



International Quality Review of Macao Institute for Tourism Studies

April 2022

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About this review

This is a report of an International Quality Review conducted by the Quality Assurance Agency for Higher Education (QAA) at Macao Institute for Tourism Studies. The review took place from 25 to 29 April 2022 and was conducted by a team of three reviewers, as follows:

- Dr Rong Huang
- Professor Magdalena Platis (international reviewer)
- Ms Delia Lupescu (student reviewer).

The QAA Officer for this review was Dr Yue Song.

International Quality Review (IQR) offers institutions outside the UK the opportunity to have a review by the UK's Quality Assurance Agency for Higher Education (QAA). The review benchmarks the institution's quality assurance processes against international quality assurance standards set out in [Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#).

In International Quality Review, the QAA review team:

- makes conclusions against each of the 10 standards set out in Part 1 of the ESG
- makes recommendations
- identifies features of good practice
- comes to an overall conclusion as to whether the institution meets the standards for International Quality Review.

A summary of the findings can be found in the section starting on page 2. [Explanations of the findings](#) are given in numbered paragraphs in the section starting on page 6.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [International Quality Review](#) and has links to other informative documents. For an explanation of terms see the [Glossary](#) at the end of this report.

Key findings

Executive summary

The Macao Institute for Tourism Studies (IFTM) was established in 1995 as a public higher education institution (HEI) that falls under the governance of the Secretary for Social Affairs and Culture of the Macao Special Administrative Region (SAR) Government, People's Republic of China.

The Institute offers degree and professional programmes in tourism-related disciplines, including hospitality, tourism business, heritage, events, retail and marketing, leisure and entertainment, sports and recreation, creative and cultural studies, and culinary arts. IFTM consists of three educational units (schools): School of Tourism Management (STM), School of Hospitality Management (SHM) and School of Continuing Education (SCE). The STM and SHM offer bachelor's, master's, and doctoral degree programmes, while SCE provides short-term professional diploma and certificate-based training.

IFTM was the first Institute in the world to be accredited by the UNWTO.TedQual Certification System for tourism education - a standard promoted by the World Tourism Organisation (UNWTO). Currently, IFTM has the most bachelor's degree programmes certified under that system of any tertiary education establishment globally. It also passed the International Quality Review (IQR) in February 2017 from the UK's Quality Assurance Agency for Higher Education (QAA).

IFTM's mission is to become a leading higher education institution in tourism and service industry studies that equips students with professional knowledge and technical competence in preparation for their future leadership responsibilities in the industry. To fulfil the above mission, the Institute has identified the following three characteristics:

- **Unique identity:** The Institute operates independently, specialising in providing higher education and professional training in tourism and service industry management.
- **Integration:** It blends the best approaches to academic development and professional training.
- **Internationalisation:** It seeks mutually beneficial cooperation with similar institutions abroad, actively promoting international learning experience among faculty and students.

IFTM has two campuses - Mong-Há Campus, situated to the north of Macao, and Taipa Campus situated to the south of Macao. In addition to these, IFTM has an educational hotel and an educational restaurant, which provide opportunities for training to students.

In 2021-22, the total number of degree programme students is 1,745 (1,632 undergraduate students and 113 postgraduate students). There are a total of 95 full-time faculty members and 65 adjunct faculty. The teacher-student ratio is about 1:15.

The majority of the students are local students (68%), and 32% of the students are non-local. Among the 558 non-local students, 79.4% are from Mainland China, 13.6% are from Hong Kong SAR, 0.9% are from Chinese Taiwan and 6.1% are from other countries and regions.

In reaching conclusions about the extent to which IFTM meets the 10 ESG standards, the QAA review team followed the evidence-based review procedure as outlined in the handbook for International Quality Review published on the QAA website: [International Quality Review: Handbook for Institutions: Stage 3 - The Review \(qaa.ac.uk\)](https://www.qaa.ac.uk/International-Quality-Review-Handbook-for-Institutions-Stage-3-The-Review). The QAA

review team was provided with a self-evaluation and supporting evidence by the University. During the three-day online review visit, which took place from 25 to 29 April 2022, the review team held a total of seven meetings with the President, senior management team, academic staff, professional support staff, students, alumni and employer representatives. The review team also had the opportunity to conduct a virtual observation of the University's facilities, resources and online systems.

Following an analysis of the range of evidence and discussion at the meetings, the review team came to the overall conclusion that Macao Institute for Tourism Studies meets all 10 of the European Standards and Guidelines (2015), Part 1: Internal Quality Assurance. The review team has identified eight areas of good practice and 11 recommendations.

QAA's conclusions about Macao Institute for Tourism Studies

The QAA review team reached the following conclusions about the higher education provision at Macao Institute for Tourism Studies.

European Standards and Guidelines

Macao Institute for Tourism Studies meets all of the 10 ESG Standards and Guidelines.

Good practice

The QAA review team identified the following features of **good practice** at Macao Institute for Tourism Studies.

- The comprehensive, systematic, international consideration in programme design and development that aligns with the institution's educational philosophy and educational goals (ESG Standard 1.2)
- The efforts to achieve the internationalisation mission, which are comprehensive, and actively promote student-centred learning (ESG Standard 1.3)
- The extensive opportunities and support that the students receive in practicum and internships to develop their knowledge of the industry (ESG Standard 1.3)
- The monthly meetings of the Pedagogic Council, which facilitate agile responses to student feedback on learning, teaching and assessment (ESG Standard 1.3)
- The involvement of various stakeholders in the admission process (ESG Standard 1.4)
- Great efforts to offer opportunities for and promote the professional development of faculty members (ESG Standard 1.5)
- The continuous efforts of IFTM to invest in modern, clean and technology-enhanced facilities and venues, which not only provide an excellent environment for contextualised teaching delivery but also enhance the student learning experience (ESG Standard 1.6)
- Proactive engagement of staff in the review mechanisms of the curriculum, with tasks forces and teams allocated for the review purposes, with a report at the end of each stage and specific conclusions and findings (ESG Standard 1.7).

Recommendations

The QAA review team makes the following **recommendations** to Macao Institute for Tourism Studies to take action to:

- develop a consistent approach to include in all official documents the date of the official approval (ESG Standard 1.1)

- implement a consistent approach to develop its course outlines not only for the those published on the Moodle but also those issued to students that includes, for example, the course name, code, and credits, intended learning outcomes, teaching and learning delivery, and key references. Such a template needs to demonstrate clear relationships between course intended learning outcomes and programme intended learning outcomes (ESG Standard 1.2)
- develop an overarching assessment policy including extenuating circumstances, types of assessment (formative/summative), assessment designs in relation to ILOs, assessment submission, moderation, feedback, academic dishonesty, and appeal procedures. Such policy should be accessible by students and faculty to use as a reference point to understand and support the assessment process (ESG Standard 1.3)
- publicise the clear nature of assessments (formative vs summative), and adopt a consistent approach to preparing assessment briefs for all the courses on the Moodle and offline to include key information in the course outlines (for example, mapping individual assessments in relation to the course's learning outcomes, assessment components, weighting, assessment requirements and marking criteria, dishonest acts) (ESG Standard 1.3)
- provide a clear process guideline and relevant template to guide and train teaching staff to expand its internal moderation process to different assessments of all the courses at both undergraduate and postgraduate levels (ESG Standard 1.3)
- extend its engagement with external expertise to ensure parity of expectations of students, assessment tasks, marking criteria and feedback across all the courses at both undergraduate and postgraduate levels (ESG Standard 1.3)
- consider the revision of the recognition policy by reconsidering its title to better reflect its content and avoid confusion (ESG Standard 1.4)
- consider potential options to explain the gained qualifications to students including the reached learning outcomes and the context, level, content, and status of the studies that were pursued (ESG Standard 1.4)
- consider a cross-year comparison in its services satisfaction surveys and other annual surveys so that IFTM can monitor performance and issues over time (ESG Standard 1.7)
- formalise communication policy and procedure, to ensure information dissemination through multiple channels is consistent, up-to-date, accurate and meets the intended audience's needs (ESG Standard 1.8)
- develop a clear monitoring and evaluation procedure for the publication of information which should demonstrate the University's oversight of the publication, including mechanisms of cross-checking information to ensure information is consistent, up-to-date, accurate and meets intended audience needs (ESG Standard 1.8).

Explanations of the findings about Macao Institute for Tourism Studies

This section explains the review findings in more detail.

Terms that may be unfamiliar to some readers have been included in a [brief glossary](#) at the end of this report. A fuller [glossary of terms](#) is available on the QAA website, and formal definitions of certain terms may be found in the operational description and handbook for the [review method](#), also on the QAA website.

Standard 1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Findings

1.1 IFTM is a public higher education institution which offers degree and professional programmes in a wide range of tourism-related disciplines and falls under the governance of the Secretary for Social Affairs and Culture of the Macao Special Administrative Region (SAR) Government, People's Republic of China. Therefore, IFTM adheres to the government-wide quality assurance policy. IFTM's interest in promoting continuous progress in academic development is stated in the Charter of the IFTM.

IFTM has developed its quality evaluation system according to Administrative Regulation No 17/2018 of the Macao Special Administrative Region. The institution has drafted a Quality Assurance Policy based on several areas, including the following: the relevance of programmes to employers; the learning experience and assessment of students; the curriculum and pedagogical system; the learning resources and student support; the faculty and the management. This draft policy is publicly available at www.iftm.edu.mo/about-ift/quality-assurance-policy and it is supposed to be reviewed every five to seven years or whenever there is a change to any matter that is relevant to this policy. Besides this policy, IFTM supports the development of a quality culture by applying effective policies and managing processes that follow Macao's administrative regulations, all publicly available at: www.iftm.edu.mo/teaching-learning/higher-education-scheme-with-ancillary-administrative-regulations

1.2 The IFTM quality assurance system contains seven pillars that create a coherent mechanism of continuous improvement, with roles and responsibilities clearly defined. For instance, the Academic Council formulates policies and guidelines to ensure teaching quality and assess higher education quality; the Administrative Council develops and maintains the IFTM's quality management policies and general administrative principles, standards and procedures; the programme coordinators deal with the course planning, delivery and quality control in the respective programme and work with respective subject conveners; the subject conveners ensure that the course content delivered is of the same quality standard.

1.3 The seven pillars of the quality assurance system are: the quality of the students enrolled; the quality of programme design, review, and monitoring; the quality of teaching, learning and assessment; the quality of academic and staff support; the quality of research; quality of student support; quality of resource and facilities. The quality assurance mechanisms describing these areas are supporting by comprehensive policies explained in the following paragraphs. Moreover, IFTM has formalised a new admission policy which will be effective beginning with the 2022-23 intake; it sets comprehensive admission requirements and clearly describes a qualitative selection process of applicants.

1.4 Adequate processes are carried out to ensure a continuous improvement of the admission of applicants; for example, IFTM has clear guidelines for panel members involved in the admission interview in both English and Chinese mediums, descriptors for English proficiency, group and individual interview evaluation forms for local applicants, and special examination arrangements for students with disabilities. Clear requirements are formalised in the admission brochures for all study cycles - undergraduate, graduate and PhD.

1.5 IFTM implemented the Quality Assurance Course Evaluation System (QUACES) (which has already been evolved and replaced by the various quality assurance policy documents and handled by the newly established CTLE (Centre for Teaching and Learning Enhancement)) to enable the institution to both monitor progress towards attaining Intended Programme Outcomes (IPOs) annually and provide a framework for periodic programme review (recommended; every five to seven years). New programmes at IFTM are developed and existing programmes are reviewed based on the annual 'Policy Address of the Macao SAR Government' (https://www.gov.mo/en/wp-content/uploads/sites/2/2022/01/2022_policy_e.pdf), and adequate policies are in place, for example, reports, approval documents and flow charts for curriculum review. The policies outline clear mechanisms for the reviewing process including the analysis of the objectives, the learning outcomes, and course mapping.

