

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: HTMi Hotel and Tourism Management Institute

ADDRESS: Campus Mariental Panorama
Marientalweg 3
6174 Soerenberg
Switzerland

HEAD OF INSTITUTION: Charles Hains

DATE OF INSPECTION: 21 - 22 May 2015

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- ☒ Reaccreditation awarded for the full four-year period.
- ☐ Decision on accreditation deferred.
- ☐ Accreditation to be withdrawn.

Date: 9 Jul 2015

1. Background to the institution

The Hotel and Tourism Management Institute (HTMi) was established in 1999 as a private limited company registered in Switzerland and situated in the country's only UNESCO biosphere, a protected area of outstanding rural beauty. The Institute is located in a small village that is a ski resort in winter and a centre for walking in summer. Students are based in two training centres separated by the local church. Both centres were previously hotels and the training therefore takes place in a realistic environment with many of the hotels' facilities still in place. HTMi has a number of centres, for example, Culinary Management and International Hospitality Research, through which it operates specialist activities.

HTMi's mission is to provide high quality education that equips students with the academic and practical skills to meet the demands of the global hotel and tourism industry and will result in successful careers for its graduates. From August 2015, HTMi will be delivering foundation English and Certified Hospitality Professional Programmes at the College. Outside Switzerland HTMi intends to open a campus in Singapore in September 2015 offering Diploma and Higher Diploma courses in Hotel and Tourism and Hotel & Events Management, feeding into the BA programme at HTMi. Strategic academic partnerships have also been developed with the Bahrain Institute of Hospitality and Retail, the Almaty Technological University in Kazakhstan, Mena Hospitality in Saudi Arabia and with the New Zealand Management Academies (NZMA).

2. Brief description of the current provision

HTMi delivers both undergraduate and postgraduate courses, the former awarded by Ulster University and the latter, Edinburgh Napier University. At undergraduate level, students accumulate credit over a three-year period of study at Certificate, Diploma and Higher Diploma levels. Academic study each year lasts for twenty weeks and then students spend the rest of the year in work placements or internships. These credits are then 'topped up' to degree level by a further twenty weeks' study of Ulster University modules. Success leads to the award of a BSc (Hons) degree in International Hospitality Management. Students not wishing to move on to the Ulster University programme can opt to study for a further twenty weeks and qualify for one of three awards offered by HTMi. These are BA degrees in International Hotel and Tourism Management, International Hotel and Events Management and Culinary Management.

At postgraduate level, students can enrol on a two-year programme that leads to the award of the Edinburgh Napier MSc in Hospitality and Tourism Management. Each year students spend approximately half of their time in academic study and the other half in work placements or internships. There is also a 'fast track' one year programme leading to the same qualification for holders of a first degree at honours level or postgraduate diploma. Entry to both postgraduate programmes is open to applicants who have a minimum of two years' relevant industry experience for the two-year programme or three years for the one-year programme. Irrespective of which route a student takes, a 12,000 word dissertation must be submitted within six months of completion of the taught elements of the programme.

HTMi also offers an MBA in Hospitality Management linked to success on the Edinburgh Napier MSc programme. In addition there is a further range of courses spanning all levels that are awarded by HTMi.

There are currently 299 students studying at HTMi. All are international students with approximately 40% from Europe and 60% from the rest of the world. Of the total number 67 are studying for UK awards, 65 for HTMi awards and 167 reading for sub-degree HTMi awards leading to the award of the Ulster BSc (Hons) in International Hospitality Management.

HTMi was formally reaccredited by EDUQUA (Swiss accreditation) in February 2013 for a three-year period. The Ulster University programmes will be subject to revalidation in 2016 and in the case of Edinburgh Napier in January 2017. Reaccreditation by the Institute of Hospitality is scheduled for August 2016.

3. Inspection process

The inspection was carried out over a two-day period by two inspectors and a student representative from the UK. Interviews were held with a wide range of personnel representing senior academic and administrative management, teaching staff and careers advisers. Two classes were observed and a meeting was held with the members of the Students' Council. The team had access to on-line materials and hardcopy files of student work. Detailed attention was also paid to the quality assurance processes in operation with the two university partners.

