



Agensi Kelayakan Malaysia
Malaysian Qualifications Agency

PROGRAMME STANDARDS:

HOSPITALITY AND

TOURISM

This set of Programme Standards has been prepared to enhance the development of educational programmes in hospitality and tourism and to maintain the quality of graduates. It is hoped that with this document, higher education providers will be able to provide quality education in hospitality and tourism and its related fields.

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FOREWORD

In its effort to ensure that the programmes offered by Higher Education Providers (HEPs) in Malaysia meet an acceptable level of quality, the Malaysian Qualifications Agency (MQA) has published numerous quality assurance documents such as the Malaysian Qualifications Framework (MQF), Code of Practice for Programme Accreditation (COPPA), Code of Practice for Institutional Audit (COPIA), Standards, Programme Standards (PS) and Guidelines to Good Practices (GGP). It is imperative that these documents be read together with this PS document for the development and delivery of Hospitality and Tourism programmes in Malaysia.

The PS for Hospitality and Tourism was first enforced by the MQA in 2012 (MQA, 2013). Since then, more than 500 programmes of different levels within the field of hospitality and tourism studies have been accredited by the MQA and registered in the Malaysian Qualifications Register (MQR). As a recognised accrediting agency in Malaysia, the MQA is required to conduct a comprehensive review of its standards on a periodic basis and does so within 5 years. The current review and revision process was undertaken to ensure its relevance to current academic requirements and industry good practices.

This document represents the significant contribution from panel members (as listed in Appendix 1) from both public and private HEPs and industry, in consultation with various HEPs, relevant government and statutory agencies, professional bodies, industry, alumni and students (as listed in Appendix 2) through stakeholders' workshops and online feedback. Hence, the standards developed reflect the national and international best practices to ensure the Hospitality and Tourism graduates from Malaysian HEPs are globally accepted.

The MQA would like to express appreciation to all the panel members, various stakeholders for their valuable input and all the MQA officers who have contributed to the development of this PS for Hospitality and Tourism. It is hoped that this PS document is beneficial to the various stakeholders for the development of the competencies required in our students for their job and higher education prospects.

Thank you.

Dato' Dr. Rahmah Mohamed
Chief Executive Officer
Malaysian Qualifications Agency
June 2019

ABBREVIATIONS

APEL	Accreditation of Prior Experiential Learning
COPIA	Code of Practice for Institutional Audit
COPPA	Code of Practice of Programme Accreditation
GGP	Guidelines to Good Practices
GP	Grade Point
HEPs	Higher Education Providers
IELTS	International English Language Testing System
LO	Learning Outcomes
MUET	Malaysian University English Test
MQA	Malaysian Qualifications Agency
MQF	Malaysian Qualifications Framework
MOOC	Massive Open Online Courses
NOSS	National Occupational Skills Standard
ODL	Open and Distance Learning
PLO	Programme Learning Outcomes
PEO	Programme Educational Objectives
PS	Programme Standards
SKM	<i>Sijil Kemahiran Malaysia</i>
SPM	<i>Sijil Pelajaran Malaysia</i>
STAM	<i>Sijil Tinggi Agama Malaysia</i>
STPM	<i>Sijil Tinggi Persekolahan Malaysia</i>
WBL	Work-Based Learning
TVET	Technical and Vocational Education and Training

1. INTRODUCTION

The Hospitality and Tourism curriculum has been undergoing developments for decades. Hospitality and tourism education had its beginnings in technical or vocational schools. Recent years have witnessed the rise and development of hospitality and tourism education at both undergraduate and graduate levels. This development resulted from the rapid growth and demand of the tourism industry, leading academic institutions and universities to establish or expand their hospitality and tourism programmes. Tourism education continues to develop based on the original emphasis on technical or vocational knowledge and skills development. Along with the higher demand from the tourism business sector, many undergraduate level hospitality and tourism curriculums are placed under the scope of hospitality and/or tourism management. In addition, business knowledge and skills are embedded within the curriculum.

Since 2012, the MQA's 'Programme Standards: Hospitality and Tourism' has been a reference for HEPs in developing and offering Hospitality and Tourism programmes. A revision of this programme standard is timely and inevitable to remain relevant to national priorities and global trends as well as to incorporate emerging disciplines, technologies and tools. Apart from the requirements to review the standards within five years, to address stakeholders' feedback through an impact study (MQA, 2016) and to align with the MQF 2nd Edition and the COPPA 2nd Edition, strategic directions of Malaysia Education Blueprint 2015–2025 (Higher Education) and Malaysia Higher Education 4.0 were also taken into account. The new mode of study and learning such as the 2u2i and WBL were also taken into consideration in reviewing the standards.

Throughout the standards review process, the panel sought, received, and used comments and suggestions from the stakeholders and communities of interest to develop, validate, and clarify standards. The Program Standards were developed with input obtained through impact studies and a series of meetings with stakeholders (i.e., seminars, meetings, written comments) including HEPs, hospitality educators, students, graduates, parents, employers and assessors. Valuable input from industry associations and other regulatory officials were also sought to ensure that the different needs of various parties are attended to and addressed.

This standard document provides the minimum acceptable level of practices in designing and offering Hospitality and Tourism programmes at the tertiary level in Malaysia. The aim of the PS is to ensure that learners are equipped with the necessary knowledge, skills and

competencies at the respective levels as prescribed in the MQF 2nd Edition to enable them to pursue career opportunities in the hospitality and tourism related industry.

The field of study within hospitality and tourism is categorised into four major areas as shown in Diagram 1 below:

Diagram 1: Hospitality and Tourism Field of Study



The key changes made to the PS are:

- i. The new format presented in the seven main areas of the standards is aligned with the COPPA 2nd Edition.
- ii. Statements for Programme Educational Objectives (PEO) and Programme Learning Outcomes (PLO) for each level of qualification are aligned with the MQF 2nd Edition. The mapping of learning outcomes against the five domains of the MQF 2nd Edition (level descriptors) for Hospitality and Tourism fields for different levels of qualification is presented.
- iii. The PS is aligned with the Standards: Master's and Doctoral Degree.
- iv. The 2u2i mode of study, ODL and GGP: WBL requirements are also included in the curriculum design and delivery.
- v. The curriculum structure for Advanced Diploma (Level 5, MQF) is included to align with the MQF 2nd Edition and the Code of Practice for TVET Programme and Accreditation.
- vi. New percentages for continuous and final assessments are proposed to give more flexibility for the overall assessment. The percentages for the final examination in the final assessment are determined for each level of study.

- vii. Minimum qualifications of academic staff for each level of study are revised and incorporate the TVET and 2u2i mode of study.
- viii. Teaching facilities and educational resources are updated to reflect current industry practices.
- ix. The programme nomenclature complies with the Policy on Nomenclature of Malaysian Higher Education Programme.
- x. An expanded list of suggested courses for each level of study/body of knowledge is presented.

This PS document covers all the seven quality assurance areas: (i) programme development and delivery, (ii) assessment of students' learning, (iii) student selection, (iv) academic staff, (v) educational resources, (vi) programme management, and (vii) programme monitoring, review and continual quality improvement. This document describes the different levels of standards leading to the award of individual qualifications prescribed in the MQF based on different modes of study, i.e. Certificate (Level 3, MQF: Coursework only), Diploma (Level 4, MQF: Coursework only), Advanced Diploma (Level 5, MQF: Coursework only), Bachelor's Degree (Level 6, MQF: Coursework only), Master's Degree (Level 7, MQF: Coursework, Mixed Mode and Research) and Doctoral Degree (Level 8, MQF: Research only).

This PS document encourages diversity and allows programme providers to be innovative in creating their own niches. HEPs should ensure that they produce graduates who meet the current and future needs of the industry and at the same time fulfil their obligations to society. Among others, this document includes statements of programme educational objectives and learning outcomes, and they are intended to give clarity and are not intended to be adopted in a verbatim manner. As the statements within the PS should be viewed as the minimum requirement, HEPs are encouraged to go beyond the basic minimum. This document is also intended to be valuable to prospective students, their parents and guardians, employers, professional and regulatory bodies, universities, colleges and schools. Assessors and auditors are guided by these standards in arriving at their recommendation and conclusions.

The development and implementation of this PS document are to ensure that the graduates meet the professional requirements and expectations in their respective fields. HEPs must take cognisance of the rapidly evolving subject matter and introduce effective and sustainable programme improvement. In doing so, the providers should also ensure that the graduates obtain the necessary skills to function effectively.

As the purpose of this PS document is to provide the minimum requirements pertaining to the development and implementation of different levels of Hospitality and Tourism programmes within the core areas described, it is paramount that this document be read with other quality assurance documents and policies issued by the MQA and other related agencies, which include, but are not limited to the following:

- i. The Malaysian Qualifications Framework (MQF) 2nd Edition
- ii. The Code of Practice for Programme Accreditation (COPPA) 2nd Edition
- iii. The Code of Practice for Institutional Audit (COPIA)
- iv. Relevant Standards
- v. Relevant Guidelines to Good Practices (GGP)
- vi. The Code of Practice for TVET Programme Accreditation (COPTA)
- vii. *Garis Panduan Pelaksanaan Mod Pengajian 2u2i*

2. PROGRAMME DEVELOPMENT AND DELIVERY

The Programme Educational Objectives (PEOs) are described in a broad and general statement of learning and teaching intention, encapsulating the general contents and direction of a programme.

“A programme is designed and delivered to facilitate the attainment of a set of desired learning outcomes. It starts with a clear definition of the intended outcomes that students are to achieve by the end of the programme and supported by appropriate instructional approaches and assessment mechanisms” (COPPA 2nd Edition, 2017).

A clear and appropriate statement of aims forms an important element in programme design and quality assurance, focusing on student learning experiences. A good formulation of aims enables a clear understanding of what the programme intends to achieve.

A more detailed description of the PEOs is provided for each level of study, from certificate to doctoral level. It should be noted that the PEOs provided describe the minimum requirements, and the HEPs may provide additional objectives where appropriate.

2.1 PROGRAMME EDUCATIONAL OBJECTIVES

The PEOs for each level of the Hospitality and Tourism programme are:

CERTIFICATE (LEVEL 3, MQF)

The PEOs for the Certificate level are to provide learners with the fundamental, theoretical and technical knowledge of facts and principles at an intermediate level of the Hospitality and Tourism study/discipline. Learners are required to demonstrate operational skills at a specific trade or job requirement and show an interest in pursuing further studies in specific subjects or disciplines pertaining to their field of interest or work. By the end of the study period, learners should have acquired elementary proficiency in one additional language (e.g. English). Also, they are expected to demonstrate age-appropriate local civic engagement and awareness of industry issues.

DIPLOMA (LEVEL 4, MQF)

The PEOs for the Diploma level are to provide learners with broad knowledge of the general theories and principles. They should be able to demonstrate skills in a focused area of the Hospitality and Tourism study/discipline, enabling them to undertake specialised work leading to a career path in the relevant fields. They should express interest in pursuing further education, show commitment for appropriate ethical behaviour and develop awareness of national aspirations within the global perspectives.

ADVANCED DIPLOMA (LEVEL 5, MQF)

The PEOs for the Advanced Diploma level are to provide learners with significant theoretical and technical knowledge in a focused area of the Hospitality and Tourism study/discipline. Learners should be able to deal with complex situations at work and show an ability to understand and comply with organisational and professional demands. They should also have the ability to apply sustainable practices ethically and in the context of national and global work and social environment.