1.6 IFTM adopts a blended approach to teaching and learning through pedagogical strategies that combine theory and practice, classroom lectures and specific field-related events, individual work group projects and simulated training and internship. In addition, IFTM implements different software and online systems, such as Menti, to support online teaching and learning. Faculty members present at the beginning of each semester to their students the course outline via eServices, the credit system and the course load, the grading system; in addition, the credit transfer and the course enrolment are explained in detail in the student handbook. The student assessment is comprehensive, the internship experience being an integral part of the student evaluation; therefore, the student assessment is adequately formalised in the course outline, with clear percentages allocated for class attendance, class assignments, individual and group assignments and final examination, while the internship assessment is comprehensive and based on performance, completion and compliance according to the Internship Policies and Guidelines. In addition, IFTM has several training units that enhance the teaching and learning and make the learning experience practice-oriented: the Educational Hotel and the Educational Restaurant (www.iftm.edu.mo/teaching-learning/training-units), while the Global Centre for Tourism Education and Training provides specific technical placement programme (Technical Placement Programme).

1.7 IFTM selects faculty candidates through open recruitment, inviting local and overseas applications. The main Organisational Law & General Rules of IFTM Staff include the Charter of the Macao Institute for Tourism Studies (Administrative Regulation No 27/2019, 07/08/2019), the General Rules on IFT Academic Staff and Hotel Professional Staff (Portaria no. 477/99/M, 06/12/1999) and the Alteration of General Rules on IFT Academic Staff and Hotel Professional Staff (Executive Order No 35/2016, 01/07/2016), which are publicly available at: www.iftm.edu.mo/about-ift/org-law-general-rules-of-iftm-staff. The quality of academic and administrative staff is a continuous preoccupation of IFTM which has established comprehensive policies; for example, rules for professional staff and a programme for new staff orientation, description of qualifications and experiences of academic staff members.

1.8 IFTM has an interest in the quality of research. The institution has adopted an internal regulation on research grants to regulate the application of research grants encouraging the teaching staff to become engaged in research and another one on contracted research and consultancy projects; adequate facilities are provided to academic staff to conduct their research, such as the access to different data collecting and analysing platforms. Moreover, professional development training is regularly provided to staff in the area of teaching and learning and research; for example, covering topics including outcome-based education and enhancing student engagement in classroom learning.

1.9 IFTM supports students in their learning through adequate learning facilities, for example providing effective tutorials at the English Centre, library support, and scholarships.

Moreover, the Pedagogic affairs Department supports students in the application process for an exchange programme. The main infrastructure and pedagogical facilities all are equipped with a projector, A/V controller, microphone system, speakers and soundproofing. Other practicum/training facilities include Wine & Tea Classrooms, Mock Front Desks, Mock Housekeeping Rooms, and Culinary Kitchens; moreover, there are special-function classrooms such as the Heritage Documentation Lab, Ideation Lab, and iRetail Lab that are equipped with specialised equipment which provide an adequate qualitative learning environment.

1.10 All internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution: students take part in several surveys and provide effective feedback as users of services. IFTM has effective mechanisms to engage stakeholders in quality processes: a user satisfaction survey and the reports are appropriate; applicants provide effective feedback in a survey addressed to candidates for the bachelor and postgraduate programmes; an employment survey is dedicated to alumni to provide details on their career path after graduation; a career placement survey is also developed to understand the status of the graduates in five months after graduation and the questionnaire is provided in both English and Chinese. The Pedagogic Affairs Department (PA) also collects students' opinions and comments on their experience with services on 13 items which are Performance Pledge items certified by the Committee of Public Services Assessment through an e-Questionnaire. Different forms of feedback are effectively collected and used as a source of improvement; for example, feedback on assessments for different modules and programmes, and feedback for exchange students, after arrival and at the end of the semester. The effectiveness of the feedback is proven by the academic staff confirming that IFTM sends out the results of the surveys and providing an example that demonstrates this - the library renovation.

1.11 Quality assurance policies adequately reflect the relationship between research and teaching and learning, motivating academic staff to apply for research and training grants: conference grants (academic staff are encouraged to participate in local and overseas conferences); research grants (teaching staff are encouraged to apply for academic research); training grants (academic staff apply for local or overseas training); study grants (teaching staff to engage in doctoral studies); contracted research projects and consultancies (academic staff are approached by external parties outside IFTM); professional qualifications training (teaching staff get IFTM support to obtain a professional qualification required by professional entities. In addition, both the national context in which the institution operates, the institutional context and its strategic approach are adequately reflected in the course outlines, for example in the learning outcomes and in the research activity, and in the academic publications (see Standard 1.2).

1.12 IFTM has several policies that support the organisation of the quality assurance system (see paragraphs 1.4, 1.6, 1.7, 1.8). In addition to these, some other policies and processes are contributing to the organisation of the quality assurance system, for example: the curriculum review mechanism explained in paragraph 1.6 is also enhanced by the programme moderation process, considering the internal moderation and an external one, with an effective calibration exercise; the policies of appeal against course grades are well known by the academic staff; in 2021, IFTM adopted a new mechanism for maintaining or renewal of teaching load reduction and is considered of high potential to increase the efficiency of the research activity, teaching staff being effectively encouraged to get involved in major research projects (especially with international collaboration) and go through the paper writing, submission, and multiple review processes to get published.

1.13 According to Law No 10/2017 Higher Education Regime, the higher education quality evaluation complies with the principles of equity, objectivity, impartiality, and

transparency. The IFTM supports academic integrity and freedom and is vigilant against academic fraud, compliance with the code of ethics being a basic requirement.

1.14 Comprehensive regulations for staff are formalised in the employee handbook, where rules and guidelines include: obligations of public servants and prohibitions, internal regulations for code of conduct, rules for part-time practices, attendance records guidelines and staff lockers regulations. For students, the Global Code of Ethics for Tourism is an appendix of the student handbook and includes appropriate clarifications on respect and behaviours, individual and collective fulfilment, tourism as sustainable development, obligations of stakeholders in tourism development, rights of workers and entrepreneurs in the field of tourism.

1.15 Moreover, a second appendix includes comprehensive guidelines for research ethics, including appropriate guidelines of originality and conflict of research interest, and applies to all projects, conducted by the IFTM community - faculty, staff, and students. Academic integrity, copyright policies, authorship guidelines and many other ethical aspects are adequately specified in the Doctoral Degree Thesis Handbook and the Master Degree Dissertation Handbook.

1.16 The policies support all organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance. The teaching staff engagement in the processes of providing, analysing, and planning follow up activities is effective and clearly explained during the visit. They are involved in the curriculum review, in the Pedagogic council, in the Scholarship committee, internship committee, in the exchange programme committee; they analyse student data with IT and faculty members to understand student workload and how many assessments to take, and they consider data from graduates through online surveys with alumni to understand their career development.

1.17 The IFTM policies support guarding against intolerance of any kind or discrimination against the students or staff; according to the law of education, equality of admission is clearly stated and no discrimination is tolerated on the ground of nationality, descent, sex, race, language, religion, political or ideological beliefs, economic situation, or social status.

1.18 IFTM supports the involvement of external stakeholders in quality assurance (see paragraph 1.11); moreover, employers explained that even if they do not receive formal feedback to their surveys, they are effectively involved in curriculum review, they have regular educational hotel visits, they are invited as guest speakers, and they get involved in the assessment of internship programmes providing comprehensive feedback from the internship manager and the students' supervisors.

1.19 The IFTM policies translate into practice through a variety of internal quality assurance processes that allow participation across the institution. All internal stakeholders are effectively engaged in quality assurance mechanisms. The general drafted policy has clearly specified the process of implementation, monitoring, and revision; the review panel **recommends** a consistent approach to include in all official documents the date of the official approval (for example, as shown in the Internship Policies and Guideline and the Admission Policy for Undergraduate Programmes).

1.20 The quality assurance policy also covers some elements of IFTM activities that are subcontracted to or carried out by other parties; the United Nations World Tourism Organisation (UNWTO) evaluates IFTM programmes and provides comprehensive results and recommendations and national recognition is provided to the institution. Moreover, other certifications are provided to IFTM nationally and internationally, for example for the information security management, and for the quality management system.

1.21 IFTM quality assurance processes and all related policies, regulations and procedures are operationalised and appropriate to prove effective quality assurance mechanisms that form a cycle for continuous improvement and contribute to the accountability of the institution. The review team therefore concludes that Standard 1.1: Policy for quality assurance is **met**.

Standard 1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications' framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Findings

2.1 IFTM has a clear process in place for its design and approval of programmes, which is largely determined by government regulations in Macao due to its public institution status, including the Higher Education Regime of the Macao SAR Government, Macao SAR Government's Administrative Regulation No 17/2018 (Higher Education Quality Evaluation System), Administrative Regulation No 18/2018 (Statute of Higher Education) (0005) and Administrative Regulation No 19/2018 (Regime of Credit System in Higher Education). Furthermore, the Education and Youth Development Bureau (DSEDJ) of the government and the Office of the Secretary for Social Affairs and Culture serve as gatekeepers to ensure that the process of programme design and approval is following all legal requirements.

2.2 Within IFTM, the regular programme development, management, monitoring and review are carried out under the provisions in the IFTM Charter and as per all applicable legal requirements and DSEDJ guidelines. The Curriculum Change Procedure Flow Chart articulates processes to be undertaken when introducing changes to IFTM's programmes. Any changes and new proposals on course design made by the Task Forces on the guidelines and regulations are submitted to the Pedagogic Council for discussion and approval. They are then presented to the Academic Council and then to IFTM's Standing Committee of Council, and Council, the highest organ within IFTM. The proposals will be further revised to address the various committees' recommendations. These procedures are effective to ensure the programmes reflect the educational philosophy and goals of IFTM. They also demonstrate that IFTM has a formal institutional approval process for its programmes.

2.3 IFTM's design and approval process is appropriate because it addresses the regular curriculum review requirements under the Higher Education Law of Macao SAR and follows other relevant regulations to regulate its programmes. Its approach is credible because they start with well defined goals for the review and revision process. The new programme design and approval, development and revision process of eight bachelor's programmes are clear examples demonstrating IFTM's extensive engagement with collection and analysis of data from diverse sources such as current students, alumni, local and international subject experts, and industry partners, stakeholder consultations, benchmarking with leading programmes from around the world, and several rounds of revisions of the initial curriculum drafts. Such a detailed consultation process is clearly documented in the appendices of curriculum review reports. The comments from the relevant primary organs at IFTM are evidenced in the related meeting minutes. Their comments and the order of their consultation are consistent with their primary responsibilities and function. It is consistent with IFTM's continuous effort to enhance the quality of its academic programmes and follows the newly approved IFTM Charter and its new organisational structure.

2.4 From what has been discussed above, the review team commends IFTM's comprehensive, systematic, international consideration in programme design and

development that aligns with the institution's educational philosophy and educational goals as a feature of **good practice**.

2.5 IFTM followed the Outcome-Based Education (OBE) approach to align course outcomes with programme outcomes and ensure that progressive academic standards, competencies, and expectations across the study duration are met. All the degree programmes at both undergraduate and postgraduate levels have clearly defined programme intended learning outcomes (see undergraduate and postgraduate programme examples).

2.6 Since Macao did not have its qualification framework while developing the Programme Learning Outcomes (PLOs), references to the Higher Education Qualifications Framework of Australia and Hong Kong were made when IFTM developed and revised its eight bachelor programmes, the UK Qualification Framework was consulted to develop its new PGDip/MSc in Smart Technologies in Hospitality and Tourism, other postgraduate programmes followed Australian Higher Education Qualifications Framework. The adopted approach to develop the Programme Intended Learning Outcomes (PILOs) and associated Course Intended Learning Outcomes is efficient because the qualification frameworks of Australia, Hong Kong and the UK use an outcome-based approach to develop their learning outcomes. These qualification frameworks enable IFTM to identify a broad and advanced knowledge base, prepare students to develop skills and attitudes for the future labour market, and help students identify and implement personal development activities and prepare them to be active citizens. Hence, IFTM programmes reflect four major purposes of higher education set by the Council of Europe.

