ความต้องการและความคาดหวังของผู้มีส่วนได้ส่วนเสีย ในการพัฒนาหลักสูตรการจัดการโรงแรมและท่องเที่ยวสมัยใหม่ ตามแนวคิดการจัดการศึกษาแบบมุ่งเน้นผลลัพธ์การเรียนรู้

Stakeholder Needs and Expectations for Developing an Outcome-Based Curriculum in Modern Hotel and Tourism Management, Kasetsart University

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความต้องการและความคาดหวังของผู้มีส่วนได้ส่วนเสีย เพื่อนำมาใช้เป็นข้อมูลประกอบการพัฒนาหลักสูตรการจัดการโรงแรมและท่องเที่ยวสมัยใหม่ ตามแนวคิดการจัดการศึกษาแบบมุ่งเน้นผลลัพธ์การเรียนรู้ในระดับอุดมศึกษา โดยใช้หลักสูตรบริหารธุรกิจบัณฑิต สาขาวิชาการจัดการโรงแรมและท่องเที่ยวสมัยใหม่ หลักสูตรปรับปรุง พ.ศ. 2569 มหาวิทยาลัยเกษตรศาสตร์ เป็นกรณีศึกษา การวิจัยใช้ระเบียบวิธีวิจัยแบบผสมผสาน โดยบูรณาการการวิเคราะห์เอกสาร การสำรวจความคิดเห็นของผู้มีส่วนได้ส่วนเสียและการสัมภาษณ์แบบกึ่งโครงสร้าง เพื่อรวบรวมมุมมองจากผู้ประกอบการ ศิษย์เก่า นิสิต คณาจารย์ และหน่วยงานกำกับดูแลที่เกี่ยวข้อง ผลการวิจัยพบว่า ผู้มีส่วนได้ส่วนเสียคาดหวังให้บัณฑิตมีสมรรถนะสำคัญ 5 ด้าน ได้แก่ (1) ความรู้และทักษะด้านดิจิทัลและเทคโนโลยี (2) ความเป็นมืออาชีพด้านการบริการ (3) ทักษะการสื่อสารข้ามวัฒนธรรม (4) การประพฤติตามจรรยาบรรณวิชาชีพ และ (5) ความพร้อมในการเรียนรู้เชิงประสบการณ์และการปฏิบัติงานจริง ผลการวิจัยดังกล่าวเป็นหลักฐานเชิงประจักษ์ที่สนับสนุนการกำหนดและปรับปรุงผลลัพธ์การเรียนรู้ของหลักสูตร (PLOs) ภายใต้กรอบแนวคิดการจัดการศึกษาแบบมุ่งเน้นผลลัพธ์การเรียนรู้ (OBE) จากมุมมองด้านการศึกษางานวิจัยนี้แสดงให้เห็นถึงแนวทางการนำข้อมูลเชิงประจักษ์จากผู้มีส่วนได้ส่วนเสียสาม ารถนำไปใช้ในการออกแบบโครงสร้างหลักสูตร

การกำหนดผลลัพธ์การเรียนรู้ และการจัดแนวทางการวัดและประเมินผลให้มีความสอดคล้องกันอย่างเป็นระบบ ผลการวิจัยสามารถนำไปใช้เป็นแนวทางเชิงปฏิบัติสำหรับนักพัฒนาหลักสูตร ผู้บริหารทางการศึกษา และคณาจารย์ ในการยกระดับความสอดคล้อง ความรับผิดชอบ และการประกันคุณภาพของหลักสูตรในระดับอุดมศึกษา

คำสำคัญ: การจัดการโรงแรมและการท่องเที่ยว, ผู้มีส่วนได้ส่วนเสีย, การพัฒนาหลักสูตร, การจัดการศึกษาแบบมุ่งเน้นผลลัพธ์การเรียนรู้, ผลลัพธ์การเรียนรู้

