that the accreditation involves a long process, which could be one of its limitations. Prof. Song added that the main issue would be that the current UNWTO TedQual Certification is one size fits all, which means that there is only one system of certification, but the education institutions differ significantly both in purpose and scope. When focusing on the limitations of those institutions applying, Dr. Pedro stressed that the fact that it is based on a learning/support process can be a concern for numerous universities that are not ready to engage in such a kind of procedure. For Prof. Song the main limitation making institutions fail the accreditation process is that they are not ready basically because they are either new programmes, or they are too ambitious, or they did not know exactly the requirements of the certification programme. In his opinion, numerous institutions might rush into the process only because they want to get competitive advantage but they cannot provide enough evidences of the quality of the programme, when he stated “I believe some universities are pushed into the accreditation and rushed by the management to get it as quick as possible, in order to gain a foothold in the market, but during the process they cannot offer sufficient data and evidences matching the required quality standards”. Finally, regarding the perspectives of the certification for the future, both informants also agreed that they seemed to be positive. Dr. Pedro stated that the UNWTO TedQual Certification has good perspectives of growth and that this increase will be especially important in the regions of Asia (mainly China) and Africa. According to Prof. Song the level of awareness of this certification programme is increasing and he would agree that in the future the demand is likely to increase greatly because of its reputation and the fact of being a very thought out certification system, certainly, there would be demand for increase in the future.

4.3 Processes Followed by the Selected Institutions to Obtain the TedQual Certification and How They Relate to the Characteristics of Thai Institutions

In order to synthesise a guide of best practices from the experience of these two universities already accredited with the UNWTO TedQual Certification, which can be used by Thai undergraduate institutions in tourism and hospitality, the level of readiness of these institutions needs to be assessed first. Then, the information drawn from the multi-case study conducted in the two institutions in Hong Kong and Macau will be presented highlighting those points that can be more relevant to the actual situation and level of Thai undergraduate institutions.

4.3.1 Level of Readiness of Thai Undergraduate Institutions for International Accreditation

The information about how prepared Thai institutions are to apply for international accreditation in tourism and hospitality was gathered as quantitative data during the 320 people survey and as qualitative data during the interviews with the 7 representatives of Thai universities. The descriptive statistics of this question are presented below:

Table 4.6 Level Readiness Accreditation

Level Readiness Accredited		
N	Valid	320
	Missing	0
Mean	-	2.8063
Median	-	3.0000
Std.Deviation	-	.60817
Range	-	4.00
Minimum	-	1.00
Maximum	-	5.00

Table 4.7 Level Readiness Accreditation II

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	4	1.3	1.3	1.3
2.00	82	25.6	25.6	26.9
3.00	208	65.0	65.0	91.9
4.00	24	7.5	7.5	99.4
5.00	2	.6	.6	100.0
Total	320	100.0	100.0	-

The average score of the answers to the question “In a scale of 1-5 (being 1 "Not at all ready" and 5 "Totally ready") what do you personally consider the level of readiness of your institution is to apply and comply with the requirements and procedures of TedQual or any similar international accreditation?” was 2.81 out of 5. While this score can be seen as positive overall (it is higher than 2.5), when compared to the average score of the evaluation of Thai undergraduate institutions in tourism and hospitality (3.61 out of 5) it is slightly low. It shows that despite having a generally positive perception on the quality of their institutions, the respondents do not consider they are totally ready to apply for international accreditations. On the positive side, a very high percentage of the participants (over 73%) gave a positive score (3 or higher) to the institutions and only 4 participants (1.3%) considered the universities were “Not at all ready” for the accreditation. On the negative side, there were only 2 respondents (less than 1%) who considered that the institutions were “Totally ready” to get an international accreditation in tourism and hospitality which implies that there are factors still to be improved for this institutions to obtain international accreditations in tourism and hospitality.

Another approach to assess the level of readiness of the institutions is to look at the inferential statistics comparing the results of this question between the different groups within 3 levels of analysis: “Type of university”, “Language of the programme” and “Orientation of the programme”. For this purpose, the Mann-Whitney U test will be used.

Type of University: Private vs. Public

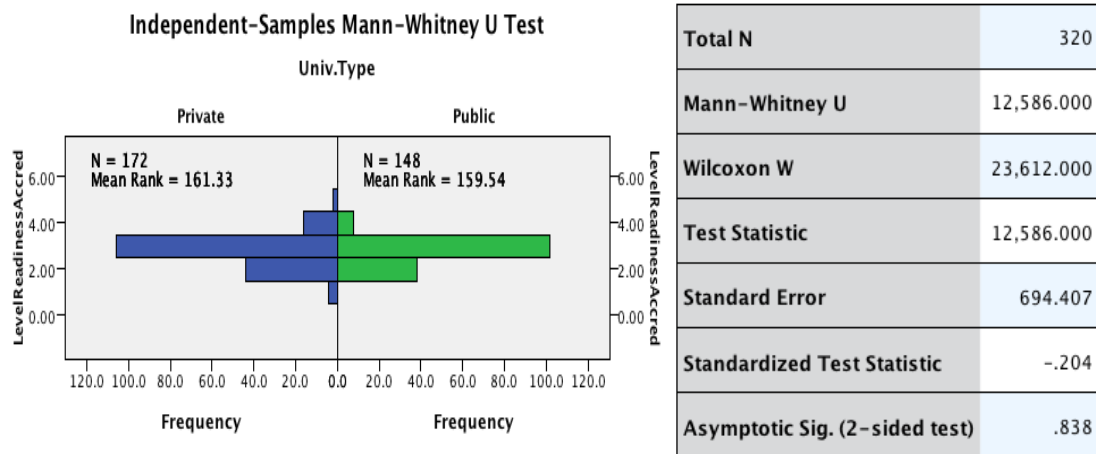


Figure 4.98 Level Readiness Accreditation

The histogram shows a similar shape in both sides, which is one of the assumptions needed for the Mann-Whitney U test to be effective, even if the size of the groups are different, as in this case. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=12,586$, $p=0.838$) between the evaluation of the level of readiness of Thai institutions to obtain international accreditations in tourism and hospitality from the perspective of private universities and public universities, since the p-value is higher than 0.05. However, the results are slightly more positive from the perspective of private institutions.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{0.204}{\sqrt{320}} = 0.011$$

This result shows that there is a small effect in this case.

Language of the Programme: English vs. Thai

The histogram below shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=13,598.5$, $p=0.106$) between the evaluation of the level of readiness of Thai institutions to obtain international accreditations in tourism and hospitality from the perspective of members of English-speaking programmes and those from Thai-speaking programmes since the p-value is higher than 0.05. However, the results are clearly more positive from the perspective of the Thai-speaking programmes.

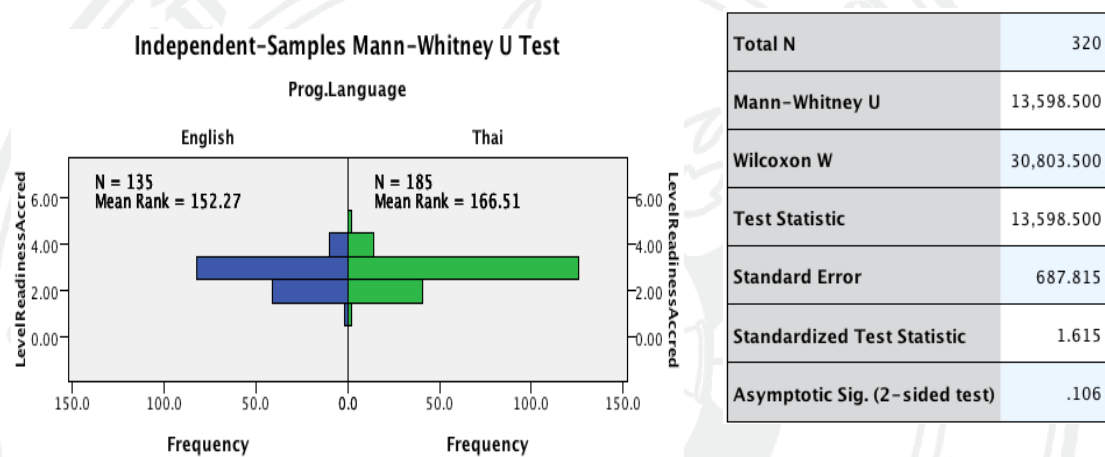


Figure 4.99 Level Readiness Accreditation II

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.615}{\sqrt{320}} = 0.090$$

This result shows that there is a small effect in this case.

Orientation of the Programme: Business-Oriented vs. Practical-Oriented

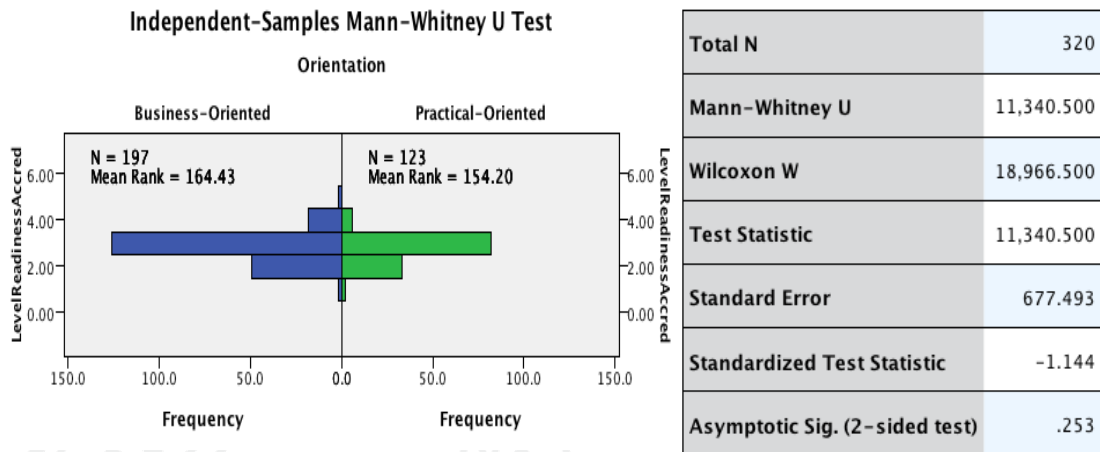


Figure 4.100 Level Readiness Accreditation III

The histogram shows a similar shape in both sides. The result of the Mann-Whitney U test shows that there is not a significant difference ($U=11,340.5$, $p=0.253$) between the evaluation of the level of readiness of Thai institutions to obtain international accreditations in tourism and hospitality from the perspective of members of business-oriented programmes and those from practical oriented programmes since the p-value is higher than 0.05. However, the results are clearly more positive from the perspective of the business-oriented programmes.

Regarding the effect size:

$$\frac{Z}{\sqrt{n}} = \frac{1.144}{\sqrt{320}} = 0.064$$

This result shows that there is a small effect in this case.

To conclude, the last inputs regarding the level of readiness of Thai institutions to obtain international accreditation in tourism and hospitality has been extracted from the semi-structured interviews with the 7 representatives of Thai universities. All of the informants highlighted the already existing quality assurance and accreditation at their institutions and exposed their perspectives on their level of readiness to obtain international accreditation, and UNWTO TedQual in particular. In the case of Dr. Roberto Gozzoli, his perspective was unique since Mahidol University

International College was the only undergraduate institution in Thailand to obtain the UNWTO TedQual Certification at the time of this research (they were accredited since 2018). Moreover, he stated that his institution already follows all the compulsory quality assurance procedures in Thailand, plus EdPEX, which was already studied in Chapter 2. Apart from this, Mahidol University International College holds other accreditations such as the Thailand Trust Mark by the Ministry of Commerce, and the ASEAN University Network Quality Assurance (AUN-QA), which was also presented in Chapter 2. Therefore, he stressed that his institution is clearly ready to obtain international accreditation in tourism and hospitality.

Other informants highlighted that despite needing some improvements and modifications, they considered their institutions to be prepared to apply for international accreditation in tourism and hospitality education. For instance, Dr. Chompunuch Jittithavorn affirmed that Phayao University has a rather broad approach to quality assurance. Apart from the minimum requirements from the ONESQA, this institution is also accredited with EdPEX and AUN-QA. Moreover, Phayao University is also assessed by the Committee of University Presidents in Thailand (CUPTQA). She considered that her institution would be ready to obtain international accreditations in tourism and hospitality but it still needs to improve the levels of quality assurance, increase the results of EdPEX and improve the language skills. In the same line, Ms. Yaowaporn Lertkultanon, from the Faculty of Hospitality Industry of Dusit Thani College, stated that at a national level the OHEC and the ONESQA are in charge of certifying all programmes taught in the college. Moreover, the college arranges students to pass the Occupation Testing Level from the Thailand Professional Qualification Institute (TPQI). At an international level, this institution has already been accredited internationally by THE-ICE (presented in Chapter 2) and the World Association of Chefs' Society (WACS). Therefore, this institution is totally ready for international accreditation in tourism and hospitality. Ms. Kanjana Komnapinit Hannon, as a former Associate Dean and Vice President of Marketing and Communications in Dusit Thani College where she was the person in charge of THE-ICE accreditation, gave her perspective on Thai undergraduate programmes. Based on her experience in other Thai institutions, she added that "Thai universities, in general, would be ready for international accreditation in tourism and hospitality

after some necessary changes in terms of language and culture, paying more attention on the direction of both the institutions and the industry, and the attitude towards accreditation”.

Finally, the last three informants highlighted that while all their institutions would be ready for international accreditation, this strategy was not the main priority at their universities, for different reasons. Dr. Monticha Khruasuwan, pointed out that the College of Tourism and Hospitality of Sripatum University is assessed at a departmental and organisational level using all the compulsory quality assurance systems in Thailand, namely from the ONESQA and the TPQI (Thailand Professional Qualification Institute). Regarding the level of readiness she considered that “accreditation is not a focus of my college and our main objective is to develop the cooperation with the industry and the creation of new dual programmes, in order to improve the quality of our students”. Related to this, Dr. La-iard Silanoi explained that at the Faculty of Tourism and Hotel Management of Mahasarakham University, apart from the regular quality assurance required by the OHEC, the curriculum of the Tourism programmes needs to be assured by The Ministry of Tourism and Sport of Thailand. Regarding the level of readiness for international accreditation, he declared that this is not a major concern for his faculty, since all their students are Thai nationals and this kind of certification will not influence their decision on choosing a field or institution to study. Therefore, international accreditation is not an objective by this institution. The last informant, Ms. Suttiman Siammai highlighted that apart from the compulsory quality assurance by the ONESQA, Bangkok University International College focuses on partnering with the major players in the tourism and hospitality industry. Apart from being accredited as a MICE management teaching institution by the Thailand Conventions and Exhibitions Bureau (TCEB) it also as agreements (MOU) with the Pacific Asia Travel Association (PATA) and the Thai Hotels Association. She considered that her institution would be ready for international accreditation in tourism and hospitality.

4.3.2 Multi-Case Study: Hong Kong Polytechnic University and Instituto de Formação Turística in Macau

4.3.2.1 Reasons for Choosing These Particular Two Institutions

The researcher chose these two universities for this multi-case study for the following reasons:

1) Both universities are located in the Asian region (Hong Kong and Macau respectively) as the institutions to which the model is directed (Thai undergraduate institutions).

2) Being in the same region, these institutions are aware of the characteristics of Thai undergraduate education in tourism and hospitality and can offer a different perspective on their possibilities to obtain the accreditation.

3) Both institutions have held the UNWTO TedQual Certification from its early stages and have been part of the development of this accreditation for various years.

4) The previous factor implies that they have a clear vision on how this and other international accreditations can affect the performance on an institution, both in the short term and long term.

5) Despite being considered as World-class institutions in the field of tourism and hospitality, these universities have developed their programmes and teaching/learning style taking into account the local characteristics and background of the region they are located in, rather than implementing a standard pathway imported from institutions in the Western educational powers.

4.3.2.2 Characteristics of the Institutions in Hong Kong and Macau

The table in the following page summarises the main information and characteristics of the School of Hotel and Tourism Management, Hong Kong Polytechnic University and the Instituto de Formação Turística in Macau. This information has been gathered from the institutions' official websites and other institutional documentation

Table 4.8 Summary of Information of the Multi-Case Study Institutions

Institutions / Information Fields	SHTM, Hong Kong Polytechnic University	Instituto de Formaço Turistica (IFT, Macau)
Year of establishment	1979	1995
Campuses	Mr and Mrs Chan Chak-fu Building (opened in 2011). Total net floor area of 6,400 square metres	2 Campuses: 1) Mong-Ha Campus (4 buildings) 2) Taipa Campus (3 buildings)
Programmes taught	1) BSc (Hons) in Hotel Management 2) BSc (Hons) in Tourism and Events Management 3) MSc in Global Hospitality Business 4) Master of Science (MSc)/Postgraduate Diploma (PgD) in International Hospitality Management 5) Master of Science (MSc)/Postgraduate Diploma (PgD) in International Tourism and Convention Management 6) Master of Science (MSc) and Postgraduate Diploma	1) BA in Culinary Arts Management 2) BSc in Heritage Management 3) BSc in Hotel Management 4) BSc in Tourism Business Management 5) BSc in Tourism Event Management 6) BSc in Tourism Retail and Marketing Management 7) MSc/PgD in International Hospitality and Tourism Management (from 2019/20) 8) MSc/PgD in Tourism Management (from 2019/20) 9) MSc/PgD in

Institutions / Information Fields	SHTM, Hong Kong Polytechnic University	Instituto de Formacao Turistica (IFT, Macau)
	(PgD) programme in International Wine Management	Hospitality Management (from 2019/20)
	7) Doctor of Hotel and Tourism Management	10) MSc/PgD in International Food and Beverage
	8) Doctor of Philosophy (Ph.D.) in Hotel and Tourism Management	Management (from 2019/20)
		11) Ph.D. in Hospitality and Tourism Management (from 2019/20)
Students	Around 2,000 students	Around 1,600 students in Degree programmes Around 20,000 students in professional training courses
Academic staff	75 academics	119 faculties in total (degrees and professional training)
Relevant Partnerships	UNWTO PATA Hospitality Financial and Technology Professionals (HFTP) Asia Pacific Tourism Association (APTA),	UNWTO PATA United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) Asian Academy for Heritage Management (AAHM)

Institutions / Information Fields	SHTM, Hong Kong Polytechnic University	Instituto de Formacao Turistica (IFT, Macau)
Rankings 2019	International Society of Travel & Tourism Educators, Council on Hotel, Restaurant, and Institutional Education (CHRIE)	United Nations Educational Scientific and Cultural Organization (UNESCO)
	World's number 1 - Shanghai Ranking's Global Ranking of Academic Subjects – “Hospitality and Tourism Management”	World's number 30 - Shanghai Ranking's Global Ranking of Academic Subjects – “Hospitality and Tourism Management”
	World's number 5 - QS World University Rankings by Subject – “Hospitality and Leisure Management”	World's number 33 - QS World University Rankings by Subject – “Hospitality and Leisure Management”
	World's number 1 - Centre for World University Rankings subject categories - "Hospitality, Leisure, Sport and Tourism"	
Other facilities	1) Hotel ICON - teaching and research hotel 2) Che-woo Lui Hotel and Tourism Research	1) Pousada de Mong-Há – Educational hotel 2) Educational Restaurant 3) Heritage

Institutions / Information Fields	SHTM, Hong Kong Polytechnic University	Instituto de Formacao Turistica (IFT, Macau)
	Centre	Documentation Lab
	3) Bistro 1979 – Real- world restaurant setting	4) Wine & Tea Classrooms
	4) Vinoteca Lab – focused on wine education	5) Mock Front Desks 6) Mock Housekeeping Rooms
	5) Samsung Digital Lab for Hospitality Technology	7) Culinary Kitchens 8) Restaurant Classroom 9) Spa Teaching Room

Regarding the UNWTO TedQual Certification, the IFT was the first institution to be accredited, in the year 2000. The SHTM is also rather an early adopter of this certification, since they were accredited in 2002.

During his visit to both institutions, in April 2017, the researcher had the opportunity to experience first hand the overall quality of the facilities. Apart from having state-of-the-art facilities covering the needs of students nowadays, both institutions offer educational hotels and restaurants, open to the public and fully functioning, which offer the students in this field a unique opportunity for learning from experience. Moreover, these facilities, apart from benefiting the students, are also a source of income for the institutions and an unbeatable arena where the universities can engage in research. While both of the universities are top-class institutions (in Asia and Worldwide) as seen in the rankings, the main difference between them would be that the SHTM in Hong Kong could be considered as more business-oriented and the IFT in Macau focuses both on the business-oriented and practical-oriented perspectives. This can be seen by the fact that the SHTM only offers 2 programmes at the bachelor level and the rest would be postgraduate degrees, which are more aimed to industry professionals. On the other hand, the IFT has a vast majority of their students enrolled in their professional training courses, and less than 10% are enrolled in the university degrees. Furthermore, these university degrees have been solely Bachelor degrees (mainly business-oriented), until academic year

2019/20, when they will open the postgraduate degrees. Another important detail that is common to both institutions is that both are strongly focused on research and they both include world-class research centres, which are responsible for nationwide, continental and worldwide studies on tourism and hospitality.

4.3.2.3 Processes and Changes in the Institutions Accredited with UNWTO TedQual

The most relevant information regarding the process followed by these institutions to obtain the UNWTO TedQual Certification and the changes this accreditation has triggered in the universities was collected by the researcher during the semi-structured interviews with Prof. Haiyan Song, Ph.D., Associate Dean (Research) and Chair Professor at the School of Hotel and Tourism Management (SHTM), Hong Kong Polytechnic University, and Prof. Leonardo A. N. Dioko, Ph.D., Professor at the Institute for Tourism Studies (IFT) Macau and Director of IFT's Tourism Research Center. The following paragraphs will summarise and analyse the qualitative data gathered from these interviews, based on the codes drawn by running the NVivo software on the transcripts of the conversations between the researcher and the two representatives of the institutions.

1) Involvement with the UNWTO TedQual Certification Processes

Prof. Dioko started working for the IFT in the year 2000 as coordinator of all the undergraduate programmes and one of the first tasks that he was assigned was to lead the accreditation programme for obtaining the UNWTO TedQual Certification. Prof. Song joined the SHTM in 2004 as an Associate Dean for quality assurance. Therefore, he was in charge of the first and consequent renewal processes of the certification.

2) Importance of the UNWTO TedQual Certification for Their Institutions

From the perspective of Prof. Song, the UNWTO TedQual Certification was deemed as an important tool in the time of applying because it was already considered a good quality self-certification programme, with rigorousness, and a scientific foundation. He added that “despite some initial hesitance in terms of recognition by academics and industry partners, the fact that SHTM was a UNWTO

affiliate member encouraged us to become a part of this rather new system”. This decision was based on the support from both perspectives: SHTM would support the UNWTO, and its TedQual certification programme, and also the UNWTO would support the SHTM as well.

Prof. Dioko highlighted various reasons why the UNWTO TedQual Certification was considered as an important step for the development of the IFT. Firstly, it all happened during the turn of the millennium, and at that time tourism started becoming more important after the handover of Macau back to China, which took place in 1999. This was an essential factor for IFT, as can be seen in his quote “the sudden increase of tourism in Macau encouraged the IFT to focus on getting closer to the UNWTO as the preeminent organisation in tourism and to get more recognition for the quality of our programmes”. Secondly, at that time, there was not an official national quality assurance system in Macau and, therefore, there was a need for recognition of their programmes. Students and other stakeholders had become more demanding in terms of tourism and hospitality education and obtaining an international certification, supporting and assuring the quality of the IFT and its programmes, was the best way to meet with their requirements. The third and last factor was the increasing local competition in Macau, which had been stirred by the tourism boom mentioned before. Numerous public and private institutions started appearing and competing for a market share, and the best way for the IFT to face this challenge was through focusing on quality and international accreditation.

3) The UNWTO TedQual Certification Process

For the duration of the process, Prof. Dioko stated that it took his institution a year to get the accreditation. As he mentioned “at that time, the initial steps took a long time and there were many phases in which there was a lot of communication between the IFT and the UNWTO involved”. In the case of the SHTM Prof. Song affirmed that the process took them about half year, including preparation, application, and certification.

Considering the actual process, Prof. Dioko highlighted the fact that in the year 2000 they were sent an amount of forms in which the institution was to write all the information related to the accreditation process and attach a lot of appendices as evidences. After the preparation there will be an inspection by the UNWTO

auditor, in which, apart from visiting the facilities, checking the documents, etc. he or she would have interviews with university's management, faculties, students and public and private stakeholders that had to be arranged by the IFT. After the process, the IFT got all bachelor degrees certified by TedQual. Regarding SHTM, Prof. Song explained that given that in Hong Kong there was already an important quality assurance system for higher education and the fact that the school was already well established at the time of the application (2002), the accreditation process went smoothly for them. As he quoted, "the SHTM got certified for an initial period of three years and, from the first renewal, we have been granted a four-year certification". In terms of the programmes accredited, the SHTM got certified by TedQual only in its tourism programmes at all the three levels (bachelor, masters, and Ph.D.).

Also related to the process, Prof. Dioko added some supplementary information from the experience of the IFT. He mentioned that for them it was very important to appoint one person to work full time just in the accreditation process. Related this person's responsibilities, he quoted "he or she would be in charge of linking the different parties involved, for example the information technology team, hotel operating team, the lecturers, etc. and of coordinating the process". In the case of IFT, the relatively small size of the institution (they had around 400 to 500 students in the programmes to accredit at that time) made the communication and cooperation rather easy. Moreover, Prof. Dioko stressed that during their accreditation process the UNWTO included ten major areas to cover for the certification and some departments were confused on the information and evidences to include in each of them. He considered that the process nowadays has been made easier than in the early stages of the certification. He highlighted that now there is more information on the UNWTO TedQual website than at that time, and there is a more clear manual with examples for the applying institutions. Moreover, the fields of assessment have been reduced to five now and they have included the Global Code of Ethics for tourism as a framework, which is one of the main focus of the evaluation. At the present, according to Prof. Dioko, it is capital for the accreditation to be successful that the curriculum is designed taking into account the code of ethics, and that all the parties involved (management, faculties, students) are aware about the importance of its principles.

Finally, he added that in order to accomplish this, it is crucial to provide evidences showing that the Global Code of Ethics for tourism is included in the student's handbook they receive when they join the university, in the course outlines and in other relevant documents.

4) Difficulties During the Accreditation Process

From the perspective of the IFT, Prof. Dioko stated that one of the most difficult parts of the process was to assemble all departments in the institution and to engage them to start collecting evidences of their processes of service delivery. In the case of the SHTM, Prof. Song declared that, while they did not experience difficulties in terms of preparation and auditing, the main challenge for them was the alignment between the quality assurance system already existing at SHTM and the TedQual System. Prof. Dioko also agreed with this point as he mentioned that, apart from the process to collect evidences, the main challenge was to reconcile those documents gathered regarding the institution processes with the requirements of TedQual.

Exploring this challenge deeper, Prof. Song explained that one of the main difficulties for them was adapting the assessments, as he quoted "the Hong Kong Polytechnic University presents an outcome-based system and the TedQual is process-driven". He added, that while his university also emphasises on the process, the main focus is on outcomes; as long as the students reach the outcomes, the processes are not that relevant. He added that, on the other hand, the TedQual, with its focus on process, could be seen as a kind of checklist in which they would assess whether a process exist in an institution and what is its level of implementation. Therefore, aligning the programmes in SHTM with the requirements of the TedQual was the most laborious part of the process. In the same line, Prof. Dioko stated that in the year 2000 there was a big difference between the framework required by the TedQual system and the IFT's existing processes, which were rather local. The understanding of the institution was very different to the perspective of the UNWTO at that time. However, according to Prof. Dioko, these challenges were overcome thanks to the cooperation with the UNWTO, which organised several seminars and meetings with the heads of the different departments involved in the process and facilitated the alignment of the documents and requirements.