2.7 After the approval from DSEDJ is received, IFTM engages an External Quality Assurance Agency to conduct the accreditation evaluation of the concerned programme, which follows the latest DSEDJ guidelines on accreditation of higher education programmes. External monitoring and review of the programmes are carried out as a part of the UNWTO's TedQual Certification programme. Engaging QAA to do the review and further review of the programmes in relation to the UNWTO's TedQual Certification demonstrates that IFTM follows the latest regulations set by DESDJ, and benefits IFTM from external expertise and reference points to make their programmes robust. Meeting with the Head of the institute and the senior staff also confirmed to the team that IFTM has used QAA from the UK and TedQual from UNWTO for external quality assurance purposes, academic standards, competencies, and therefore expectations across the study duration are met.

2.8 IFTM's e-Services platform enables programme coordinators to upload educational goals that subject conveners could then use to align the learning outcomes and related assessment tasks of their respective courses. For bachelor's programmes, the learning outcomes of all the courses are mapped against the ILOs. The course mappings in the available evidence are consistent in which the lower level courses generally focus on comprehension, the mid level courses focus on application, and higher level courses focus on mastery of the subjects by focusing more on analysis, synthesis, and evaluation. Furthermore, the connections between the courses are also indicated in the related bachelor's programme maps. These arrangements are effective to help students understand relationships among different modules and how different courses will help them achieve different programme learning outcomes. IFTM has a range of postgraduate programmes, and general curriculum information of these programmes is included in the admission brochure and the course descriptions. These documents provide postgraduate students with clear information about different postgraduate programmes and relationships among different themes and associated courses.

2.9 The student handbooks for postgraduate programmes and undergraduate programmes are considered as programme handbooks at IFTM. These student handbooks

are used as an information directory to answer the questions students may have during the studies, and they provide limited information of the individual programmes. There are other handbooks for master's level (MSc Dissertation Handbook) and PhD level (PhD Thesis Handbook). However, they are directly related to the project modules of the programmes instead of an introduction to the programmes. Meeting with students and alumni indicates that they know where to find their programme details on Moodle which is consistent with the location of different programme information shared by the senior staff and academic staff. Overall, IFTM's programmes are designed and shared to enable smooth student progression.

2.10 However, available course outlines reveal that the application of the course mappings is suboptimal as some course outlines do provide the course mappings but others do not. The inconsistencies exist in both STM and SHM. Furthermore, many courses use 'Competencies to reach' instead of intended learning outcomes. Some course outlines include neither 'Competencies to reach' nor intended learning outcomes (for example, module HCUL412, MKTG216, MGT1002, HOSP502). No course mapping against the PILOs is included in any submitted postgraduate course outlines although such mappings do exist at postgraduate level at IFTM as shown in other evidence in relation to the postgraduate programmes. IFTM has TedQual accreditation.

2.11 Several course outlines indicate their relations to different articles of Global Code of Ethics for Tourism (GCET) (for example, HCUL113, PTCM134, MIC212, MGT1002, TSMT112) but most of the available course outlines have not indicated such relations. Meeting with the senior staff indicates that IFTM has a course outline template. However, available evidence reveals such template is in relation to its course outline content requirements for its Moodle. Even on the Moodle site, the submitted course outlines are inconsistent in using intended learning outcomes. No course mapping is provided. However, the Head of the Institution clearly recognised IFTM's weakness in outcome-based learning practice at course levels and emphasised future actions to improve such practice.

2.12 In consideration of available written and oral evidence above, the review team **recommends** that IFTM implement a consistent approach to develop its course outlines not only for those published on Moodle but also those issued to students that includes, for example, the course name, code, and credits, intended learning outcomes, teaching and learning delivery, key references, and mapping against the Global Code of Ethics for Tourism (GCET). Such a template needs to demonstrate clear relationships between course intended learning outcomes and programme intended learning outcomes.

2.13 IFTM's programmes at different levels define the expected student workload. For instance, the revised curriculum documents provide clear details on credits for different courses at different years and required credits to gain the related bachelor's degree qualifications and the new postgraduate programme. The structure of the postgraduate diplomas and Master of Science degrees is clearly explained in relation to module titles and associated credits in the available general curriculum information. Furthermore, MSc IHM programme document explains choices from different themes to complete the course. Together they provide sufficient information to indicate that these postgraduate programmes are designed with a clear workload for the students, and they enable smooth student progression in knowledge understanding and skill development of its students to complete their final projects.

2.14 All IFTM undergraduate students must complete a six-month internship either locally or outside Macao in the third year which follows on from a practicum experience in industry during the first year of their programmes. The IFTM Internship Policy is the primary guiding document for all matters related to the internship. The Pedagogic Council's Practicum and Internship Subcommittee reviews the placement list periodically, updates it as

necessary, and submits recommendations to the Pedagogic Council for further deliberation. The guidance set out in the Internship Policies and Guidelines is detailed and wide-ranging which covers various aspects of IFTM's approach to the management and monitoring of internship opportunities. The policy is complemented by the Proposed Internship Placement Form, which places emphasis on the student to secure their own internship, but with 'back-up' support from IFTM if required. There are no placement opportunities at postgraduate level.

2.15 Based on the available evidence, the review team concludes IFTM's processes for the design and approval of programmes, involving an impressive range of stakeholders, are sound. Although its implementation of the course mappings is suboptimal, IFTM has clear intention to improve its practice in future. Therefore, overall, Standard 1.2: Design and approval of programmes is **met**.

Standard 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Findings

3.1 Two schools (STM and SHM) at IFTM run higher education programmes ranging from industry qualifications, bachelor's degree programmes, to postgraduate diploma and master's degree programmes. It also has one doctoral programme. Chinese and English are the two mediums of instruction for its programmes.

3.2 To achieve its internationalisation mission, IFTM uses English as the medium of instruction for all its higher education programmes, three Chinese programmes are also offered in the evenings. IFTM's efforts to achieve its internationalisation mission are detailed in its quality of faculty members, curriculum design and extra English support.

3.3 Except for the non-English language teaching staff, all teaching staff needed to demonstrate their language proficiency during the recruitment interviews in which they were required to make a mock teaching demonstration in English. Moreover, all of them have obtained higher education degrees in English medium institutions.

3.4 All courses in English programmes are offered in English except for the Mandarin and Portuguese language courses. All students must attend four compulsory English courses as part of the curriculum, including taking one extra elective English course. In addition, to provide students with extra support to improve their English language capacity, the English Centres on both campuses offer a range of support services (for example, special topic workshops and seminars, individual tutorials and focus forum services) and the services benefit many students. Students can sign up through the English Centre Moodle page, and each Friday after 17.00, the sessions for the next week are made available for students to sign up. There is no limit to the number of sessions a student can sign up for throughout the academic year. Faculty are encouraged to refer students they feel could benefit from additional practice with English. In consideration of the available evidence, the review team commends IFTM's efforts to achieve the internationalisation mission are comprehensive, and actively promote student-centred learning, as a feature of **good practice**.

3.5 IFTM's e-Services platform enables programme coordinators to upload educational goals that subject conveners can then use to align the learning outcomes and related assessment tasks of their respective courses, thus producing an overall mapping of how the course offerings provide students with multiple opportunities over the four years of their bachelor's study and at different levels (introductory, application and mastery) to attain the educational goals. Bloom's Taxonomy is adopted to guide the teaching and learning strategies of IFTM degree programmes and also the postgraduate programmes. Furthermore, IFTM organised a series of training workshops for faculty members to guide them to develop suitable ILOs.

3.6 Faculty members adopt various teaching strategies and methods to facilitate student learning including lectures, presentations, class discussions and case studies as shown in the available course outlines. Practical courses are organised in a kitchen or heritage documentation lab. In IFTM, there are courses that bring local stakeholders to collaborate in projects to allow students to apply their learning in real-life situations to generate mutual benefits (for example, the Heritage Interpretation and Cultural Mapping. Local and international field study trips are also organised for the students in certain degree

programmes to practise in-class learning with hands-on experience, problem-solving or issue identification scenarios with assistance from locally guided tours.

3.7 A subject convener is assigned when different faculty members teach a course. Subject conveners liaise with faculty members of the same course to discuss and ensure that the course content delivered is of the same quality standard and the same assessment methods are consistent between the classes. The subject conveners and the regents review this teaching methodology regularly to ensure engagement with industry best practices and innovations.

3.8 The practical, off-campus elements of IFTM bachelor's programmes allow students to apply what they learn in the classroom to real-work settings. The degree students complete their practicums at the end of the 1st year and a six-month internship training (either locally or outside Macao) in their programme's 3rd year, respectively.

3.9 IFTM students are informed of practicum requirements through IFTM's Practicum briefing session, Practicum exemption briefing session and regular portal and email announcements. The students are also clearly informed of the location, office hours and contact methods of the Practicum and Internship Office. All internship information is disseminated through Moodle announcements, emails and specially arranged briefing sessions. The internship briefing slides are detailed and cover all aspects of the internship process from the perspective of the student and are clear and comprehensive enabling students to gain a full overview of the process, including their responsibilities.

3.10 IFTM's students and alumni confirmed that they had a wide range of practical experience whether such experience was gained inside or outside the University through practical workshops, simulation labs, field visits and internship experience. They emphasised the benefits of their internships to their understanding of the industry and employment. They appreciated different support which they received from IFTM before and during the internships. The review team commends IFTM's extensive opportunities and support that the students receive in practicum and internships to develop their knowledge of the industry, as a feature of **good practice**.

3.11 Local and international internships are one of the key features of IFTM's bachelor programmes. To undertake an internship, students must submit a form completed by an external internship provider as its consent to accept the students as an intern. Mid-term reviews in the form of internship visits are conducted to monitor internship progress. An Internship e-Logbook is required to be completed by the internship providers, which also serves as a tool to monitor students' engagement in the internship. During the student internship, IFTM academic teams organise site visits to the internship placements to monitor the progress of students' internships and consult the supervisors and their organisations on the performance. Both the students' and supervisors' feedback are collected for continued improvement of the internship programme and placement arrangements. As mentioned in Standard 1.2, the Internship Policies and Guidelines underpin IFTM's approach to managing internship partnerships which are regularly reviewed and updated as necessary.

3.12 The Internship e-Logbook User Guide for Students offers detailed guidance for the student regarding how they document their progress through the placement, including the required tasks that are to be undertaken by them and their supervisor. This is supported by relevant content in the guidelines, which also details how the internships are assessed. The internship is credit-bearing with a letter grade, and 70% of the student's internship score is based on evaluation by the internship provider. A user guide is available for those offering internships. The user guides for internships are clearly structured and set out in detail step-by-step how the relevant online system is accessed.

3.13 In consideration of the important role that the internship providers play in the facilitation and assessment of student learning (that is, 70%, Internship Performance, Score given by the IP on the Final Evaluation Form), the review team formed the view that documentation should be adopted which would set out more clearly the relationship between, and associated responsibilities of, the Institute, the internship provider, and the student. The employers who are also internship providers confirmed at the meeting with the team that they sign an internship agreement with both IFTM and the student.

3.14 IFTM programmes include some one-semester outbound exchange programmes. These outbound exchange programmes cover many countries including Australia, Canada, France, Germany, Japan, Malaysia, the Netherlands, Switzerland, the UK and the USA. Students are apprised of the exchange programme through various channels, including at induction, through briefing sessions, and a dedicated portal. Operating procedures and guidelines for outbound exchange programmes provide a detailed explanation of the process of how IFTM deals with the students who are interested in outbound exchanges and how IFTM facilitates student needs for outbound exchange. Subject conveners/lecturers will be consulted to seek pre-approval of course exemptions in relation to their course intended learning outcomes based on their course outlines. This process is also confirmed by the academic staff during the meeting. Other evidence (for example, email to outgoing exchange students, regular contact with the outgoing exchange students) also demonstrates IFTM's support for outbound exchanges.

3.15 Each school has a Pedagogical Council which oversees teaching, learning and assessment activity, it holds monthly meetings including two student representatives. The monthly Pedagogic Council meetings provide a platform for student representatives of different programmes and cohorts to express comments or raise concerns about learning experiences and the quality of campus life. It also ensures that issues that arise are discussed promptly, and any necessary actions are implemented without delay.