Abstract

This study investigates stakeholders' needs and expectations to inform outcome-based curriculum development in higher education, using the Bachelor of Business Administration in Modern Hotel and Tourism Management (Revised Curriculum B.E. 2569) at Kasetsart University as a case study. A mixed-methods research design was employed, integrating documentary analysis, stakeholder surveys, and semi-structured interviews to capture perspectives from employers, alumni, students, faculty members, and regulatory bodies. The findings reveal five key competency domains expected of graduates: digital and technological literacy, service professionalism, cross-cultural communication, ethical conduct, and readiness for experiential learning. These findings provide empirical support for the formulation and refinement of Program Learning Outcomes (PLOs) within an Outcome-Based Education (OBE) framework. From an educational perspective, the study demonstrates how stakeholder-informed evidence can be systematically translated into curriculum structure, learning outcomes, and assessment alignment. The findings offer practical implications for curriculum designers, academic administrators, and educators seeking to enhance curriculum relevance, accountability, and quality assurance in higher education.

Keywords: hospitality education, stakeholder analysis, curriculum development, Outcome-Based Education, learning outcomes

Introduction

The hospitality and tourism sector is undergoing rapid transformation driven by global digitalization, shifting traveler behaviors, and post-pandemic workforce restructuring. According to UN Tourism (2024), international tourism has continued to recover steadily

and is projected to reach, and potentially exceed, pre-pandemic levels. This recovery has intensified global demand for a workforce equipped with advanced digital capabilities, service professionalism, cross-cultural adaptability, and sustainable management competencies. Consequently, higher education institutions are increasingly required to modernize curricula to ensure that graduates possess competencies aligned with contemporary labor-market demands.

In Thailand, higher education reform places strong emphasis on the adoption of Outcome-Based Education (OBE), as mandated by the Higher Education Standards B.E. 2565 and the 20-Year National Strategy. These policy frameworks require degree programs to articulate clear learning outcomes and demonstrate alignment with stakeholder expectations and workforce needs (Ministry of Higher Education, Science, Research and Innovation [MHESI], 2025). MHESI further underscores the importance of curriculum revision in service-related disciplines, particularly hospitality and tourism, to enhance graduate competitiveness and national economic resilience.

In response to these policy directions, the Bachelor of Business Administration in Modern Hotel and Tourism Management (Revised Curriculum B.E. 2569 (2026)) at Kasetsart University has been comprehensively redesigned. The revision process systematically incorporates stakeholder engagement including employers, alumni, students, faculty members, and professional bodies which is widely recognized as a foundational principle in curriculum development (Freeman, 1984) and a critical basis for developing relevant and meaningful Program Learning Outcomes (PLOs). Institutional research conducted during the curriculum revision consistently indicates that employers prioritize digital literacy, customer-experience management, cross-cultural communication skills, ethical professionalism, and readiness for real-world practice.

Accordingly, this study aims to systematically examine stakeholder needs and expectations to support the development of an Outcome-Based Curriculum in Modern Hotel and Tourism Management. The findings are intended to enhance curriculum accountability, industry relevance, and international alignment, thereby ensuring that graduates are well prepared to succeed in contemporary hospitality and tourism environments.

Research Objectives

The objectives of this study are as follows:

1. To examine the needs and expectations of key stakeholders.

2. To identify core competency domains required by the contemporary hospitality and tourism industry.

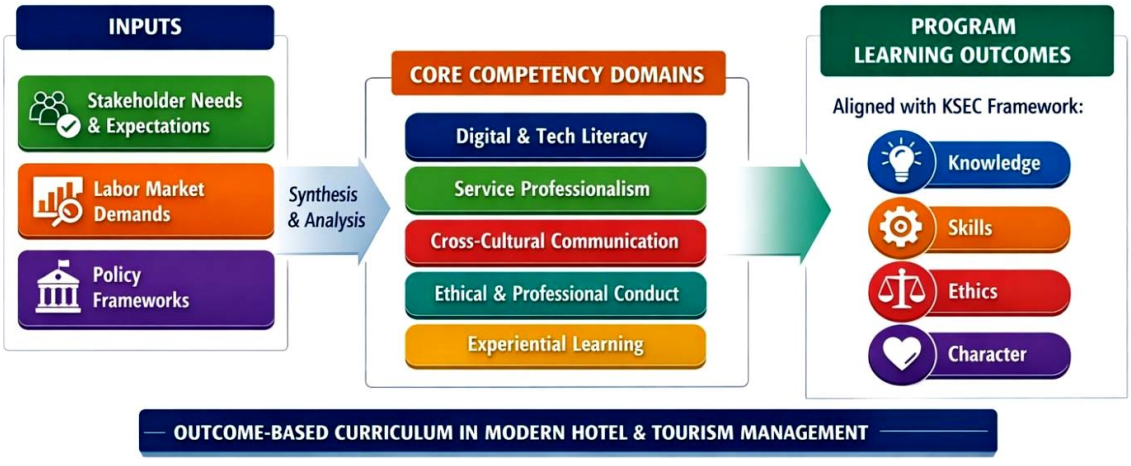
3. To analyze labor-market evidence and institutional data.

4. To synthesize stakeholder inputs, labor-market findings, and policy frameworks.

5. To propose an evidence-based approach for aligning curriculum structure and learning outcomes.

Conceptual Framework

This study employs a conceptual framework grounded in Outcome-Based Education (OBE) to link stakeholder needs, labor-market demands, and policy frameworks with curriculum development in Modern Hotel and Tourism Management. The framework integrates inputs from key stakeholders and contextual drivers to identify core graduate competencies and inform the formulation of Program Learning Outcomes (PLOs) aligned with the Knowledge, Skills, Ethics, and Character (KSEC) domains. This structure provides a systematic basis for curriculum alignment and outcome-based evaluation, as shown in Picture 1.



Picture 1: Conceptual Framework Diagram

Methodology

1. Research Design

This study adopted a mixed-methods research design integrating quantitative and qualitative approaches to achieve a comprehensive understanding of stakeholder needs and expectations related to curriculum development. A mixed-methods approach was

deemed appropriate given the complex and multidimensional nature of curriculum evaluation, which requires both measurable indicators and contextualized insights derived from diverse stakeholder perspectives.

The research design was aligned with the institutional research framework employed during the B.E. 2569 (2026) curriculum revision of the Bachelor of Business Administration in Modern Hotel and Tourism Management at Kasetsart University. Multiple data collection methods—including surveys, semi-structured interviews, focus group discussions, and documentary analysis—were employed to enhance methodological rigor through data triangulation. This approach strengthened the credibility and validity of the findings by enabling cross-verification across data sources. Overall, the research design was structured to capture stakeholder perceptions systematically, identify competency gaps, and generate empirically grounded insights to inform the formulation of Program Learning Outcomes (PLOs) under an Outcome-Based Education (OBE) framework.

2. Participants and Stakeholder Groups

Participants in this study were selected using purposive sampling, based on their direct involvement in, or influence on, curriculum outcomes. This selection strategy ensured that data were collected from stakeholder groups with relevant experience, expertise, and vested interests in graduate competencies and workforce readiness.

The stakeholder groups included: (1) Industry employers, such as representatives from hotels, tourism companies, airlines, and travel agencies, who provided insights into current and emerging industry requirements; (2) Alumni who had graduated within the past ten years, offering reflective perspectives on curriculum relevance and workplace preparedness; (3) Current students from all academic years, representing learners' expectations, experiences, and perceived competency development; (4) Faculty members and curriculum committee representatives, who contributed academic and pedagogical perspectives on curriculum structure and feasibility; and (5) Regulatory and professional bodies, including tourism associations and relevant government agencies such as the Ministry of Tourism and Sports and the Ministry of Higher Education, Science, Research and Innovation (MHESI), which provided policy and standards-based viewpoints.