5) The Renewal Process

In terms of the renewal process, Prof. Dioko pointed out that the IFT was initially certified on the existing bachelor programmes for two years and, after the first renewal, they have been renewing every four years. According to Prof. Song, the SHTM got an initial certification for three years in 2002 and after the renewal they have renewed the accreditation every four years, as well (2005, 2009, 2013, and 2017). Regarding the actual renewal process, both informants agree that it is a rather easy process. Prof. Dioko mentioned that the process is rather standard and the fact that the auditor from TedQual tends to be the same person is an advantage, since they are already familiar with the characteristics of the institution and the culture as per his quote “having the same auditor during the renewal processes is a big advantage when comparing TedQual with other accreditation systems, since this person already knows the characteristics of our institution and our culture”. For Prof. Song, the renewal process would be very straightforward and quite a routine, since a majority of the documents are already there from the initial process. The only difference would be when there have been changes in the programmes or facilities. In those cases, Prof. Song added, the institution would need to add some supplementary information. In the same line, Prof. Dioko stressed that the renewal process may become more complicated when adding the certification to a new programme. He added that, while 70% of the process would be standard, a new additional programme involves presenting the details of the new curriculum and justification that it is endorsed by the industry.

Concerning the plans to renew the TedQual Certification in the future, both respondents agreed that their institutions plan to keep renewing it. Prof. Song stated that the plans of SHTM are to renew this accreditation in its tourism programmes. According to Prof. Dioko, the main reasons for the IFT to keep renewing this accreditation are: 1) The UNWTO TedQual Certification is now more internationalised than ever and it is gaining popularity; 2) This accreditation is a mean for the IFT to show the higher education office in Macau that they are recognised by an international accreditation; and 3) This certification is a way to attract prospective students to the IFT, since they know the degree they will get from this institution is fully recognised worldwide.

6) Changes in the Institution after Obtaining the Accreditation

In this aspect, the pointed out by the informants as the main factors that had changed in their institutions after obtaining the UNWTO TedQual Certification were: Considerations on the students, the faculty, the accountability, the industry relations, and the change of perspective on tourism and hospitality programmes. Firstly, Prof. Dioko stated that, in the past, the IFT did not realise that students were external customers. Since the accreditation, the institution has changed its mentality about students being customers, the way the institution deals with their needs and complains, etc. Regarding the faculty, Prof. Song explained that at SHTM the background of the lecturers has improved dramatically. As he quoted “the amount of faculty members at the SHTM holding a Ph.D. was around 60%. Nowadays, all the faculty members in the levels of assistant professor and above (100%) hold a Ph.D. with the only exception of instructors, which are not required to have a Ph.D.”

Considering the accountability, Prof. Dioko mentioned that before TedQual there was not a high concern of staff working at the IFT on how they ensure the quality of their processes and services, and this was common in most publicly funded institutions. Nowadays, he added, all the workers in the different departments of the institution are documenting everything and, therefore, the organisational culture has changed to become more quality-focused. For the industry relations, Prof. Song affirmed that in the years following the accreditation, the SHTM has enhanced their industry connection and there is now a higher level of interaction between the institution and the tourism and hospitality stakeholders. Finally, Prof. Dioko highlighted that the UNWTO TedQual Certification has helped the IFT and other programmes in tourism and hospitality to dispel the myth that this fields are mainly technical and vocational education, and now society considers them to require higher-level cognitive learning.

7) Other Accreditation in Tourism and Hospitality

Prof. Song explained that at the SHTM they have followed different procedures in accreditation in their tourism and hospitality programmes. While the tourism programmes are accredited at all levels (bachelor, masters, and Ph.D.) by the UNWTO TedQual Certification, the hospitality programmes are all accredited by the Institute of Hospitality, a British accrediting body which has been already mentioned

in section 2.5.2 of this thesis. Regarding the IFT, Prof. Dioko clarified that they do not have other international accreditations at a programmatic level, only short term courses accredited by certifications such as the WSET for wine studies or the IATA certification for training programmes. However, he added that at the time of the interview, the IFT had recently passed the International Quality Review (IQR) from United Kingdom's Quality Assurance Agency for Higher Education (QAA), which, while not being focused solely on tourism and hospitality programmes, is a worldwide-recognised accreditation.

In terms of the differences between UNWTO TedQual and other accreditations, the two respondents listed some factors related to the orientation, the design and procedures, and the objectivity levels. Firstly, Prof. Dioko pointed out that, when compared with the UK QAA, the orientation of TedQual is more strategically oriented, looking at the institution and programmes as products, and how to ensure their quality from a strategic management point of view, based on diverse criteria. On the other hand, the UK QAA has a main focus on students as customers, and how the institutions deliver their promises by matching their objectives with their processes. In terms of design and procedures, Prof. Song observed that "TedQual is rather process driven, including a rather well laid down criteria, which results in a rigid system". In the same line, Prof. Dioko stated that TedQual would be like a checklist system in which institutions need to support those items they checked with appropriate evidences. In the case of the UK QAA, he added, this is totally different, as their focus is to assess whether the institution has a relevant policy, how the policy was thought of and developed (e.g. were the students consulted prior to the development of this policy?), and how it was communicated to all the stakeholders. Finally, regarding the objectivity, Prof. Song highlighted that, since TedQual is based on a rigid process system, it can be considered as more objective than other accreditations, which might involve an amount of judgemental input from the auditors.

8) Factors to Consider and Keys to Success for the UNWTO TedQual Certification

The last topic covered during the interviews with the two representatives of the institutions of the multi-case study was the factors to consider before applying to the UNWTO TedQual Certification and the keys to success for universities aiming to obtain this accreditation. Each of the informants listed and explained different factors based on their personal experience, the characteristics of their institutions, and their perspectives on other institutions and education systems in Asia.

For Prof. Dioko, there are four main factors to consider and keys to success for this accreditation: the level of readiness, the resources, the engagement with stakeholders and the students. He firstly mentioned that an institution needs to analyse itself first and assess whether the staff are really qualified and have the right mentality to apply, adding that if the people involved are very local thinking individuals the institution will not be ready to deal with the audit. Then, according to Prof. Dioko, being able to show the auditors that a minimum degree of investment has been implemented in facilities and other resources is crucial for the process. Moreover, he emphasised on the level of engagement with stakeholders, particularly with the industry, which needs to be really strong in order to obtain this certification. Lastly, Prof. Dioko pointed out that the treatment of the students is certainly important for the process. Students should be treated as external customers of the institution and their feedback is one of the main factors on which all the university's procedures should be based on.

Similarly to Prof. Dioko, Prof. Song stressed the importance of the relations with the industry as a key to success in this accreditation. He mentioned that many universities in Asia do not pay enough attention to this factor, and they are more focused on research, teaching or theoretical development. However, the UNWTO emphasised majorly on this factor when assessing institutions. As ways of improving this factor, Prof. Song recommended institutions to get involved in consultancy projects, training from industry professionals and, most importantly, employing advisors from the industry in the development of the programmes. The second factor he highlighted was to focus on the 10 articles of the Global Code of Ethics for tourism. Prof. Song observed that institutions in Asia Pacific had a tendency of not

paying much attention to this code of ethics. Even if numerous institutions are teaching concepts such as equality, diversity, non-discrimination, etc. in their programmes, the main problem, according to Prof. Song, is that they are not explicit enough. In his opinion, since the UNWTO TedQual auditors are particularly focused on the requirements of this area, applying institution should be ready to explicitly implement the Global Code of Ethics for tourism in their programmes and to support this with relevant evidences.



CHAPTER 5

MODEL FOR THAI UNDERGRADUATE INSTITUTIONS IN TOURISM AND HOSPITALITY TO OBTAIN THE UNWTO TEDQUAL CERTIFICATION

This chapter will focus on the last objective of this thesis, which is to propose a model for tourism and hospitality undergraduate education Thai institutions for the acquisition of the UNWTO TedQual Certification and, subsequently, to improve the overall quality of tourism and hospitality education in the country. This model is based on the data collected from the UNWTO TedQual, the processes followed by the SHTM in Hong Kong and the IFT in Macau, and is adapted to the specific characteristics of the undergraduate institutions in tourism and hospitality in Thailand, following the quantitative and qualitative data analysed in Chapter 4. In addition, the findings drawn from the focus group with a panel of experts will also be added to the model. The model, presented within this chapter and its sections, will serve as a guideline for Thai institutions to decide whether this is the right international accreditation for them, to analyse whether they are prepared for this certification process, to understand the process in a more straightforward manner, thanks to the information gathered in this study which is adapted to the characteristics of Thai institutions, and to present them with some useful ideas on how to comply with the requirements of the UNWTO TedQual from a practical perspective. The model is summarised in the figure presented in the following page.

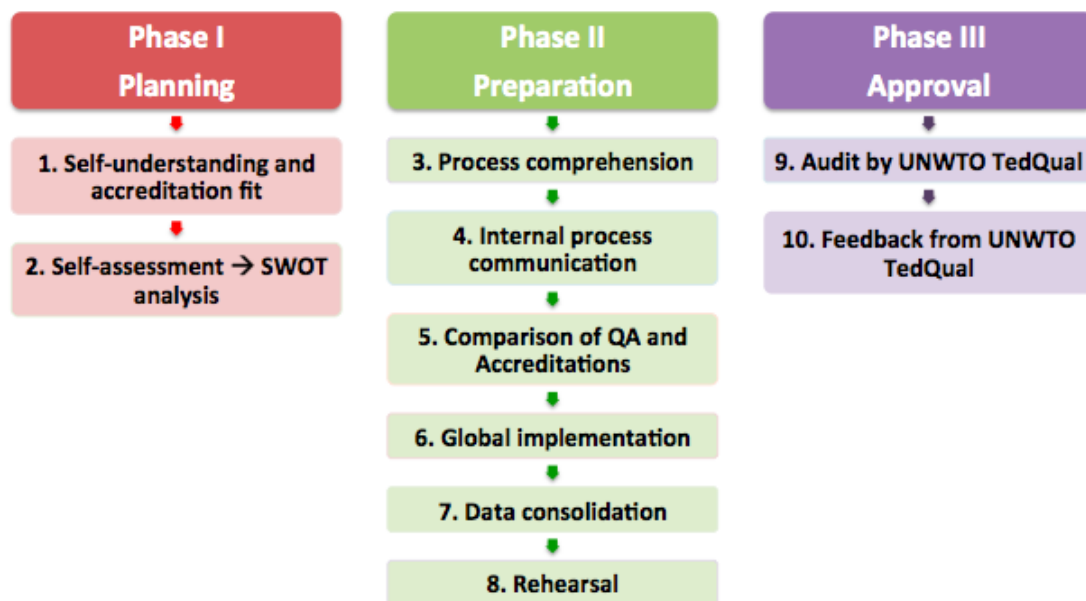


Figure 5.1 Model for Thai Institutions to Obtain UNWTO TedQual Certification

5.1 Self-Understanding and Accreditation Fit

Before deciding whether to apply for UNWTO TedQual or any other international accreditation in tourism and hospitality, Thai institutions should consider whether this is the right direction for them, and which one would be the most appropriate certification relating to their own characteristics. The best way to do this would be to analyse the positive driving forces and limitations of this accreditation system, which were drawn in Chapter 4 from the UNWTO TedQual official website, management representatives at Thai undergraduate institutions in tourism and hospitality, representatives of universities already certified by UNWTO TedQual in Hong Kong and Macau, and auditors of the UNWTO TedQual Certification. Other forces pointed out by the panel of experts participating in the focus group for this research have also been added at the end of the tables following the conduction of this research method. All these factors have been summarised in the following tables as an easy system for institutions to “tick” or to give a numeric value to which positive driving forces would be desirable and which limitations would affect their decision, as a more visual way of analysing the complementarity between the accreditation and the needs of their universities.

Table 5.1 Positive Driving Forces to Apply for the UNWTO TedQual Certification

Factors	Outlined by	Check
Holding the only international quality accreditation issued by the UNWTO	1) UNWTO TedQual Website 2) Management representatives at Thai institutions 3) Representatives of universities in Hong Kong and Macau 4) Auditors of UNWTO TedQual	-
Being allowed to use the UNWTO TedQual logo on promotional and other materials regarding the program	1) UNWTO TedQual Website 2) Management representatives at Thai institutions	-
Access to international promotion by the UNWTO's various communication tools	1) UNWTO TedQual Website 2) Management representatives at Thai institutions 3) Representatives of universities in Hong Kong and Macau 4) Auditors of UNWTO TedQual	-
Being a part of the UNWTO TedQual Network for knowledge sharing, good practices and support	1) UNWTO TedQual Website 2) Management representatives at Thai	-

Factors	Outlined by	Check
	institutions 3) Auditors of UNWTO TedQual	
Inclusion in the UNWTO TedQual Exchange Program, the UNWTO TedQual Mentoring Program and the UNWTO.Themis Foundation, offering opportunities for scholarships, joint research projects, worldwide events and support.	1) UNWTO TedQual Website	-
Inclusion in other related UNWTO activities	1) UNWTO TedQual Website	-
Continuous development and Improvement of the institutions	1) Management representatives at Thai institutions	-
Local situation (political, economic, etc.) and Market trends	1) Representatives of universities in Hong Kong and Macau	-
Specific characteristics of the certification and its process: Objective and scientific tool, Process-driven accreditation, Straightforward and participative	1) Representatives of universities in Hong Kong and Macau 2) Auditors of UNWTO TedQual	-
Feedback from Employers (the industry considering this accreditation as something desirable for educational institutions)	1) Panel of experts	-
Requirements already covered in other quality assurance and accreditation systems can simplify this certification process	1) Panel of experts	-
Other Positive Driving Factors specific for the institution?	1) Institution's own perspective	-

Table 5.2 Limitations or Negative Driving Forces When Applying for the UNWTO TedQual Certification

Factors	Outlined by	Check
Process involving long time from preparation to accreditation	1) Management representatives at Thai institutions 2) Representatives of universities in Hong Kong and Macau 3) Auditors of UNWTO TedQual	-
Language barriers: need to translate documents and evidences to English; consideration of not being a relevant certification for institutions focusing on Thai programs	1) Management representatives at Thai institutions	-
Current performance of the institution being significantly below the standards of the certification	1) Management representatives at Thai institutions 2) Representatives of universities in Hong Kong and Macau 3) Auditors of UNWTO TedQual	-
Existing policies and procedures in Thai institutions, limiting the possibilities for changes	1) Management representatives at Thai institutions	-
Specific characteristics of the accreditation not being convenient for the institution: the process can be too rigorous; it is a learning/support process which involves a lot of effort	1) Representatives of universities in Hong Kong and Macau 2) Auditors of UNWTO TedQual	-

Factors	Outlined by	Check
Consideration of other available accreditations instead of UNWTO TedQual either industry-focus (such as THE-ICE or the Institute of Hospitality) or more generic (AACSB, UK QAA)	1) Management representatives at Thai institutions 2) Representatives of universities in Hong Kong and Macau	-
Consideration of other focuses for development rather than accreditation: recognition from the industry, cooperation with stakeholders, dual programs, other ways of improving the quality of students...	1) Management representatives at Thai institutions 2) Representatives of universities in Hong Kong and Macau	-
Price of the accreditation	1) Panel of experts	-
Preference to focus on easier steps in terms of accreditation rather than applying directly to the one offered by the UNWTO (going step by step)	1) Panel of experts	-
Other Limitations specific for the institution?	1) Institution's own perspective	-

Apart from these main driving forces to consider before applying for the UNWTO TedQual Certification, there was one factor that was emphasised during the interviews with the representatives of the SHTM in Hong Kong and the IFT in Macau and, therefore needs special attention. Prof. Dioko expressed that one of the main factors encouraging the IFT to apply for this accreditation was the **increasing local competition** in Macau at the time (year 2000) and the need for competitive advantage. This factor can be conveyed to the current situation in Thai Higher Education, in which there is an increasing competition (locally and even internationally) for the fewer amount of students, due to the significant decrease in the birth rates among other factors (as explained in the SWOT analysis in Chapter 4).

After assessing all of these common factors and adding the particular factors affecting their institutions, universities' decision-makers will be able to have a clearer picture on the adequacy of the UNWTO TedQual Certification on their development path and whether this is the best potential option and the right time for them to consider applying. If the assessment is positive, the institution will need to evaluate how well they are prepared for the application.

5.2 Self-Assessment: SWOT Analysis of the Institution

This question of whether Thai institutions were ready to apply for international accreditation was included in the survey conducted among 320 staff from the 117 undergraduate programs in tourism and hospitality in Thailand and also in the semi-structured interviews involving management representative from several of these institutions. This is a crucial factor to consider since the fact of institutions not being ready or being too ambitious when deciding to apply for the UNWTO TedQual Certification was highlighted by the representatives of the SHTM in Hong Kong and the IFT in Macau, together with the TedQual auditors, as one of the main reasons of failure on obtaining this accreditation.

Institutions considering applying can refer to the results of the abovementioned survey and interviews for guidance to answer to this relevant question. Regarding the survey, and as presented in Chapter 4, the average result of the responses to the question "In a scale of 1-5 (being 1 "Not at all ready" and 5 "Totally ready") what do you personally consider the level of readiness of your institution is to apply and comply with the requirements and procedures of TedQual or any similar international accreditation?" was 2.81 out of 5. This result, which can be considered as positive overall (it is higher than 2.5), is low when compared to the average score of the evaluation of Thai undergraduate institutions in tourism and hospitality (3.61 out of 5). These facts proved that despite having a generally positive perception on the quality of their institutions, the participants did not consider them to be totally ready to apply for this kind of international accreditations. In terms of the factors to improve regarding this level of preparedness, the informants in the semi-structured interviews listed the following items:

- 1) Need to improve the quality of the students
- 2) Focus on internationalisation of institutions and programs
- 3) Improving the level of quality assurance
- 4) Applying changes in terms of culture and directions and attitude towards accreditation

The panel of experts participating in the focus group added the following factors to be improved:

- 1) To reduce the number of administrative tasks in order to focus on quality and the accreditation process
- 2) To select leaders with Total Quality Management (TQM) background which are committed to the project
- 3) To implement an institutional philosophy of quality assurance as a tool for overall improvement rather than just a compulsory procedure

The best option to answer this question efficiently is to understand the internal strengths and weaknesses of each institution and how they relate to the external environment. The SWOT analysis of Thai undergraduate programs in tourism and hospitality, presented in Chapter 4, complemented with the comments and suggestions added by the panel of experts during the focus group conducted for the confirmation of the model, presents the following factors.

Table 5.3 Strengths and Weaknesses

STRENGTHS	WEAKNESSES
1) Faculty members (adequate, professional, good mix of professional and academic background)	1) Internationalisation and interculturality (language skills, focus on mainly local characteristics of the industry)
2) Students (service mind)	2) Sustainability, culture and local benefits
3) Curriculum (variety, outcome-based, focus on service operations, inclusion of field trips)	3) Management (lack of leadership)
4) Unique way of hospitality in Thailand	4) Curriculum (non-innovative, too much focus on hospitality rather than tourism, inflexibility of Thai Education System)
5) Job opportunities	5) Faculty (need for external guest lecturers to complement their limitations)
6) Update on industry trends and real-time issues	6) Students (lack of eagerness to study, not matching job requirements)
7) Variety of institutions in tourism and hospitality (wide number of choices)	7) Regulations preventing qualified people to become lecturers

Table 5.4 Opportunities and Threats

OPPORTUNITIES	THREATS
1) Attracting students from other countries (CLMV, AEC, and China)	1) Smaller pool of students (lower birth rate in recent years)
2) Creating a more attractive curriculum (more specific, fewer credits, more focused on practical side of tourism and hospitality)	2) Competition from foreign institutions
3) Collaborations with foreign institutions (dual programmes, internships overseas)	3) Online programmes offered by some of the bigger universities in the world
4) Design of programmes and courses based on the feedback from the industry and the trends in the labour market	4) Curriculum getting out of date easily due to the 5-year framework
5) Short courses to complement the offer of undergraduate programmes	5) Risk of not picking up with the new trends in terms of industry and technology
6) Working more closely with the government and other public institutions	6) Too much dependence on external support (government, other institutions)

This SWOT analysis can assist the institution to assess similar patterns in the strengths, weaknesses, opportunities and threats within their organisation, and get an idea on the room for improvement before deciding whether or not to apply for the UNWTO TedQual Certification. However, the researcher strongly encourages the interested institutions to evaluate themselves and to prepare their own situation analysis. The survey questionnaire conducted by the researcher would be an appropriate tool to be used by the institution for this self-evaluation, since it has been designed following the characteristics of the UNWTO TedQual Certification, and the results would be fully related to the criteria of this international accreditation.

5.3 Process Comprehension

While the process for any institution in tourism and hospitality to apply for this accreditation can be easily accessed from the UNWTO TedQual website and the certification's manual, this section will present the process in a way that is adapted to the current situation of Thai organisations, taking into account its characteristics, processes, and particularities, which have already been explained previously.

Firstly, the process to be followed by institutions aiming to apply for UNWTO TedQual and the assessment criteria that will be considered by the auditors and the certification committee was clearly explained by the UNWTO Themis Foundation (2016). In its manual, this foundation outlined the timeline of the process to be followed by applying institutions, consisting of seven stages, as represented in the figure below.

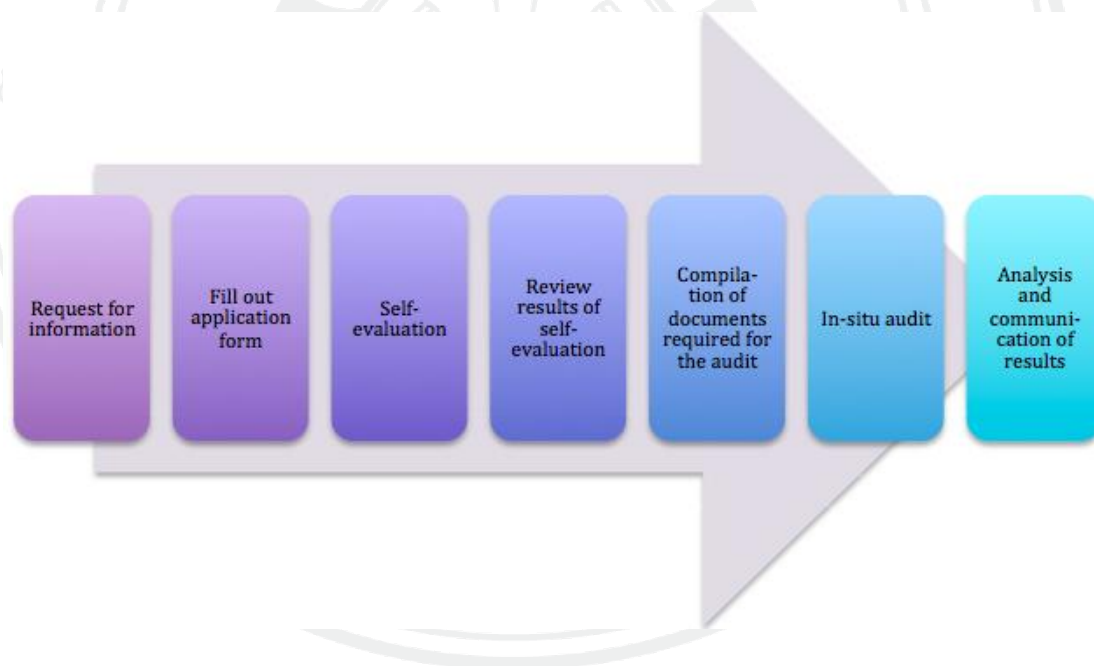


Figure 5.2 UNWTO TedQual Certification Process

Source: Adapted from the UNWTO Themis Foundation (2016)

Following this and in terms of the evaluation criteria, as reviewed in section 2.6 of this thesis, the five areas of analysis are: public and private sectors employers, students, the curriculum and pedagogical system, the faculty, and the management. Each of these areas is to be assessed using several indicators. In the stage of the self-evaluation the institutions will need to explain how they cover these indicators. After the self-evaluation is reviewed, institutions need to gather documents and evidence supporting the information given in the same evaluation, which at the end will be confirmed by the auditors during the in-situ audit.

Apart from the areas of assessment highlighted for the UNWTO TedQual Certification, the UNWTO Themis Foundation (2016), as described in section 2.6 of this thesis, emphasised on the use of the values presented in the Global Code of Ethics for tourism as a framework. These values are presented in the following 10 articles, which were already displayed on Table 2.5:

- Art. 1: Tourism's contribution to mutual understanding and respect between people and societies.
- Art. 2: Tourism as a vehicle for individual and collective fulfilment.
- Art.3: Tourism, a factor of sustainable development.
- Art. 4: Tourism, a user of the cultural heritage of mankind and a contributor to its enhancement.
- Art. 5: Tourism, a beneficial activity for host countries and communities.
- Art. 6: Obligations of stakeholders in tourism development.
- Art. 7: Right to Tourism.
- Art. 8: Liberty of tourist movements.
- Art. 9: Rights of the workers and entrepreneurs in the tourism industry.
- Art. 10: Implementation of the principles of the Global Code of Ethics for Tourism.

Including these values in the assessment can be considered as a challenging task for those institutions that have never used this Code of Ethics as a framework and, therefore, this is an element of the process that needs to be worked on especially careful. Fortunately for institutions, the UNWTO Themis Foundation (2016) has included in its manual information on how to include the articles of the Global Code

of Ethics for Tourism into the programs. This information is summarised in the following table.

Table 5.5 Inclusion of Global Code of Ethics for Tourism in the Assessment

UNWTO TedQual	Questions / Indicators
Assessment Areas	
1. Public and private sector employers	<ol style="list-style-type: none"> 1. Did your institution/program consider the principles of the Global Code of Ethics for Tourism when devising the mission and the action plan? 2. Does the institution/program cooperate with the public/private sector in the implementation of the principles of the Global Code of Ethics for Tourism? If yes, how?
2. Students	<ol style="list-style-type: none"> 1. In the admission of students, does your institution/program respect the equality of people? Does your institution/program promote the admission of the most vulnerable groups (persons with disabilities, ethnic minorities, indigenous people, etc.)? 2. Does your institution/program promote understanding and respect among students? How? 3. Does your institution/program promote the mobility of students? 4. Does your institution/program evaluate students on knowledge, skills and values? How? 5. According to Article 5 of the Global Code of Ethics for Tourism, tourism professionals shall carry out studies of the impact of their development projects on the environment. Do you ask the students of your institution/program to carry out studies about

UNWTO TedQual Assessment Areas	Questions / Indicators
3. Curriculum and pedagogical system	<p>tourism in your country/region or to be part of any cooperation for development activity?</p> <p>6. Does your institution/program have platforms that strengthen ethic values in the students' behaviour? How?</p>
	<p>1. How does the curriculum include the principles of the Global Code of Ethics for Tourism: (a) as a transversal issue in all subjects, (b) as a specific subject about ethics or (c) both?</p> <p>2. How does your institution/program inform the students and Faculty about the principles of the Global Code of Ethics for Tourism (seminars, specific classes, brochure, etc.)?</p> <p>3. What is the pedagogical method used to teach the principles of the Global Code of Ethics for Tourism to the students? How do you ensure that this knowledge is acquired?</p>
4. Faculty	<p>1. What is the admission process of your institution/program regarding Faculty? Does your institution/program respect the equality of people?</p> <p>2. Does your institution/program promote equity of gender among the Faculty members? How?</p> <p>3. Does your institution/program promote understanding and respect among the Faculty members as well as between them and the students and other staff members?</p> <p>4. Does your institution/program promote the mobility of Faculty abroad (to study or to be trained)?</p>

UNWTO TedQual	Questions / Indicators
Assessment Areas	
5. Management	5. Does your institution/program have platforms that strengthen ethic values in the Faculty and other staff members? How?
	6. Does the Faculty of your institution/program carry out studies about tourism in your country/region?
	1. Does your institution/program respect economic, social and cultural environment and transmit the same to the students, professors and local community? How?
	2. Does your institution/program observe and respect the social and cultural traditions of all peoples, including minorities and indigenous people? Does your program promote their integration and teach students respect towards everyone?
	3. Does your institution/program help other institutions/ programs of least developed countries to create/update their tourism programs using the principles of the Global Code of Ethics for Tourism as a reference while developing their mission, action plan, curriculum, etc.?