BACHELOR'S DEGREE (LEVEL 6, MQF)

The PEOs for the Bachelor's Degree level are to provide learners with a thorough comprehension of a broad-based and coherent body of knowledge and skills in the Hospitality and Tourism study/discipline embedding research, innovation and creativity in specialised areas. Graduates should demonstrate professionalism, resilience, commitment to an ethical work culture as well as awareness of sustainability issues and global citizenship in alignment with national aspirations.

MASTER'S DEGREE BY COURSEWORK (LEVEL 7, MQF)

The PEOs for the Master's Degree by coursework level are to provide learners with in-depth and significant advanced specialised theoretical or applied knowledge in the Hospitality and Tourism study/discipline, which is current and at the forefront of a specific field of study or with inter/multi-disciplinary approach, or professional practice. The learners should demonstrate critical, evaluative and cognitive skills; applied research skills; or advanced professional practice to solve complex issues and problems with a reasonable degree of originality and independence. The learners should be competent to inform and share views on contemporary and new issues in related fields, advise new solutions or improved

innovations to a range of audience and conduct further research besides practising. The learners should demonstrate leadership and managerial skills, which are critical competencies, particularly within a multicultural or transnational work or learning environment.

MASTER'S DEGREE BY MIXED MODE (LEVEL 7, MQF)

The PEOs for the Master's Degree by mixed mode level are to provide learners with in-depth and significant advanced specialised theoretical or applied knowledge in the Hospitality and Tourism study/discipline, which is current and at the forefront of a specific field of study or with inter/multi-disciplinary approach, or professional practice. The learners should demonstrate critical, evaluative and cognitive skills; applied research skills; or advanced professional practice to solve complex issues and problems with a reasonable degree of originality and independence. In addition, learners should be able to work independently to understand, design and conduct research; analyse, report and communicate the outcomes to a range of audience; and conduct further research besides practising. The learners should demonstrate leadership and managerial skills, which are critical competencies, particularly within a multicultural or transnational work or learning environment.

MASTER'S DEGREE BY RESEARCH (LEVEL 7, MQF)

The PEOs for the Master's Degree by research level are to provide learners with focused and in-depth advanced knowledge, analytical and critical thinking skills, professionalism as well as creativity and innovative skills in the Hospitality and Tourism study/discipline. The programme also aims to inculcate in learners a systematic approach for conducting research in specialised areas to contribute effectively, culturally and ethically in their specific areas of Hospitality and Tourism to solve complex issues and problems with a reasonable degree of originality and independence. The learners should demonstrate leadership and managerial skills, which are critical competencies, particularly within a multicultural or transnational work or learning environment.

DOCTORAL DEGREE BY RESEARCH (LEVEL 8, MQF)

The PEOs for the Doctoral Degree by research level are to provide learners with a critical understanding of the most advanced knowledge at the frontiers of a field of study or professional practice in the Hospitality and Tourism study/discipline. Learners should conduct, manage and lead advanced research independently to contribute to substantial,

new and original knowledge, and/or professional practice. They should produce research outputs in the form of a thesis, patents, products, new advanced professional practice or advanced technologies. Learners should also demonstrate the capacity to present and defend points of view, thesis and ideas in their area(s) of expertise with knowledge and confidence. The learners should demonstrate leadership and managerial skills, which are critical competencies, particularly within a multicultural or transnational work or learning environment.

2.2 LEARNING OUTCOMES

Learning outcomes (LO) are 'statements on what learners should know, understand and can do upon successful completion of a period of study, which generally leads to a qualification or part of a qualification' (MQF 2nd Edition, 2018).

The generic learning outcomes are intended to provide a framework to reduce the gap between the world of education, work and responsible global citizenship and to further harmonise/integrate the systems. This is demonstrable by the skills and knowledge of learners to successfully perform in professional, educational, and other life contexts. The learning outcomes resonate and mostly align with the aspirations of the National Education Philosophy (1961, 1988), the Malaysia Education Blueprint 2013–2025 and the Malaysia Education Blueprint 2015–2025 (Higher Education).

The learning outcomes clarify the demands and complexities of learning, relating to various levels of taxonomy at each level. The learning outcomes in the Hospitality and Tourism field should cumulatively reflect the following five clusters of learning outcomes (MQF 2nd Edition) meant to develop well-balanced individuals with a holistic set of competencies:

- i. Knowledge and understanding
- ii. Cognitive skills
- iii. Functional work skills with focus on:
 - a. Practical skills
 - b. Interpersonal and communication skills
 - c. Digital and numeracy skills
 - d. Leadership, autonomy and responsibility
- iv. Personal and entrepreneurial skills
- v. Ethics and professionalism.

The level descriptors of the learning outcomes define the expected knowledge, capabilities and/or competencies of learners on successful completion of the learning programmes in the context of work and study. It is within the specific programme design of the HEPs that the descriptors are translated and contextualised by the specific subject or discipline, technical and vocational, and professional fields.

The level descriptors differentiate the:

- i. depth, complexity and comprehension of knowledge;
- ii. cognitive skills;
- iii. application of functional skills as well as the breadth and sophistication of practice;
- iv. personal skills;
- v. ethics and professionalism; and
- vi. scope and complexity of application, and responsibilities.

The mapping of the learning outcomes of the Hospitality and Tourism field against the five clusters of the MQF is shown in Table 2. The flexibility in describing the learning outcomes remains with the HEPs as long as they are sufficiently covered.

TABLE 2: MAPPING OF LEARNING OUTCOMES (LO) OF THE HOSPITALITY AND TOURISM FIELD AGAINST MQF CLUSTERS OF LO

MQF LEVEL \ DESCRIPTORS (LO)	CLUSTER 1: Knowledge and Understanding	CLUSTER 2: Cognitive skills	CLUSTER 3: Functional Work Skills				CLUSTER 4: Personal and Entrepreneurial Skills	CLUSTER 5: Ethics and Professionalism
			Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, Autonomy and Responsibility		
Level 3 CERTIFICATE	Describe basic principles, theories and skills within the knowledge of the subject and discipline to address well-defined, varied and routine tasks/work.	Apply knowledge, familiar solutions and skills to solve predictable problems of routine tasks and/or study.	Organise, operate and complete, using information on appropriate methods, tools, technologies, materials to solve/address routine and some non-routine tasks/problems within an area of work and/or study under supervision.	Communicate clearly, orally or in writing, ideas, information, problems and solutions, individually or as a team to peers, experts and non-experts. Demonstrate elementary proficiency in at least one other foreign language.	Use basic digital technology applications to seek and process data related to a subject of study/work. Interpret and use familiar and uncomplicated numerical and graphical data.	Demonstrate capacities to work with supervision. Provide help to others within the context of work/study. Undertake responsibility for, and reflect on, the performance of tasks/work/study.	Initiate self-improvement through study or seek further training with minimal guidance. Show awareness and general knowledge of Malaysia and the region. Demonstrate a basic understanding of entrepreneurship knowledge and skills.	Demonstrate the ability to comply with work ethics in task(s) or learning especially in diverse multi-cultural contexts. Engage with local civil societies on matters of interest for community development (e.g. environmental issues).
Level 4 DIPLOMA	Demonstrate systematic comprehension (understanding) of a broad range of complex technical and theoretical knowledge and skills to undertake varied, complex, routine and non-routine tasks/study within a field/discipline.	Identify, interpret, apply and evaluate general concepts, theory and/or operational principles within a well-defined context of a subject/discipline and/or work with minimal supervision. Solve problems of common and well-defined kinds as well as those others of non-routine nature.	Apply a range of practical skills, essential tools, methods and procedures to perform required tasks/work. Reflect and make adjustments to practices and processes, as necessary, related to routine or non-routine tasks.	Communicate clearly and effectively, orally and in writing, ideas, information, problems and solutions to others including peers, experts and non-experts. Interact effectively, individually or as a member of a team with supervisors, peers and subordinates. Demonstrate intermediate proficiency in at least one other foreign language.	Use a range of digital applications to support study/work as well as to seek and process data related to work or study. Demonstrate skills to use and interpret routine and complex numerical and graphical/visual data.	Perform work with a significant degree of personal responsibility and autonomy under broad guidance and direction on well-defined and non-routine study/work activities performed in a variety of contexts. Manage teams to manage issues at work.	Identify self-improvement initiatives and possibilities for further education. Develop realistic career and professional goals. Explore and engage in activities relating to entrepreneurship. Participate in professional and civic activities for local and region-wide community building.	Demonstrate the ability to understand and comply with organisational and professional ethics in the work environment. Demonstrate the ability to apply sustainable practices in the context of the local and global work and social environment.
Level 5 ADVANCED DIPLOMA	Describe a range of theoretical, conceptual and technical knowledge	Identify, interpret apply, analyse and evaluate detailed technical, conceptual	Using a range of practical skills, apply essential methods and	Communicate and interact effectively and cogently in a comprehensive and	Use a range of information, media and technology applications to	Perform work with a substantial degree of autonomy and often carrying significant	Engage in self-directed lifelong learning effectively and participate	Demonstrate the ability to exercise social responsibilities and comply with

DESCRIPTORS (LO) MQF LEVEL	CLUSTER 1: Knowledge and Understanding	CLUSTER 2: Cognitive skills	CLUSTER 3: Functional Work Skills				CLUSTER 4: Personal and Entrepreneurial Skills	CLUSTER 5: Ethics and Professionalism
			Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, Autonomy and Responsibility		
	and demonstrate thorough comprehension within an advanced (specialised field) to address varied and unpredictable tasks/work/study.	and theoretical knowledge in a specialised subject/discipline or work. Solve problems/ issues in a broadly-defined complex, routine and non-routine context or even under unpredictable circumstances with a limited range of approaches and independence.	procedures to a broad range of complex tasks and/or study. Review and make adjustments and supervise others on related practices and processes.	well-structured manner to convey information, ideas, problems and solutions for social, academic and professional purposes to a range of audiences. Show a high level of oral and written proficiencies in at least two languages.	support study and/or work. Interpret and apply routine and non-routine, complex numerical and graphical/visual data.	levels of responsibilities. Make management decisions independently on resources allocation as well as performance related judgements of others in the workplace. Demonstrate the capacity to take responsibility and accept accountability. Demonstrate team leadership in new environments including undefined areas of work.	independently in professional collaborations. Demonstrate entrepreneurial skills in relevant selected situations. Demonstrate competencies in working or studying in multicultural, multilingual and multi-ethnic communities locally and globally.	professional, ethical and sustainable practices. Contribute to the development of sustainable local and global communities.
Level 6 BACHELOR'S DEGREE	Describe advanced and comprehensive theoretical and technical knowledge and demonstrate relevant skills in a specialised field or of a multidisciplinary nature related to the field of study, work and/or practice.	Demonstrate intellectual independence in the application of knowledge within a specific field(s) by applying critical, analytical and evaluation skills in the field of study/work/practice. Manage and resolve complex applications and handle unpredictable issues with a creative and innovative solution(s). Apply skill/ knowledge to a range of approaches in the field of study/work/practice.	Apply a range of essential methods and procedures for solving a broad range of complex problems. Review, make adjustments and supervise related practices and processes concerning the field of specialisation.	Convey ideas in both written and oral forms using appropriate and different forms of presentation confidently, accurately and coherently in an appropriate context and a well-structured manner to diverse audiences. Work together with different people in diverse learning and working communities as well as other groups locally and internationally.	Use a broad range of information, media and technology applications to support study and/or work. Use and combine numerical and graphical/visual data for study/work.	Work autonomously and show leadership and professionalism in managing responsibilities within broad organisational parameters. Undertake significant levels of work-related responsibilities of others as well as self. Demonstrate decision-making capacity and professionalism by working towards pre-determined goals and outcomes. Demonstrate accountability, especially in the professional field.	Engage effectively in self-directed lifelong learning and professional pathways. Demonstrate entrepreneurial competency with the selected project(s). Demonstrate an appreciation of broader socio-political economic and cultural issues at local/national and regional levels.	Demonstrate adherence and the ability to identify ethical issues, make decision ethically, and act professionally within the varied social and professional environment and practice. Demonstrate a deep familiarity and knowledge of local and global issues relating to science, technology and business, as well as social and environmental issues.