These stakeholder categories are consistent with those employed in the university's formal curriculum review process, ensuring coherence between the research methodology and institutional quality assurance practices.

3. Data Collection

Data collection was conducted using a combination of quantitative and qualitative methods, supported by documentary analysis, to ensure comprehensive coverage of stakeholder expectations.

Quantitative data were collected through structured surveys administered to current students and alumni. The surveys aimed to assess levels of satisfaction with the existing curriculum, identify perceived competency gaps, and gather expectations for curriculum enhancement. Responses provided numerical indicators of trends and patterns across stakeholder groups. In addition, graduate employment data obtained from the Strategic Management Division of Kasetsart University were analyzed to provide longitudinal evidence of labor-market outcomes and graduate performance. These data included employment rates over a five-year period, revealing an overall graduate employment rate of 75.94 percent, which served as an objective indicator of curriculum effectiveness in supporting employability.

Qualitative data were collected through several complementary methods. Semi-structured interviews with industry employers explored expected graduate competencies, skill deficiencies, and emerging industry needs. This method allowed for in-depth exploration while maintaining consistency across interviews. Focus group discussions with alumni were conducted to examine workplace readiness, professional challenges, and reflections on curriculum relevance after graduation. These discussions provided rich contextual insights into how academic learning translated into professional practice. Additionally, faculty meetings and curriculum committee discussions were used to capture academic perspectives on curriculum alignment, instructional feasibility, and pedagogical considerations. These discussions ensured that proposed curriculum changes were grounded in both industry relevance and academic integrity.

Documentary Analysis was undertaken to contextualize stakeholder findings within broader policy and standards frameworks. Key documents analyzed included the Thai Higher Education Standards (B.E. 2565), the National Tourism Development Plan (2026–2580), ASEAN Mutual Recognition Arrangement for Tourism Professionals (MRA-TP) competency

standards, UN Tourism labor-market reports, and relevant university policies and curriculum guidelines, including the IDKU educational philosophy. These documents provided normative and strategic references that informed the interpretation of stakeholder data.

Results

4.1 Employer Expectations

Employers in the hospitality and tourism industry consistently emphasized several core competency domains essential for graduate readiness in contemporary service environments. Foremost among these competencies was digital literacy, particularly the ability to utilize industry-specific technologies such as property management systems (PMS), online booking platforms, and customer relationship management (CRM) systems. As digital transformation continues to reshape hospitality operations, employers expect graduates not only to possess basic technological familiarity but also to apply digital tools strategically to enhance operational efficiency and service quality.

Employers further highlighted the importance of guest-experience management, with a strong emphasis on service quality, personalization, and customer satisfaction. Graduates are expected to understand and anticipate customer needs while delivering services that create positive and memorable experiences. In addition, cross-cultural communication skills—especially proficiency in English and additional foreign languages—were identified as critical, reflecting the international and multicultural nature of the hospitality and tourism industry.

Professional ethics, including responsibility, punctuality, integrity, and workplace discipline, were also regarded as fundamental attributes for maintaining service standards and organizational credibility. Finally, employers emphasized problem-solving ability and adaptability as essential competencies in fast-paced service environments, where employees must respond effectively to unexpected challenges and evolving customer expectations.

4.2 Alumni Insights

Alumni reflections provided valuable insights into the effectiveness of the previous curriculum from the perspective of workplace experience. While alumni acknowledged that the program offered strong foundational knowledge in hospitality and tourism management, they also identified several areas requiring improvement to enhance graduate preparedness.

A key concern raised by alumni was the limited opportunity for hands-on training with digital systems commonly used in the industry. Many graduates reported encountering a steep learning curve upon entering the workforce due to insufficient exposure to operational technologies during their studies. Alumni therefore emphasized the need for greater integration of practical digital training within the curriculum.