Source: Adapted from the UNWTO Themis Foundation (2016)

5.4 Internal Process Communication

The representatives of the 2 universities in Hong Kong and Macau stressed the importance for the applying institutions to analyse themselves first and assess the level of qualification of the staff involved and their mentality before the application. If the staff involved have a strictly local thinking perspective, the institution is likely to fail. Also, it is crucial to ensure there has been a minimum degree of investment in facilities and other resources, in order to be successful during the audit stage. These are rather important factors that need to be added to the assessment of the level of readiness of the institution, which was presented in section 5.1.

Another factor highlighted by the representatives of these universities was the importance of assigning a person to work full time in the accreditation process. Due to the specific characteristics of this certification, which is strategically oriented and looks at institutions and programs as products (focusing on their quality), this person should ideally have some strategic management background. The assigned individual would primarily focus on linking the different departments involved and coordinating the process. This is a crucial task since one of the difficulties underlined by these representatives was to assemble all the parties in the institution and to engage them to collect documents related to their service delivery processes.

In order to overcome all the challenges involved with the accreditation process, the representatives of the SHTM and the IFT strongly recommended to cooperate closely and maintain open communication channels with the UNWTO. The organisation will be open to provide the necessary assistance during the process and also organise seminars and meetings regularly, which should be joined by the person in charge and the heads of all departments involved. Moreover, both informants agreed that the amount of information on the process accessible from the different platforms provided by the UNWTO (especially its website and the manual with instructions) is significantly bigger now than in the time of their application, which would be an advantage for the applying institutions nowadays.

Finally, another factor pointed out by both representatives at this stage was the task of aligning the already existing processes and quality assurance systems with the requirements by the UNWTO TedQual. The person in charge of the process will need to make sure that the documents gathered by the different departments are reconciled with the assessment criteria of the certification. Moreover, for those institutions in Thailand not holding any additional accreditation apart from the ONESQA system, this process will be laborious since the quality assurance system is outcome-based and TedQual is process-based. In order to fulfil this task the person responsible for the process will need to liaise with all the departments involved to decide how to convert those outcomes into processes, following the UNWTO TedQual standards.

5.5 Comparison of Other Quality Assurance and Accreditation Systems with UNWTO TedQual

In order to facilitate these stages for Thai undergraduate institutions in tourism and hospitality the following information will compare the criteria of the UNWTO TedQual Certification with other popular quality assurance and accreditation systems in Thailand and the ASEAN region. First, as a regional level, the ASEAN University Network (AUN) QA will be used. Secondly, the criteria will be compared with the Education Criteria for Performance Excellence (EdPEX), which is a popular quality assurance system among the top performing Thai institutions. Lastly, the criteria assessed by all higher education institutions in Thailand (ONESQA) will be compared with the UNWTO TedQual Certification. The main reason behind these comparisons is to facilitate the tasks of Thai institutions during the self-evaluation and document compilation stages, based on the fact that all these organisations have already gone through at least one of these processes, and some of the assessments and evidence gathering have been done previously by them.

5.5.1 Comparing a Framework of ASEAN Accreditation (AUN-QA) with the UNWTO TedQual Certification

As seen in section 2.5.1 the AUN-QA focuses on promoting the cooperation between the quality assurance bodies within the 10 ASEAN nations and, similarly to the UNWTO TedQual Certification is not compulsory and it has a qualitative focus. The AUN-QA (Table 2.2) assesses the institutions by analysing 11 criteria categories and 50 indicators, while the TedQual (as seen in section 2.6) focuses on 5 different criteria with 18 indicators. Since there are numerous similarities between these accreditation systems, the table in the following pages will summarise the main characteristics shared by them. This will serve to facilitate the task of universities in Thailand, which already have been accredited by this ASEAN quality assurance system by relating them to the requirements of the UNWTO TedQual Certification.

Table 5.6 Comparison of UNWTO TedQual and AUN-QA Criteria

Areas/Indicators UNWTO TedQual	AUN-QA Related Indicators
1. Public and private sector employers	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university
1.1 Inclusion of the employers needs in defining the mission, action plan and curriculum content	
1.2 Adaptation of the Program to new trends and requirements of the employers	1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders
	10.1 Stakeholders' needs and feedback serve as input to curriculum design and development
	10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment
	10.6 The stakeholder's feedback

Areas/Indicators UNWTO TedQual	AUN-QA Related Indicators
	mechanisms are systematic and subjected to evaluation and enhancement
	11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement
2. Students	2.1 The information in the programme
2.1 Communication and promotion of the Program (before and during the admission process)	specification is comprehensive and up-to-date
2.2 Introduction of the student in the Program (Post admission)	2.2 The information in the course specification is comprehensive and up-to-date
2.3 Attention given to students' needs – Administrative, academic, social welfare and curriculum support (during the studies)	2.3 The programme and course specifications are communicated and made available to the stakeholders
2.4 Assessment of the student's performance	5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes
2.5 Evaluation of student's satisfaction level regarding programme and additional services	5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students
2.6 Follow-up on graduate students	5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment

Areas/Indicators UNWTO TedQual	AUN-QA Related Indicators
	<p>5.4 Feedback of student assessment is timely and helps to improve learning</p> <p>5.5 Students have ready access to appeal procedure</p> <p>7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service</p> <p>7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated</p> <p>7.3 Competences of support staff are identified and evaluated</p> <p>7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfil them</p> <p>7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service</p>
<p>3. Curriculum and pedagogical system</p> <p>3.1 Methodology used to formulate the curriculum</p> <p>3.2 Curriculum coherence</p> <p>3.3 Effectiveness of the pedagogical method</p>	<p>3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes</p> <p>3.2 The contribution made by each course to achieve the expected learning outcomes is clear</p>

Areas/Indicators UNWTO TedQual	AUN-QA Related Indicators
3.4 Existence, access and usefulness of the curriculum support facilities	<p>3.3 The curriculum is logically structured, sequenced, integrated and up-to-date</p> <p>4.1 The educational philosophy is well articulated and communicated to all stakeholders</p> <p>4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes</p> <p>4.3 Teaching and learning activities enhance life-long learning</p> <p>9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research</p> <p>9.2 The library and its resources are adequate and updated to support education and research</p> <p>9.3 The laboratories and equipment are adequate and updated to support education and research</p> <p>9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research</p> <p>9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented</p>

Areas/Indicators UNWTO TedQual	AUN-QA Related Indicators
4. Faculty	4.1 The educational philosophy is well
4.1 Faculty selection	articulated and communicated to all
4.2 Academic coordination	stakeholders
4.3 Performance	4.2 Teaching and learning activities are
4.4 Continuous knowledge update	constructively aligned to the
	achievement of the expected learning outcomes
	4.3 Teaching and learning activities enhance life-long learning
	6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service
	6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service
	6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated
	6.4 Competences of academic staff are identified and evaluated
	6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil them

Areas/Indicators UNWTO TedQual	AUN-QA Related Indicators
	<p>6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service</p> <p>6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement</p> <p>11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement</p> <p>11.2 The average time to graduate is established, monitored and benchmarked for improvement</p> <p>11.3 Employability of graduates is established, monitored and benchmarked for improvement</p> <p>11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement</p>
<p>5. Management</p> <p>5.1 Organisation</p> <p>5.2 Quality System</p>	<p>10.1 Stakeholders' needs and feedback serve as input to curriculum design and development</p> <p>10.2 The curriculum design and development process is established and subjected to evaluation and enhancement</p> <p>10.3 The teaching and learning processes and student assessment are</p>

Areas/Indicators UNWTO TedQual	AUN-QA Related Indicators
	<p>continuously reviewed and evaluated to ensure their relevance and alignment</p> <p>10.4 Research output is used to enhance teaching and learning</p> <p>10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement</p> <p>10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement</p>

It can consequently be stated that there is a close relationship between these two accreditation systems and that they have similar focuses even if they use different denominations for them. Another important fact is that the application and evidences for AUN-QA need to be presented in English and all of them have previously been translated for this purpose, resulting on less workload for the potential application to UNWTO TedQual. Moreover, the fact that the AUN-QA system is programmatic means that the information and documents have been prepared from the perspective of the program, rather than the institution, and this is exactly the same requirement as UNWTO TedQual. Consequently, this fact indicates that those institutions already holding an AUN-QA accreditation would have already assessed and documented a majority of the topics they will need to cover if they decide to apply for the UNWTO TedQual Certification. The only items that would need additional consideration are the TedQual indicators 2.5 Evaluation of student's satisfaction level regarding programme and additional services, 2.6 Follow-up on graduate students, and 5.1 Organisation, which do not have a clear counterparty in the AUN-QA criteria.

5.5.2 Comparing a Framework of Thai Accreditation (EdPEX) with the UNWTO TedQual Certification

As seen in section 2.5.2.1 the Education Criteria for Performance Excellence (EdPEX) is one of the latest additions to the Thailand Education Quality Assurance framework, and one that, similarly to the UNWTO TedQual Certification is not compulsory and is has a qualitative focus. The EdPEX (Table 2.4) evaluates the institutions by analysing 7 criteria categories and 17 indicators. Since there are numerous similarities between these accreditation systems, the researcher will summarise in the next table the main characteristics shared by them. This will simplify the task of universities in Thailand, which already have assessed their quality standards following the EdPEX criteria by relating them to the requirements of the UNWTO TedQual Certification.

Table 5.7 Comparison of UNWTO TedQual and EdPEX Criteria

Areas/Indicators UNWTO TedQual	EdPEX Related Indicators
1. Public and private sector employers	
1.1 Inclusion of the employers needs in defining the mission, action plan and curriculum content	1.1 Senior Leadership 2.1 Strategy Development 2.2 Strategy Implementation
1.2 Adaptation of the Program to new trends and requirements of the employers	3.1 Voice of the Customer 3.2 Customer Engagement 7.2 Customer-Focused Results
2. Students	
2.1 Communication and promotion of the Program (before and during the admission process)	3.1 Voice of the Customer 3.2 Customer Engagement 7.1 Student Learning and Process Results
2.2 Introduction of the student in the Program (Post admission)	7.2 Customer-Focused Results
2.3 Attention given to students' needs – Administrative, academic, social welfare and curriculum support	

Areas/Indicators UNWTO TedQual	EdPEX Related Indicators
(during the studies)	
2.4 Assessment of the student's performance	
2.5 Evaluation of student's satisfaction level regarding programme and additional services	
2.6 Follow-up on graduate students	
3. Curriculum and pedagogical system	
3.1 Methodology used to formulate the curriculum	6.1 Work Processes
3.2 Curriculum coherence	6.2 Operational Effectiveness
3.3 Effectiveness of the pedagogical method	7.1 Student Learning and Process Results
3.4 Existence, access and usefulness of the curriculum support facilities	7.2 Customer-Focused Results
4. Faculty	
4.1 Faculty selection	4.2 Knowledge Management, Information, and Information Technology
4.2 Academic coordination	
4.3 Performance	5.1 Workforce Environment
4.4 Continuous knowledge update	5.2 Workforce Engagement
	7.3 Workforce-Focused Results
5. Management	
5.1 Organisation	1.1 Senior Leadership
5.2 Quality System	1.2 Governance and Societal Responsibilities
	4.1 Measurement, Analysis, and Improvement of Organizational Performance
	7.4 Leadership and Governance Results

It can therefore be affirmed that there is a close relationship between these two systems and that they have similar focuses even if they use different denominations for them. As stated in section 2.4, “customer” from the point of view of education would refer to students and other stakeholders and, hence, the EdPEX category of “Customer focus” have been used for the TedQual areas of “Public and private sector employers” and “Students”. As seen from the table above, institutions already holding an EdPEX accreditation would have already assessed and documented a majority of the topics they will need to cover if they decide to apply for the UNWTO TedQual Certification. There are several items needing special attention, since they have not been fully covered by the EdPEX indicators, namely: 2.1 Communication and promotion of the Program (before and during the admission process), 2.2 Introduction of the student in the Program (Post admission), 2.6 Follow-up on graduate students, and 3.1 Methodology used to formulate the curriculum. Finally, universities already holding EdPEX will need to adapt the perspective of the information and documents, from an institutional point of view to a programmatic perspective.

5.5.3 Comparing the Framework of Thai Higher Education Quality Assurance (ONESQA) with the UNWTO TedQual Certification

As seen in section 2.5.2.1, the ONESQA is in charge of conducting external quality assessment on Thai universities at least once every five years, following standards involving accomplishments in education, administrative procedures and management. The ONESQA (Table 2.3) evaluates the institutions by analysing 8 criteria categories and 18 indicators. The table in the following page will simplify the task of all universities in Thailand to apply to TedQual, regardless of them not having any other accreditation, by relating the indicators of the assessment by ONESQA to the requirements of the UNWTO TedQual Certification.

Table 5.8 Comparison of UNWTO TedQual and ONESQA Criteria

Areas/Indicators UNWTO TedQual	ONESQA Related Indicators
1. Public and private sector employers 1.1 Inclusion of the employers needs in defining the mission, action plan and curriculum content 1.2 Adaptation of the Program to new trends and requirements of the employers	9. Results from learning and strengthening local communities or external organizations 15. Internal assessment results approved by the supervisory office 18.2 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats (outside the institution)
2. Students 2.1 Communication and promotion of the Program (before and during the admission process) 2.2 Introduction of the student in the Program (Post admission) 2.3 Attention given to students' needs – Administrative, academic, social welfare and curriculum support (during the studies) 2.4 Assessment of the student's performance 2.5 Evaluation of student's satisfaction level regarding programme and additional services 2.6 Follow-up on graduate students	1. The graduates with bachelor's degrees who have jobs within one year 2. Quality of the graduates with any academic degrees reaching the national standards of the Thai qualifications framework for higher education 3. Works (including papers) created by the graduates with master's degrees, which are published or disseminated 4. Works (including papers) created by the graduates with doctoral degrees, which are published or disseminated 18.1 Results from the institution's solving social problems, making recommendations for improvement, or protecting society from threats (inside the institution)

Areas/Indicators UNWTO TedQual	ONESQA Related Indicators
3. Curriculum and pedagogical system 3.1 Methodology used to formulate the curriculum 3.2 Curriculum coherence 3.3 Effectiveness of the pedagogical method 3.4 Existence, access and usefulness of the curriculum support facilities	2. Quality of the graduates with any academic degrees reaching the national standards of the Thai qualifications framework for higher education 3. Works (including papers) created by the graduates with master's degrees, which are published or disseminated 4. Works (including papers) created by the graduates with doctoral degrees, which are published or disseminated
4. Faculty 4.1 Faculty selection 4.2 Academic coordination 4.3 Performance 4.4 Continuous knowledge update	5. Published or disseminated research or creative works 6. Useful research or creative works 7. Quality-accredited academic works 8. Results from applying knowledge and experiences involving academic services for teaching/learning and research development 14. Professional development
5. Management 5.1 Organisation 5.2 Quality System	12. Performance of the institution council in regard to its roles and responsibilities 13. Performance of the institution's administrators regarding their roles and responsibilities 15. Internal assessment results approved by the supervisory office 16.1 The institutional administration

Areas/Indicators UNWTO TedQual	ONESQA Related Indicators
	results that become the identities
	16.2 The graduate's development results based on the identities
	17. Results from the institutions'
	development based on its focus and strengths reflecting the institution's characteristics

As seen from the table above, Thai institutions would have already assessed and documented several of the topics they will need to cover if they decide to apply for the UNWTO TedQual Certification. However, the main limitations to consider when using the information and evidences from the Thai Quality Assurance system would be language and perspective. All the documentation needs to be translated from Thai to English, and the perspective of the assessment needs to be adjusted from institutional to programmatic. There are, as well, numerous items needing special attention, since they have not been fully covered by the ONESQA indicators, and which will need to be specifically prepared and supported for the UNWTO TedQual process: 1.1 Inclusion of the employers needs in defining the mission, action plan and curriculum content, 2.1 Communication and promotion of the Program (before and during the admission process), 2.2 Introduction of the student in the Program (Post admission), 2.5 Evaluation of student's satisfaction level regarding programme and additional services, 3.1 Methodology used to formulate the curriculum, 3.2 Curriculum coherence, 3.4 Existence, access and usefulness of the curriculum support facilities, 4.1 Faculty selection, and 4.2 Academic coordination.

5.6 Global Implementation and Data Consolidation

The previous steps of the model have focused on the decision-making process regarding the accreditation and its appropriateness for the institution and the comprehension, communication, and facilitation of the process. After receiving the revision of the initial self-evaluation sent to the UNWTO (refer to process on Figure 5.2), there will potentially be numerous areas in which modifications will need to be applied before the in-situ audit. During these stages of the model (Global implementation and Data consolidation) the institution will need to apply the necessary changes leading to a successful audit and gathering and translating the necessary information to support each of the requirements and criteria by UNWTO TedQual. Regarding this, the representatives of the SHTM in Hong Kong and the IFT in Macau highlighted the following fields during their interviews as crucial in the accreditation process:

5.6.1 Focus on Accountability

The representative of the IFT in Macau, Prof. Dioko, stated that before the applying for this certification there was not a high concern by the staff on how to ensure the quality of their processes and services, which was common in most publicly funded institutions. This situation can also be found in the Higher Education system in Thailand. In order to achieve the accreditation, institutions need to encourage their workers in the different departments to document all the processes in order to transform their organisational culture into more quality-focused.

5.6.2 Focus on Students

Another vital factor for the process, highlighted by the participants in the interviews, was the need of the institutions to consider students as their external customers. The applying universities need to pay attention on dealing with the needs and complaints of the students, as well as to provide evidences of these processes. Furthermore, students' feedback needs to be one of the main factors on which all the university's procedures are based on and, again, documents supporting this information need to be provided.

5.6.3 Focus on the Industry

This is one of the crucial factors highlighted by the interview participants and one of those that has a significant room for improvement in the case of Thai undergraduate institutions. In order to obtain this accreditation institution need a strong level of engagement with stakeholders in general, and the industry in particular. Still, many universities around Asia focus on research, teaching and theoretical development rather than paying attention to their relations with the industry, which is one of the major requirements by the UNWTO. Prof. Song, from the SHTM in Hong Kong, recommended that institutions should get involved in consultancy projects, offering training from industry professionals, and employing advisors from the industry in the development of the programs.

5.6.4 Code of Ethics

As seen in the previous section, the Global Code of Ethics for Tourism and its application to the institutions and programs is an essential part of the accreditation process. The representatives of the universities in Hong Kong and Macau agreed on this factor and highlighted some points for institution to consider from this perspective. It is crucial for the process success that the curriculum is designed following the values of the Code of Ethics and that all the parties involved are aware of the importance of its principles. For this purpose, it is necessary to present evidences that these principles are included in the student's handbook, in the course outlines and other relevant documents. Even if most institutions nowadays are teaching related concepts such as equality, diversity, non-discrimination, etc. this information is not explicit enough and can lead to the fail in the accreditation process. Institutions should, then, unambiguously specify the principles of the Code of Ethics in their programs and support it with sufficient evidences.

5.7 Rehearsal, Audit, and Feedback from the UNWTO TedQual

The last steps of the model related to the accreditation process would be the three associated with the in-situ audit stage. The respondents from the SHTM in Hong Kong and the IFT in Macau underlined that during this part of the process, the auditor, apart from visiting the facilities and evaluating the documentation, will have interviews with the university's management, faculties, students, and public and private stakeholders, which need to be arranged by the applying institutions. While the preparation of the facilities and the gathering and translating of documentation have already been covered during previous stages, the last term before the in-situ audit should be focus on choosing the interviewees and rehearsing for the audit.

It is essential for Thai institutions considering applying for the UNWTO TedQual Certification to decide on the individuals and organisations they will involve in these interviews, taking into account that the results of this phase are key for the success of the application. In terms of the university representatives, such as management, faculties, and students, it is crucial that they are well informed about the characteristics of the UNWTO TedQual Certification and the criteria the university is expected to achieve for a successful audit. A previous rehearsal with these representatives to get familiar with the possible questions they might need to answer during the audit process is highly recommended. For the representatives of public and private stakeholders, the institution should select individuals and organisations who know the university well, who have cooperated with the institution for a considerable time, and who are aware of the importance of the accreditation and the benefits it would bring both to the applying institution and its stakeholders.

Regarding the feedback from the audit, the information described by the UNWTO Themis Foundation (2016) can be summarised as follows. Within 3 months after the in-situ audit the UNWTO TedQual Certification Committee will submit the audit report with their decision on whether the certification has or has not been granted. In case the decision is favourable, the information will include the period of validity of the certification, together with some recommendations. These recommendations included in the audit report will be the foundation for the evaluation to be assessed during the renewal application. Hence, it is recommended for the

universities to start developing a plan for the implementation of these recommendations as the following step, so that all have been applied before the renewal process.

5.8 Results of the Focus Group with a Panel of Experts

In order to evaluate the Model for Thai undergraduate institutions in tourism and hospitality to obtain the UNWTO TedQual Certification, the researcher assembled a group of experts to whom he presented the model. The panel of experts invited to take part in the focus group was composed by the following members:

1) Dr. Prayad Palakavongse, Advisor for Kasetsart University (Sriracha Campus) and External Committee for Academic Development (OHEC)

2) Dr. Monticha Khruasuwan, Dean of the College of Tourism and Hospitality, Sripatum University

3) Ms. Katherineann Sarasin Tunggaswasdi, Full-time Lecturer in Tourism and Hospitality at Kasetsart University, Guest Lecturer at Bangkok University International College, and Hospitality Consultant.

4) Dr. Chompunuch Jittithavorn, Vice Dean for Academic Affairs and Quality Assurance, Phayao University

5) Dr. Vasavat Sutinyamane, Head of the International Airline Business Program, Sripatum University and Postgraduate External Advisor at Chulalongkorn University.

6) Ms. Kanjana Komnapinit Hannon, Director at the Office of International Relations, Sripatum University, and former Associate Dean and Vice President of Marketing and Communications, Dusit Thani College

Overall the model received a positive feedback and was confirmed and approved by the panel of experts. They considered it to be a useful tool that would make the application process to the UNWTO TedQual Certification significantly more accessible to Thai undergraduate institutions. They highlighted that this model would simplify the process for Thai universities, especially helping them translating the outcome-based results they got from their former assessments (namely AUN-QA, EdPEX or ONESQA) to the process-based requirements of the UNWTO TedQual.

Moreover, they pointed out that this model would assist institutions in focusing on those missing items which they had not previously assessed, and to highlight them as priorities in the accreditation process. Finally, the panel of experts presented a number of suggestions and comments regarding the Driving forces to apply to UNWTO TedQual, the Evaluation of tourism and hospitality undergraduate institutions in Thailand and their Level of readiness, and the Situation analysis of these institutions. These suggestions were already added in the model above, and can be summarised in the points below.

In terms of positive driving forces, the panel added the following:

1) Feedback from employers: if the industry views this and other international accreditation systems as something desirable, it would become a positive driving force for institutions to apply.

2) Number of the requirements already covered by other quality assurance or accreditation systems: if an institution considers that there is a considerable similarity between the requirements of UNWTO TedQual and those from other systems they have already obtained it would be easier for them to decide and be motivated to apply for this certification, since this would simplify the process.

In terms of limitations:

1) Price: the panel mentioned that institutions having a limited budget can see the price of the UNWTO TedQual Certification and other international accreditations in tourism and hospitality as a factor discouraging them to apply.

2) Focus on easier steps: this group of experts highlighted that some Thai institutions might see international accreditation, especially this one provided by such a prestigious organisation, as something far from their reach. They would therefore be prone to focus on other methods to increase their quality levels and take a step-by-step approach before applying for this kind of certifications.

In terms of the evaluation of the Thai undergraduate institutions in tourism and hospitality and their level of readiness to be internationally accredited:

1) The panel considered that the results of the evaluation represent rather accurately the current situation of these institutions.

2) The group of experts highlighted that the evaluation of the faculty members might be significantly higher than the reality and that factors such as the scarcity of international lecturers should be considered.

3) The participants coincided on mentioning the relationship with the employers as one of the factors needing improvement in order to increase the level of the institutions.

4) Lastly, the panel agreed that numerous institutions in Thailand are not ready for this challenge and the additional factors they would need to improve to be ready for this process would be: reducing the number of administrative tasks in order to focus on quality and the accreditation process; selecting leaders with Total Quality Management (TQM) background which are committed to the project; implementing an institutional philosophy of quality assurance as a tool for overall improvement rather than just a compulsory procedure.

Finally, in terms of the situation analysis, the panel of experts fully agreed with the opportunities and threats included in the SWOT analysis. However, they added some factors regarding the strengths and weaknesses:

1) The experts considered the variety of institutions in tourism and hospitality with different characteristics, which offer a wide choice for students, would be one of the strengths of the Thai system.

2) The panel highlighted that within the factors relating the students in the strengths part of the SWOT analysis, the most representative would be the service mind of Thai students. However, they did not agree with the considerations of students as highly perseverant or patient.

3) The participants agreed that the management of the institutions could be considered as one of the weaknesses, but they stressed out a single characteristic within management: the lack of leadership.

4) To conclude, the group of experts pointed out that the existence of regulations preventing qualified people to become lecturers should be included in the list of weaknesses.



CHAPTER 6

DISCUSSION AND CONCLUSION

This last chapter of the thesis focuses on covering three main areas: First, a summary of the preceding chapters to act as an overview in order to recapitulate the information to introduce this final chapter of the thesis. Second, a discussion on how the findings analysed in Chapter 4 and the model presented in Chapter 5 compare to the literature reviewed in Chapter 2. Finally, the conclusions drawn from this doctoral research, including the evaluation of the theories employed, the limitations of the research, the implications for the tourism and hospitality industry, and the recommendations for future research will be presented to complete the chapter and the research.

6.1 Summary of Chapters

In Chapter 1, the researcher presented a brief introduction to the thesis. It started with a background of the research presenting general information about the relevance of the tourism industry and the inclusion of this sector as an academic discipline. Then, the researcher explained the rationale of the research by outlining the different stages leading him to find the academic gap within the tourism and hospitality education area: The TedQual certification and the best models in order to acquire this accreditation from the UNWTO. The chapter continued with the presentation of the aim of the thesis, the research objectives and questions and the scope of the research, which would focus on tourism and hospitality undergraduate institutions in Thailand. Following, the main terminology within the research was defined, focusing on the following terms: Tourism and Hospitality Education, Outcome-based Education, Quality Assurance, Accreditation, and TedQual. Finally, the contributions of the research from the perspective of the academic/theoretical field and the managerial field were described at the end of the chapter.

Chapter 2 provided a review on relevant literature concerning the topics included in the rationale, the scope and the terminology of the research. It started with a short introduction to tourism and hospitality in Thailand, before covering the main topics of the research. Literature on higher education was presented next, focusing on its relevance, past, trends, and future, and the specific characteristics of higher education in Thailand. The next main topic was tourism and hospitality education, in which findings from relevant authors concerning its global perspectives, its background, its main characteristics, and its trends and future were reviewed together with information on this academic discipline in Thailand. In order to connect with the following section of quality assurance and accreditation, the researcher included a brief section focused on the origin, the relevance, the processes, and the evolution of outcome-based education. The section of quality assurance and accreditation covers the longest part of this chapter. It is focused on presenting a global approach of this field within higher education (including examples of methods, processes, and systems), a second perspective from the point of view of Thai higher education, and a review of the literature on quality assurance and accreditation in tourism and hospitality education. The following part of the literature review focused exclusively on the characteristics and processes of the UNWTO TedQual Certification. Lastly, the researcher included a section in which he presented the two relevant theories that would be implemented at different stages of the research (“The Theory of Change and Logic Models” and “The Policy Borrowing and Lending Theory”) and the conceptual framework of this research, which was outlined and described.