4. Inspection history:

Inspection type	Date
Full Accreditation	11-12 June 2002
Interim	16-17 June 2003
Re-accreditation	22-23 May 2007
Interim	22 June 2010
Re-accreditation	23-24 May 2011
Interim	17 April 2013

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.2	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.3	There are clear channels of communication between the management and staff.	<input checked="" type="radio"/> Yes <input type="radio"/> No
1.4	The institution conducts a regular and systematic review of its overall performance.	<input checked="" type="radio"/> Yes <input type="radio"/> No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

There is a very strong and experienced management team that has clear priorities for the future development of HTMi both within Switzerland and internationally.

2. The administration of the institution is effective

2.1	Administrators are suitably qualified or experienced and understand their specific responsibilities and duties.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.3	The administrative support available to the management is clearly defined, documented and understood.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.4	Policies, procedures and systems are well documented and effectively disseminated across the institution.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.5	Data collection and collation systems are effective.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.6	Clear descriptions of course structures, assessment systems and requirements for progression are readily available to students.	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.7	Administrative records are efficiently organised and stored.	<input checked="" type="radio"/> Yes <input type="radio"/> No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

HTMi has excellent administrative systems in place. There is a comprehensive data collection system that is currently in the process of being updated.

3. The institution employs appropriate staff

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 3.4 | Academic staff have a level of qualification and/or academic professional experience appropriate to the level at which they are teaching. E.g. those teaching at undergraduate/HND level will hold a post-graduate degree and appropriate experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Unit and teacher evaluations were carried out in Spring 2015. Scanned copies of teachers' qualifications should be uploaded into individual files.

4. Publicity material gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

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|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 4.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up to date. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.3 | Students are informed of the status of the qualifications offered, including the awarding body and level of award. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.4 | Students are informed of the full cost of all programmes, including costs of examinations and any required materials. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.5 | Where the degree-awarding body is not a UK university, the national origin of the award is clearly stated. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The hard copy HTMi brochure and magazine, together with a separate courses and applications document, provide detailed information about the Institute and the academic and practical programmes on offer. There is also a very informative website providing comprehensive information about all aspect of the Institute's work.

However, HTMi should look again at whether course information can be presented in a simpler form, making a clear distinction between the roles of university awarding bodies and accreditation bodies such as EDUQUA and BAC. The objective is to produce greater clarity in order to reduce the potential for misleading prospective applicants given, for example, that the study of certificate, diploma and higher diploma modules can lead to different degrees awards (BSc from Ulster University or BA awarded by HTMi).

5. **The institution takes reasonable care to recruit and enrol suitable students for its courses**

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|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.3 | Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.4 | Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 5.5 | Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

All entry requirements are clearly described including TOEFL and IELTS scores. All courses are taught in English.

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|
| 6.1 | There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.2 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.3 | Student absences are followed up promptly and appropriate action taken. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The campus is very much self-contained and, as a consequence, staff and students are in regular daily contact. This means that the formal systems in place to monitor attendance are supported by informal contacts as staff and students work closely together and any absences are soon noticed.

7. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

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|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 7.1 | The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | Feedback is obtained, recorded and analysed on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | The feedback is reviewed by management and action is taken where necessary. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There is a mechanism for reporting on the institution's response to the feedback to the student body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The latest Quality of Student Life survey carried out in Spring 2015 concluded that just over 80% of students were satisfied or very satisfied with the quality of student life at HTMi. The Students' Council is the main student body for communicating issues to senior management and through which responses are received and disseminated. It is recommended that HTMi does more to draw students' attention to the extenuating circumstances procedure of the two university partners and when it should be used.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

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|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 8.1 | There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.3 | Action plans are implemented and regularly reviewed, with outcomes reported to the management. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