Alumni also expressed the need for increased exposure to real-world case scenarios and international perspectives, which would help bridge the gap between theoretical knowledge and practical application. Such exposure was seen as particularly important for understanding global industry trends and adapting to diverse operational contexts.

Additionally, alumni highlighted the importance of strengthening English proficiency and professional communication skills, noting that these competencies play a decisive role in career advancement within the hospitality and tourism sector. Finally, alumni recommended enhancing the structure and duration of internships, suggesting that longer or more structured workplace experiences would allow students to integrate more deeply into organizational settings and develop professional confidence. These insights are consistent with institutional evaluations of prior curriculum performance and underscore the importance of experiential and practice-oriented learning components.

4.3 Student Feedback

Feedback from current students revealed expectations that center on curriculum clarity, learning approaches, and career preparation. Students emphasized the need for clearer communication of Program Learning Outcomes (PLOs) and expected competencies, indicating that a better understanding of learning goals would help them align their academic efforts with professional expectations.

Students also expressed a desire for more interactive and technology-enhanced learning approaches, including the use of digital tools, simulations, and applied learning activities. Such approaches were perceived as more engaging and more relevant to future workplace environments compared to traditional lecture-based instruction.

Moreover, students highlighted the importance of stronger preparation for internships, particularly in terms of soft-skill development such as communication, teamwork, and professional behavior. Although survey results indicated a moderately high level of overall satisfaction with the program, student responses clearly suggested

substantial room for improvement in enhancing curriculum relevance and practical alignment with industry demands.

4.4 Labor-Market Evidence

Labor-market data provided objective evidence supporting stakeholder perceptions. The five-year employment analysis revealed that 75.94% of graduates obtained employment, with the majority working in hotel-related businesses (75.59%). These figures demonstrate the program's overall effectiveness in supporting graduate employability.

However, employment trends were found to fluctuate in response to broader national tourism conditions, particularly during and after the COVID-19 pandemic. This volatility highlights the need for graduates who possess adaptable skill sets capable of responding to industry disruptions.

Notably, the analysis also revealed a growing proportion of graduates pursuing self-employment or entrepreneurial pathways (10.20%), signaling emerging opportunities in hospitality-related entrepreneurship. This trend underscores the importance of equipping graduates with transferable skills, digital competencies, and applied knowledge that support both employment and self-directed career development, as presented in Tables 1, 2 and 3.

Table 1 Summary of Research Results – Stakeholder Needs and Expectations

Stakeholder Group	Key Research Findings	Description of Needs and Expectations
Employers	Expected graduate competencies	- Digital literacy (e.g., property management systems, online booking platforms, CRM systems) - Customer-experience management and service quality - Cross-cultural communication, particularly English and additional languages - Professional ethics, responsibility, punctuality, and discipline - Problem-solving ability and adaptability in fast-paced service environments
Alumni	Strengths and areas for	- Strong foundational knowledge in hospitality and tourism management - Need for more

Stakeholder Group	Key Research Findings	Description of Needs and Expectations
	curriculum improvement	hands-on training with industry-used digital systems- Greater exposure to real-world case studies and international perspectives -

Table 1 (Con.) Summary of Research Results – Stakeholder Needs and Expectations

Stakeholder Group	Key Research Findings	Description of Needs and Expectations
		Continuous development of English and communication skills - Enhanced internship structure and duration for deeper workplace integration
Current Students	Learning and curriculum expectations	- Clear communication of Program Learning Outcomes (PLOs) and expected competencies - More interactive and technology-enhanced teaching and learning approaches - Stronger preparation for internships, particularly soft-skill development - Overall satisfaction at a moderate-to-high level, with room for curriculum improvement
Labor Market Evidence	Graduate employment outcomes	- Average graduate employment rate over five years: 75.94% - Majority employed in hotel businesses (75.59%) - Employment trends influenced by national tourism conditions, especially during and after COVID-19 - Increasing proportion of self-employed graduates (10.20%), indicating entrepreneurial opportunities
Overall Synthesis	Core competency domains across stakeholders	- Digital and technological literacy - Service professionalism and customer orientation - Cross-cultural communication skills - Ethical behavior and professional responsibility