DESCRIPTORS (LO) MQF LEVEL	CLUSTER 1: Knowledge and Understanding	CLUSTER 2: Cognitive skills	CLUSTER 3: Functional Work Skills				CLUSTER 4: Personal and Entrepreneurial Skills	CLUSTER 5: Ethics and Professionalism
			Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, Autonomy and Responsibility		
Level 7 MASTER'S DEGREE	Demonstrate originality and independence in undertaking analytical and critical evaluation as well as the synthesis of complex information, specialised concepts, theories, methods and practice in a field(s) of study/practice as a basis for research. Apply knowledge critically and integratively to manage and resolve complex problems/issues in a field(s) of study/practice through research, using advanced techniques, tools, skills or by a range of approaches or (integrative) combination of approaches for decision making and producing new ideas and/or innovative solutions or practice.	Conduct standard and specialised research methods/ approaches and/or apply practical skills, tools or investigative techniques which are informed by knowledge at its forefront and the latest development in the subject/discipline. Exemplify capacity to solve and manage complex problems or issues in a field(s) of study/practice.	Communicate clearly the knowledge, skills, ideas, critique and conclusion/rational e for using appropriate methods to peers, experts and non-experts in at least one international language. Work together and collaboratively with different people in learning and working communities and other groups and networks, ethically and professionally. Demonstrate competencies to work and undertake advanced study in at least one foreign language.	Use a broad range of information, media and technology applications to support study and/or work. Use and combine numerical and graphical/visual data for measurement for study/work.	Competently use a wide range of suitable digital technologies and appropriate software to enhance study, research and/or work/practice. Adapt applications and systems to address defined and new situations/problems. Show skills to design and plan evaluation activities using quantitative/ statistical tools. Apply mathematical and other quantitative and qualitative tools to analyse and evaluate numerical and graphical data for study/work.	Demonstrate significant autonomy, independence, leadership and interpersonal skills at work and class. Show substantial responsibility in planning, resource management, supervising and managing work within own team and collaboratively with other teams especially in the context of complex applications and unpredictable situations.	Exemplify self-advancement through continuous academic and/or professional development. Initiate and/or lead entrepreneurial ventures/ projects.	Demonstrate adherence to legal, ethical and professional codes of practice. Demonstrate confidence to give advice and make a decision(s) on complex issues based on critical reflections and ethical considerations. Contribute professionally to social, technological and economic development both nationally and internationally. Demonstrate the ability to engage meaningfully on a range of civic and global issues in one's own area of expertise.
Level 8 DOCTORAL DEGREE	Demonstrate a comprehensive, systematic, integrated, new, complex and abstract idea of current critical issues in the most advanced frontiers of knowledge of a field	Critically analyse, evaluate and synthesise new, complex and abstract ideas and current critical issues in the most advanced frontiers of knowledge of a field	Demonstrate mastery of practical and technical skills/practices and scientific skills which are at the forefront of one or more areas of	Communicate research findings effectively to peers, scholarly communities and society at large in the relevant field of expertise. Work to deal with different	Use/select/improve existing or develop new appropriate tools/methodologies to support and enhance research activities. Undertake a critical evaluation of numerical and	Work with substantial autonomy, independence, and authority in the conduct and management of research and resources, which contribute to new knowledge and	Integrate knowledge for lifelong learning with the development of new ideas, solutions and systems. Take full responsibility for own work and where relevant be accountable for the	Demonstrate adherence to legal, professional and ethically sound codes of practice. Identify emerging ethical and professional issues together with its complexities and

DESCRIPTORS (LO) MQF LEVEL	CLUSTER 1: Knowledge and Understanding	CLUSTER 2: Cognitive skills	CLUSTER 3: Functional Work Skills				CLUSTER 4: Personal and Entrepreneurial Skills	CLUSTER 5: Ethics and Professionalism
			Practical skills	Interpersonal and Communication Skills	Digital and Numeracy Skills	Leadership, Autonomy and Responsibility		
	of study, discipline or practice.	of study/discipline/practice and refine existing concepts and practices. Solve complex, abstract and emerging contemporary issues and challenges by independently applying advanced research methods, analytical tools and skills to creatively generate new knowledge, theories, novel solutions and/or new practices within the field(s) of study/discipline/practice. Make a substantial contribution through the creation of new knowledge/theories/solutions/practice through originality and independent research, which satisfies peer reviews and international standards.	specialisation and develop new complex skills or techniques and solutions to resolve new highly complex and emerging problems. Demonstrate the ability to design and implement or adapt highly advanced and specialised research methodologies which are at the forefront of one or more areas of specialisation.	people in learning and working communities and other groups and networks, ethically and professionally. Convey information, insights, ideas, and problems and present solutions cogently/coherently to peers, scholarly community and society at large in the field of expertise. Demonstrate advanced/sophisticated leadership skills and abilities to bring effective collaboration with diverse partners.	graphical data.	advanced practices, processes and products. Demonstrate leadership, professionalism and management skills as well as take full responsibility for own work and significantly for others in the research team/organisation/projects/work. Contribute to the technological, social and cultural progress of academic and professional practice to the society at large on emerging issues at professional/expert/specialist level.	overall management of one's research organisation. Initiate and lead entrepreneurial ventures and projects.	implications for the advancement of research in the field and its societal impact. Continue to contribute professionally to social, technological and economic development.

2.3 CURRICULUM DESIGN AND DELIVERY

For the purpose of this PS, reference is made to the COPPA 2nd Edition and in particular, the section on Area 1: Programme Development and Delivery.

The term “programme development and delivery” is used interchangeably with the term ‘curriculum design and delivery’. This area is best read together with the Guidelines to Good Practices: Curriculum Design and Delivery (GGP: CDD) (COPPA 2nd Edition, 2017).

This section of the PS document contains statements pertaining to the structure and delivery of a programme within the Hospitality and Tourism field of study/disciplines comprising:

- i. Hospitality/Hotel/Accommodation
- ii. Travel and Tourism/Leisure and Recreation/Tourism Events
- iii. Culinary/Gastronomy
- iv. Foodservice Management

This document also contains the matrices for minimum graduating credits and percentage of components for all levels of qualifications. Specific requirements as to the body of knowledge of the various core areas are provided in **Appendix 3. HEPs are given the flexibility to design their own programmes. However, they are expected to cover the body of knowledge indicated in this document.**

In addition, HEPs are encouraged to develop their programmes to reflect the current best practices and to achieve higher standards. The Hospitality and Tourism programmes may vary in their nomenclature; however, **the programme nomenclature must reflect the content of the programme as mentioned in the Policy on Nomenclature of Malaysian Higher Education Programme, 2018.** Examples for each level are provided in **Appendix 4.**

CERTIFICATE			
Graduating Credit - 60			
Component		Percentage (%)	Credits
Compulsory Courses (General* and HEPs Courses)		10 – 15	6 – 9
Core	Common	0	0
	Discipline**	65 – 77	39 – 46
	Industrial Training (minimum of 4 months)*** Best Practices: Upon completion of all the courses.	13 – 20	8 – 12
Electives		0	0
Total		100	60

TVET: Discipline core modules must contain 70% practical oriented.

*6–9 credits as prescribed by the *Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua*.

**All practical/laboratory-based courses in the programme core must represent at least 70% of the practical component in the specific trades or skills (refer to Appendix 3). For ODL, all practical laboratory-based courses must represent 60% physical face to face.

**For a good WBL curriculum structure, it is suggested to allocate a minimum of 20% of the total credits using WBL approaches depending on the level and field of study. A course can also be delivered through a 100% WBL approach. However, if there is a mix of delivery methods, it is suggested that 30% of the course content should be delivered through WBL approaches. (Refer to the Guidelines to Good Practices: Work-Based Learning (GGP: WBL)).

***For TVET programmes (NOSS), students are allowed to do between 3 and 6 months of industrial training (COPTA, 2018).

*** Industrial training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be place in final semester.

Recommended Delivery Methods:

- Lectures/tutorials
- Practical classes/laboratory work
- WBL
- Blended learning/MOOC
- Industry speaker
- Field/industry visits
- Apprenticeship
- Industrial training

DIPLOMA			
Graduating Credit - 90			
Component		Percentage (%)	Credits
Compulsory Courses (General* and HEPs Courses)		10 – 17	9 – 15
Core	Common	20 – 23	18 – 21
	Discipline**	57 – 67	51 – 60
	Industrial Training (minimum of 4 months)*** Best Practices: Upon completion of all the courses.	9 – 13	8 – 12
Electives		0 – 7	0 – 6
Total		100	90

TVET: Discipline core modules must contain 60% practical oriented.

*8–11 credits as prescribed by the *Garis Panduan Mata Pelajaran Pengajaran Umum (MPU) Edisi Kedua*.

**All practical/laboratory-based courses in the programme core must represent at least 70% of the practical component in the specific trades or skills (refer to Appendix 3). For ODL, all practical laboratory-based courses must represent 60% physical face to face.

**For the 2u2i mode of study, the credit for the 1i industry component is between 24 and 40 credits (20% to 30%) (refer to *Garis Panduan Pelaksanaan Mod Pengajian 2u2i*).

**For a good WBL curriculum structure, it is suggested to allocate a minimum of 20% of the total credits using WBL approaches depending on the level and field of study. A course can also be delivered through a 100% WBL approach. However, if there is a mix of delivery methods, it is suggested that 30% of the course content should be delivered through WBL approaches. (Refer to Guidelines to Good Practices: Work-Based Learning (GGP: WBL)).

*** Industrial training must be in a relevant industry and is allocated, at a minimum number, according to the formula of 1 credit = 2 weeks of training. It is suggested to be place in final semester.

Recommended Delivery Methods:

- Lectures/tutorials;
- Blended learning/MOOC
- Cybergogy
- Heutagogy
- Peeragogy
- Practical classes/laboratory work
- Field/industry visits
- Fieldwork
- Apprenticeship
- Industrial training
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- Work-based learning
- Experiential learning
- Final year project

ADVANCED DIPLOMA Graduating Credit - 40			
Component		Percentage (%)	Credits
Compulsory Courses (General* and HEPs Courses)		20 – 28	8 – 11
Core	Common	0	0
	Discipline**	43 – 65	17 – 26
	Industrial Training (minimum of 4 months)*** Best Practices: Upon completion of all the courses.	20 – 30	8 – 12
Electives		0	0
Total		100	40

TVET: Discipline core modules must contain 60% practical oriented.