3.16 The submitted meeting agenda minutes clearly reflect the functions of the Pedagogical Councils and the active engagement of different members including directors of the schools, programme coordinators, faculty members and student reps. Such regular activities demonstrate IFTM respects and attends to the diversity of the students and their needs. Furthermore, they demonstrate that IFTM takes regular actions to address teaching-related matters in the delivery of pedagogical methods. The student reps fully understood their responsibilities at Pedagogical Council and provided different examples of how they represent their classes. The active engagement of the different members as shown in the related minutes is a clear example that IFTM promotes mutual respect within the learner-teacher relationship. The review team commends the monthly meetings of the Pedagogic Council, which facilitate agile responses to student feedback on learning, teaching and assessment, as a feature of **good practice**.

3.17 Comments and satisfaction of students on programmes and services at IFTM are collected and the students are informed through the student handbooks. The Pedagogic Affairs Department holds meetings with students during each semester and the Global Affairs Team regularly collects feedback from exchange students about the efficiency of exchange programme organisation, and the effectiveness of the study abroad experience as well as overall exchange efficacy. Student Counsellors attend to students who have issues with studies or personal affairs. Moreover, the course evaluation forms are distributed at the end of every course on which students rate items pertaining to teaching effectiveness and teaching methods, and provide qualitative comments on the quality of learning and teaching. An annual Services Satisfaction Survey measures student satisfaction with services provided by various units and departments. IFTM also has a Smart Suggestion Scheme which aims to encourage students to contribute constructive suggestions for improving IFTM in all aspects.

3.18 IFTM has guidelines for the handling procedure of suggestions, complaints and objections and the contents of the guidelines are mainly excerpted from Mechanisms for Handling Suggestions, Complaints and Objections, issued by the Public Administration and Civil Service Bureau. The employee handbook and new staff information webpage and new staff orientation indicate that the staff are made aware of different internal regulations. IFTM's report of received suggestions, complaints and objections and the email communication between the student and programme coordinator provide excellent examples of how IFTM summarises, analyses and processes suggestions, complaints and objections from the students. They also reveal how IFTM takes on board the students' feedback to adjust the teaching and support activities to better support the students' needs.

3.19 Assessment information of each course is provided in course outlines. The assessment types for individual courses vary between courses and programmes. Due to various COVID-19 pandemic restrictions, many of the planned academic activities needed to be adjusted from time to time. Lecturers of different courses define their own evaluation components according to the nature of their courses. The 'exam format' part is added to the online eServices course outlines. A wide range of assessment methods is used to assess students' performance. The tourism event management programme has practical elements which students need to plan and organise different live events. In some programmes, students work with industry on defined projects for businesses.

3.20 The application of different assessment methods to assess the students demonstrates that IFTM staff are familiar with existing testing and examination methods. Meeting with the students and alumni reveals that they know where and how to find their assessment information (types of assessments and assessment/marking criteria). Both the students/alumni and the academic staff confirmed that such assessment information is published in advance. Moreover, IFTM provides a series of in-house training to support the staff to map assessments in relation to the learning outcomes and develop their assessing skills and the academic staff also confirmed such training opportunities.

3.21 However, the academic staff demonstrate an unclear and inconsistent understanding of formative assessment. They also have inconsistent awareness of appeal procedures and they referred to the student handbook as their channel to gain information on appeal procedures and other assessment related information. The senior staff confirmed that there was no specific duration for the staff to return their feedback as IFTM expects the staff to return their feedback as soon as possible. Although IFTM has different procedures in dealing with different assessment practices, there is no overarching policy to guide the students and staff in relation to assessment. In consideration of the above observation, therefore, the review team **recommends** that IFTM develop an overarching assessment policy including extenuating circumstances, types of assessment (formative/summative), assessment designs in relation to ILOs, assessment submission, moderation, feedback, academic dishonesty, and appeal procedures. Such policy should be accessible to students and faculty to use as a reference point to understand and support the assessment process.

3.22 Programme coordinators upload the educational goals of the programme to the eServices platform to enable subject conveners to align the learning outcomes and related assessment tasks of their courses. Quality Assurance and Course Evaluation System (QUACES) step 3 Course outcomes and assessment methods and Step 4 Micro Evaluation by Course Conveners provide guidance on how to develop assessments in relation to CLOs/PLOs. Uploading the educational goals is effective because sharing the PILOs among the subject conveners to generate an overall course mapping with the PILOs will guide the subject conveners to ensure consistency in course outlines, content, assessment components and grading criteria, and guide lecturers to teach and assess their respective courses in line with the PILOs. Hence, this will allow students to demonstrate the extent to which the intended learning outcomes have been achieved.

3.23 However, assessment details in the submitted course outlines vary significantly:

- What to include in the course outline is different: for instance, THES413 Guidelines provides extensive details of assessment arrangement, procedures and regulations for industry projects, and the assessment criteria; course outlines of Principles of Conservation and Seminar in Heritage Management provide details of assessment methods, percentages, assessment criteria, the mapping against the ILOs and deadlines; course outlines of Special Interest Tourism and Tourism Planning and Development only provide assessment components and related weightings but nothing else. Furthermore, some course outlines mention how different assessment elements are mapped against course ILOs (for example, module HMG214, MGMT423, CHM1002, HERT212) but many courses in STM and SHM do not include such mapping. For postgraduate programmes, no assessment mapping in relation to the course ILOs is included.
- Among the submitted course outlines, no course outlines mention formative assessments.
- The provider's approach to plagiarism and cheating is clearly explained to the students in THES413 Guidelines regarding handling THES413 irregularities. Some courses (for example, MGMT505, HCUL412) also provide a brief explanation of Dishonest Acts/dishonesty, but most of the submitted course outlines do not mention dishonest acts.

3.24 The meeting with senior staff reveals that there is a course outline template, and it is applied on Moodle. The assessment information for the courses on Moodle is consistently presented. Feedback for different courses of different programmes and samples of assessment documents demonstrate that feedback sheets are used by the staff to provide comments to all the students. The feedback sheets are consistent with the marking criteria listed in the relevant course outlines. Hence, it can be concluded that assessment is consistent and fairly applied to all the students, carried out in accordance with the stated procedures.

3.25 However, even on Moodle, there is no clear indication of assessment mapping in relation to the learning outcomes. The meeting with the students/alumni reveals that the students and alumni were unsure how their assessments were directly related to different CLOs and PLOs. In relation to formative assessments, the students could provide different examples of how different staff guide and provide advice to develop their assessments and improve their practice even though some of them were unclear about what formative assessments were.

3.26 In consideration of the inconsistent practice and the student feedback, the review team **recommends** that IFTM publicise the clear nature of assessments (formative vs summative), and adopt a consistent approach to prepare assessment briefs for all the courses on the Moodle and offline to include key information in the course outlines (for example, mapping individual assessment in relation to the course's learning outcomes, assessment components, weighting, assessment requirements and marking criteria, and dishonest acts).

3.27 IFTM has begun implementing moderation processes throughout the Institute on its courses and it has been implemented in Year 1 and Year 2 English Courses (ENGL111, ENGL112, ENGL211, ENGL212 general requirement for all students), which involve calibration training for all assessors in advance of internal cross-marking and blind-marking procedures (usually of one spoken and one written assignment per semester). THES413 is only selected for external moderation within the degree programmes. To ensure assessment marking policies are consistently applied across all programmes and in all courses, grade

statistics reports are prepared at the end of every semester. The reports are reviewed by all faculty members first and then by the Pedagogic Council.

3.28 Currently, internal moderation is solely on final examination papers and their grading. However, each module has several assessment components and the final examination has less than 40% weight in the submitted courses. Available evidence indicates thorough internal moderation has been applied to the selected English courses. Detailed external moderation reports reveal that the IFTM undertook a comprehensive analysis of external experts' marks and comments and generated a detailed report. The findings will also be presented in a seminar format. THES413 External Moderation and Follow-up Procedures reflects the comments from the external experts and indicates IFTM's willingness to address relevant issues to improve its practice. However, only one module - THES413 - at bachelor's level is truly externally moderated by experts from outside the Institute.

3.29 For postgraduate programmes MSc dissertation, two faculty members (doctorate degree holder and Assistant Professor or above) sit on the exam panel, together with the dissertation supervisor. Furthermore, internationally reputed scholars are involved in co-developing and co-teaching, as well as co-assessing the students, examples include module TSMT501, TSMT502, TSMT503. However, internal and external moderation practices are not the norm for all postgraduate courses. For doctoral theses, both internal and external members (doctorate degree holder and Assistant Professor or above) sit on the exam panel both at the interim and final stage. During the meeting with the senior staff, the review team was informed that IFTM currently only undertakes moderation for undergraduate programmes. Moderation exercises were not fully applied to the postgraduate programmes but the Institute would try in the future and have a plan to expand moderation to the postgraduate level.

3.30 In consideration of the above analysis of submitted evidence and the response from the senior staff, in relation to moderation practice at IFTM for internal moderation, the review team **recommends** that IFTM provide a clear process guideline and relevant template to guide and train teaching staff to expand its internal moderation process to different assessments of all the courses at both undergraduate and postgraduate levels. As for external moderation, the review team **recommends** that IFTM extend its engagement with external expertise to ensure parity of expectations of students, assessment tasks, marking criteria and feedback across all the courses at both undergraduate and postgraduate levels.

3.31 Student handbooks provide extensive details of evaluation and assessment regulations for students to follow. Eight types of extenuating circumstances are clearly explained to the students. If the students have any other extenuating circumstance which is not included, they can report and get a decision from the registrar. Meeting with the students reveals that the students know where to find the procedures and share the experience with their classmates.

3.32 IFTM has appeal procedures for students to verify and appeal for their marks after they are released. Its students are made aware of these procedures through relevant student handbooks. The appeal procedures for Thesis/Project are explained in THES413 guidelines. The appeal procedures are clearly documented and communicated to the students through the student handbook. Submitted appeal cases demonstrate that the students do know and use the procedures. Meeting with the students and alumni also reveals their awareness of such procedures.

3.33 In consideration of the documentary evidence and discussion with different stakeholders of IFTM, although the review team identifies some issues in current practice (for example, inconsistent assessment briefs, lack of an overarching assessment policy, and

moderation process), IFTM demonstrates clear intentions and has plans to improve its practice. Using different teaching methods inside and outside the institution, and integrating theories with different industry practices, IFTM encourages the students to take an active role in creating the learning process, and its assessments also reflect their student-centred approach. The review team therefore concludes that overall Standard 1.3: Student-centred learning, teaching and assessment is **met**.

Standard 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle', for example student admission, progression, recognition and certification.

Findings

4.1 IFTM has a complex admission policy, with differentiation for the two mediums of studies at IFTM (Chinese/English), for undergraduate and postgraduate programmes, and for different potential candidates based on their previous education. IFTM based its admission policy and practices on the Higher Education Regime of Macao SAR and the government regulations concerning higher education in Macao. IFTM also adopted the Joint Admission Examination policy for the four participating institutions of the Macao Higher Education Institutions (JAE) which is in line with the national legal framework. This policy document set up clear procedures of admission for students with disabilities, offering them special examination conditions, for example extra time to fulfil the written examination, priority to enter the examination room, allowance with own auxiliary aids and so on. Both the head of the institution and the senior staff appreciate that the policy is fit for its intended purpose.

4.2 The Academic Council is responsible for establishing and reviewing the admission requirements for the programmes of IFTM, while the Admission and Registration Division - and the teams that function as its sub-units - is the main body responsible for the implementation of the admissions policies and is helped by the Postgraduate Office and the IT Department. The admission results are agreed by the Admission Panel and then approved by the School Director.

4.3 The admission panel consists of academic staff, a student representative, and a representative of the employers, thus reflecting the voices, needs and experiences of all relevant stakeholders. The review team identifies the involvement of various stakeholders in the admission process as a feature of **good practice**.

4.4 Admission for bachelor-level study programmes, for both Chinese and English mediums, is described within the Admission Policy for Undergraduate Programmes and offers several channels available to potential students (local and non-local applicants, mainland students with/without the National College Entrance Examination (Gaokao), Mainland applicants from high schools following International Curriculums etc), depending on their previous studies/experience: direct admission, direct interview or written examination. The most used pathway is through the JAE examination as approximately 35-40% of the students admitted to bachelor degree programmes in the last two academic years took this path. On the other hand, the least popular is the pathway for Mainland China applicants studying international curriculum as only four students were admitted through this channel in the last two academic years.