Chapter 3, which focused on describing the methodology to be used during the primary research, started with a visual representation of the methodology framework. The first part of the chapter explained the reasons why the researcher decided to use mixed methods approach for this thesis. The next section presented the sample of the research, categorising it in two areas: quantitative sampling and qualitative sampling. The following section about data collection was also divided into two categories: quantitative data collection and qualitative data collection. In the first area, the researcher described the process of questionnaire design and the pilot test. In the second area, the processes of interview, case study, and focus group design were depicted. After the data collection, a description of the data analysis was added, again

separating the quantitative and the qualitative parts. In the quantitative part, the researcher outline how the different descriptive and inferential statistics would be used to analyse the information gathered. In the qualitative part, the main focus was to explain the single analysis method for the results of the semi-structured interviews, case studies and focus group: Content analysis. Additionally, the data analysis section included information on how the researcher would guarantee the reliability and validity of the research. Finally, the last section described the process to be used during the research to take into account all the possible ethical considerations. A research methods table including the research objectives and the methods to achieve each of them was added to conclude Chapter 3.

Regarding Chapter 4, the longest chapter of the thesis, it offered a detailed presentation of the research results and the data analysis and it was divided in three big sections, corresponding to the 3 first objectives of the research. The first section focused on the results of the evaluation of tourism and hospitality undergraduate education in Thailand. It outlined the characteristics of the respondents and the descriptive analysis of the data (top-scoring and bottom scoring items and categories) before starting the inferential analysis. The inferential analysis used the Mann-Whitney U Test to compare the results within the two levels of population existing in the following categories: University types, Language of the programme and orientation of the programme). After that, a situation analysis was presented by using the SWOT method. The second section focused on the driving forces influencing Thai institutions to apply for UNWTO TedQual. The positive driving forces and the limitations were drawn from the interviews with representatives of Thai institutions, representatives of Asian universities (in Hong Kong and Macau) already accredited with TedQual and UNWTO TedQual auditors. The last section of this chapter presented a guide of best practices for obtaining the UNWTO TedQual Certification from the SHTM in Hong Kong and the IFT in Macau. The section consisted of an introductory analysis of the level of readiness of Thai undergraduate institutions in tourism and hospitality (using both descriptive and inferential statistics) and the multi-case study with data collected from the abovementioned institutions in Hong Kong and Macau.

Finally, Chapter 5 presented the last objective of this research, a model for Thai undergraduate institutions in tourism and hospitality to obtain the UNWTO TedQual Certification. The first section of the chapter focused on providing institutions with a tool to facilitate them the task of deciding whether the UNWTO TedQual Certification is the right step for them, by offering them a table with positive driving forces and limitations of this system, for them to “tick” those that might influence them (encouraging or discouraging them to apply). The next section presented information for institutions to decide whether they are ready or not to apply for international accreditation in tourism and hospitality (UNWTO TedQual in particular). The results from the level of readiness and the situation analysis were complemented here with the observations from the panel of experts. The following part focused on summarising the process to be followed to obtain TedQual adapted to the reality of Thai undergraduate institutions. The areas of assessment and indicators of UNWTO TedQual were compared to those of other quality assurance and accreditation systems common in Thailand (AUN-QA, EdPEX, ONESQA). Moreover, the model showcased in this section examples on how institutions can apply the Global Code of Ethics for tourism in the application process. The fourth section included some additional recommendations extracted from the experiences of the SHTM in Hong Kong and the IFT in Macau, which were previously adapted to the situation of Thai universities. Lastly, the results of the focus group including the confirmation of the model, the feedback, and the additions by the panel of experts, were summarised to conclude the chapter.

6.2 Discussion of the Research Findings and the Model

In this section, the researcher will compare the main findings from this paper and the model provided as a result of those findings with the main literature reviewed in Chapter 2. This discussion will be categorised into three different areas, following the main topics of the literature review in relation with the research findings.

6.2.1 Discussion of the Findings Related to Higher Education

As seen in Chapter 2, one of the main topics highlighted by authors was the relationships of higher education institutions with the industry and the level of competitiveness of the sector. Lim (2018) stated that higher education is crucial for economic development from the perspective as a labour force supplier and, therefore, programmes in higher education should match the needs of the industry in order to provide students with the necessary skills and reach economic progress. In this aspect, the results of this research run parallel to the statement of this author since, as can be seen in the evaluation of undergraduate tourism and hospitality institutions in Thailand, the level of the students in terms of skills and the possibility to get a job without further education needed, have been highly rated by participants. Conversely, both the results of the survey and the in-depth interviews conducted with experts have shown that there could be an improvement in terms of the level of cooperation of the institutions with the employers. Additionally, the focus on the industry is one of the topics emphasised by the institutions in Hong Kong and Macau as a key to success in applying for TedQual. Therefore, it should become one of the priorities for Thai institutions considering applying for this and other international accreditations.

Dredge et al. (2014) pointed out that institutions are nowadays in a highly competitive environment (nationally and internationally), they are examined and benchmarked continuously and, therefore, the system has developed into a marketplace. In the same line, Mounier and Tangchuang (2010) indicated that the higher education system in Thailand, as it does all around the world, is and will be dominated by business logic and determined by the market. In terms of the levels of competition, the findings of this research show a similar direction to the authors

above. In the situation analysis drawn from the survey questionnaire, the semi structured interviews with the management representatives of Thai institutions, and the panel of experts participating in the focus group, three of the factors considered as threats for institutions, are related to the level of competition (smaller pool of students due to the lower birth rate, competition from foreign universities, and online programmes offered by the top universities in the world. Also related to the statements of these authors, the situation analysis shows two opportunities related to the perception of the system as a marketplace and the importance of the industry: Design of programmes and courses based on the feedback from the industry and the trends of the labour market, and working more closely with the government and other public institutions. The fact that these factors are listed as opportunities implies that they are not currently present in the system, which supports the results of the evaluation regarding the need of improvement in the cooperation with the employers.

Another crucial topic related to higher education, which has been highlighted by numerous authors, is internationalisation. Prebežac et al. (2016) explained that the increasing internationalisation and mobility of students, programmes and universities, is influencing the current curricula, and the teaching and learning techniques. Moreover, this internationalisation has made cooperation, international exchanges, and integration among institutions the new rules in the academic industry worldwide (Feuer & Hornidge, 2015). Lavankura (2013) stated that higher education in Thailand has realised of the importance of globalisation and internationalisation, and educational organisations have focused on this topic, first by “looking at the western nations” and then by including other locations, including the ASEAN region.

While most of the authors in the literature agree on the importance of internationalisation, the results of the evaluation of Thai undergraduate institutions in tourism and hospitality show some discouraging results in these terms. When looking at the scores obtained by those items related to internationalisation and interculturality in the survey questionnaire, most of them were below the standards of the other areas evaluated:

- 1) Availability of international undergraduate programs in tourism and hospitality in Thailand (3.40/5)
- 2) Level of internationalisation of the abovementioned programs (3.43/5)
- 3) Promotion and evaluation of teamwork activities in these programs (3.61/5)
- 4) Promotion and evaluation of cultural exchanges in these programs (3.40/5)
- 5) Offer of relevant language courses in these programs (3.52/5)

Furthermore, in the situation analysis of the undergraduate education in tourism and hospitality in Thailand, all the sources involved (respondents of the survey questionnaire, management representatives of Thai institutions in the structured interviews, and the panel of experts participating in the focus group) agreed on pointing out internationalisation and interculturality as one of the weaknesses in Thai institutions. Being all the participants professionals in tourism and hospitality education in Thailand they are well aware of the importance of internationalisation and interculturality for institutions and, therefore, these results show that the reality of Thai universities in these aspects would be below their expectations.

Also related with internationalisation, and from the perspective of Thailand, Sangpikul (2009) in table 2.1 of this thesis, highlighted several elements and aspects to be considered when internationalising Thai higher education, which are summarised below:

- 1) Faculty
 - (1) Staff recruitment and human resource development
 - (2) Staff professional development
- 2) Students
 - (1) Student-oriented approach
 - (2) Activity-oriented approach
- 3) Curriculum development
 - (1) Infusing international dimensions into existing courses
 - (2) Adding international/multicultural courses to the curriculum
 - (3) Offering degrees in international hospitality and tourism management

- (4) Developing joint programmes with foreign universities
- 4) International alliances
 - (1) Faculty
 - (2) Students
 - (3) Curriculum
 - (4) Other activities

When comparing each of these elements with the findings from the research and the model presented in Chapter 5 it can be concluded that:

1) While faculty was one of the top-rated categories in the evaluation, and it has been listed as one of the strengths by a big majority of the participants in the research, internationalisation of the academic staff cannot be considered as one of the main assets of Thai institutions. As expressed by the panel of experts, in Thailand there is a scarcity of international lecturers in tourism and hospitality education.

2) In terms of internationalisation of students, it has not been considered either as a strength or a weakness in Thai institutions. However, one of the factors listed by respondents as an opportunity for tourism and hospitality undergraduate education in Thailand is attracting students from other countries (especially CLMV, AEC, and China). This fact implies that there is still some room for improvement regarding this element of internationalisation.

3) The third element, curriculum development, was not specifically mentioned in the findings in terms of internationalisation. However, there are some outcomes in the research regarding the curriculum of Thai institutions denoting that internationalisation could also improve in this component. Participants pointed out that one of the weaknesses of the institutions would be that the curriculum is non-innovative and the Thai system is rather inflexible. Moreover, they listed the design of programmes based on feedback from the industry and market trends as one of the opportunities. These factors could be improved and attained with a higher level of internationalisation in curriculum development.

4) Finally, concerning the development of international alliances, this is totally related to one of the opportunities highlighted by respondents: collaboration with foreign institutions (dual programmes, internships overseas). The fact that this element is seen as an opportunity proves that it has not yet been developed at its full

potential. Also, related with the model in Chapter 5, the informants listed “Being a part of the UNWTO TedQual Network for knowledge sharing, good practices, and support” as one of the driving forces encouraging Thai institutions to apply for this accreditation. Therefore, getting accredited with TedQual would be a tool to develop this factor of internationalisation.

6.2.2 Discussion of the Findings Related to Tourism and Hospitality Education

One of the topics widely referred by authors in Chapter 2 regarding tourism hospitality education was its vocational approach. Wood (2015) stated that the field of tourism and hospitality in higher education had commonly been ignored by numerous countries, since it was considered a completely vocational area. According to Dredge et al. (2014) this situation changed gradually over the years and nowadays there are abundant programmes in tourism and hospitality management worldwide. Furthermore, Fullagar and Wilson (2012) added that in their brief period of existence, tourism and hospitality studies have managed to be widely accepted as academic fields. The results of the evaluation of Thai undergraduate institutions in this field, match the tendencies highlighted by the previous authors. As it can be seen in the characteristics of the survey questionnaire participants, a majority of the respondents (197 individuals, 61.6%) worked in tourism and hospitality programmes which are Business-oriented, while the remaining 123 participants (38.4%) worked in Practical-oriented programmes. This fact completely coincides with the ideas of the authors pointing that trends are changing and this area is becoming less vocational.

Related to this, Chon et al. (1999) explained that the characteristics of the institutions in tourism and hospitality are comparable to business schools as they both focus on applied skill development and, therefore, should emphasise on cooperation with the industry. Additionally, Dredge et al. (2014) restressed the importance of controlling the involvement of both industry professionals and academicians in the curriculum design. Likewise, Gross and Manoharan (2016) pointed out that while the role of scholars to develop tourism and hospitality programmes is crucial, other parties (government, industry representatives, students) should also be involved in the process. In terms of tourism and hospitality institutions focusing on applied skill

development, the findings of the research would match this statement. In this aspect, the “Level of preparation of students graduating from these programs (in terms of practical skills)” was one of the top-scoring items in the survey questionnaire. Moreover, the participants in the research (including the information from the questionnaire and in-depth interviews) highlighted the service mind of the students and one of the strengths of Thai undergraduate institutions in tourism and hospitality, and that is one of the most crucial skills required in this industry. However, regarding the involvement of industry professionals in programme design, and as mentioned before, the overall results of the research showed that the level of cooperation of the institutions with the employers is one of the factors with a significant room for improvement. On the positive side, the high score obtained by the item “Offer of industry related jobs after graduating, without the need of supplementary training or further formal education” in the evaluation and the inclusion of “Job opportunities” as one of the strengths of the system, implies that despite the insufficient level of cooperation with the industry in terms of curriculum design and development, students are accessing jobs in the industry without much difficulty.

Another topic included in the literature review on tourism and hospitality education was the focus and values of this academic discipline. Sheldon and Fesenmaier (2013) outlined the importance of the adaptation to the current world dynamics in order to allow students to succeed as future industry leaders. Furthermore, Airey (2015) added that this academic field should be centred on teaching and research and involving scholars with the community. In a more comprehensive way, Prebežac et al. (2016) highlighted the future values of tourism and hospitality education, presented in Figure 2.2, and summarised below:

- 1) Knowledge (Critical thinking, innovation, creativity, networking)
- 2) Professionalism (Leadership, services, relevance, timeliness, reflexivity, teamwork, proactivity)
- 3) Ethics (Honesty, transparency, authenticity)
- 4) Mutuality (Diversity, inclusion, equity, humility, collaboration)
- 5) Stewardship (Service to the community, sustainability, responsibility).

These 5 values can easily be compared with the findings of the research and the model presented in the previous chapter. Firstly, in terms of students' Knowledge, the evaluation showed that the item "Level of preparation of students graduating from these programs (in terms of knowledge)", while not being one of the top-scoring factors, was highly rated by participants (3.66/5). Conversely, one of the factors listed as weaknesses in the situation analysis was the non-innovative character of the curriculum, which affects the value of students' knowledge. Regarding the value of Professionalism, in a positive way, the inclusion of the focus of the curriculum on service operation will agree with this aspect. Also, the item "Promotion and evaluation of teamwork activities in these programmes" was the highest valued factor within the category of interculturality (3.61/5), which shows a positive perception from the participants. On the negative side, the fact that the Management and its lack of leadership was highlighted as one of the weaknesses (and one of the bottom-scoring categories in the evaluation, as well), shows that the level of professionalism is not as high as expected. The third value, Ethics, can also be related to the findings of this research. The inclusion of the unique way of hospitality in Thailand as one of the strengths in the situation analysis would stress the good level in terms of authenticity. Another positive note would be the evaluation of the item "Inclusion and implementation of ethical principles in the institutions' philosophy and procedures", which got a score of 3.62/5. Nonetheless, these two facts regarding ethics might not be enough since, as shown in the model, the UNWTO TedQual emphasises greatly on the application of the Global Code of Ethics for tourism in all the procedures of the institutions. This idea was also supported by the already certified universities in Hong Kong and Macau, since they included the focus on Code of Ethics as one of the keys to success.

The last two values to be compared with the research findings would be mutuality and stewardship. In terms of Mutuality, the main positive finding would be significantly high score obtained by the item "Level of pro-diversity and non-discrimination encouraged in these programmes", which was one of the top-scoring factors in the evaluation (3.83/5). Also related to diversity and inclusion would be other factors of interculturality. The assessment of the items "Promotion and evaluation of cultural exchanges in these programmes" and "Offer of relevant

language courses in these programmes” was rather negative since the score were well below the average of the overall evaluation: 3.40/5 and 3.52/5 respectively. Regarding to collaboration, while in terms of teamwork the evaluation was positive (as seen above), in terms of “Level of cooperation among institutions and public/private related organisations” the score was below the average (3.54/5). Finally, concerning the value of Stewardship, the findings from the research are rather negative. Two of the items evaluated within the category of sustainability, namely “Offer of courses/case studies/ activities on sustainability in these programmes” and “Implementation of projects, researches, volunteering activities to benefit local regions and communities” were among the bottom-scoring factors in the assessment, with scores of 3.47/5 and 3.48/5 respectively. Considering the third item in this category, “Encouragement to respect/protect/preserve/enhance cultural resources”, while not being among the bottom-scoring factors, its results were also below average (3.57/5).

6.2.3 Discussion of the Findings Related to Quality Assurance and Accreditation

In terms of quality assurance and accreditation, both from a global and a Thai perspective, there are many theoretical aspects that can be compared to the research findings and the subsequent model. Firstly, regarding the main goals of quality assurance systems, the Secretary (2002) stated that they should focus on protecting the interests of the students and employees, facilitating international recognition and public accountability. All these factors have been covered in the findings of this research, as explained below:

- 1) Regarding the interests of the students, this research has already presented the overall positive results of the evaluation of Thai undergraduate institutions in the fields of their level of preparation (in terms of knowledge and skills), and the availability of jobs without the need for additional training. Moreover, the model revealed in its additional recommendations (extracted from the experience the universities in Hong Kong and Macau) the factor of focusing on the students and considering them as external customers as one of the crucial issues for the accreditation process.

2) Concerning the interests of the employers, it has already been stated that the results of the evaluation in terms of cooperation with public and private organisations were below the average and also considered as an opportunity for future improvement. Furthermore, the additional recommendations in the model shown that the institutions in Hong Kong and Macau highlighted the need for a strong level of engagement with stakeholders (industry in particular) via consultancy projects, training from industry professionals, and using industry advisors in the programme development process.

3) For the factor of international recognition, it appeared in the model as one of the positive driving forces to apply for the UNWTO TedQual Certification, as highlighted by all the different participants in the different stages of the research.

4) Considering the public accountability, the model's section of additional recommendations from the institutions in Hong Kong and Macau included the item focus on accountability in which it is mentioned universities need to encourage their staff in all departments to document all the processes. This would be a way to transform the organisational culture into more quality-focused and to be more accountable (especially from the perspective of publicly funded institutions).

From the point of view of quality assurance in Thailand, the Commission (2014) outlined the 4 key assignments of Thai universities:

- 1) To generate graduates
- 2) To produce research papers
- 3) To deliver educational services to the community
- 4) To safeguard Thai arts and culture

When comparing these assignments with the findings of this research, it can be stated that the first 2 items had a positive evaluation from the respondents. As highlighted before, the category of students in the evaluation was one of the top-scoring and also mentioned as a strength in the situation analysis. On the negative side, some of the characteristics of the students, such as their lack of eagerness to study and their mismatch with the job requirements, were included in the list of weaknesses. Regarding the assignment of producing research papers, this would be mainly accountable to the faculty staff and this category also received significantly high scores and was listed as one of the strengths. However, as extracted from the

additional suggestions in the model, experts from Hong Kong and Macau considered that in numerous universities around Asia there is too much focus on research, instead of paying attention to industry relations (which are not included in the 4 key assignments in Thailand). The last 2 assignments (educational services to the community, and protection of Thai arts and culture) would be related to the category of sustainability in the evaluation. As presented previously, in terms of activities on sustainability, and activities to benefit local regions and communities, the scores were within the bottom rank. Concerning the protection and enhancement of cultural resources, the item was rated more positively, but the score was still below the average of the evaluation.

Next, the quality assurance and accreditation in tourism and hospitality education, and more specifically its relevance and performance, will be compared with the research findings and the model presented in Chapter 5. As included in Chapter 2, Liu et al. (2010) considered academic assessment as a crucial process (based on unbiased and subjective methods) to evaluate the academic contents and procedures of tourism and hospitality institutions by examining their strengths and weaknesses. Concerning the importance of the process and its unbiased perspective, the model highlighted that one of the vital driving forces encouraging institutions to apply for TedQual would be the specific characteristics of this certification. The main factors listed focused on UNWTO TedQual being an objective, scientific, and process-driven tool with a straightforward and participative approach. In terms of the importance of examining the strengths and weaknesses of institutions, this model has presented a situation analysis of Thai undergraduate institutions in tourism and hospitality. Additionally, the researcher has strongly encouraged each institution interested in applying for this certification to do their own SWOT analysis and has provided them with a tool to conduct the analysis: the questionnaire for the evaluation based on the TedQual approach.

Finally, regarding the performance of tourism and hospitality institutions in terms of accreditation, Chon et al. (1999) indicated that the comparative standards of quality would be related to their resources. From their perspective, programmes with extensive curricula, numerous lecturers, and higher funds and resources would accomplish higher levels of quality. However, this statement does not totally coincide

with the findings in this research. The areas of assessment of the UNWTO TedQual Certification are more qualitative than quantitative and evaluate the following categories: Public and private sector employers, Students, Curriculum and pedagogical system, Faculty and Management. As it can be seen, there is no focus on numbers, funds or physical resources of the institutions. Still, as mentioned by representatives of the institutions in Hong Kong and Macau, the important factors in the preparation process would be to make sure the qualifications and mentality of the staff is appropriate and to prove a minimum degree of investment in facilities and other resources.

6.3 Conclusion

This last section of the doctoral thesis will present the necessary information to conclude the study, including an evaluation of the theories used for the research, the limitations faced by the researcher during the process, the implications of the research from an academic and managerial perspective, and the recommendations for future research.

6.3.1 Evaluation of Theories

The theories used for achieving the research aim and objectives, as explained in section 2.7 of the thesis, were “The Theory of Change and Logic Models” and “The Policy Borrowing and Lending Theory”, which will be evaluated in the following paragraphs.

As stated by Brown and Hale (2014) a theory of change would be a description of a challenge followed by a plan on how to address it, and the projected results. Regarding the logic models, Funnell and Rogers (2011) described them as graphical representations used to simplify complicate theories into a set of more approachable elements. Brown and Hale (2014) added that these logic models are commonly constituted by the following components:

- 1) Problem or challenge
- 2) Inputs
- 3) Outputs
- 4) Outcomes

Following this theory, the researcher put together a potential logic model for the research, which was depicted in Figure 2.6. Next, this model will be evaluated by comparing the initial expectations with the actual research process.

Regarding the definition of the problem or challenge, the process started with the conception of the rationale of the research and the definition of the academic gap to be covered. The researcher began by analysing the previous research on tourism and hospitality education and categorising the articles into different areas. The second stage was to repeat the process, focusing on quality assurance and accreditation this time. The last step in the rationale of the research was to analyse the different articles published on TedQual and finding the academic gap. In order to make the research more specific, the researcher decided to apply the research to the situation of tourism and hospitality undergraduate education in Thailand. By comparing the existing articles with the number of institutions accredited in Thailand, the researcher was able to come up with the problem or challenge of this logic model: There was a scarcity of international accreditations in tourism and hospitality within Thai undergraduate institutions (UNWTO TedQual particularly).

The next step was to find the necessary inputs to be used as resources for the plan to address the challenge. In order to understand the situation of Thai institutions, the initial idea was to get information on these universities from a 360-degree perspective (institutions' representatives, students, alumni, and industry representatives). However, this task was perceived as quite ambitious and time-consuming (as it will be explained in the subsection about the limitations) and, therefore, the researcher decided to get this information from the institution's representatives alone. The second input would be the information from foreign universities already accredited with the UNWTO TedQual Certification. The institutions chosen were two universities in Hong Kong and Macau, due to the geographical and cultural proximity to Thailand. The third (and final) input was the information to be obtained from UNWTO TedQual auditors from different

geographical areas (in this case from the Asia Pacific and Europe regions). These three inputs consisting of information from different sources were deemed as sufficient by the researcher to get the subsequent outputs and outcomes in order to address the challenge of the scarcity of international accreditations in tourism and hospitality undergraduate education.

In order to make the abovementioned resources (information about Thai undergraduate institutions in tourism and hospitality, information from universities in Hong Kong and Macau, and information from UNWTO TedQual auditors) helpful to solve the problem, some activities need to be conducted by using the inputs' information in the most adequate way. These activities are the outputs of the logic model. In this research, 4 outputs of the logic model have been used as tools to address the challenge. In the initial logic model presented in Chapter 2 (Figure 2.6) there were 5 outputs but 2 of them have been combined into one due to their similarities, complementarity and the characteristics of the process followed by the researcher. The first output was the evaluation of tourism and hospitality undergraduate education in Thailand. For this activity, information from representatives of tourism and hospitality institutions, using both quantitative and qualitative data, was collected and analysed. The second output was the multi-case study used to design a guide of best practices by the universities in Hong Kong and Macau. To implement this output, the researcher used information gathered about the SHTM and the IFT by secondary research, by on-site visits and observation, and by semi-structured interviews with executives involved in their certification processes. The third output resulted from the combination of outputs 3 and 4 in the original logic model and consisted on the synthesis of a model to obtain the UNWTO TedQual Certification adapted to the situation of Thai undergraduate institutions. This output utilised all the three inputs in order to generate a comprehensive model. Finally, there was a fourth output or activity: the confirmation of the model for Thai undergraduate institutions in tourism and hospitality to obtain the UNWTO TedQual Certification by a panel of experts. The input used for this output was the information from tourism and hospitality undergraduate institutions in Thailand since all the members of the panel of experts participating in the focus group were respectable representatives of these universities.

The final element of the logic model is the one referring to the outcomes. In the case of this research, the outcomes have been divided into short term, medium term, and long term. At the conclusion of this thesis, the only outcome that could be assessed by the researcher was the first one, categorised as a short-term outcome: Changes in tourism and hospitality undergraduate education in Thailand considering the experiences of successful institutions abroad. The analysis of the evaluation of Thai institutions together with the information in the guide of best practices extracted from the universities in Hong Kong and Macau, and the information obtained from the UNWTO TedQual auditors allowed the researcher to synthesise the abovementioned model for Thai institutions to obtain TedQual. This model can be considered as a starting point for universities to apply changes that will allow them to increase their level of readiness to get accredited internationally, and to follow the steps of successful universities in Asia, with the simplification of the application process involved. Regarding the medium-term and long-term outcomes, which are the achievement of the UNWTO TedQual Certification by Thai institutions using this model, and the overall improvement of both the tourism and hospitality undergraduate education and the tourism and hospitality industry in Thailand, will need to be evaluated in the future.

The second theory used in this research was the policy borrowing and lending theory. According to Sae-Lao (2013) this theory focuses on the ways an idea can travel geographically and even in time. Steiner-Khamsi (2012) added that policies can be transferred from one sector to another and from different systems or countries to others, becoming a useful tool to study the phenomenon of globalisation in education. Finally, as stated by Steiner-Khamsi and Waldow (2012) this theory can help analysing the transfer of policies, best practices or quality standards, from nation to nation. Therefore, the researcher opted for this theory to translate the best practices by the universities in Hong Kong and Macau in their process to obtain the UNWTO TedQual Certification to the reality of tourism and hospitality undergraduate institutions in Thailand, as part of the model presented in Chapter 5.

As stated before, the reason for the selection of the SHTM in Hong Kong and the IFT in Macau as the reference institutions of the multi-case study was the geographical and cultural similarities with Thailand, the fact that these two universities have held the UNWTO TedQual Certification for a long time (offering a wider perception on the characteristics of the accreditation), and the mix of business-oriented, practical-oriented approaches. When aiming to transfer the best practices from these two institutions in the certification process to the situation of Thai undergraduate education it is crucial to consider the similarities and differences between the systems of origin and the destination realities. The researcher was able to understand these similarities and differences during the observation process while visiting the two institutions and during the interviews with the universities' representatives, and to adapt the findings to the reality of Thai undergraduate institutions accordingly. The main difference between these universities and institutions in Thailand is the overall quality level, as these institutions are ranked among the top in the world in tourism and hospitality and Thai universities do not appear in the top positions in these rankings. On a positive side, these universities have developed their style and programmes considering the local characteristics and background of the area they are located in, similar to numerous universities in Thailand. Furthermore, the researcher observed that apart from having state-of-the-art facilities (as many institutions in Thailand) these two universities offered educational hotels and restaurants, fully functioning and opened to the public, which is not that common in Thai tourism and hospitality universities.