*8–11 credits as prescribed by the *Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua*.

**All practical/laboratory-based courses in the programme core must represent at least 70% of the practical component in the specific trades or skills (refer to Appendix 3). For ODL, all practical laboratory-based courses must represent 60% physical face to face.

**For a good WBL curriculum structure, it is suggested to allocate a minimum of 20% of the total credits using WBL approaches depending on the level and field of study. A course can also be delivered through a 100% WBL approach. However, if there is a mix of delivery methods, it is suggested that 30% of the course content should be delivered through WBL approaches. (Refer to Guidelines to Good Practices: Work-Based Learning (GGP: WBL)).

*** Industrial training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be place in final semester.

Recommended Delivery Methods:

- Lectures/tutorials;
- Blended learning/MOOC
- Cybergogy
- Heutagogy
- Peeragogy
- Practical classes/laboratory work
- Field/industry visits
- Fieldwork
- Apprenticeship
- Industrial training
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- Work-based learning
- Experiential learning
- Final year project

BACHELOR'S DEGREE Graduating Credit - 120			
Component		Percentage (%)	Credits
Compulsory Courses (General* and HEPs Courses)		8 – 13	10 – 14
Core	Common	13 – 18	15 – 22
	Discipline**	40 – 55	48 – 66
	Industrial Training (minimum of 4 months)*** Best Practices: Upon completion of all the courses.	7 – 10	8 – 12
Electives/Minor/Specialisation		0 – 25	0 – 30
Total		100	120

Notes:

Students who do not have a Certificate or Diploma in the related field are required to take the core courses as pre-requisites.

*10–14 credits as prescribed by the *Garis Panduan Mata Pelajaran Pengajian Umum (MPU) Edisi Kedua*.

**All practical/laboratory-based courses in the programme core must represent at least 70% of the practical component in the specific trades or skills (refer to Appendix 3). For ODL, all practical laboratory-based courses must represent 60% physical face to face.

**For the 2u2i mode of study, the credit for the 1i industry component is between 24 and 40 credits (20% to 30%) and for the 2i industry component is between 48 and 60 credits (40% to 50%) (Refer to *Garis Panduan Pelaksanaan Mod Pengajian 2u2i*).

**For a good WBL curriculum structure, it is suggested to allocate a minimum of 20% of the total credits using WBL approaches depending on the level and field of study. A course can also be delivered through a 100% WBL approach. However, if there is a mix of delivery methods, it is suggested that 30% of the course content should be delivered through WBL approaches. (Refer to Guidelines to Good Practices: Work-Based Learning (GGP: WBL)).

** Industrial training must be in a relevant industry and is allocated, at a minimum, according to the formula of 1 credit = 2 weeks of training. It is suggested to be place in final semester.

Recommended Delivery Methods:

- Lectures/tutorials
- Blended learning/MOOC
- Cybergogy
- Heutagogy
- Peeragogy
- Practical classes/laboratory work
- Field/industry visits
- Fieldwork
- Apprenticeship
- Industrial training
- Industry speaker
- Task-based learning
- Problem-based learning
- Project-based learning
- Work-based learning
- Experiential learning
- Final year project
- Seminar
- Empirical studies
- Case study

MASTER'S DEGREE BY COURSEWORK			
Graduating Credit - 40			
Component		Percentage (%)	Credits
Core	Common	15 – 20	6 – 8
	Discipline*	75 – 95	30 – 38
Electives		0 – 15	0 – 6
Total		100	40

* Project or dissertation in the relevant field of study.

Recommended delivery methods:

- Lectures/tutorials
- Blended learning/MOOC
- Cybergogy
- Heutagogy
- Peeragogy
- Laboratory work
- Field/industry visits
- Fieldwork
- Industry speaker
- Problem-based learning
- Project-based learning
- Seminar
- Empirical studies
- Case study

MASTER'S DEGREE BY MIXED MODE			
(research and coursework-based programme)			
Graduating Credit - 40			
Component		Percentage (%)	Credits
Core	Common	10 – 30	4 – 12
	Discipline*	40 – 70	16 – 28
Electives		0 – 20	0 – 8
Total		100	40

* Dissertation in the relevant field of study.

Notes:

- i. Coursework components must include research methodology.
- ii. The ratio of coursework to dissertation is within the range of 50:50 or 40:60 or 30:70. (Refer to the Standards: Master's and Doctoral Degree).

Recommended delivery methods:

- Lectures/tutorials
- Blended learning/MOOC
- Cybergogy
- Heutagogy
- Peeragogy
- Laboratory work
- Field/industry visits
- Fieldwork
- Industry speaker
- Problem-based learning
- Project-based learning
- Seminar
- Empirical studies
- Case study

MASTER'S DEGREE BY RESEARCH No given credit value		
Component	Percentage (%)	Credits
Dissertation	100	No given credit value

Notes:

- i. Students are required to undertake research in a related field of study and submit a dissertation.
- ii. The programme must include appropriate training in research methodology.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
 - a) Minimum and maximum periods of study.
 - b) Format of the dissertation.
 (Refer to the Standards: Master's and Doctoral Degree).

Recommended delivery methods:

- Lectures
- Face to face supervision
- Seminar/Workshop

DOCTORAL DEGREE BY RESEARCH No given credit value		
Component	Percentage (%)	Credits
Thesis	100	No given credit value

Notes:

- i. Students are required to undertake research in a related field of study and submit a thesis.
- ii. The programme must include appropriate training in research methodology.
- iii. The HEP must have a set of procedures and guidelines pertaining to:
 - a) Minimum and maximum periods of study.
 - b) Format of the thesis.
 (Refer to the Standards: Master's and Doctoral Degree).

Recommended delivery methods:

- Lectures
- Face to face supervision
- Seminar/Workshop

3. ASSESSMENT OF STUDENT LEARNING

“Assessment of student learning is a key aspect of quality assurance and it is one of the most important measures to show the achievement of learning outcomes. Hence, it is crucial that an appropriate assessment method and mechanism is in place. Qualifications are awarded based on the results of the assessment. The methods of student assessment must be clear, consistent, effective, reliable and in line with current practices. They must clearly measure the achievement of the intended learning outcomes” (COPPA 2nd Edition, 2017).

Specific methods of assessment will depend on the specific requirements of each module. However, as a general guide, the following must be considered:

- i. Assessments should comprise formative/continuous and summative/final assessments;
- ii. Knowledge and understanding (the cognitive domain) should be tested through written, oral or other suitable means but practical skills should be tested by practical evaluation such as laboratory tests;
- iii. In modules requiring practical skills, a pass in practical evaluation is compulsory (a pass implies that the examiner is satisfied that the candidate has met the learning outcomes of the particular subject);
- iv. Candidates are required to pass BOTH formative (continuous) and summative (final) assessments for every course. HEPs can define the meaning of a pass; however, a pass should imply that the examiner is satisfied that the candidate has met all the learning outcomes of the particular course; and
- v. Formative and summative assessments for the WBL or 2u2i mode of study (industry components) can be either solely conducted by an industry coach or jointly conducted by an industry coach and HEP academic staff.

The type of assessments for each level of study is presented in **Table 3**. However, HEPs are encouraged to use a variety of methods and tools appropriate for the learning outcomes and competencies.

TABLE 3: PERCENTAGES OF ASSESSMENT COMPONENTS FOR EACH MQF LEVEL

Programme Level	Continuous Assessment (%)*	Final Assessment (%)	Bloom's Taxonomy - Level of Difficulty	Suggested Forms of Assessment
Certificate	60 – 70	30 – 40	<ol style="list-style-type: none"> 1. Cognitive - C2 2. Psychomotor - P3 3. Affective - A2 	<ul style="list-style-type: none"> • Observation • Demonstrations • Presentations • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/Oral test • Project/Industry products • Assignment • Reflective module assessment • Industry coach report/assessment • Self-reflective report • Peer assessment
Diploma	40 – 60	40 – 60	<ol style="list-style-type: none"> 1. Cognitive - C3 2. Psychomotor - P4 3. Affective - A3 	<ul style="list-style-type: none"> • Observation • Demonstrations • Presentations • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/Oral test • Project /Industry products • Assignment • Reflective module assessment • Industry coach report/assessment • Self-reflective report • Peer assessment

Programme Level	Continuous Assessment (%)*	Final Assessment (%)	Bloom's Taxonomy - Level of Difficulty	Suggested Forms of Assessment
Advanced Diploma	60 – 100	0 – 40	1. Cognitive - C4 2. Psychomotor - P5 3. Affective - A4	<ul style="list-style-type: none"> • Observation • Demonstrations • Presentations • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/Oral test • Project/Industry products • Assignment • Reflective module assessment • Industry coach report/assessment • Self-reflective report • Peer assessment • Simulation • Capstone/Final year project
Bachelor's Degree	60 – 100	0 – 40	1. Cognitive - C5 2. Psychomotor - P6 3. Affective - A5	<ul style="list-style-type: none"> • Observation • Demonstrations • Presentations • Practical assessment • Written tests • Portfolio/log book • Laboratory reports • Interview/Oral test • Project/Industry products • Assignment • Reflective module assessment • Industry coach report/assessment • Self-reflective report • Peer assessment • Simulation • Capstone/Final year project

Programme Level	Continuous Assessment (%) [*]	Final Assessment (%)	Bloom's Taxonomy - Level of Difficulty	Suggested Forms of Assessment
Master's Degree by Coursework	60 –100	0 – 40	1. Cognitive - C6 2. Psychomotor - P7 3. Affective - A5	<ul style="list-style-type: none"> • Written tests • Project paper & oral presentations • Case analysis • Simulation • Individual or group projects/assignment • Research and dissertation • Reflective report • Proposal defense • Viva voce • Laboratory reports
Master's Degree by Mixed mode	60 –100	0 – 40	1. Cognitive - C6 2. Psychomotor - P7 3. Affective - A5	<ul style="list-style-type: none"> • Written tests • Project paper & oral presentations • Case analysis • Simulation • Individual or group projects/assignment • Research and dissertation • Reflective report • Proposal defense • Viva voce • Laboratory reports <p>Note: Dissertation is compulsory</p>

* For courses that involve practical classes only, the continuous assessment could be 100%.

Programme Level	Continuous Assessment (%)	Final Assessment (%)	Suggested Forms of Assessment
Master's Degree by Research	0	100	<ul style="list-style-type: none"> • Thesis • Viva voce
Doctoral Degree by Research	0	100	<ul style="list-style-type: none"> • Thesis • Viva voce

Notes:

- i. For the Certificate, Diploma, Advanced Diploma and Bachelor's Degree levels, at least 70% of the total **theoretical courses** (except MPU) must have a final examination in the final assessment.
- ii. For Master's Degree by Coursework/Mixed Mode, at least 50% of the total **theoretical courses** must have a final examination in the final assessment.
- iii. The HEPs should have a clear policy on the appointment of external and internal examiners.
- iv. The examiners should be from the relevant field of studies.
- v. The composition of the dissertation/thesis examiners as prescribed in the *Standards: Master's and Doctoral Degree* is as follows:
 - a. Master's Degree by Mixed Mode
The dissertation is to be examined by at least two examiners.
 - b. Master's Degree by Research
The dissertation is to be examined by at least two examiners, one of whom is an external examiner.
 - c. Doctoral Degree by Research
The thesis is to be examined by at least three examiners, two of whom are external examiners.