4.5 The modes of calculating the admission averages are described in detail both in the Admission Policy and on the website. They are computed per Internal Logistics for Admission Assessment for Postgraduate Programmes. Some bonuses are offered to potential candidates - applicants, in individuals or in groups, who have taken part in inter-school, regional or international tournaments if they achieved high results/performances.

4.6 Some adjustments have been made for students during the COVID-19 pandemic and the institution provided proof of the emails sent to communicate these changes to potential students.

4.7 For master's degree level programmes and postgraduate programmes, candidates are required to have graduated at a bachelor degree level, prove their English proficiency and present two reference letters.

4.8 For PhD programmes, IFTM has a procedure that includes online applications of potential candidates who are required to provide a research proposal and proof of English language competencies. PhD programmes are for three years, while a student can take up to six years to finish their studies.

4.9 There are several tools to ensure effective implementation of the admission policy by the staff involved in admissions: guidelines for conducting the interviews; descriptors for English proficiency; scripts for uniform handling of each interviewee; evaluation forms for individual and group interviews; and team briefings to inform the team members about the changes registered by the admission procedures. Some examples of very specific system operative procedures deal with: Handling Examination Paper, selection of applicants, handling admission interviews, interview evaluation forms. Moreover, there are some internal logistic documents for the admission assessment for bachelor's degree programmes, for Postgraduate Diploma and master's degree programmes and for PhDs. The admission record proves the following of these procedures.

4.10 The Admission and Registration Division - with its sub-units - evaluates and revises the admission procedures annually, based on the previous year's experience and correlates them with the governmental requirements. IFTM should continue its efforts to monitor and evaluate the policy and procedures for admission, to constantly ensure their fitness for purpose, and the consistency and transparency of their implementation.

4.11 IFTM advertises widely its study programmes and admission procedures. Information about these can be found on the institutional website and is also communicated during open days and information campaigns in secondary schools in the area, from where potential students could come. All info about admissions is also included in the online prospectus, programme brochure, special websites and social media accounts. Students were satisfied with the access to information and mentioned that the Institute provided help for potential candidates including offering examples of questions that could be found in the admission written exam. IFTM uses both online and offline channels to communicate the details about the offered study programmes and admission procedures. IFTM has adopted an appeal procedure that can be used against the admission decisions.

4.12 IFTM has a recognition policy in place entitled 'Internal Logistics for Credit Exemption' adopted on 12 July 2021 in line with the regional/national legislation. Its provisions are consistent with the other documents referring to the admission procedures indicating that the institution meets expectations of recognising previous study periods (prior formal learning) and that there is a process in place for this. For example, admission is permitted for students currently studying in other HEIs (transfers from other HEIs) if some criteria are met, for instance, students have had English as a teaching language and a cumulative GPA of minimum 2.8 credits of the target curriculum accepting credit exemption. Some of the potential student transfers need to provide an 'offer letter issued by other HEIs within three academic years from the intake year they intend to apply for'. Moreover, recognition of prior formal learning or credit transfer is allowed only for a third of the total credits of the target curriculum accepting credit exemption. The review team **recommends** that IFTM should consider the revision of the recognition policy by reconsidering its title to better reflect its content and avoid confusion.

4.13 The recognition policy also regulates credit transfer and transfer between IFTM's study programmes or from other HEIs. Students who wish to transfer credits can do so by addressing a formal request to the Pedagogic Affairs Department along with relevant

supporting documentation - this procedure thus ensures the consistent application of the policy. There were 15 transfers to IFTM from other HEIs in the last two academic years as well as 28 within IFTM.

4.14 The credit exemption policy also refers to transfers between the programmes of the Institute - they are allowed in special conditions that include completing the practicum requirements and reimbursing any scholarship received.

4.15 The recognition policy outlines the procedures of recognition of studies done during mobility programmes. The recognition of studies focuses on comparing the contents of the courses, such as the course description and course topics, rather than using an ECTS-like system which would focus on the equivalence of learning outcomes and consider student workload rather than course content. IFTM could consider a revision of this policy having in mind the spirit of the Lisbon Convention that promoted flexibility of recognition 'unless substantial differences can be shown between the periods of study completed in another Party and the part of the higher education programme which they would replace in the Party in which recognition is sought' (Lisbon Convention, 1997). A revised version of the policy could focus less on course content analysis for recognition/transfer of credits in favour of allowing recognition based on the workload and similarities of learning outcomes. This way, the number of extra exams the students must take when they return from their mobility could decrease and thus determine a rise in the general interest in exchange programmes among students.

4.16 The recognition policy also frames the recognition of 'acquired professional experience and occupational training' is allowed in a limit of 20% of the total credits of the target curriculum accepting credit exemption.

4.17 From what has been discussed above, it is clear that IFTM has adopted a policy for recognition of prior formal learning, recognition of study mobilities and of practical experience and thus meets expectations in these areas. This policy regulates credit transfer and transfer between IFTM's study programmes or from other HEIs. There is no recognition of prior informal education described in the policy which could be considered in further development of the policy.

4.18 The institution organises, through the Pedagogic Affairs Department, a 'Welcoming Week' for new students. According to the SED, this takes place one week before the commencement of the academic year. This activity is meant to introduce students to different student services (support) offered by the Institute – such as library, student hostel and canteen, but also to help students enrol on the courses, apply for visas and so on. For the 2020-21 academic year, the activity was adapted to an online format to answer the needs of the COVID-19 pandemic, for example an induction day comprised of three online speeches and a very comprehensive schedule for the Welcoming Week of 2020-21. Students confirmed that the induction helped them get familiarised with the study atmosphere, helped them get to know their colleagues, and learn about the e-system, thus the induction programme meets its purpose and is effective.

4.19 The Pedagogic Affairs Department (PA) maintains academic records of every student in an electronic format. The data collected through the IT services refers to the enrolled courses, completed courses, grades obtained, and attendance. The collected data is discussed within the Pedagogic Council and then presented for approval in the Academic Council (especially if they determine a revision of the curriculum of the study programme).

4.20 The institution has procedures and tools for collecting and monitoring student progress, as data about attendance, grades and course completion is collected by the Pedagogic Affairs Department. Semestrial reports are being compiled and, based on

students' results, they can be directed to different support services like the English or Maths centre to prevent them from failing.

4.21 In order to graduate, students must pass all required courses by obtaining a grade of D or better - this corresponds to a grade point of at least one and a percentage of 50-52%. At the end of the studies, upon graduation, students receive a transcript which includes the letter grade referring to the thesis or project report, as well as the practicum grades and extracurricular activities. Graduation certificates are provided to those with first-class honours. Since 2015, IFTM graduates can apply for academic qualification recognition by the Technical and Scientific Council of the School of Tourism and Maritime Technology of the Polytechnic Institute of Leiria (IPL), Portugal.

4.22 The graduation documentation does not include the achieved learning outcomes, nor the gained qualifications. However, IFTM indicated that it is working on promoting learning outcomes more, both among students by including them in the course outlines, and publishing them on the website, which is publicly available for all students.

4.23 Though information about learning outcomes and qualifications linked with the programme is available to students in different places (such as the student handbook), they should be available also in the documentation handed to the student upon graduation. Therefore, the review team **recommends** IFTM to consider potential options to explain the gained qualifications to students including the reached learning outcomes and the context, level, content, and status of the studies that were pursued. This could help graduates inform potentially interested third parties, such as employers, about their qualifications.

4.24 The review team concludes that admission processes, the practices of recognising prior learning and the arrangements for graduation are aligned with the requirements of standard 1.4 in terms of policy development. Although the review team has made some recommendations, none prevents the standard from being met, nor poses a high risk to the institution. The review team therefore concludes that, overall, Standard 1.4: Student admission, progression, recognition and certification is **met**.

Standard 1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Findings

5.1 IFTM conducts periodic academic and training staff recruitment, and its recruitment and selection process is governed by the Higher Education Law and the Institute's Personnel Ordinance (477/99/M), which specifies different academic positions' entry requirements. The Ordinance also specifies the procedures of faculty recruitment and selection. The IFTM Academic and Training Staff Recruitment Guidelines serve to provide procedural clarifications and guidance only.

5.2 IFTM recruits qualified academic staff internationally by publishing recruitment advertisements on the different channels, for example Hong Kong and Macao newspapers, the IFTM website and the Global Hospitality Educators website. Submitted advertisements include job roles and responsibilities, teaching and experience requirements, welfare and benefits, nature of the contract, application procedures and selection methods. They comply with the law and follow IFTM internal procedures. Therefore, the review team concludes that the process for teaching staff recruitment at IFTM is clear and transparent as it complies with the government rule and has internal policy and procedures to guide the process.

5.3 The staff recruitment process is fair. This is because, following the Charter and the recruitment guideline for academic staff, the recruitment panel consists of the Vice-president or an appointed representative, the relevant regent, or programme coordinator, and one senior member of the relevant academic faculty team. In the case of recruiting professors, the recruitment panel consists of at least five members. Out of the five, IFTM invites three senior academics from other universities to ensure the successful candidate meets international standards in teaching, research, and service.

5.4 Regarding the conditions of employment, a range of selection criteria is specified as mentioned in paragraph 5.1. Teaching experience is particularly mentioned. Besides the interview, mock teaching is also required for candidates to demonstrate their teaching capabilities. The review team concludes, therefore, that conditions of employment at IFTM recognise the importance of teaching.

5.5 Qualifications and experience of IFTM's academic staff (lecturers, assistant professors, professors, instructors) for degree programmes and its continuing education programme were provided to the team. A review of the qualifications of the faculty members indicates that IFTM lecturers and above positions have master's or doctorate degrees, and its instructors have senior high school and above qualifications. In consideration of the years of teaching experience of IFTM faculty members, the majority of them have more than 10 years of teaching experience. Meeting with the students and alumni indicates that most of the students agree that their lecturers are qualified and experienced. If they do not think their lecturers are experienced and raised their concerns in the course evaluation or other channels, they provided examples of how quickly IFTM addressed teaching quality issues by replacing more suitable and experienced lecturers. The review team concludes, therefore, that the qualifications and experience of the faculty members are suitable for the range of programmes which IFTM delivers.

5.6 IFTM has adopted General Regime for Performance Evaluation of Public Administrations Workers as its new performance appraisal system for the academic staff of tourism and hotel schools since 2017. Currently, this system is only used in SCE. A review

of assessment components of General Regime for Performance Evaluation of Public Administrations Workers reveals that these assessment components are generic. Although they are related to the personal quality of faculty members, they are not directly different types of activities faculty members perform in higher education. During the meeting with the senior staff they emphasised that SCE does have an internal procedure to guide its staff for objective judgement. Subsequently, it has provided SCE teacher appraisal which clearly guides its faculty members to provide objective judgements in each component of General Regime for Performance Evaluation of Public Administrations Workers with concrete examples. Within those guidelines, professional development activities associated with continuous improvement are specified.

5.7 The Degree Programme Faculty Appraisal Form was approved by the then Technical and Scientific Council (CTC) in 2015 and revised and approved by the now Academic Council in May 2020 for the use of the academic year 2020-21 onwards at STM and SHM. This form provides standards to evaluate the annual performance of all faculty members of the degree programme offered by IFTM based on their professional performance in the areas of teaching, research, service, and other assigned duties. The score earned by a faculty under the appraisal reflects the annual evaluation of the faculty members' overall performance. The newly approved Faculty Appraisal Form provides appropriate and clear guidelines on how faculty can use the form accordingly. The results of these holistic assessments will be beneficial for the faculty members to identify their personal development needs and guide their personal development activities. Within the Appraisal Form, continuous improvement in teaching (Part 1, B) and research (Part 2, E) are emphasised and marks will be given if the teaching staff have undertaken relevant activities.

5.8 From what has been discussed above, the review team concludes that the internal procedures from SCE and the Faculty Appraisal Form for STM and SHM clearly demonstrate that IFTM does promote the professional development of teaching staff through formal appraisal procedures.