		- Readiness for experiential learning and real-world practice

Table 2 Program Learning Outcomes Aligned with Bloom's Taxonomy

PLO	Program Learning Outcome (Concise and Measurable)	Bloom's Taxonomy Level	Academic Rationale
PLO 1	Apply professional hospitality and service standards in compliance with the Tourism Business and Tourist Guide Act and related regulations.	Apply	Focuses on the practical application of professional standards and legal requirements in real hospitality and tourism contexts.
PLO 2	Demonstrate responsibility, discipline, service-mindedness, creativity, and effective teamwork in professional settings.	Apply / Analyze	Emphasizes professional behavior and interpersonal skills, requiring learners to apply and analyze appropriate actions in workplace situations.
PLO 3	Communicate effectively in Thai and English within hospitality and tourism contexts.	Apply	Requires learners to use language skills accurately and appropriately according to professional and situational contexts.
PLO 4	Utilize and analyze information technology and digital tools for effective hospitality and tourism management.	Apply / Analyze	Goes beyond basic technology use by requiring selection, analysis, and application

			of appropriate digital tools in service operations.

Table 2 (Con.) Program Learning Outcomes Aligned with Bloom's Taxonomy

PLO	Program Learning Outcome (Concise and Measurable)	Bloom's Taxonomy Level	Academic Rationale
PLO 5	Apply and integrate knowledge from Modern Hotel and Tourism Management in cooperative education or professional practice.	Analyze / Evaluate	Requires learners to integrate knowledge, analyze real-world situations, and evaluate appropriate professional actions during work-integrated learning.

Table 3 Alignment of Stakeholder Research Results with Program Learning Outcomes (PLOs) AUN-QA Framework

Stakeholder Needs / Research Findings	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	Alignment Explanation (AUN-QA)
Compliance with professional standards and relevant laws (Employers / Professional standards)	✓				✓	Aligns with professional hospitality standards and the Tourism Business and Tourist Guide Act, supporting AUN-QA Criterion 1 (Expected Learning Outcomes).
Responsibility, discipline, and service-		✓			✓	Reflects ethical conduct, professional

mindedness (Employers/Students)						responsibility, and desirable graduate attributes emphasized in AUN-QA Criteria 1 and 2.

Table 3 (Con.) Alignment of Stakeholder Research Results with Program Learning Outcomes (PLOs) AUN-QA Framework

Stakeholder Needs / Research Findings	**PLO 1**	**PLO 2**	**PLO 3**	**PLO 4**	**PLO 5**	**Alignment Explanation (AUN-QA)**
Creativity and teamwork skills (Employers/Alumni)		✓			✓	Supports 21st-century skills and collaborative work competencies required in the service industry (AUN-QA Criterion 2).
Effective communication in Thai and English in hospitality and tourism contexts (Employers/ Alumni /Students)			✓		✓	Responds to cross-cultural and international workforce demands, aligned with AUN-QA Criterion 1.
Digital and information technology skills in hospitality and tourism (Employers/Labor market evidence)				✓	✓	Addresses the need for PMS, online booking systems, and digital service management (AUN-QA Criterion 2).

Experiential learning and workplace readiness (Alumni/Students)		✓			✓	Supports cooperative education, internships, and applied learning approaches in line with AUN-QA Criterion 3 (Teaching and Learning Approach).

Table 3 (Con.) Alignment of Stakeholder Research Results with Program Learning Outcomes (PLOs) AUN-QA Framework

Stakeholder Needs / Research Findings	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	Alignment Explanation (AUN-QA)
Graduate employability and career readiness (Labor market evidence)	✓	✓	✓	✓	✓	All PLOs collectively enhance employability, competitiveness, and professional readiness of graduates.
Entrepreneurial and self-employment opportunities (Labor market trends)		✓		✓	✓	Encourages creativity, technology use, and applied knowledge for entrepreneurship in hospitality and tourism.