4. STUDENT SELECTION

This section of the PS concerns the selection of students into the individual programme of study.

“In general, admission to a programme needs to comply with the prevailing policies of the Ministry of Education Malaysia. There are varying views on the best method of student selection. Whatever the method used, the HEP must be able to defend the consistency of the method it utilises. The number of students to be admitted to a programme is determined by the capacity of the HEP and the number of qualified applicants. HEP admission and retention policies must not be compromised for the sole purpose of maintaining a desired enrolment. If an HEP operates in geographically separated campuses or if the programme is a collaborative one, the selection and assignment of all students must be consistent with national policies” (COPPA 2nd Edition, 2017).

The standards are created keeping in mind the generic national higher education policies pertaining to the minimum student entry requirements. The HEPs must take cognisance of any specific policies that may apply to their individual institution. The benchmarked standards for selection of students into Hospitality and Tourism programmes are presented in **Table 4**.

TABLE 4: STUDENT’S ENTRY REQUIREMENTS FOR EACH MQF LEVEL

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENTS)
Certificate	i. A pass in Sijil Pelajaran Malaysia (SPM) with one (1) credit in any subject, or its equivalent; OR ii. A pass in Sijil Kemahiran Malaysia (SKM) level 2 or its equivalent.	-
Diploma	i. A pass in SPM with a minimum of three (3) credits in any subject, or its equivalent; OR ii. A pass in Sijil Tinggi Persekolahan Malaysia (STPM) with a minimum of Grade C (GP 2.00) in any subject, or its equivalent; OR iii. A pass in Sijil Tinggi Agama Malaysia (STAM) with a minimum grade of Maqbul in any subject, or its equivalent;	International students are required to achieve a minimum score of 4.0 in the International English Language Testing System (IELTS) /

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENTS)
	<p>OR</p> <p>iv. A pass in SKM level 3 in a related field;</p> <p>OR</p> <p>v. A Certificate (Level 3, MQF) in a related field or its equivalent.</p>	<p>Malaysian University English Test (MUET) with Band 2 OR its equivalent.</p>
Advanced Diploma	<p>i. A Diploma (Level 4, MQF) in a related field or its equivalent;</p> <p>OR</p> <p>ii. A Diploma (Level 4, MQF) or its equivalent can be accepted subject to a minimum of 3 years of working experience in the related field.</p>	<p>International students are required to achieve a minimum score of 4.0 in the International English Language Testing System (IELTS) / Malaysian University English Test (MUET) with Band 2 OR its equivalent.</p>
Bachelor's Degree	<p>i. A pass in STPM with a minimum of Grade C (GP 2.00) in any two (2) subjects, or its equivalent;</p> <p>OR</p> <p>ii. A pass in STAM with a minimum grade of Jayyid or its equivalent;</p> <p>OR</p> <p>iii. Matriculation/Foundation with a minimum CGPA of 2.00 or its equivalent;</p> <p>OR</p> <p>iv. A Diploma (Level 4, MQF) with a minimum CGPA of 2.00 or its equivalent.</p>	<p>International students are required to achieve a minimum score of 5.0 in IELTS OR / Malaysian University English Test (MUET) with Band 3 OR its equivalent.</p>
Master's Degree by Coursework	<p>i. A Bachelor's degree (Level 6, MQF) with a minimum CGPA of 2.50, or its equivalent, as accepted by the HEP Senate;</p> <p>OR</p> <p>ii. A Bachelor's degree (Level 6, MQF) or its equivalent but not meeting a CGPA of 2.50 can be accepted subject to a minimum of five (5) years of working experience in a related field.</p>	<p>International students are required to achieve a minimum score of 6.0 in IELTS OR / Malaysian University English Test (MUET) with Band 4 OR its equivalent.</p>
Master's Degree by Mixed Mode and Research	<p>i. A Bachelor's degree (Level 6, MQF) with a minimum CGPA of 2.75, or its equivalent, as accepted by the HEP Senate;</p> <p>OR</p> <p>ii. A Bachelor's degree (Level 6, MQF) or its equivalent with a minimum CGPA of 2.50 and not</p>	<p>International students are required to achieve a minimum score of 6.0 in IELTS OR / Malaysian University English Test (MUET) with Band 4 OR its equivalent.</p>

MQF LEVEL	ENTRY REQUIREMENT	ENGLISH COMPETENCY REQUIREMENT (INTERNATIONAL STUDENTS)
	meeting a CGPA of 2.75 can be accepted subject to rigorous internal assessment; OR iii. A Bachelor's degree (Level 6, MQF) or its equivalent and not meeting a CGPA of 2.50 can be accepted subject to a minimum of 5 years of working experience in a related field.	
Doctoral Degree by Research	i. A Master's degree (Level 7, MQF) or its equivalent as accepted by the HEP Senate.	

Notes:

For postgraduate's programmes by research as stated in the Programme Standards: Master's and Doctoral Degrees:

- i. There shall be no direct entry from the Bachelor's Degree level to Doctoral Degree level.
- ii. However, candidates with a Bachelor's Degree qualification who have registered for a Master's Degree by Research programme may apply to convert their candidacy to a Doctoral Degree programme.
- iii. Application for conversion must be made within one year after the candidate has registered for a Master's Degree programme.
- iv. Application approval is subject to:
 - a. the candidate having shown competency and capability in conducting research at the Doctoral Degree level;
 - b. rigorous internal assessment by the HEPs; and
 - c. approval by the HEP Senate.

Accreditation of Prior Experiential Learning (APEL)

APEL provides an alternative entry route to formal programmes of study from Certificate (Level 3, MQF) to Master's Degree (Level 7, MQF) through recognition of learning and experiences regardless of how and where it was acquired. HEPs may refer to the Guidelines to Good Practices Accreditation of Prior Experiential Learning (APEL).

5. ACADEMIC STAFF

“As the quality of the academic staff is one of the most important components in assuring the quality of higher education, an HEP is expected to search for and appoint the best-suited candidates to serve its programmes in an open, transparent and fair manner. To achieve this, HEPs are expected to design and implement an academic staff search and recruitment practice that is as efficient as it is effective to achieve the desired results. It is important that every programme has appropriately qualified and sufficient number of academic staff, working in a conducive environment that attracts talented individuals. The numbers recruited have to be adequate for, and appropriate to, the needs of the programmes. The role of the academic staff in various activities has to be clarified in order to reflect a fair distribution of responsibilities. It is important for the HEP to provide a continuous staff development programme for its academic staff, for them to be current in their knowledge and skills, both in their chosen discipline as well as in their pedagogical skills” (COPPA 2nd Edition, 2017).

HEPs should strive towards maintaining a balance between senior and junior academic staff. As a general guide, it is important to note that the academic staff should have the relevant expertise or training in the courses taught.

RECRUITMENT AND MANAGEMENT

The following section provides the benchmarked requirements for Hospitality and Tourism academic staff qualifications. The recruitment and management of staff are crucial in order to ensure that there are sufficient numbers of staff with appropriate qualifications. Additionally, a continuous staff development programme should be provided to update the competency level of the academic staff. The minimum qualifications for the academic staff are indicated in **Table 5**:

TABLE 5: RECRUITMENT CRITERIA OF ACADEMIC STAFF

MQF LEVEL	REQUIREMENT	NOTES
Certificate	<p>i. A Bachelor’s degree (Level 6, MQF) in a related field; OR</p> <p>ii. A Diploma (Level 4, MQF) in a related field; OR</p> <p>iii. A Certificate (Level 3, MQF) with a minimum of five (5) years of relevant industrial experience or the academic staff member is</p>	<ul style="list-style-type: none">• For qualifications of teaching staff for TVET programmes, refer to the Code of Practice for the TVET Programme Accreditation.• For qualifications of industry coaches for the 2u2i mode of study and WBL, refer to the <i>Garis Panduan Pelaksanaan Mod Pengajian 2u2i (GP 2u2i)</i>

MQF LEVEL	REQUIREMENT	NOTES
	<p>professionally certified in a relevant area (qualified to teach practical classes only).</p>	<p><i>and GGP WBL.</i></p> <ul style="list-style-type: none"> • For academic staff ratio and staff-student ratio, refer to the Guidelines to Good Practices for Staff Academic Workload. • For skill-based classes, the ratio is 1:15.
Diploma	<ul style="list-style-type: none"> i. A Bachelor's degree (Level 6, MQF) in a related field; OR ii. A Diploma (Level 4, MQF) with a minimum of three (3) years of relevant industrial experience at supervisory level in the related area of the subject taught (the programme should not employ more than 30% of the staff in this category); OR iii. A Certificate (Level 3, MQF) with a minimum of five (5) years of relevant industrial experience or the academic staff member is professionally certified in a relevant area (qualified to teach practical classes only). 	<ul style="list-style-type: none"> • For qualifications of teaching staff for TVET programmes, refer to the Code of Practice for TVET Programme Accreditation. • For qualifications of industry coaches for the 2u2i mode of study and WBL, refer to the <i>Garis Panduan Pelaksanaan Mod Pengajian 2u2i and Guidelines to Good Practices: Work-Based Learning.</i> • For academic staff ratio and staff-student ratio, refer to the Guidelines to Good Practices for Staff Academic Workload. • For skill-based classes, the ratio is 1:20.
Advanced Diploma	<ul style="list-style-type: none"> i. A Master's degree (Level 7, MQF) in a related field; OR ii. A Bachelor's degree (Level 6, MQF) with three (3) years of relevant industrial experience in the subject taught; OR iii. A Diploma (Level 4, MQF) with a minimum of five (5) years of relevant industrial experience or the academic staff member is professionally certified in a relevant area (qualified to teach practical classes only). 	<ul style="list-style-type: none"> • For qualifications of teaching staff for TVET programmes, refer to the Code of Practice for TVET Programme Accreditation. • For qualifications of industry coaches for the 2u2i mode of study and WBL, refer to the <i>Garis Panduan Pelaksanaan Mod Pengajian 2u2i and Guidelines to Good Practices: Work-Based Learning.</i> • For academic staff ratio and staff-student ratio, refer to the Guidelines to Good Practices for Staff Academic Workload. • For skill-based classes, the ratio is 1:20.
Bachelor's Degree	<ul style="list-style-type: none"> i. A Master's degree (Level 7, MQF) in a related field with a Bachelor's Degree in a related field; 	<ul style="list-style-type: none"> • For qualifications of teaching staff for TVET programmes, refer to the Code of Practice for TVET Programme Accreditation.