5.9 The Employee Handbook offers an introduction to IFTM, its internal regulations, salary and allowances, types of annual leaves and absences, emergency handling, and instruction on contract termination. A New Staff Information webpage and New Staff Orientation presentation are available to all new employees of IFTM.

5.10 IFTM has organised a range of in-house training workshops and they cover extensive topic areas including teaching and learning, and research which indicates that IFTM offers opportunities for and promotes the professional development of teaching staff. Some topics are very relevant to the faculty members in preparation for the adoption of outcome-based learning. Teaching innovation workshops are also regularly organised as shown in the list of training workshops held at IFTM for the last five years. Meeting with the senior staff and the academic staff revealed that co-teaching with distinguished visiting professors was also a good way for IFTM to adopt different teaching innovations and improve their teaching practice.

5.11 IFTM encourages the teaching staff to undertake teaching observations. However, currently such practice is voluntary. The senior staff at the meeting recognised the benefits of a formalised approach to undertake teaching observations among all the teaching staff and indicated future plans to use it to enhance teaching practice at IFTM.

5.12 During the COVID-19 pandemic, the senior staff and the teaching staff confirmed that a range of training workshops was organised, and related training guidelines were issued and shared in the staff portal to support the teaching staff to teach online and use different new technologies to sustain their students' interest. These examples indicate that IFTM encourages its faculty members to implement teaching innovation and adopt new

technologies. IFTM's training sessions in relation to research cover a range of statistical methods and software which are important to support the faculty members to develop necessary statistical skills and enable them to publish their work to a higher standard. Meeting with academic staff indicates that the teaching staff at IFTM are fully aware of different in-house training opportunities and they felt these training opportunities were useful to guide and support them for research enhancement.

5.13 IFTM established various grants (for example study grants, conference grants, research grants, training grants) and they are open for application with the aim to support faculty and staff development. To facilitate the applications of the various grants, it also prepares step-by-step guidelines to guide staff when filing applications for the various grants. The guidelines and application forms are included on IFTM Grants Items Intranet. These guidelines demonstrate IFTM's clear support for the development of its faculty members to take advantage of external opportunities to improve their teaching and research capabilities.

5.14 Meeting with the academic staff reveals that the teaching staff are fully aware of the range of grants and related application procedures. Even during the COVID period with a tight financial situation, the teaching staff did not think there were priorities in allocating the grants in relation to preferred subject areas or preferred activities whether they are teaching, research or others. They felt they were supported to undertake different professional development activities at IFTM.

5.15 All these in-house training opportunities and external grant support for teaching and research purposes demonstrate that IFTM encourages scholarly activities to strengthen the link between education and research. Its new Master of Science degree in Smart Technologies in Hospitality and Tourism and faculty research output and landscape are excellent testimonials to its success of staff development initiatives in its teaching innovation and research. The review team therefore commends IFTM's efforts to offer opportunities for and promote the professional development of faculty members as a feature of **good practice**.

5.16 Based on the analysis above, the review team concludes that IFTM provides a supportive environment that allows staff to carry out their teaching responsibilities effectively and fosters personal development. Scholarly activity is encouraged through various grants and formalised in clear guidelines to strengthen the link between research and teaching through annual faculty member appraisal. Hence, Standard 1.5: Teaching staff is **met**.

Standard 1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Findings

6.1 The IFTM venues include computer labs, student activity rooms, and library facilities that support the teaching and learning processes, and they are also available for students to use to plan group discussions/meetings to fulfil their programme requirements. The campus is completed with a wide range of good quality resources to support teaching, learning, research and practice, for example an educational hotel and an educational restaurant, which both give students the opportunity of real-life simulations during their study programmes. They are all adequate and appropriate with the current needs of IFTM and its students. Smart technology is used in teaching and was particularly useful during the online teaching caused by the COVID-19 pandemic. Moodle and the rest of the online platforms of IFTM help students reach learning resources electronically.

6.2 Academic staff confirmed that the acquisition of new learning resources or equipment is not difficult. It depends on the budget of the institution - being a public HEI it depends on public funds allocation - but most of the time their requests are approved and in periods ranging from two weeks up to six months they receive the required resource. They confirmed students' quotas are fixed based on the teaching capacity including, for example, the number of cooking stations for the culinary-related programmes.

6.3 The facilities and learning resources were positively appreciated both by students and staff. Moreover, they are praised in the results of the external evaluations undergone by IFTM for obtaining accreditation from different professional bodies, for example the Excellence Award for 'Elite Educational and Culture Service and Brand' in MESA 2018 and the Educational Restaurant is recommended by the Michelin Guide Hong Kong and Macau 2019.

6.4 The review team was impressed by IFTM's focus on sustainability issues and the investment in a 'green campus' (www2.ift.edu.mo/greencampus/index.php/green-infrastructure). The site visit included a presentation of the waste management system implemented by IFTM as well as the aerial garden developed by IFTM with the involvement of students. The review team therefore commends the continuous efforts of IFTM to invest in modern, clean and technology-enhanced facilities and venues, as a feature of **good practice**. This not only provides an excellent environment for contextualised teaching delivery but also enhances the student experience.

6.5 IFTM supports the students' learning process with online tutorials, an English centre (which operates on both campuses), a Maths Centre and Information Technologies Services encouraging students to use these resources throughout the academic year.

6.6 There is a wide range of student support services offered by IFTM to all students. Measures are taken to ensure that student support is available to all students including international students, mature students, employed students and so on. For example, the services have open hours that extend to 19.30 for those students who study in the evening.

6.7 Among the student support services, the SED enumerates the Student Development and Counselling Team, the medical services, the information technology services, e-service among others. There is also an Alumni Association active within IFTM. Even though IFTM does not formally have a division entitled 'career centre', several sub-

units provided services related to a career centre in the form of open days for employers, feedback on CVs, support in finding an internship.

6.8 There is also an English Centre providing free support to students in the form of individual tutorials, topic-based seminars/workshops and focus forum services and a Maths Centre both offering 'focused support for students to enhance their communicative and statistical/analytical competence voluntarily throughout the academic year'. Moreover, there is an Information Technologies Division providing services to help students to use the IT infrastructure including the library system, the student platform, and the e-student system.

6.9 There are scholarships available to support student participation in student exchanges, including fellowships and grants for those students facing 'economic hardship', but also to reward student performance.

6.10 IFTM provides numerous internship opportunities in partnership with institutions around the region and the world. The institution declares that it collaborates with local stakeholders to allow the inclusion of students in common projects, where they can apply their theoretical knowledge to real-life situations. However 'It is the primary responsibility of students to search for, contact, and negotiate with their potential internship provider(s)' the details of the 6-month internship that all third-year students have to take. IFTM supports students both in finding the internship, as well as during the internship period maintaining a communication channel with the student, but also with the host organisation.

6.11 IFTM offers options for an international internship and overseas exchange opportunities - both semester-long mobilities and short-term exchanges - for its students, and it also offers incentives for international students to study at IFTM. IFTM supports students to identify these opportunities, but also during the mobility period, such as continuous contact with students during their mobilities to provide long-distance support.

6.12 The Student Affairs Division has provided proof of its activity in promoting these opportunities. The credit transfer policy covers the recognition procedures for the study periods along with the Administrative Regulation regarding the Regime of Credit System in HE. The latter mentions that credit obtained during mobility periods are recognised 'based on the principle of mutual recognition of the value of training and skills acquired' (article 20). However, credit transfer is allowed only for a part of the total credit of the targeted curriculum, which might be discouraging for potential participants in exchange programmes.

6.13 For incoming students, IFTM provides accommodation and access to the campus facilities (library, computer labs etc) and offers special attention to these students by the academic and administrative staff. IFTM organises interim chat meetings to find out about the way the exchange students are accommodated and progressing. There are surveys put in place by IFTM to check if the incoming exchange students are satisfied with the support they received during their mobility period from the institution.

6.14 IFTM implements a 'student-centred learning' process and provides a variety of learning experiences to the students teaching them to analyse problems and find solutions, in a diverse cultural context, thus engaging students in learning and solving community problems. The programme includes practical activities, off-the-campus practicums in the 1st year and a six-month internship in the 3rd year.

6.15 Some of the learning resources and student support considers the diverse student population. For example, the service of student counselling is designed to answer the needs of the students who face study difficulties, or have questions regarding their career development, further studies, or personal matters (mental health courses). The service also helps students in their endeavour of searching for a job or a paid internship. Moreover, the service facilitates the students' extracurricular activities including the activity

of the Student Union and other sub-clubs. Another example is the flexibility shown to make special arrangements for students with different disabilities, for example extending the time for solving quizzes /midterm/final examinations for students with reading difficulties or with ADHD.

6.16 Satisfaction surveys are used to check if students are happy with the student services. From student responses in the survey and in the meeting with the review team during the visit, it is clear that students are familiar with the student services and they confirmed using them.

6.17 The Pedagogic Council revises periodically the policies and procedures linked to the teaching and learning environment, considering the feedback of students. The feedback is collected through several methods such as annual satisfaction surveys, smart suggestion scheme e-comment boxes on the students' and staff portal, and suggestion boxes around the campus. As an example of student feedback taken into consideration, IFTM answered the student request to move the Research Methods course from the fourth year to the third year to better respond to their need to develop research skills in due time for the work on their final thesis. Moreover, proof of programme revision was provided. The quality of services is regularly audited internally by IFTM.

6.18 Although there is no specific policy for ensuring access to learning resources for students with disabilities, IFTM proved that it is proactive and ready to answer any signal from students needing a special kind of support to access them.

6.19 The hiring of the support and administrative staff of IFTM, which is a public institution, is done according to Law No 14/2009 of the Macao Special Administrative Region regarding the Career Regime for Personnel of Public Administration, along with its amendment from 2021. According to these documents, those applying for certain positions associated with 'civil servants' have to pass a civil servant exam and meet some specific qualifications requirements which vary depending on the position from primary education to higher education.

6.20 Since IFTM is unable to check the particular qualification of those hired for a specific job within the student support service, IFTM offers job training to its employees. Undergoing such training is optional but requested for career advancement.

6.21 The review team concludes that student support services and learning resources are aligned with the requirements of Standard 1.6 both in terms of policy development and consistent implementation of processes. The review team therefore concludes that Standard 1.6: Learning resources and student support is **met**.

Standard 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Findings

7.1 IFTM collects reliable data in different ways for informed decision-making and for knowing what is working well and what needs attention. All internal stakeholders are involved in providing comprehensive feedback to enhance quality in all areas:

- The Pedagogic Affairs Department meets every semester with each student group and receives effective feedback; students from schools can also join these meetings to discuss issues that are related to their study programmes.
- The Admission and Registration Division and the Student Affairs division organise effective meetings with inbound students every semester who are expressing their satisfaction on several matters, including extracurricular activities, campus life, exchange programme opportunities.
- The Pedagogic Affairs Department (PA) collects students' opinions and comments on their experience with their services.
- The curriculum review is communicated to students in an appropriate presentation of changes for enhancing teaching and learning.

7.2 IFTM conducts a comprehensive survey to evaluate the Pedagogic Affairs Department's performance in many areas: application for testimonials, application for the academic report, application for locker, application for replacement of student card, application for course description, application for checking examination results, application for deferral of study, application for resuming study, course application, student counselling service, enquiries on academic qualifications, posting of accredited acceptance letter issued by the Tertiary Education Services Office, verification of registration status of non-local students.

7.3 An anonymous survey is conducted for all IFTM public services, considering 10 service factors: staff members, environment, facilities, operational procedures, availability of service information, performance pledge programme, e-services, performance information, service information and overall information. Applicants provide feedback on how they felt about the promotional activities for student recruitment in a survey addressed to candidates for the bachelor and postgraduate programmes. Moreover, an employment survey is carried out by the alumni to provide details on their career path after graduation, with clear and effective questions. A career placement survey is also developed to understand the status of the graduates five months after graduation and the questionnaire is provided in both English and Chinese.