4.5 Synthesis of Competency Themes

When synthesizing findings across all stakeholder groups, five essential competency domains emerged consistently: (1) digital and technological literacy, (2) customer-service professionalism, (3) cross-cultural communication, (4) ethical behavior, and (5) readiness for experiential learning and real-world practice. These competency domains collectively reflect the evolving demands of the hospitality and tourism industry and form a coherent framework for graduate capability development. Importantly, they served as the empirical

foundation for formulating Outcome-Based Education (OBE)-aligned Program Learning Outcomes (PLOs). By grounding PLOs in stakeholder-informed evidence, the curriculum ensures alignment with labor-market needs, professional standards, and international quality assurance frameworks.

Discussion

The findings of this study highlight a strong alignment between stakeholder expectations and the core principles of Outcome-Based Education, particularly the emphasis on clearly defined learning outcomes, constructive alignment, and graduate competency development. From an educational perspective, the results demonstrate that stakeholder-informed curriculum design can serve as an effective mechanism for ensuring the relevance and accountability of higher education programs. Employers' emphasis on digital literacy and service professionalism reflects broader transformations in professional practice; however, within an educational context, these expectations underscore the need for curricula that integrate technology-enhanced learning and applied pedagogical approaches. Such integration supports the development of higher-order learning outcomes that extend beyond content knowledge to include practical application and problem-solving skills, consistent with OBE principles.

The prominence of cross-cultural communication skills further reflects the educational responsibility of higher education institutions to prepare graduates for diverse and multicultural learning and working environments. Alignment with ASEAN Mutual Recognition Arrangement for Tourism Professionals (MRA-TP) competency standards provides an external benchmark that reinforces curriculum coherence and outcome relevance. In addition, alumni perspectives emphasizing experiential learning are congruent with Kasetsart University's IDKU educational philosophy and experiential learning theory, which highlight the importance of learning through direct experience, reflection, and application (Kolb, 1984; Kasetsart University, 2024).

Student feedback further strengthens the educational implications of the findings by revealing the limitations of traditional, lecture-centered instructional approaches. The expressed need for clearer communication of Program Learning Outcomes and more

interactive learning strategies highlights the importance of transparency, learner-centered pedagogy, and alignment between teaching, learning activities, and assessment. Collectively, these findings provide strong justification for the implementation of a revised OBE curriculum that emphasizes pedagogical coherence, experiential learning, and systematic outcome assessment. Importantly, while the study is situated within a specific institutional context, the curriculum development process and analytical framework presented may be adapted to other service-related and professional programs in higher education. The proposed framework may inform curriculum development across other professional and service-oriented disciplines in higher education.

Suggestions

Based on the study's findings, several targeted recommendations are proposed to support curriculum development under an Outcome-Based Education framework in hospitality and tourism education. First, digital and technological competencies should be systematically embedded across the curriculum. Given stakeholders' emphasis on industry-relevant digital skills, technological training should be integrated progressively into both core and practical courses rather than confined to standalone modules. Second, experiential learning components—including internships, cooperative education, and applied learning activities—should be explicitly aligned with Program Learning Outcomes (PLOs) and assessed using outcome-based criteria to ensure their direct contribution to graduate competency development. Third, cross-cultural communication and language proficiency should be strengthened as essential graduate attributes. Embedding professional language use within discipline-specific courses and service simulations would enhance students' readiness for international and multicultural work environments. Fourth, ethical professionalism and service-oriented attitudes should be consistently reinforced throughout the curriculum. Integrating ethics-related learning outcomes into major courses and experiential activities would promote responsible decision-making and professional conduct.

Finally, continuous faculty development should be supported to ensure effective implementation of Outcome-Based Education. Targeted training in constructive alignment and outcome-based assessment would help sustain curriculum coherence and instructional quality.

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