MQF LEVEL	REQUIREMENT	NOTES
	<p>OR</p> <p>ii. A Master's degree (Level 7, MQF) in any field with a Bachelor's Degree in a related field;</p> <p>OR</p> <p>iii. A Bachelor's degree (Level 6, MQF) in a related field with three (3) years of relevant industrial experience in the subject taught;</p> <p>OR</p> <p>iv. A Diploma (Level 4, MQF) with a minimum of five (5) years of relevant industrial experience or the academic staff member is professionally certified in a relevant area (qualified to teach practical classes only).</p>	<ul style="list-style-type: none"> • For qualifications of industry coaches for the 2u2i mode of study and WBL, refer to the <i>Garis Panduan Pelaksanaan Mod Pengajian 2u2i (GP 2u2i) and Guidelines to Good Practices: Work-Based Learning.</i> • For academic staff ratio and staff-student ratio, refer to the Guidelines to Good Practices for Staff Academic Workload. • For skill-based classes, the ratio is 1:20.
Master's Degree by Coursework and Mixed Mode	<p>i. A Doctoral degree (Level 8, MQF) with a Master's degree (Level 7, MQF)/Bachelor's degree (Level 6, MQF) in a related field.</p> <p>OR</p> <p>ii. A Master's degree (Level 7, MQF) in a relevant field with at least five (5) years of teaching and research/industrial experience.</p>	<ul style="list-style-type: none"> • For academic staff ratio and staff-student ratio, refer to the Guidelines to Good Practices for Staff Academic Workload. • The overall supervisor-student ratio is 1:7.
Master's Degree by Research	<p>i. A Doctoral Degree (Level 8, MQF) in a related field.</p> <p>OR</p> <p>ii. A Master's Degree (Level 7, MQF) in a related field with at least five (5) years of teaching and proven research experience. Preferably with industrial experience.</p>	<ul style="list-style-type: none"> • For academic staff ratio and staff-student ratio, refer to the Guidelines to Good Practices for Staff Academic Workload. • The overall supervisor-student ratio is 1:7.
Doctoral Degree by Research	<p>i. A Doctoral degree (Level 8, MQF) in a related field.</p>	<ul style="list-style-type: none"> • For academic staff ratio and staff-student ratio, refer to the Guidelines to Good Practices for Staff Academic Workload. • The overall supervisor-student ratio is 1:7.

STAFF DEVELOPMENT

It is vital for HEPs to employ and develop academics who are able to deliver quality programmes and to perform teaching effectively, as well as to produce graduates that are employable and accepted by the industry. As the industry is dynamic and globally influenced, the academics need to continually update themselves with changes around the globe. Thus, HEPs must ensure that all the academics are well-equipped with the latest knowledge and skills in their teaching and learning activities. HEPs should provide the following development programmes, amongst others:

- i. Although HEPs may plan custom training sessions for their staff based on demand, it is expected that the academics engage in Continuous Professional Development (CPD) according to the specialisation needs with at least 40 hours of relevant training per year or participation in their respective field of expertise inclusive of research, consultation and community service. Part-time and/or contract staff should also be considered for professional development programmes.
- ii. The academics should be encouraged to undergo training on teaching and learning, assessment and research practices.
- iii. The academics should be encouraged to participate in industry attachments.
- iv. The academics should strongly be encouraged to pursue a higher academic degree or professional certifications.

HEPs and their academic staff are highly encouraged to be a member of professional hospitality and tourism bodies (NGOs/association), such as:

- Asia Pacific Council of Hotel, Restaurant and Institutional Education (APacCHRIE)
- Tourism Educators Association of Malaysia (TEAM)
- Malaysian Association of Hotels (MAH)
- Chefs Association of Malaysia (CAM)
- Concierge Association of Malaysia (CA)
- Malaysian Food & Beverage Executive Association (MFBEA)
- Malaysian Association of Housekeepers (MAHIR)
- Pacific Asia Travel Association (PATA) (Malaysian Chapter)
- Malaysian Association of Tours and Travel Agents (MATTA)
- Malaysian Tourist Guide Council (MTGC)
- Malaysian Inbound Tourism Association (MITA)
- Malaysian Association of Convention and Exhibition Organizers and Suppliers (MACEOS)
- Malaysian Association of Wellness & Spa
- Any other relevant national, regional and international associations.

6. EDUCATIONAL RESOURCES

“Adequate educational resources are necessary to support the teaching and learning activities of a programme. These include all the required academic and instructional expertise, physical facilities, information and communication technologies, research facilities and finance” (COPPA 2nd Edition, 2017).

HEPs are required to provide sufficient resources, appropriate physical facilities and educational resources to support teaching and learning in the various fields of Hospitality and Tourism at various qualification levels. HEPs must ensure that relevant educational resources and training facilities are available to support the learning and teaching activities as required by the respective fields of study.

Educational resources and teaching facilities recommended for Hospitality and Tourism programmes are set out below:

Student Self-Learning and Support Facilities

- Student discussion room;
- Multimedia room/ICT laboratory;
- Internet wireless access;
- Lecture rooms (with sufficient audiovisual facilities);
- Library/resources centre (including online resources);
- Working space/station (with access to the internet);
- Sufficient access to relevant software according to the needs of the programmes and students;
- Relevant online databases, online journals, magazines, reports, statistical packages, industry and market research, qualitative analysis software, as well as citation and referencing software;
- Appropriate physical facilities for student/staff with special needs.
- Adequate space for administrative and academic staff.

The following table provides a list of the teaching facilities and educational resources required for the field of Hospitality and Tourism:

TABLE 6: REQUIRED TEACHING FACILITIES AND EDUCATIONAL RESOURCES

Hospitality/Hotel/ Accommodation	Travel and Tourism/ Leisure and Recreation/ Tourism Events	Culinary/ Gastronomy	Foodservice Management
<ul style="list-style-type: none"> • Basic kitchen • Training restaurant • Training hotel room • Housekeeping room/laundry room • Barista counter/beverage counter • Front office reception counter (with software) • Changing room/lockers • Storage facilities 	<ul style="list-style-type: none"> • Training operations lab/ travel agency/ simulation room • Studio event lab • Laboratory and relevant software (i.e: e-ticketing, GDS, e-registration, e-tourism) • Storage facilities 	<ul style="list-style-type: none"> • Basic kitchen • Training commercial kitchen • Cold kitchen • Studio kitchen/Artistry kitchen • Pastry/Bakery kitchen • Changing room/lockers • Storage facilities • Training restaurant 	<ul style="list-style-type: none"> • Basic kitchen • Training commercial kitchen • Training restaurant • Barista counter/beverage counter • Sensory lab • Science lab • Changing room/lockers • Storage facilities

Notes:

- All the above facilities must be appropriately and adequately equipped, and must meet minimum safety standards and special needs.
- All kitchens must be equipped with appropriate space, equipment with enough number of utensils, oven, refrigerator/chillers, freezer, stove, storage area, washing area and a working table and must meet minimum safety standards.
- The programme must have sufficient, relevant and appropriate physical facilities and training resources at the commencement of the programme to ensure its effective delivery including facilities for practical-based programmes and for those with special needs.

7. PROGRAMME MANAGEMENT

“There are many ways of administering an educational institution and the methods of management differ between HEPs. Nevertheless, governance that reflects the collective leadership of an academic organisation must emphasise on excellence and scholarship. At the departmental level, it is crucial that the leadership provides clear guidelines and directions, builds relationships amongst the different constituents based on collegiality and transparency, manages finances and other resources with accountability, forges partnerships with significant stakeholders in educational delivery, research and consultancy, and dedicates itself to academic and scholarly endeavours. Whilst formalised arrangements can protect these relationships, they are best developed by a culture of reciprocity, mutuality and open communication” (COPPA 2nd Edition, 2017).

In this PS document, academic leadership is largely focused on suitably qualified persons in the hospitality and tourism field to carry out the necessary curriculum monitoring and review. The leaders of the programme should demonstrate knowledge of the field and the attributes of good ethical values in work practices. A person holding the programme leadership position must:

- i. have relevant academic qualifications and experience in the area of study;
- ii. be able to demonstrate and reflect a broad-based view and perception of the industry and its impact on the environment and society;
- iii. have the ability to inspire others to perform at their full potential;
- iv. have the ability to listen and communicate effectively and with sensitivity to both individuals and groups;
- v. be able to show a strong commitment in translating the organisation’s aspirations through initiatives consistent with the organisation’s purposes;
- vi. be able to make sound judgements based on relevant input or information;
- vii. be flexible to changing demands and pressures from key stakeholders to achieve individual and organisational goals;
- viii. be able to promote continuous learning among staff and student; and
- ix. be able to establish a constructive mechanism for collaboration with stakeholders.

The leadership requirement of this document is complementary to Area 6 in the COPPA 2nd Edition document. Thus, the selection of programme leadership positions (e.g. Programme Leader) offered at different levels in the HEPs should fulfil the following qualifications and experience:

TABLE 7: CRITERIA FOR SELECTION OF PROGRAMME LEADER

MQF LEVEL	REQUIREMENT
Certificate	i. A Bachelor's degree in a related field with a minimum of two (2) years of teaching experience; OR ii. A Diploma in a related field with a minimum of three (3) years of teaching experience.
Diploma	i. A Bachelor's degree in a related field with a minimum of two (2) years of teaching experience; OR ii. A Diploma in a related field with a minimum of five (5) years of teaching experience.
Advanced Diploma	i. A Bachelor's degree in a related field with a minimum of two (2) years of teaching experience.
Bachelor's Degree	i. A Master's degree in a related field with a minimum of two (2) years of teaching experience; OR ii. A Bachelor's degree in a related field with a minimum of five (5) years of teaching experience.
Master's Degree by Coursework, Research and Mixed Mode	i. A Doctoral degree with a Master's/Bachelor's degree in a related field; OR ii. A Master's degree in a related field with a minimum of seven (7) years of teaching experience.
Doctoral Degree by Research	i. A Doctoral degree with a Master's/Bachelor's degree in a related field; OR ii. A Master's degree in a related field with a minimum of ten (10) years of teaching AND research experience.

The programme must be supported by sufficient support staff. The criteria and responsibilities of the school, faculty or department academic leadership and the educational programmes must be well documented. The management must institute a quality assurance system that is supported by sufficient administrative and support staff and the effective deployment of available resources to implement the academic and non-academic activities.

8. PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

Quality enhancement calls for programmes to be regularly monitored, reviewed and evaluated. These include the responsibility of the department to monitor, review and evaluate the structures and processes, curriculum components as well as student progress, employability and performance.

Feedback from multiple sources -- students, alumni, academic staff, employers, professional bodies and informed citizens -- assists in enhancing the quality of the programme. Feedback can also be obtained from an analysis of student performance and from longitudinal studies.

Measures of student performance would include the average study duration, assessment scores, passing rate at examinations, success and dropout rates, students' and alumni' reports about their learning experience, as well as time spent by students in areas of special interest. Evaluation of student performance in examinations can reveal very useful information. For example, if student selection has been correctly done, a high failure rate in a programme indicates something amiss in the curriculum content, teaching-learning activities or assessment system. The programme committees need to monitor the performance rate in each course and investigate if the rate is too high or too low.

Student feedback, for example through questionnaires and representation in programme committees, is useful for identifying specific problems and for continual improvement of the programme.

One method to evaluate programme effectiveness is a longitudinal study of the graduates. The department should have mechanisms for monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately" (COPPA 2nd Edition, 2017).

HEPs are also advised to refer to the Guidelines to Good Practices: Monitoring, Reviewing and Continually Improving Institutional Quality.

"Comprehensive monitoring and review of the programme for its improvement is to be carried out with a proper mechanism, considering feedback from various parties. The committee responsible for this should be granted adequate autonomy to carry out its responsibility effectively. It is desirable that the departments work in association with the

HEP's central Quality Assurance Unit to ensure objectivity" (COPPA 2nd Edition, 2017).