In terms of the differences and similarities with the SHTM in Hong Kong, the researcher had to consider the following factors to transfer their best practices into the Thai undergraduate reality. The main difference mentioned above was the quality level of the universities in the multi-case study when compared to Thai institutions. This difference is significantly bigger when looking at the SHTM, which is considered as the top university in tourism and hospitality in the world, as per numerous international education rankings. Therefore, the standards and processes followed by this institution cannot be considered as average and fully applicable to the Thai undergraduate education situation. On the side of the resemblances, there are several factors to be highlighted. Firstly, before the application to TedQual, the

SHTM was already part of the quality assurance system in Hong Kong, similarly to Thai institutions and the ONESQA. Moreover, this quality assurance system is outcome-based, as it is the system in Thailand. This factor is important because one of the difficulties encountered by the SHTM during the accreditation process was to align the outcome-based procedures and evidences collected for their national quality assurance system with the process-based nature of the UNWTO TedQual Certification. This important task would be also applicable to the process of Thai undergraduate institutions in tourism and hospitality. The second similarity is the mentality change in terms of the importance of engagement with stakeholders (particularly with the industry). As Prof. Song stated, numerous universities in Asia do not pay enough attention to the industry relations and tend to focus more on research, teaching, and theoretical development, and this includes Thailand as well. Finally, the relevance of focusing on the Global Code of Ethics for tourism, highlighted by Prof. Song, would also be transferrable to the Thai reality. As he pointed out, many universities in Asia Pacific are already teaching many of the concepts and values of the Code of Ethics, but they are not explicit enough and there are not enough evidences to support them during the evaluation.

Regarding the differences and similarities with the IFT in Macau, the researcher had to consider the following aspects before borrowing their best practices to the current Thai undergraduate education in tourism and hospitality. Apart from the abovementioned difference in terms of quality level, the main disparity between the IFT and Thai institutions would be related to the reasons to apply and to the background of the institution. In the time of applying for the UNWTO TedQual Certification, there was not an official national quality assurance system in Macau and, from the perspective of the IFT, there was a need for recognition of their programmes. As it has been stated during the thesis, Thailand has an official national quality assurance system and, therefore, international accreditation would not be seen here as a necessity but as a kind of competitive advantage and external recognition. Nonetheless, other reasons considered to make the decision of applying for this accreditation by the IFT would coincide with the current situation in Thailand. The idea that students and stakeholders are becoming more demanding in terms of tourism and hospitality education, and the increasing competition in the sector (domestically

and internationally) are factors Thai institutions can relate to. In terms of the difficulties faced by the IFT during the process, Prof. Dioko mentioned that the alignment of the processes, which were quite local, with the international perspective of the UNWTO was a big challenge, and this factor runs parallel to the reality of Thai institutions. Another issue pointed out by Prof. Dioko was the former lack of concern by staff at the IFT and other publicly funded institutions in Macau on how to ensure the quality of their processes and services. This indifference towards accountability can be considered as familiar in several Thai institutions. Lastly, he mentioned that tourism and hospitality programmes were seen in Macau as mainly technical fields and vocational education, but thanks to the support of the UNWTO TedQual they are now considered as higher-level cognitive disciplines by society. This improvement of the perception of tourism and hospitality education could also be a motivation for Thai undergraduate institutions.

6.3.2 Limitations of the Research

During the long process involved in a doctoral research, while there are numerous moments of joy and excitement, a researcher inevitably faces some limitations that might challenge or even discourage him or her in this arduous task. In the case of the conception of this particular thesis, the researcher found the following limitations along the way, which will be described in the following paragraphs: time, language, resources, situational changes, and availability of informants.

Regarding time as a limitation of this study, the first fact to be considered is that the research was completed in approximately 4 years, which can be viewed as an average time of completion for a full-time Ph.D. programme. However, during these years, the researcher was working as a full-time lecturer for a Thai university and as a guest lecturer for other tourism and hospitality programmes. Apart from the economic reasons to keep working full time while studying the Ph.D., the researcher considered these jobs were essential for his research in order to be able to have a wider perspective on tourism and hospitality undergraduate education in Thailand. Furthermore, two years after starting the Ph.D., the researcher and his wife opened a restaurant in Bangkok, which took significant time especially during the initial stages of the business and delayed the research process. Nevertheless, these two factors,

despite limiting the research time, were considered as positive by the researcher. Working at tourism and hospitality universities in Thailand, the researcher got a broader knowledge of the system and got connected with numerous contacts that have been crucial for the success of this research. Apart from teaching there, he was involved in administrative and even managerial tasks, which have proved very useful during the research process. Regarding the restaurant business, this venture provided the researcher with a more precise insight on the hospitality industry in Thailand and also on how well institutions in the country meet the needs of the industry in terms of human resource generation. Again, this business allowed the researcher to meet numerous individuals, which eventually assisted him during the research.

The second factor considered as a limitation to this research was the language barriers. Beside the common limitations in language any person might encounter when residing in a foreign country, the researcher faced additional constraints due to the nature and topic of the research. Firstly, the factor of teaching at institutions in Thailand was highlighted in the previous paragraph as an advantage to have a wider perspective on the education system, getting to know interesting contacts, and experiencing administrative and managerial tasks. Nonetheless, all of these advantages were limited to the international programmes in tourism and hospitality in Thailand, because of the language limitations. The researcher was able to get a first hand experience in Thai undergraduate education in English but he was not that familiar with the features in the Thai programmes since he could not speak the language. Secondly, the actual research process was also limited by this factor. The questionnaires needed to be translated to Thai in order to reach a significant number of the population and to obtain representative results. Even during the interviews with representatives of the universities in Hong Kong and Macau, executives of Thai institutions and UNWTO TedQual auditors there were some language barriers, since English is not the mother tongue of either the researcher or the informants. While all parties have an outstanding professional level of English, misunderstandings and incompleteness of information may happen when conversing in a language different to one's own. Finally, numerous documents regarding higher education and quality assurance in Thailand were mainly available in Thai and it was complicated to find English versions. Those with English versions not available had to be translated by a

third party so that the researcher could include the information, involving a potential loss of meaning and data.

The next factor to be covered is the resource limitations. The first aspect to be considered would be in terms of knowledge. The knowledge of the researcher at the start of the Ph.D. was mainly focused on tourism and hospitality, but rather limited in terms of higher education in general, and the Thai system in particular. During the process, thanks to the extensive literature review and with the assistance of several professionals who coached him in this field, the researcher was able to get more familiar with these fields. Also related to knowledge, the researcher found that a big number of the participants in the primary research did not have much understanding on international accreditation in tourism and hospitality, and the UNWTO TedQual specifically. Therefore, he had to adapt his research tools to be more informative, in order to be able to gather as much appropriate data as possible. Another aspect was the one related to economic resources. Conducting a research involves a lot of travelling and administrative expenditures. This research in particular involved a high level of economic costs since the researcher had to travel twice to Hong Kong and Macau for the completion of the multi-case study. The last aspect in this paragraph is related to the availability of resources. As mentioned above, some of the materials used in this research covered the topics of higher education and quality assurance in Thailand. Several of these documents were not available online or even in libraries and had to be requested directly to the government institutions involved. This process was long, due to bureaucracy and the need of finding a Thai interpreter to accompany the researcher during his visits to these organisations.

The fourth factor involves the situational changes occurring from the beginning to the end of the research process. This is a limitation that is common to most Ph.D. candidates. Since the research process takes years, it is usual that there are changes at national and international levels that can affect the track initially planned by the researcher. In this research, there were several pieces of information that had to be updated due to the changes happening in the related fields. For example, data regarding the relevance of tourism both internationally and in Thailand were updated from the original information, which was collected at the beginning of the research. Moreover, one of the biggest changes involved one of the reasons expressed by the

researcher in the rationale of the research: the scarcity of international accreditations in tourism and hospitality within the Thai system. Particularly, one of the reasons to choose the UNWTO TedQual Certification as a framework for the research was the fact that there were none institutions in Thailand holding it. This changed in 2018, when a postgraduate institution (National Institute of Development Administration) and an undergraduate institution (Mahidol University) became the first universities in Thailand to be certified by UNWTO TedQual. While the academic gap would not be as big as at the earlier stages of the research, it can still be considered that there is a scarcity of accreditations and this thesis would still be relevant. Moreover, the researcher was able to discuss with the 2 people leading the accreditation processes of these Thai institutions and get a better perspective on the significance of the certification and its relation with the Thai education system in tourism and hospitality.

The last limitation would be the one concerning the availability of informants. Firstly, regarding the survey questionnaire, it was originally designed in English, since the author considered it would be appropriate as the participants would be management and faculty staff at undergraduate institutions in tourism and hospitality. After the pilot test, the researcher decided to make the questionnaire more understandable and to widen the reach of the survey by having it in both English and Thai. After sending the questionnaires to numerous universities in Thailand with programmes in tourism and hospitality and after waiting for some days, the researcher realised the rate of response was significantly low and it would be a challenge to reach the number of respondent needed to become a representative population. The researcher then asked for the help of the university where he worked full time to forward the questionnaire to the appropriate persons in different universities and he even visited personally some of his contacts in executive positions in various institutions so that they could help him distributing the survey. After these actions, the response rate increased and the survey got a sufficient number of respondents. In terms of the qualitative part of the research, the availability of the informants was also a constraint. The visits to the universities in Hong Kong and Macau involved interviews with people involved in the TedQual accreditation process and had to be arranged within the same period of time, in order to make the researcher's trip as efficient as possible. Similarly, the interviews with the management representatives of

Thai undergraduate institutions, and the UNWTO TedQual auditors had to be arranged efficiently, since they were all individuals in executive positions with a rather tight schedule. Finally, the most challenging part related to the availability of the informants was the focus group. The researcher had to assemble a panel of experts, which were again executives with rather limited time, at the same place and time for approximately two hours.

6.3.3 Implications and Contributions of the Research

The information regarding the implications of the research is generally divided into two parts: the academic implications and the managerial implications. In this particular research these two areas are significantly intertwined since the institutions more affected by this study can also be seen within the academic perspective: tourism and hospitality undergraduate institutions in Thailand. However, the findings of this research will not impact those institutions solely, but the whole tourism and hospitality industry in the country.

In terms of the academic implications of this research, there are several contributions to be highlighted. First, this thesis can be considered as the most detailed piece of research focusing on the UNWTO TedQual Certification and how to obtain this accreditation. While the research has been centred on adapting the characteristics and requirements of TedQual to the perspective of tourism and hospitality undergraduate institutions in Thailand, the findings apply to other institutions in different countries, making this academic paper transnational. The evaluation of tourism and hospitality institutions in Thailand will become a useful tool for authors researching this field, domestically or internationally. Also, while the use of the theory of change and the logic models is rather common in educational research, using the best practices of universities abroad by applying the policy borrowing and lending theory to the area of international accreditation is a quite innovative approach that can be used in the future by other researchers in the same or different fields. Related to the best practices and their relation with the evaluation conducted, the model presented in Chapter 5 and its design can be used as a guideline for authors in different fields to create a model for an accreditation in their areas, or for researchers from other countries to adapt the model to their national realities.

Finally, the comparison between the UNWTO TedQual Certification indicators and the items in the other quality assurance systems popular in Thailand (AUN-QA, EdPEX, and ONESQA) can be easily adapted and modified to accommodate the comparison between different accreditation systems in Thailand or abroad.

Regarding the managerial implications of the research, this thesis will contribute the industry from two different perspectives: the perspective of tourism and hospitality undergraduate education in Thailand and the perspective of the tourism and hospitality industry in the country. From the point of view of tourism and hospitality undergraduate education in Thailand, this thesis has presented a comprehensive overview on the sector including an in-depth evaluation made by representatives of the institutions themselves. This evaluation will provide managers in these institutions with a useful tool to analyse their own universities, to compare themselves with the local competitors, and to make decisions or design strategies based on the situation of the sector. Secondly, the presentation of the driving forces and limitations encouraging and discouraging Thai institutions to apply for the UNWTO TedQual certification will help managers deciding whether this is the right accreditation for their universities, or they should focus on other accreditations or totally different strategies. Moreover, the information related to the best practices drawn from the multi-case study could also assist managers at Thai undergraduate institutions in tourism and hospitality to decide the best actions to conduct in their universities and whether these actions would involve international accreditation. Finally, the model outlined in Chapter 5 will facilitate the task for those institutions in Thailand deciding to apply for the UNWTO TedQual Certification. While the UNWTO website already offers detailed information about the certification process, this model was tailor-made to the actual characteristics of Thai institutions, providing them with more clear guidelines according to their own features, and simplifying the application process by including procedures and suggestions adapted to the Thai reality. Overall, this thesis will help institutions in Thailand to obtain the UNWTO TedQual Certification or other related accreditations in tourism and hospitality, increasing this way the ration of institutions internationally recognised. Those institutions deciding not to apply for this or other accreditations will also benefit from

this thesis by getting a better understanding of the situation of the sector and the potential areas of improvement.

Finally, the tourism and hospitality industry in Thailand and its stakeholders will also benefit from this research. As stated above, Thai undergraduate institutions in tourism and hospitality (institutions applying UNWTO TedQual and those deciding not to apply) will improve their quality levels with the knowledge, findings and tools provided by this research. This improvement will subsequently result in an improvement of the tourism and hospitality industry in Thailand. Managers working at tourism and hospitality organisations in Thailand will be able to understand the reality of Thai undergraduate institutions and compare the results of the evaluation with their actual perceptions. Moreover, these organisations will get more knowledge on the characteristics and relevance of the UNWTO TedQual Certification and will be able to assist undergraduate institutions in the application, since the industry relations is an important part of the audit. Furthermore, industry stakeholders would be able to assess whether this type of international accreditation in tourism and hospitality would be the best option for the future of the sector, and advice institutions accordingly. Lastly, the overall improvement of Thai institutions in tourism and hospitality (via international accreditation or by focusing on other of the areas of improvement highlighted in the research) will result on better-prepared students. These soon-to-be graduates which will be formed at institutions focusing more on the knowledge, skill, tools for employability, international approach and interculturality, and ethics, will be better equipped to lead the Thai organisations in tourism and hospitality in the future.

6.3.4 Recommendations for Further Research

To conclude the thesis, this subsection will outline and analyse the four areas of recommendation for further research, including the suggestions from the researcher to authors on how to continue and develop the findings from this study. The suggestions, presented in the following page are:

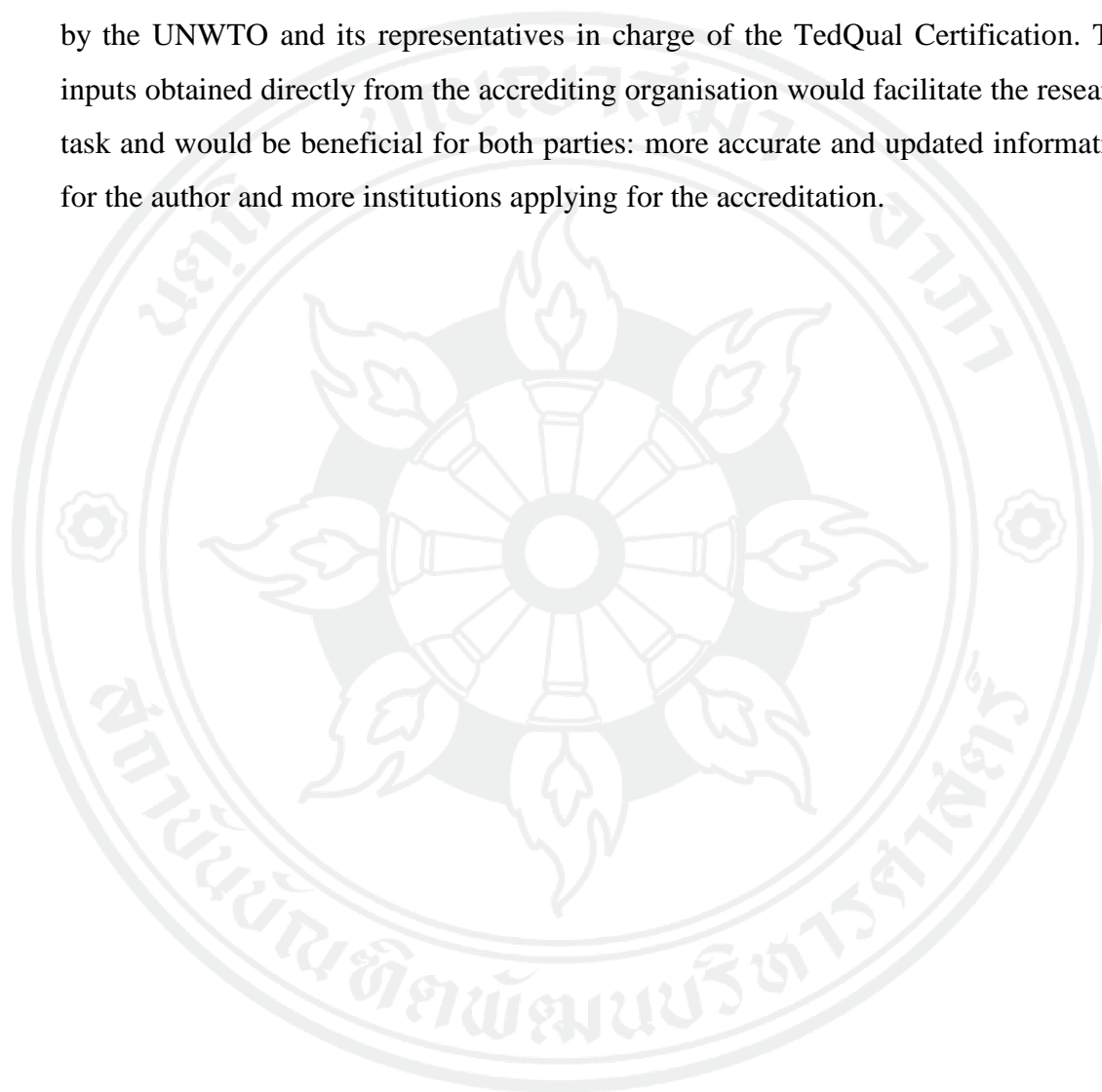
1) A more comprehensive evaluation of tourism and hospitality institutions in Thailand. The information gathered during this evaluation was collected solely from representatives of these institutions. While their knowledge of the institutions and the system cannot be doubted, there could be a potential bias and lack of critical thinking, since they are all employees of the universities, which are the focus of the study. In order to offer a more comprehensive evaluation, further research should also conduct the research tools among respondents from other stakeholders, such as alumni, industry representatives, and governmental organisations. Furthermore, the evaluation could focus on the whole tourism and hospitality education, and include vocational and postgraduate institutions as well.

2) Driving forces and limitations from other stakeholders. Also related to the previous point, those representatives from other stakeholders would be a relevant source to know what would be the positive driving forces or limitations of those institutions certified by UNWTO TedQual from the perspective of alumni, the industry, and the government. In this research, these factors have been highlighted by executives of Thai institutions, representatives of the SHTM in Hong Kong and the IFT in Macau, and UNWTO TedQual auditors. Again, all of these informants work for educational institutions in tourism and hospitality, and getting a more outsider perspective would be beneficial for the relevance of further studies.

3) More information on best practices from case studies. This research used the best practices implemented by two institutions in Hong Kong and Macau as a base to create the model for Thai institutions to obtain TedQual. The reasons for choosing only two institutions in these countries were the time and resources constraints, and the nonexistence of Thai institutions certified with UNWTO TedQual in the initial process of the research. Researchers with fewer constraints of time and resources could continue further in this study by conducting case studies in other universities, which would result in the collection of more examples of best practices.

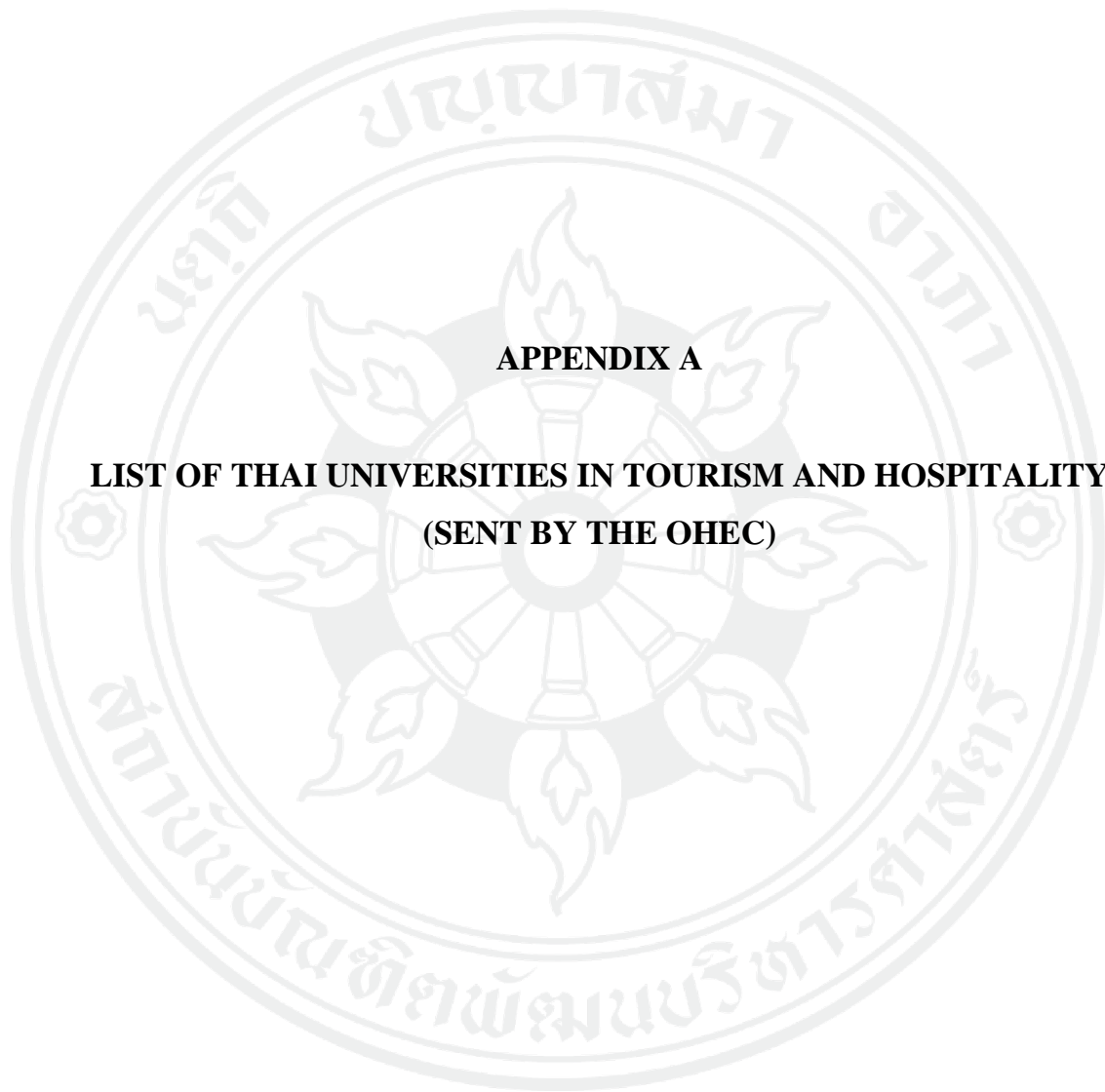
Additionally, conducting case studies at the two universities in Thailand accredited with TedQual from 2018 would result in a more updated guide of best practices, which would be more related to the reality of Thai institutions.

4) More input from the UNWTO. Authors aiming to continue with the premises of this study are strongly encouraged to pursue a higher level of involvement by the UNWTO and its representatives in charge of the TedQual Certification. The inputs obtained directly from the accrediting organisation would facilitate the research task and would be beneficial for both parties: more accurate and updated information for the author and more institutions applying for the accreditation.





APPENDICES



APPENDIX A

**LIST OF THAI UNIVERSITIES IN TOURISM AND HOSPITALITY
(SENT BY THE OHEC)**

รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา
ม.ในกำกับ	มหาวิทยาลัยเกษตรศาสตร์		บริหารธุรกิจบัณฑิต	การจัดการโรงแรมและท่องเที่ยว	
			ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยวเชิงบูรณาการ	หลักสูตรนานาชาติ
				การเดินทางและท่องเที่ยว การท่องเที่ยว	
	มหาวิทยาลัยขอนแก่น		บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยว	
			ศิลปศาสตรบัณฑิต	การจัดการโรงแรมและอีเว้นท์	
				การจัดการการท่องเที่ยว	หลักสูตรนานาชาติ
	มหาวิทยาลัยเชียงใหม่		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าพระนครเหนือ		บริหารธุรกิจบัณฑิต	การจัดการอุตสาหกรรมการท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยบูรพา		บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว	
					หลักสูตรนานาชาติ
				การจัดการท่องเที่ยวและการโรงแรมนานาชาติ	หลักสูตรนานาชาติ
				การจัดการโรงแรม	หลักสูตรสองภาษา
	มหาวิทยาลัยพะเยา		บริหารธุรกิจบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยแม่โจ้		ศิลปศาสตรบัณฑิต	การจัดการธุรกิจท่องเที่ยว	
				พัฒนาการท่องเที่ยว	
	มหาวิทยาลัยแม่ฟ้าหลวง		บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยว	
	มหาวิทยาลัยวลัยลักษณ์		บริหารธุรกิจบัณฑิต	อุตสาหกรรมท่องเที่ยว	
	มหาวิทยาลัยศรีนครินทรวิโรฒ		บริหารธุรกิจบัณฑิต	การท่องเที่ยวและการโรงแรม	
			ศิลปศาสตรบัณฑิต	การจัดการท่องเที่ยวอย่างยั่งยืน	หลักสูตรนานาชาติ
				นวัตกรรมจัดการการท่องเที่ยวแบบบูรณาการ	
มหาวิทยาลัยศิลปากร		บริหารธุรกิจบัณฑิต	การจัดการโรงแรม		
		ศิลปศาสตรบัณฑิต	การจัดการท่องเที่ยว	หลักสูตรนานาชาติ	
มหาวิทยาลัยสงขลานครินทร์		บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว		
			การจัดการท่องเที่ยว	หลักสูตรนานาชาติ	
			การจัดการธุรกิจการท่องเที่ยว		
			การจัดการประชุมนิทรรศการและการท่องเที่ยวเพื่อเป็นรางวัล		
มหาวิทยาลัยสวนดุสิต		ศิลปศาสตรบัณฑิต	การท่องเที่ยว		
			ธุรกิจการโรงแรม		
			อุตสาหกรรมท่องเที่ยวและบริการ		

รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

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สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา
รัฐบาล	มหาวิทยาลัยกาฬสินธุ์		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยนครพนม		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและอุตสาหกรรมบริการ การโรงแรมและภัตตาคาร	
	มหาวิทยาลัยนครสวรรค์		บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว การจัดการธุรกิจท่องเที่ยว	หลักสูตรนานาชาติ
			ศิลปศาสตรบัณฑิต	การท่องเที่ยว	หลักสูตรนานาชาติ
	มหาวิทยาลัยมหาสารคาม		ศิลปศาสตรบัณฑิต	การจัดการท่องเที่ยว	
				การจัดการท่องเที่ยวนานาชาติ	หลักสูตรภาษาอังกฤษ
				การจัดการโรงแรม	
	มหาวิทยาลัยรามคำแหง		บริหารธุรกิจบัณฑิต	การท่องเที่ยว	
			ศิลปศาสตรบัณฑิต	การท่องเที่ยวเชิงวัฒนธรรม ประวัติศาสตร์เพื่อการท่องเที่ยว วัฒนธรรมเพื่อการท่องเที่ยว	
	มหาวิทยาลัยอุบลราชธานี		บริหารธุรกิจบัณฑิต	การจัดการการโรงแรม	
ศิลปศาสตรบัณฑิต			การท่องเที่ยว		
มทร.	มหาวิทยาลัยเทคโนโลยีราชมงคลกรุงเทพ		ศิลปศาสตรบัณฑิต	การท่องเที่ยว การท่องเที่ยวและการบริการ	หลักสูตรนานาชาติ
	มหาวิทยาลัยเทคโนโลยีราชมงคลตะวันออก		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี		ศิลปบัณฑิต	การจัดการการโรงแรม	
			ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยเทคโนโลยีราชมงคลพระนคร		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
				การโรงแรม	
	มหาวิทยาลัยเทคโนโลยีราชมงคลรัตนโกสินทร์		ศิลปศาสตรบัณฑิต	การท่องเที่ยว การโรงแรม	
	มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยเทคโนโลยีราชมงคลศรีวิชัย		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
				การโรงแรมและการท่องเที่ยว	
	มหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
				การท่องเที่ยวและการโรงแรม	
มหาวิทยาลัยเทคโนโลยีราชมงคลอีสาน		ศิลปศาสตรบัณฑิต	การท่องเที่ยว		

รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา
มรภ.	มหาวิทยาลัยราชภัฏกาญจนบุรี		ศิลปศาสตรบัณฑิต	ภาษาอังกฤษธุรกิจท่องเที่ยว อุตสาหกรรมท่องเที่ยว	
	มหาวิทยาลัยราชภัฏกำแพงเพชร		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏจันทรเกษม		ศิลปศาสตรบัณฑิต	ภูมิศาสตร์และประวัติศาสตร์เชิงท่องเที่ยว อุตสาหกรรมท่องเที่ยว	
	มหาวิทยาลัยราชภัฏเชียงราย		ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยวและการบริการ การจัดการโรงแรม อุตสาหกรรมท่องเที่ยว	
	มหาวิทยาลัยราชภัฏเชียงใหม่		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม อุตสาหกรรมการท่องเที่ยว	
	มหาวิทยาลัยราชภัฏเทพสตรี		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏธนบุรี		ศิลปศาสตรบัณฑิต	วัฒนธรรมนานาชาติเพื่อการท่องเที่ยว อุตสาหกรรมบริการและการท่องเที่ยว	หลักสูตรภาษาอังกฤษ
	มหาวิทยาลัยราชภัฏนครปฐม		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏนครราชสีมา		ศิลปศาสตรบัณฑิต	การจัดการโรงแรม อุตสาหกรรมท่องเที่ยว	
	มหาวิทยาลัยราชภัฏนครศรีธรรมราช		บริหารธุรกิจบัณฑิต ศิลปศาสตรบัณฑิต	การจัดการโรงแรม การท่องเที่ยว วัฒนธรรมศึกษาเพื่อการท่องเที่ยว	
	มหาวิทยาลัยราชภัฏนครสวรรค์		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา		วิทยาศาสตร์บัณฑิต ศิลปศาสตรบัณฑิต	การท่องเที่ยวเชิงนิเวศ การท่องเที่ยว	
	มหาวิทยาลัยราชภัฏบุรีรัมย์		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏพระนคร		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏพระนครศรีอยุธยา		ศิลปศาสตรบัณฑิต	การท่องเที่ยว อุตสาหกรรมการท่องเที่ยว	
	มหาวิทยาลัยราชภัฏพิบูลสงคราม		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม อุตสาหกรรมท่องเที่ยว	
	มหาวิทยาลัยราชภัฏเพชรบุรี		ศิลปศาสตรบัณฑิต	การพัฒนาและการจัดการอุตสาหกรรมการท่องเที่ยว อุตสาหกรรมการท่องเที่ยวและบริการระหว่างประเทศ	
	มหาวิทยาลัยราชภัฏเพชรบูรณ์		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	

รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

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สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา
มรภ.	มหาวิทยาลัยราชภัฏภูเก็ต		บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยวทางทะเล	หลักสูตรนานาชาติ
				การจัดการท่องเที่ยวและบริการ	
			บริหารธุรกิจบัณฑิต	การจัดการธุรกิจโรงแรม	
			วิทยาศาสตร์บัณฑิต	การจัดการทรัพยากรการเกษตรเพื่อการท่องเที่ยว	
	มหาวิทยาลัยราชภัฏมหาสารคาม		บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยวและบริการ	
				การโรงแรมและการท่องเที่ยว	
	มหาวิทยาลัยราชภัฏยะลา		บริหารธุรกิจบัณฑิต	การจัดการธุรกิจท่องเที่ยว	
	มหาวิทยาลัยราชภัฏร้อยเอ็ด		บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยว	
				การจัดการโรงแรม	
	มหาวิทยาลัยราชภัฏราชนครินทร์		ศิลปศาสตรบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว	
				การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏรำไพพรรณี		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยราชภัฏลำปาง		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยราชภัฏเลย		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	มหาวิทยาลัยราชภัฏวไลยอลงกรณ์ ในพระบรมราชูปถัมภ์		ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยว	
				การจัดการบริการและการโรงแรม	หลักสูตรภาษาอังกฤษ
	มหาวิทยาลัยราชภัฏศรีสะเกษ		บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยวและการโรงแรม	
				ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม
	มหาวิทยาลัยราชภัฏสกลนคร		ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
				ศิลปศาสตรบัณฑิต	อุตสาหกรรมการท่องเที่ยว
มหาวิทยาลัยราชภัฏสงขลา		บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว		
			ศิลปศาสตรบัณฑิต	อุตสาหกรรมการท่องเที่ยว	
มหาวิทยาลัยราชภัฏสวนสุนันทา		ศิลปศาสตรบัณฑิต	สังคมศาสตร์เพื่อมิคโคเทศก์และการท่องเที่ยว		
			การจัดการท่องเที่ยว	หลักสูตรนานาชาติ	
			การจัดการโรงแรมและธุรกิจที่พัก		
			การจัดการอุตสาหกรรมท่องเที่ยวและบริการ		
			การโรงแรม	หลักสูตรนานาชาติ	
มหาวิทยาลัยราชภัฏสุราษฎร์ธานี		บริหารธุรกิจบัณฑิต	ธุรกิจโรงแรมและภัตตาคาร	หลักสูตรนานาชาติ	
			ศิลปศาสตรบัณฑิต	อุตสาหกรรมการท่องเที่ยว	หลักสูตรนานาชาติ
			บริหารธุรกิจบัณฑิต	การจัดการอุตสาหกรรมท่องเที่ยวและการบริการระหว่างประเทศ	
		ศิลปศาสตรบัณฑิต	การท่องเที่ยว		

รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา	
มรภ.	มหาวิทยาลัยราชภัฏสุรินทร์		บริหารธุรกิจบัณฑิต	การท่องเที่ยวและการโรงแรม		
	มหาวิทยาลัยราชภัฏหมู่บ้านจอมบึง		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม อุตสาหกรรมท่องเที่ยว		
	มหาวิทยาลัยราชภัฏอุดรธานี		บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยว		
				การจัดการการโรงแรมและการท่องเที่ยว การจัดการโรงแรม		
	มหาวิทยาลัยราชภัฏอุดรดิตถ์		ศิลปศาสตรบัณฑิต	ภาษาเวียดนามเพื่อธุรกิจการท่องเที่ยว		
				การจัดการการท่องเที่ยว การท่องเที่ยว		
	มหาวิทยาลัยราชภัฏอุบลราชธานี		ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยวและการบริการ		
				การท่องเที่ยว ธุรกิจโรงแรม		
	เอกชน	มหาวิทยาลัยกรุงเทพ		ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยว นิเทศการและการประชุม	
					การจัดการการโรงแรม	
การจัดการการโรงแรมและภัตตาคาร					หลักสูตรนานาชาติ	
การจัดการท่องเที่ยวนานาชาติ					หลักสูตรนานาชาติ	
การจัดการโรงแรมและการท่องเที่ยว					หลักสูตรนานาชาติ	
มหาวิทยาลัยกรุงเทพธนบุรี			ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม		
				การท่องเที่ยว		
มหาวิทยาลัยกรุงเทพสุวรรณภูมิ			บริหารธุรกิจบัณฑิต ศิลปศาสตรบัณฑิต	การท่องเที่ยว		
				การท่องเที่ยวและการโรงแรม		
มหาวิทยาลัยการจัดการและเทคโนโลยีอีสเทิร์น			ศิลปศาสตรบัณฑิต	อุตสาหกรรมบริการ การท่องเที่ยวและการโรงแรม		
มหาวิทยาลัยอเมริกัน			นิเทศศาสตรบัณฑิต	การสื่อสารการท่องเที่ยวและบันเทิง		
มหาวิทยาลัยเกษมบัณฑิต			ศิลปศาสตรบัณฑิต	การจัดการท่องเที่ยว		
				การจัดการโรงแรม	หลักสูตรนานาชาติ	
มหาวิทยาลัยคริสเตียน		ศิลปศาสตรบัณฑิต	จัดการบริการและการท่องเที่ยว	หลักสูตรนานาชาติ		
			อุตสาหกรรมท่องเที่ยว	หลักสูตรนานาชาติ		
			อุตสาหกรรมบริการและการท่องเที่ยว			

รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

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สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา	
เอกชน	มหาวิทยาลัยเจ้าพระยา		บริหารธุรกิจบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว		
	มหาวิทยาลัยเซนต์จอร์จ		บริหารธุรกิจบัณฑิต	ธุรกิจการบินและการท่องเที่ยว		
			ศิลปศาสตรบัณฑิต	การท่องเที่ยว		
	มหาวิทยาลัยคาบี		ศิลปศาสตรบัณฑิต	การบริการและการท่องเที่ยว		
	มหาวิทยาลัยธนบุรี		บริหารธุรกิจบัณฑิต	การจัดการธุรกิจท่องเที่ยว		
	มหาวิทยาลัยธุรกิจบัณฑิต			บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยว	หลักสูตรภาษาจีน
					การจัดการการบริการและการท่องเที่ยว	หลักสูตรนานาชาติ
					การจัดการธุรกิจท่องเที่ยว	
				ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
				การโรงแรม		หลักสูตรภาษาจีน
	มหาวิทยาลัยนอร์ทกรุงเทพ			ศิลปศาสตรบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว	
	มหาวิทยาลัยนอร์ท-เชียงใหม่			บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยวและการบริการ	
	มหาวิทยาลัยนานาชาติแสตมป์ฟอร์ด	วิทยาเขตกรุงเทพ	วิทยาเขตเพชรบุรี	บริหารธุรกิจบัณฑิต	การจัดการโรงแรมนานาชาติ	หลักสูตรสองภาษา
				บริหารธุรกิจบัณฑิต	การจัดการโรงแรมนานาชาติ	
				ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยเนชั่น			ศิลปศาสตรบัณฑิต	การท่องเที่ยว	
	มหาวิทยาลัยปทุมธานี			ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
						หลักสูตรนานาชาติ
	มหาวิทยาลัยพายัพ			บริหารธุรกิจบัณฑิต	การจัดการโรงแรม	
					การจัดการโรงแรมและการท่องเที่ยว	
			ศิลปศาสตรบัณฑิต	ภาษาเยอรมันเพื่อการท่องเที่ยว		
มหาวิทยาลัยพิษณุโลก			ศิลปศาสตรบัณฑิต	การท่องเที่ยว		
มหาวิทยาลัยฟาร์อีสเทอร์น			บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยว		
มหาวิทยาลัยภาคตะวันออกเฉียงเหนือ			บริหารธุรกิจบัณฑิต	การท่องเที่ยว		
มหาวิทยาลัยรังสิต			ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยวและการบริการ		
				การจัดการโรงแรมและภัตตาคาร		
				การโรงแรมและภัตตาคาร		
				ธุรกิจบริการและการท่องเที่ยวระหว่างประเทศ		

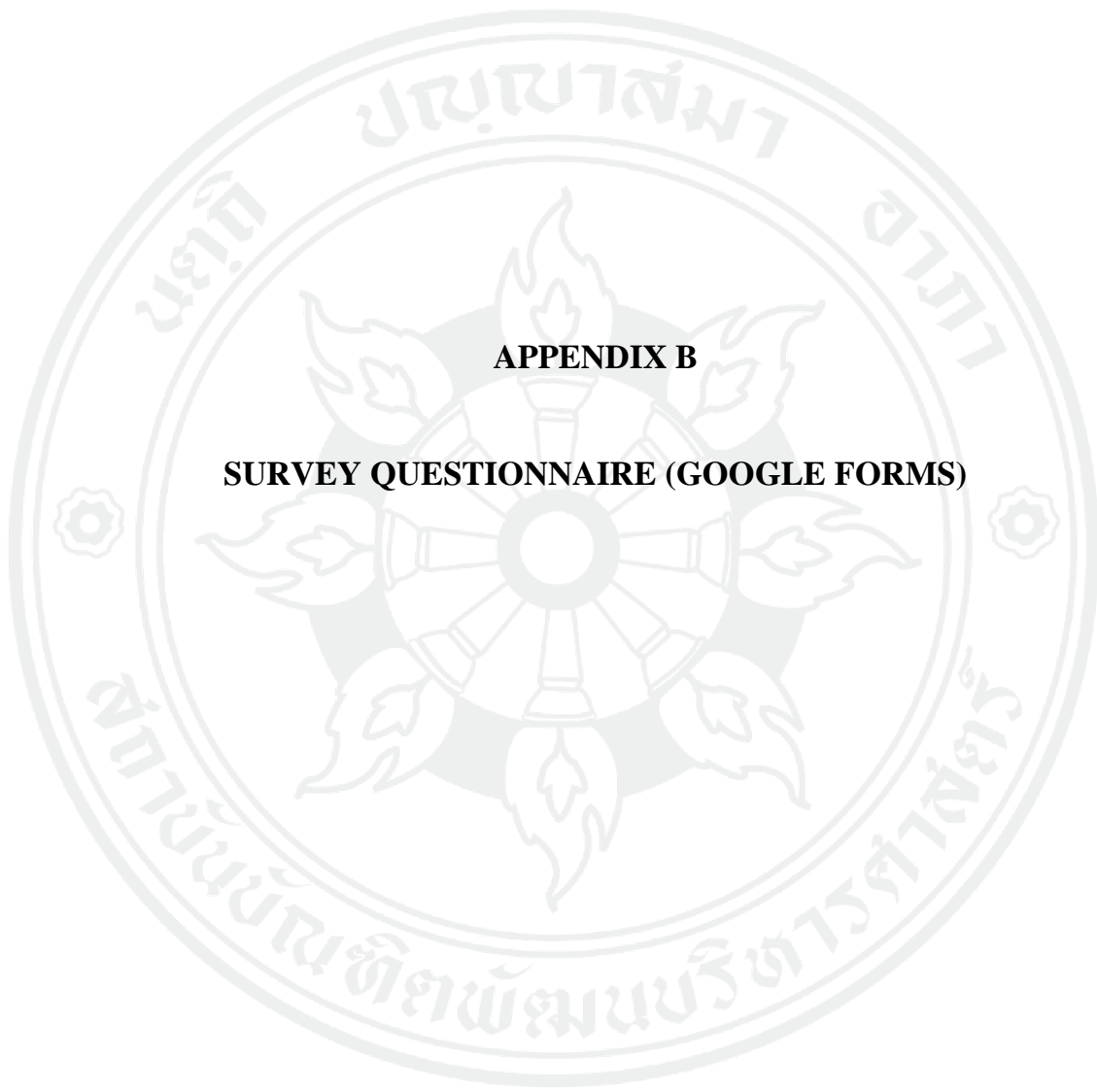
รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

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สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา	
เอกชน	มหาวิทยาลัยรัตนบัณฑิต		บริหารธุรกิจบัณฑิต	การจัดการการโรงแรมและการท่องเที่ยว		
				การจัดการธุรกิจการท่องเที่ยว		
				การจัดการโรงแรม		
				การท่องเที่ยว		
				การท่องเที่ยวและการโรงแรม		
			ศิลปศาสตรบัณฑิต	นันทนาการเชิงพาณิชย์และท่องเที่ยว		
	มหาวิทยาลัยราชพฤกษ์		บริหารธุรกิจบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว		
				อุตสาหกรรมท่องเที่ยว		
	มหาวิทยาลัยวงษ์ชวลิตกุล		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม		
				การโรงแรมและการท่องเที่ยว		
	มหาวิทยาลัยศรีปทุม		ศิลปศาสตรบัณฑิต	บริหารธุรกิจบัณฑิต	การจัดการโรงแรม	หลักสูตรนานาชาติ
				การจัดการการท่องเที่ยว		
				การจัดการโรงแรม		
				การจัดการโรงแรมและการท่องเที่ยว		
การจัดการโรงแรมและการท่องเที่ยว						
มหาวิทยาลัยสยาม		ศิลปศาสตรบัณฑิต	การบริหารการโรงแรมและการท่องเที่ยว			
			การท่องเที่ยว			
			การโรงแรมและการท่องเที่ยว			
มหาวิทยาลัยหอการค้าไทย		ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยว			
			การจัดการการโรงแรม			
			การจัดการโรงแรมและการท่องเที่ยว			
มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ		ศิลปศาสตรบัณฑิต	การจัดการการท่องเที่ยวระหว่างประเทศ	หลักสูตรนานาชาติ		
			การท่องเที่ยว			
มหาวิทยาลัยหาดใหญ่		ศิลปศาสตรบัณฑิต	การท่องเที่ยว			
			อุตสาหกรรมบริการเพื่อการท่องเที่ยว			
มหาวิทยาลัยอัสสัมชัญ		ศิลปศาสตรบัณฑิต	อุตสาหกรรมท่องเที่ยว	หลักสูตรสองภาษา		
มหาวิทยาลัยอัสสัมชัญ		บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยวและการบริการ	หลักสูตรนานาชาติ		
มหาวิทยาลัยอีสเทิร์นเอเซีย		ศิลปศาสตรบัณฑิต	การท่องเที่ยว			
วิทยาลัยเซอัสสัมชัญ		บริหารธุรกิจบัณฑิต	การจัดการการท่องเที่ยวและการโรงแรม			

รายชื่อหลักสูตรระดับปริญญาตรี ทางด้านการโรงแรมและการท่องเที่ยว

สังกัด	สถาบัน	วิทยาเขต	หลักสูตร	สาขาวิชา	ภาษา
เอกชน	วิทยาลัยดุสิตธานี		บริหารธุรกิจบัณฑิต	การจัดการท่องเที่ยว การจัดการโรงแรมและรีสอร์ท	หลักสูตรนานาชาติ
	วิทยาลัยเทคโนโลยีภาคใต้		ศิลปศาสตรบัณฑิต	การจัดการโรงแรม การท่องเที่ยว	
	วิทยาลัยเทคโนโลยีสยาม		ศิลปศาสตรบัณฑิต	การโรงแรม	
	วิทยาลัยนครราชสีมา		ศิลปศาสตรบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว การท่องเที่ยว	
	วิทยาลัยนานาชาติเซนต์เทเรซา		บริหารธุรกิจบัณฑิต	การจัดการอุตสาหกรรมบริการและการท่องเที่ยว การท่องเที่ยวและการโรงแรม	หลักสูตรนานาชาติ หลักสูตรนานาชาติ
	วิทยาลัยอัมรินทร์		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
	วิทยาลัยอินเตอร์เทคลำปาง		ศิลปศาสตรบัณฑิต	อุตสาหกรรมการท่องเที่ยว	
	สถาบันการจัดการปัญญาภิวัฒน์		ศิลปศาสตรบัณฑิต	การจัดการโรงแรมและการท่องเที่ยว	
	สถาบันรัชต์ภาคย์		บริหารธุรกิจบัณฑิต ศิลปศาสตรบัณฑิต	การท่องเที่ยวและโรงแรม การท่องเที่ยวและโรงแรม	หลักสูตรนานาชาติ
	สถาบันวิทยาการจัดการแห่งแปซิฟิก		ศิลปศาสตรบัณฑิต	การท่องเที่ยวและการโรงแรม	
อาชีวศึกษา	สถาบันการอาชีวศึกษากรุงเทพมหานคร	วิทยาลัยพณิชยการเชตุพน	เทคโนโลยีบัณฑิต	การโรงแรม (ต่อเนื่อง)	
	สถาบันการอาชีวศึกษามัธยมศึกษา 1	วิทยาลัยอาชีวศึกษาพระนครศรีอยุธยา	เทคโนโลยีบัณฑิต	การโรงแรม (ต่อเนื่อง)	
	สถาบันการอาชีวศึกษามัธยมศึกษา 4	วิทยาลัยอาชีวศึกษานครปฐม	เทคโนโลยีบัณฑิต	การโรงแรม (ต่อเนื่อง)	
	สถาบันการอาชีวศึกษามัธยมศึกษา 5	วิทยาลัยอาชีวศึกษาเพชรบุรี	เทคโนโลยีบัณฑิต	การโรงแรม (ต่อเนื่อง)	
	สถาบันการอาชีวศึกษามัธยมศึกษา 2	วิทยาลัยอาชีวศึกษาภูเก็ต	เทคโนโลยีบัณฑิต	การโรงแรม (ต่อเนื่อง)	
	สถาบันการอาชีวศึกษามัธยมศึกษา 1	วิทยาลัยอาชีวศึกษาเชียงใหม่	เทคโนโลยีบัณฑิต	การโรงแรม (ต่อเนื่อง)	
	สถาบันการอาชีวศึกษามัธยมศึกษา 2	วิทยาลัยอาชีวศึกษาเชียงราย	เทคโนโลยีบัณฑิต	การท่องเที่ยว (ต่อเนื่อง)	
สถาบันการอาชีวศึกษามัธยมศึกษา 3	วิทยาลัยพณิชยการบึงพระพิบูลย์โลก	เทคโนโลยีบัณฑิต	การโรงแรม (ต่อเนื่อง)		
สังกัดอื่น	สถาบันการพลศึกษา		ศิลปศาสตรบัณฑิต	นันทนาการเชิงพาณิชย์และท่องเที่ยว	



APPENDIX B

SURVEY QUESTIONNAIRE (GOOGLE FORMS)

Thai Tourism & Hospitality Undergraduate Education Evaluation / การประเมินผลหลักสูตรการศึกษา สาขาวิชาการท่องเที่ยวและการโรงแรม ระดับปริญญาตรี

Please fill this questionnaire evaluating, based on your experience and perceptions, each of the following fields regarding the Tourism and Hospitality Undergraduate (Bachelor Degree) Education in Thailand

กรุณากวกรอกข้อมูลในแบบประเมินสอบถามจากประสบการณ์ตรงของท่านเกี่ยวกับหลักสูตรการศึกษา สาขาวิชาการท่องเที่ยวและการโรงแรม (ระดับปริญญาตรี) ในประเทศไทย

*Required

1. E-Mail Address (fill only if you wish to participate in the lucky draw) / อีเมล (หากต้องการให้ติดต่อกลับเพื่อแจ้งผลรางวัลจับฉลาก)
-

2. Gender / เพศ *

Mark only one oval.

- Male / ชาย
 Female / หญิง

3. Age / อายุ *

Mark only one oval.

- 30 or less / น้อยกว่า 30
 31-40
 41-50
 51-60
 Over 60 / มากกว่า 60

4. Education level / ระดับการศึกษา *

Mark only one oval.

- Bachelor / ปริญญาตรี
 Master / ปริญญาโท
 Ph. D. / ปริญญาเอก

5. Type of University / ชนิดของมหาวิทยาลัย *

Mark only one oval.

- Public / รัฐบาล
 Private / เอกชน

6. Language of the Teaching Program / ภาษาของหลักสูตร *

Mark only one oval.

- English / ภาษาอังกฤษ
- Thai / ภาษาไทย

7. Field of the Program / สาขาวิชา *

Mark only one oval.

- Tourism / การท่องเที่ยว
- Hospitality / การโรงแรม
- Tourism and Hospitality / การท่องเที่ยวและการโรงแรม

8. Orientation of the Program / แนวทางของหลักสูตร *

Mark only one oval.

- Business-Oriented / มุ่งเน้นทางทันธุรกิจ
- Practical-Oriented / มุ่งเน้นการใช้งานจริง

9. Availability and Level of Internationalisation / ความหลากหลายของหลักสูตรและความเป็นสากล *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Availability of international undergraduate programs in tourism and hospitality in Thailand / ความหลากหลายของหลักสูตรวิชาการท่องเที่ยวและการโรงแรมภาคภาษาอังกฤษระดับปริญญาตรีในประเทศไทย	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of internationalisation of the above-mentioned programs / ระดับของความเป็นสากลในหลักสูตรวิชาที่กล่าวมาข้างต้น	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Intercultural exchanges, languages and teamwork / การแลกเปลี่ยนทางวัฒนธรรม, ภาษา และการทำงานเป็นทีม *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Promotion and evaluation of teamwork activities in these programs / การส่งเสริมและผลักดันการประเมิน ในกิจกรรมของการทำงานเป็นทีม ในระหว่างหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion and evaluation of cultural exchanges in these programs / การส่งเสริมและผลักดันการประเมิน ในด้านการแลกเปลี่ยนทางวัฒนธรรม ในระหว่างหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer of relevant language courses in these programs / ตัวเลือกเพิ่มเติมของภาษาอื่นๆ ที่เกี่ยวข้องกับหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Sustainability, Culture and Local Benefits / การพัฒนาอย่างยั่งยืน วัฒนธรรม และผลประโยชน์แก่ชุมชน *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Offer of courses/case studies/ activities on sustainability in these programs / ตัวเลือกในหลักสูตร/กรณีศึกษา/กิจกรรมเพื่อการพัฒนาอย่างยั่งยืน ในหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouragement to respect/protect/preserve/enhance cultural resources / การส่งเสริมเพื่อให้เกิดการเคารพ/ปกป้อง/รักษา/ปรับปรุง ทรัพยากรทางวัฒนธรรม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of projects, researches, volunteering activities to benefit local regions and communities / การริเริ่มโครงการ, การทำวิจัย, กิจกรรมจิตอาสา เพื่อก่อให้เกิดผลประโยชน์แก่ภูมิภาคและชุมชน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Implications in Tourism Development, and Right to Tourism / ความพยายามในการพัฒนาการท่องเที่ยวรวมถึง "สิทธิในการท่องเที่ยว" ซึ่งถูกบรรจุลงในหลักสูตร *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Offer of clear information about program objectives and systems of control / หลักสูตรได้อธิบายข้อมูลของวัตถุประสงค์และระบบที่ออกแบบมาเพื่อบรรลุวัตถุประสงค์	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutions act as "role models" within the tourism and hospitality industry / มหาวิทยาลัยได้ทำหน้าที่เป็น "แบบอย่าง" ภายในอุตสาหกรรมการท่องเที่ยวและโรงแรม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of pro-diversity and no-discrimination encouraged in these programs / ระดับการสนับสนุนในความหลากหลายและการไม่แบ่งแยกชนชั้นและเชื้อชาติของหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Communication and Formalities / การสื่อสารและความเป็นทางการของหลักสูตร *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Availability of forms of communication and access formalities on the programs / ความหลากหลายของช่องทางสื่อสารและเอกสารที่ก็นำมาใช้เพื่อเข้าถึงหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity and accessibility of forms of communication and access formalities on the programs / ความชัดเจนและการเข้าถึงได้ง่ายของวิธีการสื่อสารและเอกสารต่างๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Rights of Workers / สิทธิของผู้ทำงานในแวดวงการท่องเที่ยวและการโรงแรม *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Perceptions on the institutions educational jobs (faculty and staff) as respectable/dignified positions / ที่ศรัทธาและนับถือของที่มีต่อผู้ที่ทำงานในสถาบันการศึกษา (อาจารย์และพนักงาน) ว่าเป็นอาชีพที่น่าเคารพนับถือ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceptions on the institutions' educational jobs (faculty and staff) as well-remunerated positions / ที่ศรัทธาและนับถือของที่มีต่อผู้ที่ทำงานในสถาบันการศึกษา (อาจารย์และพนักงาน) ว่าเป็นอาชีพที่มีรายได้ดี	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Code of Ethics and The Employers / จรรยาบรรณ และผู้จ้าง *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Inclusion and implementation of ethical principles in the institutions' philosophy and procedures / การเพิ่มและการส่งเสริมหลักจรรยาบรรณซึ่งพื้นฐานเพื่อเป็นส่วนหนึ่งของปรัชญาและการดำเนินงานของสถาบัน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of cooperation among institutions and public/private related organisations / ระดับชั้นของความร่วมมือระหว่างภาครัฐและเอกชนที่เกี่ยวข้อง	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. The Student / นักศึกษา *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Level of preparation of students graduating from these programs (in terms of knowledge) / ระดับของการเตรียมความพร้อมให้นักศึกษาที่กำลังจะจบจากหลักสูตร (ในแง่ของความรู้ความเข้าใจ)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of preparation of students graduating from these programs (in terms of practical skills) / ระดับของการเตรียมความพร้อมให้นักศึกษาที่กำลังจะจบจากหลักสูตร (ในแง่ของทักษะที่นำไปใช้ได้จริง)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer of industry related jobs after graduating, without the need of supplementary training or further formal education / ความหลากหลายของงานที่เกี่ยวข้องกับอุตสาหกรรม การท่องเที่ยวและการโรงแรมที่มีให้เลือกในตลาดแรงงาน โดยที่ผู้สมัครสามารถเริ่มงานได้โดยไม่ต้องได้รับการฝึกฝนหรือเรียนเพิ่มเติม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. The Curriculum and Pedagogic System / หลักสูตรและระบบการสอน *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Alignment of the curriculum with the specific characteristics of the tourism and hospitality industry in Thailand / การวางแผนทางของหลักสูตรที่สอดคล้องกับความต้องการของอุตสาหกรรมการท่องเที่ยวและกาโรงแรม	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance between theoretical knowledge, industry's trends and patterns, and practical skills in the curriculum / ความสมดุลระหว่างความรู้ทางทฤษฎี, แนวโน้มของรูปแบบอุตสาหกรรม และทักษะที่นำไปใช้ได้จริง ที่บรรจุอยู่ในหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion on the 21st Century skills and competencies in Teaching and Learning, and Evaluation / การรวมทักษะในศตวรรษที่ 21 และความสามารถ ในด้านกาสอน การเรียนรู้ และการประเมิน เข้าไปในหลักสูตร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. The Faculty / อาจารย์*

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Adequacy of the overall standards of the faculty for the provided educational level / ความเหมาะสมของมาตรฐาน โดยรวมของอาจารย์ผู้สอนสำหรับระดับการศึกษาที่ได้จัดเตรียม ให้แก่นักศึกษา	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance between the industry experience and the academic expertise of the faculty / ความสมดุลระหว่างประสบการณ์ตรงในอุตสาหกรรมและความเชี่ยวชาญทางวิชาการของอาจารย์ผู้สอน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptation of teaching styles, tools and contents to the new trends and technologies by faculty members / การปรับแนวทางการสอน เครื่องมือการสอน และเนื้อหาที่มีกวนำเสนอแนวใหม่และเทคโนโลยี จากอาจารย์ผู้สอน	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. The Management / ทีมผู้บริหาร *

Mark only one oval per row.