7.4 The effectiveness of the feedback is proven by the academic staff confirming that IFTM sends out the results of the surveys and providing an example that demonstrates this in the library renovation. The review team identified as a feature of **good practice** the proactive engagement of staff in the review mechanisms of the curriculum, with task forces and teams allocated for the review purposes, with a report at the end of each stage and specific conclusions and findings.

7.5 IFTM develops effective processes to collect and analyse information about study programmes and other activities which feed into the internal quality assurance system. The teaching assignment for all programmes under the two schools is effectively managed through the online Degree Programme Teaching Load (DPTL) system; it includes

information on course teachers, the teaching history of individual teachers, and names of subject conveners, which can be viewed by programme, academic year, course, and subject conveners.

7.6 Each student is required to complete a course evaluation form to give comments on the course and the lecturer concerned for each course he/she has completed in a semester. Moreover, the Smart Suggestion Scheme (3S) introduced in November 2013 to encourage students and staff to offer constructive suggestions for improving IFTM in various aspects is effectively used by staff and students. In July 2019, it revealed 59 suggestions, all of which have been implemented by IFTM.

7.7 At IFTM the annual Graduate Employment Survey collects comprehensive information about graduate employment and career development, as well as comments about the usefulness or practicality of the curriculum.

7.8 The information gathered is adequate to the type and the mission of IFTM. The institution has an interest in collecting information on key performance indicators: profile of the student population; student progression, for example on the internship programme through eLogbook which is also a learning tool; grade reports; students' satisfaction with their programmes; learning resources and student support available; and career paths of graduates. Comprehensive reports are elaborated based on the surveys and the data gathered; reports refer to the data gathered in the year of the data collection, for example in the reports on the students' satisfaction or career placement survey.

7.9 The review team **recommends** that IFTM considers a cross-year comparison in its services satisfaction surveys and other annual surveys so that IFTM can monitor performance and issues over time; this would help build up institutional knowledge and identify consistent progress-related issues.

7.10 Various methods of collecting information are used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities (taking actions). The Smart Suggestion Scheme (3S) has been introduced since 2013 to encourage students and staff to offer constructive suggestions for improving IFTM in various aspects. In July 2019, it accumulated 59 suggestions, all of which have been implemented by the Institute. 3S is dedicated to students to provide suggestions for improvements and a panel of five members rewards the ideas (good quality suggestions) with prizes.

7.11 Students at IFTM use the survey mechanisms to provide effective information and use a drop-box installed at the counters of the Pedagogic Affairs Department which is also effective to allow students to provide proper feedback, suggestions, complaints, and comments.

7.12 In addition, the data collected through regular surveys, curriculum development and revision process include extensive collection and analysis of data from diverse sources such as current students, alumni, local and international subject experts, and industry partners, stakeholder consultations, benchmarking with leading programmes from around the world, and several rounds of revisions of the initial curriculum drafts.

7.13 The review team concludes that Standard 1.7: Information management is **met**, as IFTM implements appropriate processes to collect reliable data and analyses information about study programmes and other activities, which effectively integrate into the internal quality assurance system.

Standard 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Findings

8.1 The institution's website includes information regarding:

- IFTM's mission (www.iftm.edu.mo/about-ift/mission-statement - that includes an enumeration of IFTMs' values)
- annual reports up to 2019-2020 (www.iftm.edu.mo/about-ift/annual-report)
- organisational structure and leadership (www.iftm.edu.mo/about-ift/iftm-council and www.iftm.edu.mo/about-ift/org-law-general-rules-of-iftm-staff)
- campuses (www.iftm.edu.mo/about-ift/our-campus/access-to-ift) and facilities (www.iftm.edu.mo/teaching-learning/facilities)
- some internal regulations (www.iftm.edu.mo/teaching-learning/higher-education-scheme-with-ancillary-administrative-regulations) including Quality Assurance Policy (www.iftm.edu.mo/about-ift/quality-assurance-policy)
- programmes (www.iftm.edu.mo/teaching-learning/programmes)
- the selection criteria for these programmes (www.iftm.edu.mo/admission/en/home/index.html)
- the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, and so on.

Some of the information is presented on the institution's social media accounts in English and Chinese.

8.2 The information published meets the expectations for informing several stakeholder categories for which the website has specific sub-pages dedicated to:

- Potential candidates/students are informed about the programme's content, admission requirements, taxes, rules and regulations of the institution, scholarships, student hostel etc (www.iftm.edu.mo/student/prospective-students).
- The current students have multiple ways to get informed about the student services and facilities: website, student handbook, orientation events, periodical institutional emails and student portal etc. However, their rights and responsibilities, as they derive from internal rules and regulations should be presented in an easily accessible place, along with the internal policies. They should be available at least in Chinese and English and optional in Portuguese. The website provides them with information about the online platforms used by IFTM, the student hostel, student services including counselling, student union etc (www.iftm.edu.mo/student/current-students).
- Staff have access, through IFTM's website, to the online portals dedicated to them (Staff Portal, Student information eServices, Short Courses eServices, Moodle, Webmail, Venue Booking), (www.iftm.edu.mo/student/current-students) but they can also benefit from the rest of the information published on the general sections of the website.

- Potential international partners are informed about the IFTM Tourism Research Centre (<http://itrc.iftm.edu.mo/>) and the research results of those affiliated with the institution as well as current global partners of IFTM (www.iftm.edu.mo/global-network/global-partners-new)
- Potential employers of the graduates can find out about the curriculum of the programmes and the possibility of becoming partners with IFTM for the organisation of internships. During the online meeting they mentioned that they appreciate that on the website they find information about open campus days and courses offered by IFTM that they can access for their employees. Plus there is a graduate verification option available to them. (www.iftm.edu.mo/partners/graduate-verification)
- Graduates can find out about job opportunities (www.iftm.edu.mo/alumni/en/jobs_submit.aspx) and other opportunities for alumni (www.iftm.edu.mo/alumni/en/jobs_submit.aspx), as well as about the activities dedicated to the alumni community (there is a special in-built portal for them www.iftm.edu.mo/alumni/en/).
- The General public can find out about the news of IFTM from the media section of the website (for example, www2.ift.edu.mo/25th/).

8.3 Social media channels have been widely used for communication with students. Information published through Facebook, Instagram and LinkedIn are all dual-language, information through WeChat, Weibo, Bilibili and Youku is Chinese only, and YouTube has a mixture of English and Chinese materials.

8.4 However, it is not clear what the policy is for language used on social media, how to coordinate information across all platforms in different languages, and whether there are defined, targeted audiences for each platform and any adjustments required. To make sure consistent information has been disseminated to all students and applicants through multiple channels with multiple languages, it would be good policy to have a central information release point, and a policy to make sure that information is consistent across the whole institution. The review team therefore **recommends** formalising communication policy and procedure to ensure information dissemination through multiple channels is consistent, up-to-date, accurate and meets the intended audience's needs.

8.5 Each department is responsible for publishing and revising information monthly, and the IT department sends periodical reminders to everyone. IFTM keeps a clear list outlining key persons who are responsible for editing and approving each part of the website content.

8.6 However, there is some information still missing from the website, or they are not easily accessible enough to be found by the review team, for example all the rules and regulations, the strategy of the institution, the QA reports, pass rates, while some of the information is still not up to date (as an example the latest published annual report is from 2019-20). There is no policy regarding how IFTM monitors the publication of information and who is responsible for cross-checking the publication - especially with information about the same thing promoted through other channels or in several languages - to ensure consistency. Therefore, the review team **recommends** that IFTM develop a clear monitoring and evaluation procedure for the publication of information. The procedure should include the University's oversight of the publication, including mechanisms of cross-checking information to ensure information is consistent, up-to-date, accurate and meets the intended audience needs.

8.7 In conclusion, IFTM's website meets the expectation (www.iftm.edu.mo/admission/en/postgraduate_programmes/study-plan-and-course-description/index.html) regarding the provision of relevant, up-to-date and useful information

to a large variety of stakeholders: potential students, current students, graduates and the general public. It is generally easily accessible and organised in a logical easy-to-follow manner. Although more could be done to ensure the publication of information is transparent, easily accessible, consistent, up-to-date, and meets the intended audience needs, the review team concludes that overall Standard 1.8: Public information is **met**.

Standard 1.9 Ongoing monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Findings

9.1 To ensure the delivery of the programme is in accordance with the approved curriculum plan, continuous monitoring and periodic (both short-term and long-term) reviews of the programme are carried out by organs according to the IFTM Charter.

9.2 IFTM implements a reviewing process of programmes which includes the analysis of the objectives, the learning outcomes, a course mapping, all of which are clearly described in the specific policies. An example of an improvement suggested by students is the transfer of the thesis module from year 4 to year 3 of studies which helped students to achieve research skills earlier.

9.3 Different forms of feedback are effectively collected and used as a source of improvement, for example feedback on assessments for different modules and programmes, feedback for exchange students, after arrival and at the end of the semester.

9.4 All programme teams hold effective internal team meetings regularly to review and monitor the programme development and discuss relevant pedagogic matters. At the Institute level, the Council, which normally meets twice per academic year, is the highest body 'responsible for formulating and implementing IFTM's development policies'.

9.5 Analysed data on various aspects related to teaching and learning, resources, facilities, and IFTM activities are brought to discussion in the Pedagogic Council; these matters will then be presented to the Academic Council for approval. Therefore, improvement measures at the institutional level are then presented to the Council for approval. The findings suggest relevant measures to be formalised, for example a major revision of the Tourism Business Management programme in the following areas, which was made in Stage 2 of the curriculum revision process.

9.6 The information collected is analysed and the programmes are adapted to ensure that it is up-to-date according to the legal requirements. The role of the subject convener is clearly specified: he/she should liaise with faculty members of the same course to discuss and ensure that the course content delivered is of the same quality standard. The teaching load, including the subject convener list, will be circulated to Pedagogic Council every semester for comment, and then approved by the Academic Council.

9.7 The information for bachelor programmes is available on the institutional website. The information includes a programme overview, the structure and the curriculum details, internship programmes and exchange programmes. For the postgraduate programmes, the information is available at: www.iftm.edu.mo/teaching-learning/programmes and the information includes the programme description, highlights, and comprehensive details on modules and courses.

9.8 IFTM has several bodies that are involved in the programme quality cycle and the process of programme-related decisions. The decisions are made on a clearly stated rule of hierarchy defined in the institutional chart, with roles and responsibilities. Moreover, the

involvement of all academic communities in the quality cycle has been proved during the discussions with the stakeholders.

9.9 The President has the responsibility to formulate and approve internal rules for the implementation of internal regulations, especially in accordance with the provisions of the personnel system of IFTM and submit them to the Council for approval. The President revealed the importance of the institutional organs and staff to further develop outcome-based learning (programme learning goals) and to further develop the course outlines and objectives to ensure students achieve learning objectives in the end. Moreover, clear learning objectives will also support the assessment through students checking their development and demonstrating that goals have been achieved.

9.10 IFTM's highest body is the Council and its members include the President, one representative of the Academic Council, one of the Administrative Council, two directors of the academic units, one representative of the teaching staff and one of the research staff, directors and six related government departments, as well as eight to 10 individuals from related fields. To ensure a good representation of all stakeholders, the Council also consists of one representative of the Alumni Association and one of the Student Union.

9.11 The Council is responsible for formulating and implementing IFTM's development policies, reviewing proposals for revisions to the IFTM Charter and the personnel system and submitting them to the competent entity for formulation or approval. The Council is also responsible for approving the internal regulations of IFTM and publishing them internally or in the form of a notice in the Official Gazette of the Macao Special Administrative Region depending on whether such regulations produce internal effects or both international and external effects.