The HEPs are expected to provide evidence of their ability to keep pace with changes in the field of hospitality and tourism and the requirements of the stakeholders. These may be demonstrated by, but are not limited to, the following:

- i. A comprehensive curriculum review should be conducted at least once in every 3 to 5 years. However, updating the curriculum to keep pace with current developments should be conducted at a more regular interval.
- ii. Compulsory appointment of external reviewers/assessors who are qualified in the relevant fields to provide assurance of quality for Bachelor's degree (Level 6, MQF) and above.
- iii. Continual benchmarking against top universities at national and international levels.
- iv. Linkages with related professional bodies, government agencies and industry.
- v. Engagement with industry practitioners through appointment as a member of the Board of Studies, appointment of adjunct positions, invitation as guest speakers, etc.
- vi. Dialogue sessions with stakeholders at least once in every 2 years.
- vii. Active participation of academic staff at relevant conferences, seminars, workshops and short courses.
- viii. Presentations by invited speakers, local or international.
- ix. Organising conferences, seminars and workshops.
- x. Encouraging international exchange amongst students and staff.
- xi. Continuous review of industrial attachment practices and records.

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2.	Prof. Dr. Kashif Hussain	Malaysia Centre for Tourism and Hospitality Education (MyCenTHE)
3.	Mrs. Thong Lai Kit	Berjaya University College
4.	Mr. Kamal Ali	Politeknik Merlimau
5.	Mr. Uzaidi Udanis	Malaysian Inbound Tourism Association (MITA)

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Kementerian Pendidikan Malaysia
Bahagian Pembangunan Industri Kementerian Pelancongan dan Kebudayaan Malaysia
Bahagian Perancangan Penyelidikan dan Penyelarasan Dasar, Kementerian
Pendidikan Malaysia (Pendidikan Tinggi)
Chef Association of Malaysia
Frangipani Langkawi Resort & Spa
Huza Radzi Consultancy (M) Sdn Bhd
Jabatan Dietetik & Sajian, Hospital Shah Alam
Loka Travel Sdn. Bhd.
Malaysia Convention & Exhibition Bureau (MyCEB)
Malaysian Association of Amusement Themepark & Family Attractions (MAATFA)
Malaysian Association of Tour and Travel Agents (MATTA)
Malaysian Association of Hotel Owners (MAHO)
Malaysian Inbound Tourism Association (MITA)
POTO Travel & Tours (M) Sdn. Bhd.
The Hot Shoe Show & Co. Sdn. Bhd.
UBM Malaysia

2. Higher Education Providers

Asia Pacific University
Berjaya University College
City University
Cybernetics International College of Technology
Disted College
East West International College
First City University College
Food Institute of Malaysia
FTMS College
Global Institute of Studies
HELP University
Imperial College
Institute of Science and Technology Darul Takzim
International College of Yayasan Melaka
International Institute of Management and Technology
KDU University College
Kiara College
Kolej Poly-Tech MARA Bangi
Kolej Yayasan Pelajaran Johor
Kuala Lumpur Metropolitan University College
Lake View College
Malaysian Integrated Business College
Malvern International Academy
Management and Science University
Nilai University

Olympia College Petaling Jaya
Perak College of Technology
Quest International University Perak
Ranaco Education and Training Institute
Reliance College
SEGi College Subang Jaya
Seri Stamford College
Sunway University
Syuen College
Taylor's University
Travex International College
Tunku Abdul Rahman University College
UCSI University
Unifield International College
UNITAR International University
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Universiti Teknologi MARA (UiTM)
Universiti Utara Malaysia (UUM)
University College Bestari
University College of Islam Melaka

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Prof. Madya Dr. Muhammad Shahrin Ab Karim
Prof. Madya Dr. Norzuwana Sumarjan
Puan Nor Azah Mustapha
Puan Roslina Ahmad
Puan Suzzaini Abdullah

4. Student Representatives and Alumni (from HEPs)

BODY OF KNOWLEDGE**Programme Core Courses for each level of study****1) Hospitality/Hotel/Accommodation**

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
i.	Front office (Services / Management)	Accommodation Management	-	/	/	/	-
		Concierge Service	/	/	-	-	-
		Front Office Management	-	/	/	/	-
		Guest Service Operation	/	/	-	-	-
		Night Auditing	/	/	/	-	-
		Reception	/	/	-	-	-
		Reservation Service	/	/	/	-	-
		Reservation System	/	/	/	-	-
		Room Division Analysis	-	-	-	/	/
		Room Division Management	-	/	/	/	-
ii.	Housekeeping	Facility Management	-	/	/	/	/
		Housekeeping Management	-	/	/	/	-
		Laundry Services	/	/	-	-	-
		Public Area	/	/	-	-	-
		Room Maid	/	/	-	-	-

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
iii.	Hotel	Hospitality Assets Management	-	-	-	/	/
		Hospitality Business Management	-	-	/	/	/
		Hospitality Entrepreneurship	-	/	/	/	/
		Hospitality Finance	-	-	-	/	/
		Hospitality Human Resource Management	-	-	/	/	/
		Hospitality Management	-	/	/	/	/
		Hotel & Restaurant Accounting	/	/	/	/	-
		Hotel/Hospitality Marketing	-	/	/	/	/
		Hotel Management	-	/	/	/	-
		Hotel Operation Management	-	/	/	/	-
		Hotel Operations	/	/	/	-	-
		Hygiene/Sanitation/Safety	/	/	/	/	/
		International Hospitality Management	-	-	/	/	/
		Introduction to/Fundamentals of Hospitality and Tourism Industry	/	/	/	/	/
		Legal Aspects in Hospitality Industry	-	/	/	/	/
		Managing Service/Service Quality	-	-	/	/	/
		Revenue Management	-	-	-	/	/
Supervision in the Hospitality Industry	-	/	/	-	-		

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
iv.	Food & Beverage (Services / Management)	Banquet Service	/	-	-	-	-
		Barista	/	/	-	-	-
		Beverage Service	/	-	-	-	-
		Beverage Service Management	-	/	/	/	-
		Dining Room Service	/	/	/	-	-
		Food & Beverage Cost Control	-	/	/	/	-
		Food & Beverage Service Management	-	/	/	/	-
		Food & Beverage Service Skills	/	/	/	/	-
		Halal Food Management	-	/	/	/	/
		Menu Development and Engineering	-	-	/	/	/
		Room Service	/	-	-	-	-
		Wines and Spirits/Wines and Bar	/	/	-	-	-

2) Travel and Tourism/Leisure and Recreation/Tourism Events

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
i.	Travel and Tourism	Attractions Management	-	/	/	/	/
		Culture and Heritage	-	/	/	/	-
		Destination Marketing	-	/	/	/	/
		International Tourism Management	-	/	/	/	/
		Introduction to/Fundamentals of Hospitality and Tourism Industry	/	/	/	/	/
		Introduction/Fundamentals of Tourism/Travel Industry	-	/	/	/	/

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
		People and Culture	-	/	/	/	
		Special Interest Tourism	-	/	/	/	/
		Sustainable Tourism	-	/	/	/	/
		Tour Guiding/Tour Leading	/	/	-	-	-
		Tour Planning	-	/	/	/	-
		Tourism Entrepreneurship	-	/	/	/	/
		Tourism Business Strategy	-	-	/	/	/
		Tourism Fundamentals	/	/	/	/	-
		Tourism Geography	/	/	/	/	-
		Tourism Industry Management	-	/	/	/	-
		Tourism Management	-	/	/	/	/
		Tourism Marketing	-	/	/	/	/
		Tourism Operation	-	/	/	/	-
		Tourism Planning and Development	-	/	/	/	/
		Tourism Policy	-	-	/	/	/
		Tourism Service Quality	-	/	/	/	/
		Tourism Technology/E-Tourism/Computer Reservation System/Global Distribution System	/	/	/	/	/
		Transportation Operations	/	/	/	/	-
		Travel And Tour Operation (In-Bound/Out-Bound)	/	/	/	/	-
		Travel and Tour Operations/Management	-	/	/	/	-
		Travel Package Development	-	/	/	/	-
		Visitor Interpretation/Tour Guiding Services	/	/	/	-	-

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
ii.	Leisure and Recreation	Indoor/Outdoor Adventure	/	/	/	/	-
		Instructional Recreational Activities	-	/	/	/	-
		Introduction to/Fundamentals of Leisure & Recreation	/	/	/	/	-
		Leisure/Sport Management	-	/	/	/	/
		Leisure and Recreation Risk Management	-	-	/	/	/
		Leisure Facility Design	-	-	-	/	/
		Leisure Programme Design and Management	-	/	/	/	/
		Leisure Studies	-	/	/	/	/
		Life Saving/Guarding	/	/	/	/	-
		Recreational Activities Delivery	/	/	/	/	-
		Recreational Facility Operations and Management	-	-	-	/	/
		Recreational Operations Management	-	/	/	/	-
		Technology in Leisure and Recreation	-	-	/	/	/
iii.	Tourism Events	Bidding Event	-	-	-	/	/
		Business Event Management	-	/	/	/	-
		Contemporary Issues in Event Management	-	-	/	/	/
		Convention Sales Management	-	/	/	/	-
		Corporate Event Planning & Management	-	/	/	/	/
		Destination Marketing	-	/	/	/	/
		Event Concept and Design	-	/	/	/	-

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
		Event Crisis Management	-	-	-	/	/
		Event Entrepreneurship	-	-	/	/	/
		Event Facility Management	-	-	-	/	/
		Event Financial Management	-	-	-	/	/
		Event Operations	/	/	/	/	-
		Event Programming	/	/	/	/	-
		Event Project Management	-	-	-	/	/
		Event Risk Management	-	/	/	/	/
		Integrated Marketing Communication for Events	-	/	/	/	-
		Introduction/Fundamentals of Event Management/Industry	/	/	/	/	/
		Managing Event Experience	-	/	/	/	/
		Sales Management for Events	-	/	/	/	/
		Social Event Planning & Management	/	/	/	/	-
		Special/Festive/Major Event Management	-	/	/	/	/
		Sport Event Management	-	/	/	/	-
		Sport Event Operations/Management	/	/	/	/	/
		Sustainable Event Management	-	/	/	/	/
		Technology in Event-Management	-	/	/	/	/
		Tourism Event Marketing	-	/	/	/	/

3) Culinary/Gastronomy

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
i.	Culinary/ Gastronomy	Asian Cuisine	/	/	/	-	-
		Butchery/Meat Fabrication	/	/	/	/	-
		Chocolate and Confectionary	/	/	/	/	-
		Commercial Food Production	/	/	/	/	-
		Culinary Artistry	-	/	/	/	-
		Culinary Fundamentals	/	/	/	/	-
		Culinary Management	-	/	/	/	/
		Culinary Science	-	-	-	/	/
		Food and Eating Behaviour	-	/	/	/	/
		Food and Society	-	-	/	/	/
		Food Chemistry/Cuisine Science	-	-	-	/	/
		Food Cost Control	-	/	/	/	/
		Food Critics and Writing	-	-	-	/	/
		Food Preparation	/	/	/	/	-
		Food Production	/	/	/	/	-
		Gastronomic Cuisine	-	-	-	/	/
		Garde Manger	-	/	/	/	-
		Hygiene/Sanitation/Safety	/	/	/	/	/
		International Cuisine	-	/	/	/	-
		Introduction/Fundamentals of Culinary Arts/Gastronomy	-	/	/	/	/
		Kitchen Management	-	/	/	/	-
		Kitchen Operation	/	/	/	/	-
		Malaysian Cuisine	-	/	/	/	-
		Pastry/Bakery	/	/	/	/	-
Purchasing	-	/	/	/	/		