	Very Poor / แย่มาก	Poor / แย่	Average / ทั่วไป	Good / ดี	Excellent / ดีมาก
Existence of a clear and understandable management system of the institutions / ระบบการจัดการที่มีความชัดเจนและเข้าใจได้ง่ายในสถาบันการศึกษา	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus by the management on covering the needs of students, faculty, government and other stakeholders / ทีมผู้บริหารที่ให้ความสำคัญแก่ความต้องการของกลุ่มนักศึกษา คณาจารย์ รัฐบาล และผู้เกี่ยวข้องอื่นๆ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion of people with broad knowledge on the academic sector and the tourism and hospitality industry as members of the management / การรวมกลุ่มคนที่มีประสบการณ์ในภาควิชาการ และภาคอุตสาหกรรมการท่องเที่ยวและการโรงแรมเข้าเป็นส่วนหนึ่งของทีมผู้บริหาร	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Strengths of your institution / จุดแข็งของสถาบันของท่าน

Tick all that apply.

	Please tick
The university has a focus on internationalisation, intercultural exchanges and languages / เป็นมหาวิทยาลัยที่มุ่งเน้นความเป็นสากล การแลกเปลี่ยนทางวัฒนธรรม และ ภาษา	<input type="checkbox"/>
The university aims for sustainability and providing benefits to the local community / เป็นมหาวิทยาลัยที่มีเป้าหมายเพื่อความยั่งยืนและกาตอบแทนผลประโยชน์แก่ชุมชนท้องถิ่น	<input type="checkbox"/>
The university is implied on the development of tourism / เป็นมหาวิทยาลัยที่ให้ความสำคัญในการพัฒนาการท่องเที่ยว	<input type="checkbox"/>
The university offers clear and accessible forms of communication to all stakeholders / เป็นมหาวิทยาลัยที่มีช่องทางกาสื่อสารที่ชัดเจนและเข้าถึงได้โดยผู้ที่เกี่ยวข้องทุกภาคส่วน	<input type="checkbox"/>
The university places importance and rewards its faculty and staff justly / เป็นมหาวิทยาลัยที่ให้ความสำคัญและให้ผลตอบแทนแก่คณาจารย์ และ พนักงานอย่างเป็นธรรม	<input type="checkbox"/>
The university has a good network of collaborators (both public and private organisations) / เป็นมหาวิทยาลัยที่มีเครือข่ายกับผูที่เกี่ยวข้อง ในอุตสาหกรรมอย่างกว้างขวาง (ทั้งจากภาครัฐและเอกชน)	<input type="checkbox"/>
Students graduating from this university have an outstanding level of preparation (both in knowledge and skills) / นักเรียนที่จบจากมหาวิทยาลัยนี้ได้ผ่านการฝึกฝนและเตรียมตัวมาอย่างดีเยี่ยม (ทั้งองค์ความรู้และทักษะ)	<input type="checkbox"/>
The curriculum is aligned with the industry and trends / มีหลักสูตรที่สอดคล้องกับแนวโน้มในอนาคตและความต้องการของภาคอุตสาหกรรม	<input type="checkbox"/>
The faculty offers a good balance of professional experience and academic expertise / คณาจารย์ผู้สอนมีความสมดุลระหว่างประสบการณ์จากการทำงานจริง และความถนัดทางด้านวิชาการ	<input type="checkbox"/>

Please tick

The university has a clear management system with a focus on covering the needs of all stakeholders / เป็นมหาวิทยาลัยที่มีระบบการจัดการที่ชัดเจน มุ่งเน้น และให้ความสำคัญแก่ความต้องการของผู้มีส่วนได้ส่วนเสียทุกฝ่าย

21. Other strengths of your institution / จุดแข็งอื่นๆของสถาบันของท่าน นอกเหนือจากที่กล่าวมาข้างต้น

22. Weaknesses of your institution / จุดอ่อนของสถาบันของท่าน

Tick all that apply.

	Please tick
The university does not focus enough on internationalisation, intercultural exchanges and languages / เป็นมหาวิทยาลัยที่ไม่มุ่งเน้นความเป็นสากล การแลกเปลี่ยนทางวัฒนธรรม และภาษาอย่างเพียงพอ	<input type="checkbox"/>
The university does not aim enough for sustainability and providing benefits to the local community / เป็นมหาวิทยาลัยที่ไม่มีเป้าหมายเพื่อความยั่งยืนและตอบแทนผลประโยชน์แก่ชุมชนท้องถิ่นอย่างเพียงพอ	<input type="checkbox"/>
The university is not implied enough on the development of tourism / เป็นมหาวิทยาลัยที่ไม่ได้ให้ความสำคัญกับการพัฒนาการท่องเที่ยวที่ดีพอ	<input type="checkbox"/>
The university does not offer clear and accessible enough forms of communication to all stakeholders / เป็นมหาวิทยาลัยที่ไม่มีช่องทางสื่อสารที่ชัดเจนและเข้าถึงได้โดยผู้ที่เกี่ยวข้องทุกภาคส่วน	<input type="checkbox"/>
The university does not place enough importance on its faculty and staff or reward them justly / เป็นมหาวิทยาลัยที่ไม่ได้ให้ความสำคัญและให้ผลตอบแทนแก่คณาจารย์ และ พนักงานอย่างเป็นธรรม	<input type="checkbox"/>
The university does not have a good enough network of collaborators (public or private organisations) / เป็นมหาวิทยาลัยที่ไม่มีเครือข่ายที่ดีพอกับผู้เกี่ยวข้องในอุตสาหกรรม (ทั้งจากภาครัฐและเอกชน)	<input type="checkbox"/>
Students graduating from this university do not have an outstanding level of preparation (in terms of either knowledge or skills) / นักเรียนที่จบจากมหาวิทยาลัยนี้ไม่ได้รับความฝึกฝนและเตรียมตัวที่ดีพอ (ทั้งองค์ความรู้และทักษะ)	<input type="checkbox"/>
The curriculum is not aligned enough with the industry and trends / มีหลักสูตรที่ไม่สอดคล้องกับแนวโน้มในอนาคตและความต้องการของภาคอุตสาหกรรมที่ดีพอ	<input type="checkbox"/>

Please tick

The faculty does not offer a good balance of professional experience and academic expertise / คณาจารย์ผู้สอนไม่มีความสมดุลระหว่างประสบการณ์จากการทำงานจริง และความแตกฉานทางด้านวิชาการที่ดีพอ

The university does not have a clear enough management system with a focus on covering the needs of all stakeholders / เป็นมหาวิทยาลัยที่ไม่มีระบบการจัดการที่ชัดเจน ไม่มุ่งเน้น และไม่ให้ความสำคัญแก่ความต้องการของผู้มีส่วนได้ส่วนเสียทุกฝ่าย

23. Other weaknesses of your institution / จุดอ่อนอื่นๆของสถาบันของท่าน นอกเหนือจากที่กล่าวมาข้างต้น

24. Potential opportunities for your institution / จุดอ่อนอื่นๆของสถาบันของท่าน นอกเหนือจากที่กล่าวมาข้างต้น

25. Potential threats to your institution / "อุปสรรค" ที่มีต่อสถาบันของท่าน

26. In a scale of 1-5 (being 1 "Not at all ready" and 5 "Totally ready") what do you personally consider the level of readiness of your institution is to apply and comply with the requirements and procedures of TedQual or any similar international accreditations? / ในระดับคะแนน 1-5 (1 คะแนนคือ "ไม่ความพร้อมเป็นอย่างยิ่ง" และ 5 คะแนนคือ "มีความพร้อมมากที่สุด") คุณคิดว่าสถาบันของคุณมีความพร้อมมากเท่าไรในการสมัครและปฏิบัติตามข้อกำหนดเพื่อให้ได้รับการรับรองคุณภาพจาก TedQual หรือจากสถาบันสากลอื่นๆ *

Mark only one oval.

	1	2	3	4	5	
Not at all ready/ไม่มีความพร้อม เป็นอย่างยิ่ง	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally ready/ มี ความพร้อมมากที่สุด

27. What are your suggestions to improve the Tourism and Hospitality Undergraduate Education in Thailand? / ข้อเสนอแนะอื่นๆ เพื่อยกระดับหลักสูตรการท่องเที่ยวและการโรงแรมระดับปริญญาตรีในประเทศไทย



APPENDIX C

QUESTIONNAIRE RESULTS (DESCRIPTIVE STATISTICS)

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	176	55.0	55.0	55.0
	Male	144	45.0	45.0	100.0
	Total	320	100.0	100.0	-

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 or less	77	24.1	24.1	24.1
	31-40	177	55.3	55.3	79.4
	41-50	52	16.3	16.3	95.6
	51-60	14	4.4	4.4	100.0
	Total	320	100.0	100.0	-

Ed.Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	61	19.1	19.1	19.1
	Master	231	72.2	72.2	91.3
	Ph. D.	28	8.8	8.8	100.0
	Total	320	100.0	100.0	-

Univ.Type					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	172	53.8	53.8	53.8
	Public	148	46.3	46.3	100.0
	Total	320	100.0	100.0	-

Prog.Language					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	135	42.2	42.2	42.2
	Thai	185	57.8	57.8	100.0
	Total	320	100.0	100.0	-

Field					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hospitality	113	35.3	35.3	35.3
	Tourism	102	31.9	31.9	67.2
	Tourism and Hosp.	105	32.8	32.8	100.0
	Total	320	100.0	100.0	-

Orientation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business-Oriented	197	61.6	61.6	61.6
	Practical-Oriented	123	38.4	38.4	100.0
	Total	320	100.0	100.0	-

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
LevelReadinessAccred	320	1.00	5.00	2.8063	.60817
Valid N (listwise)	320	-	-	-	-

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Internationalisation.Avail	320	2.00	5.00	3.3969	.79299
Internationalisation.Level	320	2.00	5.00	3.4344	.80090
Intercultural.Teamwork	320	2.00	5.00	3.6063	.80045
Intercultural.Exchanges	320	1.00	5.00	3.3969	.85756
Intercultural.Languages	320	1.00	5.00	3.5219	.88500
Sustainability.Activities	320	1.00	5.00	3.4656	.94955
Sustainability.Culture	320	2.00	5.00	3.5719	.93411
Sustainability.Community	320	2.00	5.00	3.4813	.88152
RightTourism.Information	320	2.00	5.00	3.6594	.82263
RightTourism.RoleModel	320	2.00	5.00	3.5406	.88433
RightTourism.Diversity	320	1.00	5.00	3.8344	.87498
Communication.Avail	320	2.00	5.00	3.6656	.80598
Communication.Clarity	320	2.00	5.00	3.6594	.81497
RightWorkers.Respect	320	2.00	5.00	3.8312	.74885
RightWorkers.Remuneration	320	2.00	5.00	3.6563	.84577
Employers.Ethics	320	2.00	5.00	3.6187	.88081
Employers.Cooperation	320	2.00	5.00	3.5406	.80646
Students.Knowledge	320	2.00	5.00	3.6563	.79613
Students.Skills	320	2.00	5.00	3.7187	.87222
Students.Jobs	320	1.00	5.00	3.7406	.91568
Curriculum.AllignedIndustry	320	2.00	5.00	3.6406	.79116
Curriculum.Balance	320	1.00	5.00	3.6687	.87974
Curriculum.21stCentury	320	2.00	5.00	3.6844	.85486
Faculty.Adequacy	320	2.00	5.00	3.8594	.78917
Faculty.Balance	320	2.00	5.00	3.8188	.85186
Faculty.NewTechnologies	320	2.00	5.00	3.8031	.93453
Management.UnderstandableSystem	320	1.00	5.00	3.4406	.83586
Management.FocusOnNeeds	320	2.00	5.00	3.3906	.81169
Management.Knowledge	320	1.00	5.00	3.5219	.93662
Valid N (listwise)	320	-	-	-	-

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Strengths.Internationalisation	76	1	1	1.00	.000
Strengths.Sustainability	80	1	1	1.00	.000
Strengths.RightTourism	76	1	1	1.00	.000
Strengths.Communication	61	1	1	1.00	.000
Strengths.RightWorkers	72	1	1	1.00	.000
Strengths.Employers	46	1	1	1.00	.000
Strengths.Students	111	1	1	1.00	.000
Strengths.Curriculum	91	1	1	1.00	.000
Strengths.Faculty	135	1	1	1.00	.000
Strengths.Management	57	1	1	1.00	.000
Valid N (listwise)	0	-	-	-	-

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Weaknesses.Internationalisation	93	1	1	1.00	.000
Weaknesses.Sustainability	86	1	1	1.00	.000
Weaknesses.RightTourism	33	1	1	1.00	.000
Weaknesses.Communication	42	1	1	1.00	.000
Weaknesses.RightWorkers	38	1	1	1.00	.000
Weaknesses.Employers	56	1	1	1.00	.000
Weaknesses.Students	39	1	1	1.00	.000
Weaknesses.Curriculum	32	1	1	1.00	.000
Weaknesses.Faculty	41	1	1	1.00	.000
Weaknesses.Management	76	1	1	1.00	.000
Valid N (listwise)	0	-	-	-	-



APPENDIX D

QUESTIONNAIRE RESULTS (INFERENTIAL STATISTICS)

1. University Type: Private vs. Public

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Internationalisation.Avail is the same across categories of Univ. Type.	Independent-Samples Mann-Whitney U Test	.026	Reject the null hypothesis.
2	The distribution of Internationalisation.Level is the same across categories of Univ. Type.	Independent-Samples Mann-Whitney U Test	.007	Reject the null hypothesis.
3	The distribution of Intercultural.Teamwork is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.803	Retain the null hypothesis.
4	The distribution of Intercultural.Exchanges is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.119	Retain the null hypothesis.
5	The distribution of Intercultural.Languages is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.075	Retain the null hypothesis.
6	The distribution of Sustainability.Activities is the same across categories of Univ. Type.	Independent-Samples Mann-Whitney U Test	.879	Retain the null hypothesis.
7	The distribution of Sustainability.Culture is the same across categories of Univ. Type.	Independent-Samples Mann-Whitney U Test	.432	Retain the null hypothesis.
8	The distribution of Sustainability.Community is the same across categories of Univ. Type.	Independent-Samples Mann-Whitney U Test	.027	Reject the null hypothesis.
9	The distribution of RightTourism.Information is the same across categories of Univ. Type.	Independent-Samples Mann-Whitney U Test	.077	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of RightTourism.RoleModel is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.217	Retain the null hypothesis.
11	The distribution of RightTourism.Diversity is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.773	Retain the null hypothesis.
12	The distribution of Communication.Avail is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.112	Retain the null hypothesis.
13	The distribution of Communication.Clarity is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.314	Retain the null hypothesis.
14	The distribution of RightWorkers.Respect is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.942	Retain the null hypothesis.
15	The distribution of RightWorkers.Remuneration is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.623	Retain the null hypothesis.
16	The distribution of Employers.Ethics is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.209	Retain the null hypothesis.
17	The distribution of Employers.Cooperation is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.400	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

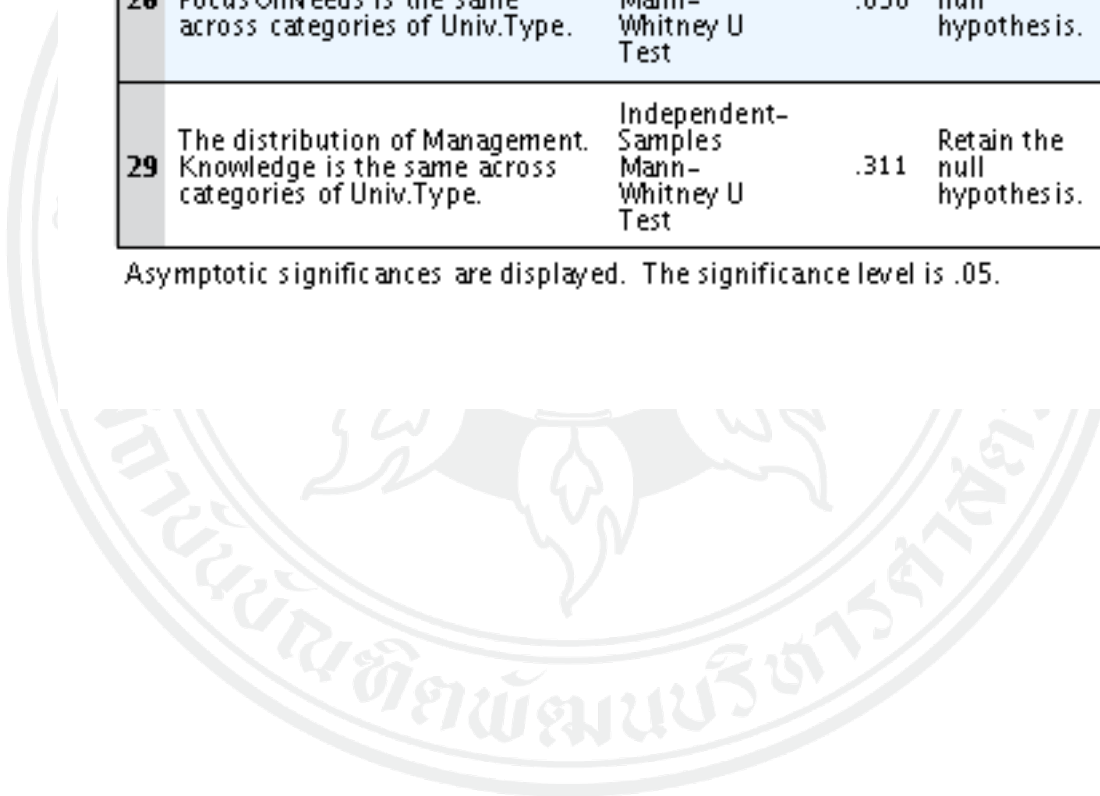
	Null Hypothesis	Test	Sig.	Decision
18	The distribution of Students. Knowledge is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.682	Retain the null hypothesis.
19	The distribution of Students. Skills is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.120	Retain the null hypothesis.
20	The distribution of Students Jobs is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.030	Reject the null hypothesis.
21	The distribution of Curriculum. AlignedIndustry is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.044	Reject the null hypothesis.
22	The distribution of Curriculum. Balance is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.136	Retain the null hypothesis.
23	The distribution of Curriculum. 21stCentury is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.427	Retain the null hypothesis.
24	The distribution of Faculty. Adequacy is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.367	Retain the null hypothesis.
25	The distribution of Faculty. Balance is the same across categories of Univ.Type.	Independent-Samples Mann-Whitney U Test	.156	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
26	The distribution of Faculty. NewTechnologies is the same across categories of Univ.Type.	Independent- Samples Mann- Whitney U Test	.427	Retain the null hypothesis.
27	The distribution of Management. UnderstandableSystem is the same across categories of Univ. Type.	Independent- Samples Mann- Whitney U Test	.607	Retain the null hypothesis.
28	The distribution of Management. FocusOnNeeds is the same across categories of Univ.Type.	Independent- Samples Mann- Whitney U Test	.050	Retain the null hypothesis.
29	The distribution of Management. Knowledge is the same across categories of Univ.Type.	Independent- Samples Mann- Whitney U Test	.311	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



2. Language of the Programme: English vs. Thai

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Internationalisation.Avail is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.005	Reject the null hypothesis.
2	The distribution of Internationalisation.Level is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.002	Reject the null hypothesis.
3	The distribution of Intercultural.Teamwork is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.046	Reject the null hypothesis.
4	The distribution of Intercultural.Exchanges is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.025	Reject the null hypothesis.
5	The distribution of Intercultural.Languages is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.048	Reject the null hypothesis.
6	The distribution of Sustainability.Activities is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.165	Retain the null hypothesis.
7	The distribution of Sustainability.Culture is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.155	Retain the null hypothesis.
8	The distribution of Sustainability.Community is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.043	Reject the null hypothesis.
9	The distribution of RightTourism.Information is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.004	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of RightTourism.RoleModel is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.012	Reject the null hypothesis.
11	The distribution of RightTourism.Diversity is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.145	Retain the null hypothesis.
12	The distribution of Communication.Avail is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.014	Reject the null hypothesis.
13	The distribution of Communication.Clarity is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.607	Retain the null hypothesis.
14	The distribution of RightWorkers.Respect is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.846	Retain the null hypothesis.
15	The distribution of RightWorkers.Remuneration is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.207	Retain the null hypothesis.
16	The distribution of Employers.Ethics is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.141	Retain the null hypothesis.
17	The distribution of Employers.Cooperation is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.052	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

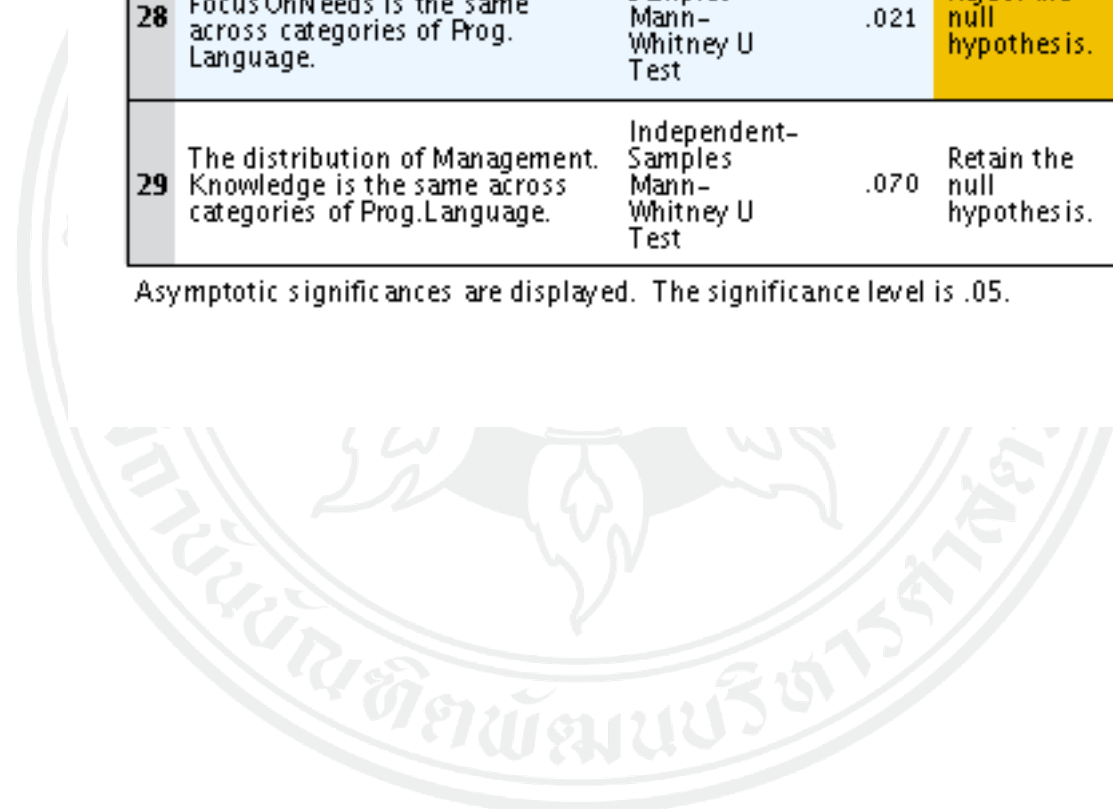
	Null Hypothesis	Test	Sig.	Decision
18	The distribution of Students. Knowledge is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.027	Reject the null hypothesis.
19	The distribution of Students. Skills is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.103	Retain the null hypothesis.
20	The distribution of Students Jobs is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.276	Retain the null hypothesis.
21	The distribution of Curriculum. AlignedIndustry is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.355	Retain the null hypothesis.
22	The distribution of Curriculum. Balance is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.838	Retain the null hypothesis.
23	The distribution of Curriculum. 21stCentury is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.359	Retain the null hypothesis.
24	The distribution of Faculty. Adequacy is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.433	Retain the null hypothesis.
25	The distribution of Faculty. Balance is the same across categories of Prog.Language.	Independent-Samples Mann-Whitney U Test	.017	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
26	The distribution of Faculty. NewTechnologies is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.011	Reject the null hypothesis.
27	The distribution of Management. UnderstandableSystem is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.157	Retain the null hypothesis.
28	The distribution of Management. Focus OnNeeds is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.021	Reject the null hypothesis.
29	The distribution of Management. Knowledge is the same across categories of Prog. Language.	Independent-Samples Mann-Whitney U Test	.070	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.