9.12 The Academic Council has powers and functions in advising on the programme development, including admission requirements and approval of the examination committee, and can establish special committees for specific matters. The activity of the Academic Council includes to:

- advise on IFTM's general directions and development plans
- advise on IFTM's annual and multi-annual work plans and financial plans
- advise on the establishment, merger, change or cancellation of teaching or research units within academic units
- advise on the establishment, modification, suspension and cancellation of degree programmes
- advise on the establishment of courses that do not confer degrees
- approve the modification, suspension and cancellation of courses that do not confer degrees in consultation with the Administrative Council
- advise on all the fees and charges of IFTM
- formulate and review the specific requirements for admission to IFTM's programmes and make sure that all academic units have made appropriate and comparable admission standards
- review and approve the list of Examination Committee members proposed by respective academic units
- review and approve standards for undergraduates and graduates and to make sure that the proposals of all academic units are in line with IFTM's general academic level
- review and approve criteria for the establishment and composition of an examination committee for postgraduate, doctoral and other academic qualifications proposed by academic units to ensure consistency and rigour of higher education degrees awarded by IFTM

- work out essential requirements for establishing doctoral programmes in various academic fields
- promote the development of teaching, learning and research
- review and approve the list of graduates and the conferral of degrees proposed by academic units
- make decisions on the equivalence and recognition of degrees, diplomas, certificates, learning programmes and disciplines
- formulate policies and guidelines to ensure teaching quality and assess higher education quality
- formulate regulations for course prescription, class attendance, evaluation, year transition and order of precedence.

9.13 The Pedagogic Council at the school level also plays an important role in IFTM's QA system. The Pedagogic Council has engaged with all teaching affairs of the school to advise on teaching-related matters, to coordinate the evaluation of teachers' teaching work, to advise on teaching and training activities, and arrange and assign teachers' work annually.

9.14 IFTM develops appropriate processes of regular monitoring, reviewing and revision of study programmes which aims to create an effective learning environment for students and promote a quality cycle to review programmes. Quality Assurance and Course Evaluation System (QUACES) (which has already been evolved and replaced by the various quality assurance policy documents and handled by the newly established CTLE (Centre for Teaching and Learning Enhancement)) is based on the Intended Programme Outcome (IPO) Setting, including the following: elaboration of intended educational outcomes (IPO) for each year of study within each programme (programme-specific faculty + business management faculty + language faculty), review and ranking of IPO by alumni and industry partners, finalisation of IPO by IFTM faculty.

9.15 The Quality Assurance and Course Evaluation System (QUACES) (which has already been evolved and replaced by the various quality assurance policy documents and handled by the newly established CTLE (Centre for Teaching and Learning Enhancement)) also includes setting the Intended Course Outcomes (ICO) and Assessment Methods, which refer, for example, to the alignment of ICOs and Assessments for each course with IPOs (course convener together with course lecturers), moderation of final examination question papers to ensure that the paper provides students with an opportunity to sufficiently demonstrate individual knowledge, skills and conceptual understandings acquired in the respective course, evaluation of courses by course conveners including moderation of assessment tools.

9.16 The quality assurance and course evaluation system at IFTM is cyclical, as every year a blind external review process is undertaken for key programme components overseen by CTLE, for example random sampling of final examination papers (after grading) to ensure grade consistency and to evaluate how students are performing in regard to acquiring ICOs set by the course as well as across the programme. In addition, all programme details must be published as a government requirement, otherwise IFTM will not be able to launch new programmes.

9.17 The quality assurance and course evaluation system at IFTM is appropriate and implements effective actions in four phases/steps: (i) recruitment of industry partners and alumni; (ii) intended programme outcomes; (iii) course outcomes and assessment methods; (iv) micro-evaluation by course conveners.

9.18 The quality assurance system at IFTM includes the students' engagement in the process through a survey and a focus group - a questionnaire for Years 1 and 3 and a focus

group for Years 2 and 4 - to obtain more comprehensive feedback regarding student attitudes and perceptions about: advising; campus facilities; course scheduling; preparation for work or graduate school; curriculum; mentoring; teaching; campus climate; extracurricular activities; and student services. Moreover, students appreciate the quality of teaching and that lecturers are experienced professors, with many publications, and quite approachable and supportive; students participate in the course evaluation to comment on the teachers' teaching and the course, and observe IFTM taking concrete actions - for example, selecting the particular lecturer for or not for a course in the next semester.

9.19 At IFTM, the teaching approach is consistent due to the subject conveners; each subject area has a subject convener to make sure that in the case where the same course is taught by different faculty members, they all follow the same course outline which is communicated through the eServices. As the subject convener is selected as the most senior faculty in rank or the most experienced faculty, the teaching load (including the subject convener list) will be circulated to Pedagogic Council every semester for comment, then approved by the Academic Council.

9.20 IFTM has a comprehensive curriculum review to effectively enhance the quality of the academic programmes; the meeting of the Academic Council discusses issues on quality affairs, including the teaching load and the research productivity. Programme coordinators meet and discuss students' academic performance.

9.21 Comprehensive reports on the curriculum development demonstrate the institutional bodies' interest in enhancing quality, as they include an adequate overview and clear descriptors for objectives, learning outcomes, course list and so on.

9.22 Programme coordinators are effectively engaged in the course planning, delivery and quality control, working with respective subject conveners, helping to develop fellow members in their area of expertise, appraising the performance of fellow members, and working with other programme coordinators to ensure overall programme quality and synergy, advising the President on issues related to programme quality, faculty development and recruitment, student performance, and other pedagogic and academic matters such as advising fellow members on Institute policies and rules.

9.23 IFTM has an internal body engaged in the process of receiving feedback from students - the Pedagogic Affairs Department - which meets every semester with student groups to receive feedback, while the Admission and Registration Division and Student Affairs meet with inbound students. The feedback is adequate and covers relevant issues to enhance quality, including the availability of resources and facilities for students.

9.24 Internal and external stakeholders are effectively engaged in providing feedback and follow-up actions are appropriate. Students evaluate the teaching performance every semester and the course evaluation criteria are appropriate and adequate. In the Pedagogic Council meeting, the students' representatives explain the opinions collected from their colleagues on the quality of the programmes and of the campus life and follow-up actions will be taken and reported in the next meeting.

9.25 Alumni are selected based on a minimum of five years of working experience in the field (programme or specific area) where their expertise can be established.

9.26 IFTM has developed a set of policies to handle suggestions and complaints, which include appropriate descriptors of concepts, mechanisms of how to receive a case, rules for investigation and analysis; these all contribute effectively to enhancing the quality and addressing issues. The report in 2020 shows a small number of objections, complaints and suggestions.

9.27 IFTM implements a comprehensive mechanism of benchmarking and allows the institution to compare and enhance quality based on national and international trends. The international benchmarking is appropriate and refers to universities in UK, USA and Switzerland that are relevant for the IFTM schools and programmes. Moreover, benchmarking is used as a comprehensive tool to enhance quality in research.

9.28 The review team concludes that Standard 1.9: Ongoing monitoring and periodic review of programmes is **met**, as IFTM effectively monitors, reviews and revises study programmes to ensure that the provision remains appropriate thereby creating a supportive and effective learning environment for students.

Standard 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Findings

10.1 External quality assurance in various forms confirms the effectiveness of the IFTM quality assurance mechanisms. IFTM implements a cyclical external quality assurance which proves the institutional continuous progress in various aspects. The International Quality Review (IQR) of Macao was first conducted in 2016 (with the report in 2017) and IFTM considered the report as an effective mechanism to enhance the quality areas; moreover, an interim review document was produced in 2019 with the purpose to provide feedback to the institution to address the progress and current status of those actions included in the action plan for QAA's review.

10.2 In addition, in 2014 and 2015 IFTM was awarded the Macau Elite Service Award for Best Education Provider. For its programme level external quality assurance, IFTM has received several recognitions.

10.3 IFTM effectively evaluates various kinds of risks facing the Institute. It has set up a series of procedures, plans and documents, such as the Risks and Opportunities Assessment Procedure, Business Continuity Plan, Crisis Management Plan, and so on. The system has been audited annually and certified under ISO22301:2019 standard by the British Standards Institution since 2019. In order to comply with The Cybersecurity Law of Macao and ensure that IT security is well implemented within IFTM, the Organisation and Information Technology (IT) Division has attained ISO20000 service management system (SMS) in 2013 and ISO27001 information security management system (ISMS) certification in 2019. These all are publicly available at: www.iftm.edu.mo/about-ift/recognitions

10.4 IFTM acts effectively upon the received feedback and evaluations. The actions taken based on surveys are effectively implemented in curricular changes, in policy reviews, in report progress, with quality assurance mechanisms being regularly enhanced, for instance, the quality assurance and course evaluation system (QUACES) (which has already been evolved and replaced by the various quality assurance policy documents and handled by the newly established CTLE (Centre for Teaching and Learning Enhancement)) which includes a comprehensive table of what, who, when, why issues.

10.5 The review team concludes that Standard 1.10: Cyclical external quality assurance is **met**, as the effectiveness of the internal institutional quality assurance system is verified by comprehensive external quality assurance processes which effectively contribute to IFTM to improve and achieve new development perspectives in all areas.

Glossary

Action plan

A plan developed by the institution after the QAA review report has been published, which is signed off by the head of the institution. It responds to the recommendations in the report and gives any plans to capitalise on the identified good practice.

Annual monitoring

Checking a process or activity every year to see whether it meets expectations for standards and quality. Annual reports normally include information about student achievements and may comment on the evaluation of courses and modules.

Collaborative arrangement

A formal arrangement between a degree-awarding body and another higher education provider. These may be degree-awarding bodies with which the institution collaborates to deliver higher education qualifications on behalf of the degree-awarding bodies. Alternatively, they may be other delivery organisations who deliver part or all of a proportion of the institution's higher education programmes.

Degree-awarding body

Institutions that have authority, for example from a national agency, to issue their own awards. Institutions applying to IQR may be degree-awarding bodies themselves, or may collaborate to deliver higher education qualifications on behalf of degree-awarding bodies.

Desk-based analysis

An analysis by the review team of evidence, submitted by the institution, that enables the review team to identify its initial findings and subsequently supports the review team as it develops its review findings.

Enhancement

See **quality enhancement**.

European Standards and Guidelines

For details, including the full text on each standard, see www.enqa.eu/index.php/home/esg.

Examples of practice

A list of policies and practices that a review team may use when considering the extent to which an institution meets the standards for review. The examples should be considered as a guide only, in acknowledgment that not all of them will be appropriate for all institutions.

Externality

The use of experts from outside a higher education provider, such as external examiners or external advisers, to assist in quality assurance procedures.

Facilitator

The member of staff identified by the institution to act as the principal point of contact for the QAA officer and who will be available during the review visit, to assist with any questions or requests for additional documentation.

Good practice

A feature of good practice is a process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to the institution's higher education provision.

Lead student representative

An optional voluntary role that is designed to allow students at the institution applying for IQR to play a central part in the organisation of the review.

Oversight

Objective scrutiny, monitoring and quality assurance of educational provision.

Peer reviewers

Members of the review team who make the decisions in relation to the review of the institution. Peer reviewers have experience of managing quality and academic standards in higher education or have recent experience of being a student in higher education.

Periodic review

An internal review of one or more programmes of study, undertaken by institutions periodically (typically once every five years), using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other higher education providers. It covers areas such as the continuing relevance of the programme, the currency of the curriculum and reference materials, the employability of graduates and the overall performance of students. Periodic review is one of the main processes whereby institutions can continue to assure themselves about the academic quality and standards of their awards.

Programme of study

An approved course of study that provides a coherent learning experience and normally leads to a qualification. UK higher education programmes must be approved and validated by UK degree-awarding bodies.

Quality enhancement

The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported.

QAA officer

The person appointed by QAA to manage the review programme and to act as the liaison between the review team and the institution.

Quality assurance

The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet the necessary standards, and that the quality of the student learning experience is being safeguarded and improved.

Recognition of prior learning

Assessing previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences.

Recommendation

Review teams make recommendations where they agree that an institution should consider developing or changing a process or a procedure in order to improve the institution's higher education provision.

Reference points

Statements and other publications that establish criteria against which performance can be measured.

Self-evaluation document

A self-evaluation report by an institution. The submission should include information about the institution as well as an assessment of the effectiveness of its quality systems.

Student submission

A document representing student views that describes what it is like to be a student at the institution, and how students' views are considered in the institution's decision-making and quality assurance processes.

Validation

The process by which an institution ensures that its academic programmes meet expected academic standards and that students will be provided with appropriate learning opportunities. It may also be applied to circumstances where a degree-awarding institution gives approval for its awards to be offered by a partner institution or organisation.

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