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
		Fundamentals of Cookery (Theory and Practical)	/	/	/	/	-
		Commercial Food Production	/	/	/	/	-

4) Foodservice Management

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
i.	Foodservice Management (Restaurant/Catering)	Experimental Food	-	-	-	/	/
		Food Sensory Analysis	-	/	/	/	/
		Food & Beverage Service Management	-	/	/	/	-
		Food & Beverage Services Skill	/	/	/	/	-
		Food Innovation/Technology	-	-	-	/	/
		Food Microbiology	-	/	/	/	/
		Food Preparation	/	/	/	-	-
		Food Retailing/Chain	-	/	/	/	/
		Food Safety and Law	-	/	/	/	/
		Food Studies	-	-	--	/	/
		Foodservice Management	-	/	/	/	/
		Hygiene/Sanitation/Safety	/	/	/	/	/
		In-flight Foodservice	/	/	/	-	-
		Kitchen Maintenance Equipment and Layout	-	-	-	/	/
		Menu Development and Merchandising	-	-	-	/	/
Restaurant/Catering Operations	/	/	/	/	-		

No.	Body of Knowledge	Core Courses	Certificate	Diploma	Advanced Diploma	Bachelor	Master
		Restaurant/Catering Services	/	/	/	/	-
		Restaurant/Catering System	/	/	/	/	-
		Restaurant Franchising	-	-	-	-	/
		Restaurant Management	-	/	/	/	-

Note:

- Any programme that encompasses two PS, HEPs are to refer to the Body of Knowledge of both the PS. In terms of the other components of standards, HEPs are to adopt whichever is higher.
- Should be read together with Policy on Nomenclature of Malaysian Higher Education Programme.

PROGRAMME NOMENCLATURE

Policy on Nomenclature of Malaysian Higher Education Programme.

Programme Structure	Description
Major	A programme containing only one main area.
Major with Specialisation	<p>A programme that has a specialised field that covers 25–30%* of the body of knowledge for the area of specialisation.</p> <p>This specialisation is indicated in brackets.</p> <p>The programme structure for Certificate and Diploma programmes shall not include specialisation.</p>
Major - Minor	<p>A programme with a minor that includes 25–30%* of the body of knowledge in another discipline.</p> <p>The conjunction 'with' is used in naming this type of programme where the major and minor disciplines are mentioned.</p> <p>The programme structure for Certificate and Diploma programmes shall not include a minor in another discipline.</p>
Double Major	<p>A double major programme should consist of an equal percentage (50%) of the body of knowledge from two different disciplines.</p> <p>The conjunction 'and' is used in naming this type of programme where both disciplines are mentioned.</p> <p>The programme structure for Certificate and Diploma programmes shall not include a double major.</p>

Examples for each level are provided below:

CERTIFICATE

The programme nomenclature at the certificate level should reflect the **specific trade or skills** in their respective field, for example:

i. Hospitality/Hotel/Accommodation

- Certificate in Hotel Operation
- Certificate in Housekeeping
- Certificate in Front Office Operation
- Certificate in Laundry Operation
- Certificate in Concierge
- Certificate in Night Auditing
- Certificate in Reservation

ii. Travel and Tourism/Leisure and Recreation/Tourism Events

- Certificate in Travel Agency Operations
- Certificate in Travel Operations
- Certificate in Tour Guiding
- Certificate in Ticketing
- Certificate in Reservation
- Certificate in Cabin Crew
- Certificate in Tourism Events Operation
- Certificate in Event Operation*
- Certificate in Attraction Operations

* Area of concentration/programme core should be on tourism

iii. Culinary/Gastronomy

- Certificate in Malaysian Cuisine
- Certificate in Malaysian Sweets and Dessert
- Certificate in Western and Eastern Cookery
- Certificate in Bakery
- Certificate in Pastry Making
- Certificate in Catering Operations
- Certificate in Chocolate and Confectionary

iv. Foodservice Management

- Certificate in Food and Beverage Services
- Certificate in Barista
- Certificate in Restaurant Services
- Certificate in Restaurant Operations
- Certificate in Banquet Operations
- Certificate in Bar Tendering

DIPLOMA

The programme nomenclature at the Diploma level should reflect the **specific field** in their respective area of study, for example:

i. Hospitality/Hotel/Accommodation

- Diploma in Hotel Management/Operation/Administration
- Diploma in Resort Management/Operation/Administration
- Diploma in Club Management/Operation/Administration
- Diploma in Hotel Halal Practices

ii. Travel and Tourism/Leisure and Recreation/Tourism Events

- Diploma in Tourism Management/Operation/Administration
- Diploma in Travel Management/Operation/Administration
- Diploma in Recreation Management/Operation/Administration
- Diploma in Leisure Management/Operation/Administration
- Diploma in Tourism Events Management/Operation/Administration
- Diploma in Event Management/Operation/Administration*
- Diploma in Tourism Halal Practices
- Diploma in Attractions Operation

* Area of concentration/programme core should be on tourism

iii. Culinary/Gastronomy

- Diploma in Culinary Arts
- Diploma in Pastry Arts
- Diploma in Pastry and Bakery
- Diploma in Culinary Halal Practices
- Diploma in Chef Training

iv. Foodservice Management

- Diploma in Foodservice Management
- Diploma in Restaurant Management
- Diploma in Catering Management
- Diploma in Foodservice Halal Practices

ADVANCED DIPLOMA

The programme nomenclature at the Diploma level should reflect the **specific field** in their respective area of study, for example:

i. Hospitality/Hotel/Accommodation

- Advanced Diploma in Hotel Management/Operation/Administration
- Advanced Diploma in Resort Management/Operation/Administration
- Advanced Diploma in Club Management/Operation/Administration
- Advanced Diploma in Hotel Halal Practices

ii. Travel and Tourism/Leisure and Recreation/Tourism Events

- Advanced Diploma in Tourism Management/Operation/Administration
- Advanced Diploma in Travel Management/Operation/Administration
- Advanced Diploma in Recreation Management/Operation/Administration
- Advanced Diploma in Leisure Management/Operation/Administration
- Advanced Diploma in Tourism Events Management/Operation/Administration
- Advanced Diploma in Event Management/Operation/Administration*
- Advanced Diploma in Tourism Halal Practices
- Advanced Diploma in Attractions Operation

* Area of concentration/programme core should be on tourism

iii. Culinary/Gastronomy

- Advanced Diploma in Culinary Arts
- Advanced Diploma in Pastry Arts
- Advanced Diploma in Pastry and Bakery
- Advanced Diploma in Culinary Halal Practices
- Advanced Diploma in Chef Training

iv. Foodservice Management

- Advanced Diploma in Foodservice Management
- Advanced Diploma in Restaurant Management
- Advanced Diploma in Catering Management
- Advanced Diploma in Foodservice Halal Practices

BACHELOR'S DEGREE

The programme nomenclature at the Bachelor's level should reflect an **in-depth study** of their respective area of specialisation (if necessary), for example:

i. Hospitality/Hotel/Accommodation

- Bachelor in Hospitality Management
- Bachelor in Hotel and Tourism
- Bachelor in Hospitality and Restaurants
- Bachelor in Hotel and Restaurants
- Bachelor in Hospitality and Catering
- Bachelor in Hotel and Convention Management
- Bachelor in Hotel and Resort Management

ii. Travel and Tourism /Leisure and Recreation/Tourism Events

- Bachelor in Tourism Management
- Bachelor in Tourism Planning
- Bachelor in Travel Management
- Bachelor in Tourism Events Management
- Bachelor in Event Management*
- Bachelor in Park and Recreation Management
- Bachelor in Tourism Management (Event Management)
- Bachelor in Leisure and Tourism
- Bachelor in Sustainable Tourism
- Bachelor in Attraction Management

* Area of concentration/programme core should be on tourism

iii. Culinary/Gastronomy

- Bachelor in Culinary Arts
- Bachelor in Culinary Management
- Bachelor in Culinology
- Bachelor in Culinary Halal Practices

iv. Foodservice Management

- Bachelor in Foodservice Management
- Bachelor in Institutional Management
- Bachelor in Catering Management
- Bachelor in Restaurant Management
- Bachelor in Foodservice Halal Practices
- Bachelor in Foodservice Entrepreneurship
- Bachelor in Foodservice Retailing

MASTER'S DEGREE

The programme nomenclature at the Master's level should reflect an **in-depth knowledge** from inter and multi-disciplinary perspective in their respective area of specialisation, for example:

i. Hospitality/Hotel/Accommodation

- Master in Hospitality Management
- Master in Hotel Management
- Master in Resort Management
- Master in Hotel and Convention Management
- Master in International Hospitality Management

ii. Travel and Tourism/Leisure and Recreation/Tourism Events

- Master in Tourism Planning
- Master in Tourism Economics
- Master in Tourism Geography
- Master in Tourism Management
- Master in Tourism Events Management
- Master in Event Management*
- Master in Sustainable Tourism

* Area of concentration/programme core should be on tourism

iii. Culinary/Gastronomy

- Master in Gastronomy
- Master in Culinary Management
- Master in Culinary Arts

iv. Foodservice Management

- Master in Foodservice Management
- Master in Catering System Management
- Master in Foodservice Technology
- Master in Food Chain Management
- Master in Foodservice Retailing
- Master in Foodservice Entrepreneurship

DOCTORAL DEGREE

The programme nomenclature at the Doctoral level should reflect the **most advanced knowledge** from inter and multi-disciplinary perspective in their respective area of specialisation, for example:

- i. Hospitality/Hotel/Accommodation
 - Doctoral Degree in Hospitality Management

- ii. Travel and Tourism /Leisure and Recreation/Tourism Events
 - Doctoral Degree in Tourism Management

- iii. Culinary/Gastronomy
 - Doctoral Degree in Gastronomy
 - Doctoral Degree in Culinary Management

- iv. Foodservice Management
 - Doctoral Degree in Foodservice Management

GLOSSARY

- 1) Continuous Assessment The assessment of a student's progress throughout a course using a series of methods which may include, but are not limited to, essays, quizzes, test(s), oral presentations and individual/group assignments/projects.

- 2) External Examiner External examiner refers to qualified person(s) who evaluate(s) the dissertation/thesis. The external examiner is appointed by the HEP but is not affiliated with the HEP. The external examiner may be requested to be a member of the Dissertation/Thesis Examination Committee.

- 3) Final Assessment The assessment of a student's progress at the end of a course in the form of a formal examination, dissertation/thesis, projects or industrial training report.

- 4) Formative Assessment Formative assessment is the assessment of a student's progress throughout a course, in which the feedback from the learning activities is used to improve student attainment of knowledge in the subject matter.

- 5) Summative Assessment Summative assessment is the assessment of learning, which summarises the progress of the learner at a particular time and is used to assign the learner with a course grade.

- 6) Final Examination An examination or test scheduled within an official examination period held at the end of an academic term. It serves as the final evaluation of a course or courses of study that affects the academic performance of students.