3. Orientation of the Programme: Business-Oriented vs. Practical-Oriented

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Internationalisation.Avail is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.210	Retain the null hypothesis.
2	The distribution of Internationalisation.Level is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.040	Reject the null hypothesis.
3	The distribution of Intercultural.Teamwork is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.683	Retain the null hypothesis.
4	The distribution of Intercultural.Exchanges is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.097	Retain the null hypothesis.
5	The distribution of Intercultural.Languages is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.005	Reject the null hypothesis.
6	The distribution of Sustainability.Activities is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.706	Retain the null hypothesis.
7	The distribution of Sustainability.Culture is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.337	Retain the null hypothesis.
8	The distribution of Sustainability.Community is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.108	Retain the null hypothesis.
9	The distribution of RightTourism.Information is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.758	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of RightTourism.RoleModel is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.631	Retain the null hypothesis.
11	The distribution of RightTourism.Diversity is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.038	Reject the null hypothesis.
12	The distribution of Communication.Avail is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.889	Retain the null hypothesis.
13	The distribution of Communication.Clarity is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.286	Retain the null hypothesis.
14	The distribution of RightWorkers.Respect is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
15	The distribution of RightWorkers.Remuneration is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.343	Retain the null hypothesis.
16	The distribution of Employers.Ethics is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.815	Retain the null hypothesis.
17	The distribution of Employers.Cooperation is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.440	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

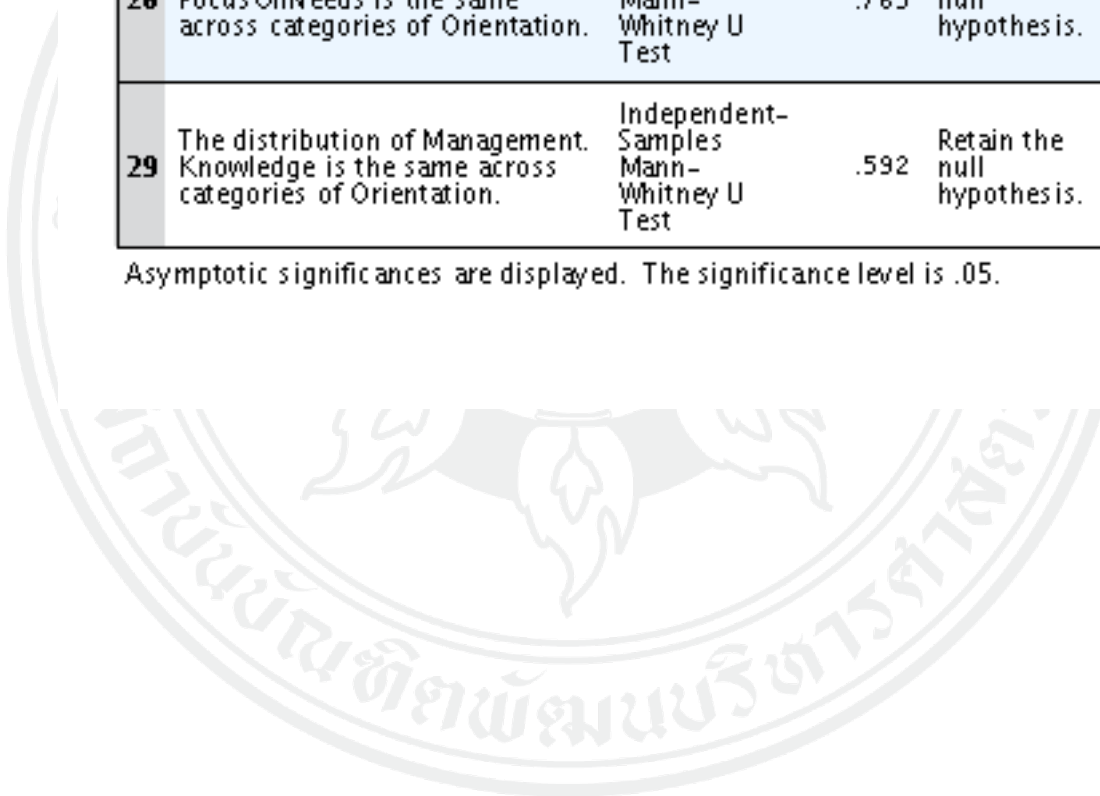
	Null Hypothesis	Test	Sig.	Decision
18	The distribution of Students. Knowledge is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.195	Retain the null hypothesis.
19	The distribution of Students. Skills is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.250	Retain the null hypothesis.
20	The distribution of Students Jobs is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.100	Retain the null hypothesis.
21	The distribution of Curriculum. AlignedIndustry is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.834	Retain the null hypothesis.
22	The distribution of Curriculum. Balance is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.641	Retain the null hypothesis.
23	The distribution of Curriculum. 21stCentury is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.133	Retain the null hypothesis.
24	The distribution of Faculty. Adequacy is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.066	Retain the null hypothesis.
25	The distribution of Faculty. Balance is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.949	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
26	The distribution of Faculty. NewTechnologies is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.563	Retain the null hypothesis.
27	The distribution of Management. UnderstandableSystem is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.539	Retain the null hypothesis.
28	The distribution of Management. FocusOnNeeds is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.765	Retain the null hypothesis.
29	The distribution of Management. Knowledge is the same across categories of Orientation.	Independent-Samples Mann-Whitney U Test	.592	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.





APPENDIX E

INTERVIEW QUESTIONS

Semi-Structured Interview Questions for Executives of Thai Undergraduate Institutions in Tourism and Hospitality

- 1) (Courtesy greetings)
- 2) Could you please provide me with a brief summary of your career?
- 3) As a dean (adapt position according to interviewee) in Tourism and Hospitality, what do you consider to be the main strengths and weaknesses of undergraduate education in these fields in Thailand?
- 4) Also based on your experience, what would be the potential opportunities and threats for Thai undergraduate institutions in Tourism and Hospitality?
- 5) What are the current quality assurance tools (both internal and external) used by your institution?
- 6) Does your university hold any accreditation or certificate (national or international). If yes, which one/s?
- 7) Are you familiar with some of the different Tourism and Hospitality international accreditations, like the UNWTO TedQual? If yes, what is your opinion about them?
- 8) Has your institution considered applying to any of the international accreditations in Tourism and Hospitality?
- 9) Which would be the main benefits and other factors that would encourage your institution to apply for TedQual or other international accreditations?
- 10) On the other hand, what would be the main limitations or factors that would discourage your institution from applying?
- 11) Do you personally consider that your institution would be ready to apply to any of these international accreditations? If not, what would be the main reasons for not considering it yet ready for this purpose?
- 12) (Courtesy ending and farewell)

Semi-Structured Interview Questions for Representatives of the Case Study Institutions

- 1) (Courtesy greetings)
- 2) Could you please provide me with a brief summary of your career?
- 3) Your university got accredited by TedQual in _____. What was your involvement in the TedQual process during that time?
- 4) How long did the accreditation process take, from the time the university applied until the time the result was announced?
- 5) What were the main difficulties for your institution to get accredited and how was the adaptation process needed for obtaining TedQual?
- 6) What are the main changes you have observed at the institution after being accredited by TedQual?
- 7) What were the main pull factors driving your university to apply for TedQual?
- 8) What were the main push factors having the institution considering whether to apply or not, if any?
- 9) Does your institution hold any other international accreditation in tourism and hospitality? Which one/s?
- 10) Is your university considering to apply for other accreditations? Which one/s?
- 11) What do you consider to be the main advantages and disadvantages of TedQual when comparing it to other international accreditations?
- 12) As per today, how many times has your institution renewed the TedQual certification?
- 13) What are your perspectives on the renewal process? How does it work?
- 14) Is the university planning to renew the certification after the expiration of the current period? Why?
- 15) In your opinion, what are the main factors an institution should consider before applying for TedQual?
- 16) Finally, and also from your experience, what would be the main characteristic an institution should have if it is to succeed in the TedQual accreditation process?
- 17) (Courtesy ending and farewell)

Semi-Structured Interview Questions for UNWTO TedQual Auditors

- 1) (Courtesy greetings)
- 2) Could you please provide me with a brief summary of your career?
- 3) For how long have you been an auditor for TedQual?
- 4) Which countries have you been assigned to on your duty as a TedQual advisor during this time?
- 5) In your opinion, what would be the levels of popularity of TedQual nowadays, in comparison with the past years?
- 6) What are the average audits per year undertaken by each TedQual auditor?
- 7) According to your experience, what would be the approximate rate of success of those audits?
- 8) Looking at the unsuccessful institutions, what do you consider to be the main problems and limitations leading to failure in the audit?
- 9) As you may be aware of, Thailand does not have any universities certified by TedQual. Have many Thai institutions applied for this accreditation?
- 10) What would you consider to be the main limitations of those Thai institutions which applied and did not succeed?
- 11) From your experience, what is the approximate rate of institutions that apply again after an unsuccessful attempt, and after adapting to the suggestions by the UNWTO?
- 12) Regarding the renewal of the accreditation, what is the percentage of institutions which apply for it, after their initial certification period is finished?
- 13) Finally, what do you consider to be the perspectives of TedQual for the future, both at a global scale and from the perspective of the region you are based in?
- 14) (Courtesy ending and farewell)



APPENDIX F

CODES EXTRACTED FROM INTERVIEWS (NVIVO)

Codes Extracted from Interviews (NVIVO)

Name	Codes	References	Modified On
Dr. Gozzoli		56	123 26/6/2562 11:46
Dr. Jittithavorn		43	249 26/6/2562 12:19
Dr. Khruasuwan		103	237 26/6/2562 12:36
Dr. Silanoi		3	3 26/6/2562 12:07
Ms. Komnapinit Hannon		100	234 26/6/2562 11:57
Ms. Lertkultanon		14	42 26/6/2562 12:19
Ms. Siammai		11	72 26/6/2562 12:19

Connection - Results Preview

Text Search Criteria

Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for improve Special

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkin
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	112	1.58%
Dr. Jittithavorn	Files	43	1.10%
Dr. Khruasuwan	Files	191	1.77%
Dr. Silanoi	Files	3	1.61%
Ms. Komnapinit Hannon	Files	92	1.27%
Ms. Lertkultanon	Files	21	5.92%
Ms. Siammai	Files	32	1.27%

Summary Reference Text Word Tree

Connection - Results Preview

Text Search Criteria

Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for image Special

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkin
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	110	1.16%
Dr. Jittithavorn	Files	322	4.92%
Dr. Khruasuwan	Files	211	1.26%
Ms. Komnapinit Hannon	Files	153	1.33%
Ms. Lertkultanon	Files	2	0.24%
Ms. Siammai	Files	79	2.35%

Summary Reference Text Word Tree

Connection - Results Preview

Text Search Criteria

Search in: Files & Externals Selected Items... Selected Folders...

Search for: connection

Find: Special

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	262	2.98%
Dr. Jittithavorn	Files	83	1.75%
Dr. Khruasuwan	Files	303	2.23%
Dr. Silanoi	Files	3	1.23%
Ms. Komnapinit Hannon	Files	291	3.33%
Ms. Lertkultanon	Files	6	1.63%
Ms. Siammai	Files	77	2.68%

Connection - Results Preview

Text Search Criteria

Search in: Files & Externals Selected Items... Selected Folders...

Search for: promotion

Find: Special

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	46	0.65%
Dr. Jittithavorn	Files	15	0.35%
Dr. Khruasuwan	Files	77	0.68%
Ms. Komnapinit Hannon	Files	35	0.42%
Ms. Lertkultanon	Files	10	2.11%
Ms. Siammai	Files	15	0.56%

Connection - Results Preview

Text Search Criteria

Search in: Files & Externals Selected Items... Selected Folders...

Search for: international

Find: Special

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	65	1.10%
Dr. Jittithavorn	Files	34	1.28%
Dr. Khruasuwan	Files	112	1.09%
Dr. Silanoi	Files	5	3.42%
Ms. Komnapinit Hannon	Files	88	1.52%
Ms. Lertkultanon	Files	14	4.69%
Ms. Siammai	Files	21	1.01%

Connection - Results Preview

Text Search Criteria

Search in: Files & Externals Selected Items... Selected Folders... Find

Search for: industry

Find options:

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talki
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	33	0.62%
Dr. Jittithavorn	Files	15	0.40%
Dr. Khruasuwan	Files	141	1.52%
Ms. Komnapinit Hannon	Files	59	0.92%
Ms. Lertkultanon	Files	7	1.87%
Ms. Siammai	Files	13	0.63%

Summary Reference Text Word Tree

Connection - Results Preview

Text Search Criteria

Search in: Files & Externals Selected Items... Selected Folders... Find

Search for: time

Find options:

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talki
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	184	1.91%
Dr. Jittithavorn	Files	99	2.00%
Dr. Khruasuwan	Files	277	2.01%
Ms. Komnapinit Hannon	Files	201	1.93%
Ms. Lertkultanon	Files	5	1.05%
Ms. Siammai	Files	64	2.47%

Summary Reference Text Word Tree

Connection - Results Preview

Text Search Criteria

Search in: Files & Externals Selected Items... Selected Folders... Find

Search for: Thai

Find options:

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talki
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	5	0.05%
Dr. Khruasuwan	Files	16	0.09%
Dr. Silanoi	Files	4	1.03%
Ms. Komnapinit Hannon	Files	12	0.10%
Ms. Lertkultanon	Files	5	0.68%
Ms. Siammai	Files	4	0.10%

Summary Reference Text Word Tree

Connection - Results Preview

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	21	0.32%
Dr. Jittithavorn	Files	4	0.09%
Dr. Khruasuwan	Files	20	0.20%
Ms. Komnapinit Hannon	Files	23	0.29%
Ms. Lertkultanon	Files	1	0.20%
Ms. Siammai	Files	4	0.20%

Summary
Reference
Text
Word Tree

Connection - Results Preview

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage
Dr. Gozzoli	Files	48	0.64%
Dr. Jittithavorn	Files	26	0.56%
Dr. Khruasuwan	Files	75	0.52%
Dr. Silanoi	Files	2	0.84%
Ms. Komnapinit Hannon	Files	24	0.27%
Ms. Lertkultanon	Files	4	0.92%
Ms. Siammai	Files	16	0.68%

Summary
Reference
Text
Word Tree

TedQual institutions

Name	In Folder	Created On
Prof. Dioko	Files	25/6/2562 19:00
Prof. Song (HK PolyU)	Files	25/6/2562 19:08

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

importance

Spread to None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	Summary
Prof. Dioko	Files		91 1.10%	Referenc
Prof. Song (HK PolyU)	Files		37 1.41%	

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

involvement

Spread to None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	Summary
Prof. Dioko	Files		139 1.78%	Referenc
Prof. Song (HK PolyU)	Files		27 1.18%	

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

process

Spread to None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	Summary
Prof. Dioko	Files		428 6.03%	Referenc
Prof. Song (HK PolyU)	Files		118 5.91%	

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

Search for: difficulty

Spread to: None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkin
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	Summary
Prof. Dioko	Files	58	0.71%	
Prof. Song (HK PolyU)	Files	20	1.24%	

Reference

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

Search for: renewal

Spread to: None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkin
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	Summary
Prof. Dioko	Files	25	0.35%	
Prof. Song (HK PolyU)	Files	16	0.79%	

Reference

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

Search for: changes

Spread to: None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkin
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	Summary
Prof. Dioko	Files	973	12.34%	
Prof. Song (HK PolyU)	Files	268	12.42%	

Reference

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

accreditation

Spread to None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	
Prof. Dioko	Files		50	1.10%
Prof. Song (HK PolyU)	Files		28	2.47%

Summary
References

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

difference

Spread to None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	
Prof. Dioko	Files		85	1.39%
Prof. Song (HK PolyU)	Files		22	1.18%

Summary
References

Text Search Query - Results Pre

Text Search Criteria Run Query Save Results... Add to Project...

Search in Files & Externals Selected Items... Selected Folders... Find

Search for Special

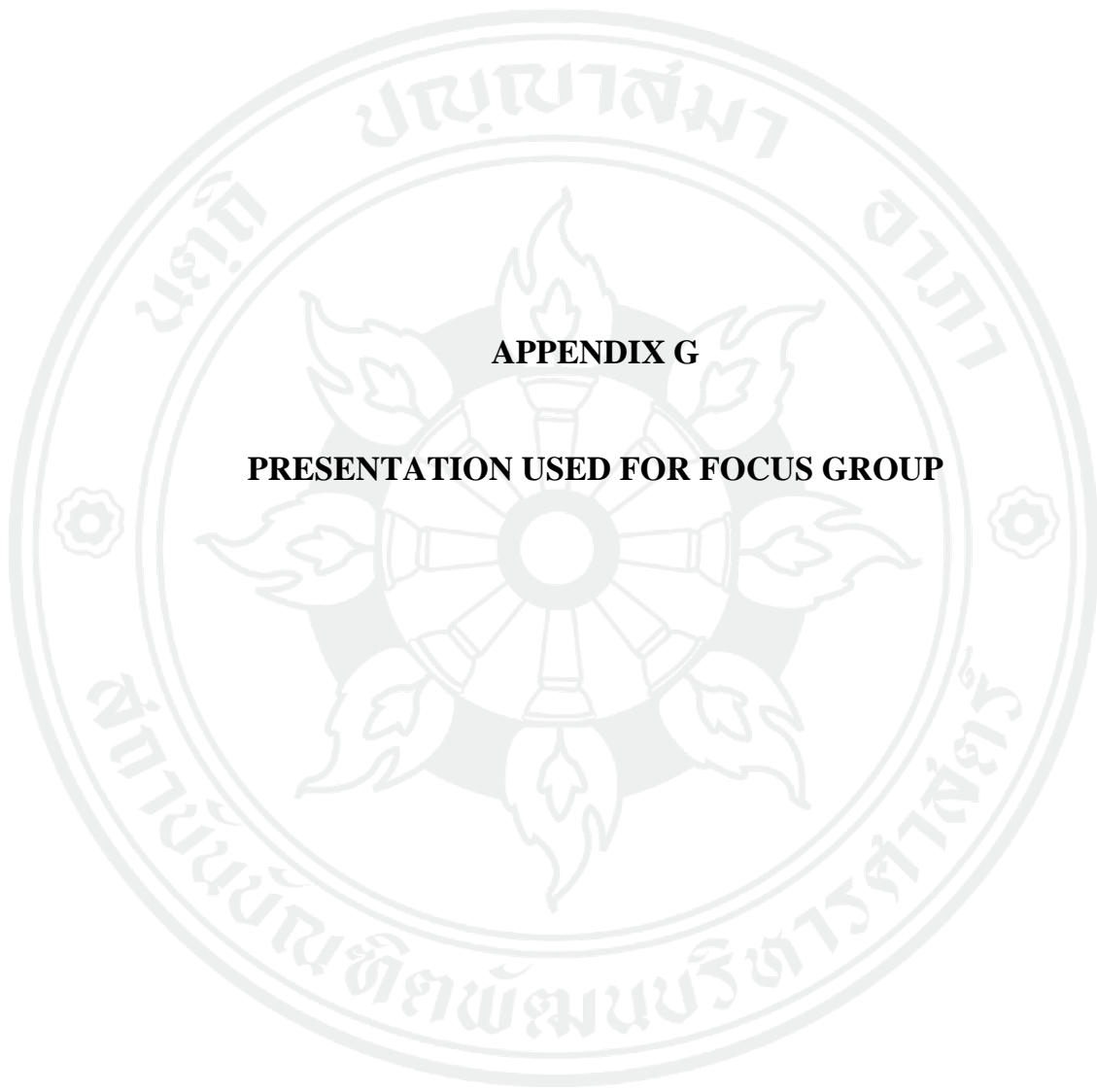
consideration

Spread to None

- Exact matches (e.g. "talk")
- With stemmed words (e.g. "talkir
- With synonyms (e.g. "speak")
- With specializations (e.g. "whisp
- With generalizations (e.g. "comr

Name	In Folder	References	Coverage	
Prof. Dioko	Files		161	1.61%
Prof. Song (HK PolyU)	Files		55	2.22%

Summary
References



APPENDIX G

PRESENTATION USED FOR FOCUS GROUP



A MODEL PROPOSAL FOR TOURISM AND HOSPITALITY UNDERGRADUATE INSTITUTIONS IN THAILAND TO OBTAIN THE UNW TO TEDQUAL CERTIFICATION

Jorge Arnanz Arroyo
Ph.D. Candidate

Presentation Overview

- Research aims and questions
- Literature review -Topics
- Results of the Evaluation
- Model Outline



Research Aim and Questions

Aim → “To propose a new model for the tourism and hospitality undergraduate education in Thailand leading to the acquisition of the UNWTO TedQual Certification by Thai institutions, based on the processes implemented by successful universities in different countries. The model will need to adapt the processes to the specific characteristics of the tourism and hospitality undergraduate education in Thailand.”

Institutions:

- The Hong Kong Polytechnic University (Hong Kong)
- Instituto de Formação Turística (Macau)



Research Aim and Questions

Research Questions:

1. What is the **current situation** of tourism and hospitality undergraduate education in Thailand?
2. What are the **driving forces** influencing the willingness of Thai institutions in being accredited with the UNWTO TedQual Certification?
3. How were the **processes followed** by the selected institutions to obtain the UNWTO TedQual Certification?
4. What would be an **effective model** for the tourism and hospitality undergraduate in Thailand resulting in the acquisition of the UNWTO TedQual Certification by Thai institutions and the consequent overall improvement of tourism and hospitality education?



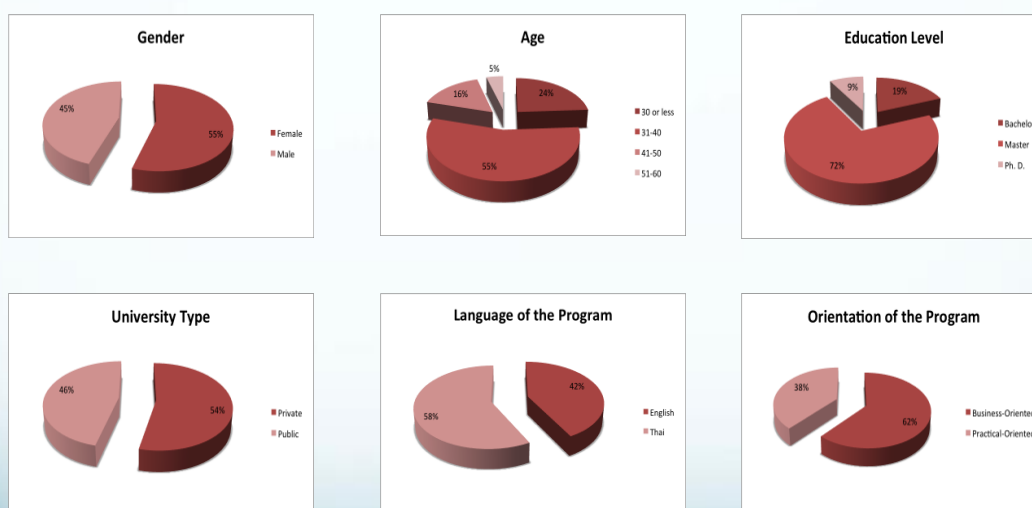
Literature Review – Topics

Chapter 2 consists of a comprehensive **literature review** covering the following topics:

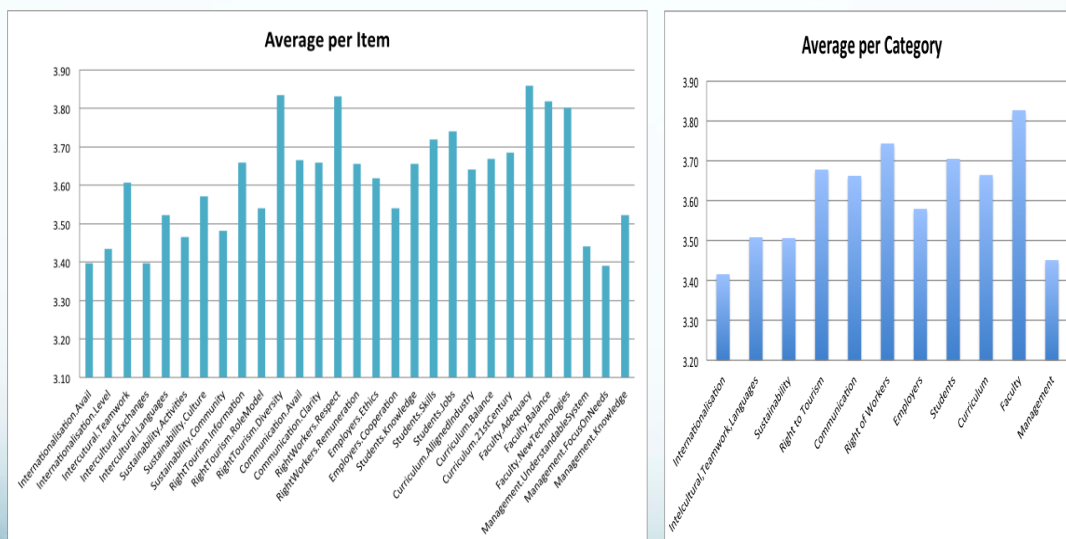
- Tourism and hospitality in Thailand
- Higher Education
- Tourism and hospitality education
- Outcome-Based Education
- Quality assurance and accreditation in higher education
- The UNW TO TedQual Certification



Evaluation Results



Evaluation Results



Discussion Question 1

Do you consider this evaluation of the tourism and hospitality undergraduate education to be representative of the current situation in Thai institutions?



Model Outline

Design of the model based on:

- Information from UNW TO TedQual
- Processes followed by case study institutions in Hong Kong and Macau
- Adapted to Thai institutions, based on the results of the survey questionnaires and the interviews conducted

4 parts:

- Is UNW TO TedQual the right international accreditation for them ?
- Are they prepared for this certification process?
- The process adapted to characteristics of Thai institutions
- Other recommendations for Thai institutions applying for the UNW TO TedQual Certification



Model Outline

1. Is the UNW TO TedQual Certification the right accreditation and the best development option for my institution?

- In pages 1-4
- Presentation of the **driving forces and limitations** influencing/discouraging Thai institutions to apply for TedQual or other international accreditations.
- Information obtained from **4 sources**:
 - UNW TO TedQual Website
 - Management representatives at Thai institutions
 - Representatives of universities in Hong Kong and Macau
 - Auditors of UNW TO TedQual



Discussion Question 2

Do you agree with the driving forces and limitations outlined in the tables? What other factors you consider could encourage / discourage Thai institutions to apply?



Model Outline

2. What is the level of readiness of my institution to apply for the UNW TO TedQual Certification?

- In pages 4-6
- Presentation of the results on the **level of readiness** of Thai institutions and the factors for improvement.
- Display of the **SWOT analysis** extracted from this research.
- Institutions are encouraged to do their **own situation analysis**, which will be more representative of their reality.
- Researcher recommends to **use the questionnaire** used in this research, since it has been designed based on the requirements of UNW TO TedQual



Discussion Question 3

Do you agree with the results on the level of readiness of Thai institutions? Would you point out other factors for improvement?



Discussion Question 4

Do you agree with the SWOT analysis of Thai institution in tourism and hospitality presented? Would you add any other factors?



Model Outline

3. What is the process to be followed by my institution to apply for the UNWTO TedQual Certification? (pages 6-16)



- **Tools used:**
 - Comparison between UNWTO TedQual and the AUN QA
 - Comparison between UNWTO TedQual and EdPEX
 - Comparison between UNWTO TedQual and the Quality Assurance System in Thailand (ONESQA)
 - Information on how to include the Global Code of Ethics for Tourism in the assessment



Model Outline

4. Additional recommendations for Thai institutions applying for the UNWTO TedQual Certification

- In pages 16-19
- Suggestions extracted from the interviews with the representatives of the SHTM in Hong Kong and the IFT in Macau on their **certification processes and experience**.
- **Adjusted to the reality** of undergraduate institutions of tourism and hospitality in Thailand.
- Divided into **10 categories**.



Discussion Question 5

Would you consider this model as a useful tool for Thai institutions considering their application for UNW TO TedQual? How could this model be improved?



Discussion Question 6

In your opinion, would this model increase the possibilities of success of Thai institutions applying for UNW TO TedQual?





Questions & Answers

Thank you for your attention



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