HTMi complies with all quality assurance requirements from its partner universities. Results are compiled at the completion of each semester and the data used for examination board purposes by those universities. On the basis of the results, degree classifications are determined. Examination results have been good. Of 69 students registered for the BSc degree awarded by Ulster University, 59 succeeded first time with eight others having re-sits. Of the 59 students 44% were awarded lower second class degrees, 44% upper seconds and 8.5% first class degrees. At postgraduate level, of 42 students that have studied for the MSc there have been 13 passes with three at distinction level, 16 pending the submission of their dissertations and 13 who have completed the Postgraduate Diploma but have not yet progressed to the MSc. The Institute is obliged to respond to any comments raised by the external examiners.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

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|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.5 | There is provision for academic leadership in each area of the academic programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.6 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.7 | There are effective procedures in place for the induction and appraisal of all academic staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.8 | There are structures in place which either directly involve or take account of the views of those responsible for the delivery of academic programmes and the maintenance of academic standards. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.9 | Students have access to individual teaching staff in order to supplement classroom-based teaching and learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

There is a strong academic ethos within the Institute at both undergraduate and postgraduate levels. Academic management is strong and HTMi is fostering a research culture through the work of its Research Centre. Two conferences are held annually and two on-line research journals have been established. The development of research activity is vital to enhance the quality of undergraduate and particularly postgraduate teaching, learning and dissertation work and is to be commended.

10. **The courses are planned and delivered in ways that enable students to succeed**

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|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 10.1 | Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | There are explicit statements in relation to required levels of attendance, required criteria for grading assessed work, and requirements for progression. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.7 | The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

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|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 11.1 | Teachers are appropriately qualified and experienced. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.2 | Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | The appraisal procedures for teaching staff incorporate regular classroom observation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.7 | There is evidence of course planning to ensure curriculum coverage. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.8 | The balance between large and small group teaching is appropriate to the needs of higher education learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.9 | Students are encouraged to develop autonomy in the planning and management of the learning process. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

It is recommended that HTMi look at its appraisal regime with a view to formalising the procedures into a defined policy that will accord with the needs of accreditation organisations.

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

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|------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 12.1 | The teaching methodology requires students to make use of the resources for study available to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.2 | Resources for study are well organised and catalogued to facilitate access. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.3 | Handouts and other resources are appropriate to the level of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

In addition to a well equipped Learning Resource Centre, the Institute is committed to providing an excellent e-learning environment. It has created an Interactive Support Platform (HISP) which contains an e-portfolio of course texts, a virtual library and has increased the number of e-learning journals that it holds.

It was noted that Ulster University does not permit HTMi BSc students to have access to its on-line learning resource centre. While this situation continues it would appear that HTMi students are placed at a disadvantage in comparison to students studying at the Ulster campus and possibly at other University recognised teaching centres.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- | | | |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 13.1 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.6 | Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.7 | Students have appropriate access outside class time to teachers or personal tutors for academic support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.8 | Student progress is measured and recorded regularly on the basis of adequate and explicit data. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.9 | There are systems in place for the analysis of student outcomes in terms of the current year and year-on-year performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.10 | There are systems in place for the analysis and investigation of significant variations in student achievement between comparable course elements. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Examination results to date for the Ulster and Edinburgh Napier validated courses would appear to be in line with expectations and the universities have not raised any major issues regarding examination and coursework assessments.

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. ☒ Yes ☐ No ☐ NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. ☐ Yes ☐ No ☒ NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. ☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. ☐ Yes ☐ No ☒ NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. ☒ Yes ☐ No ☐ NA
- 15.3 External moderators are involved in the assessment process where appropriate. ☒ Yes ☐ No ☐ NA
- 15.4 There is evidence that the comments of external moderators have been addressed. ☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

HTMi offers its own qualifications in addition to those awarded by Ulster and Edinburgh Napier. The Institute is accredited by the Swiss EDUQUA organisation. HTMi has its own external adviser and also its qualifications are recognised by the Swiss Hotel and Tourism industry as providing a sound academic foundation for students wishing to be employed by hotels in Switzerland.

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. ☒ Yes ☐ No
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. ☒ Yes ☐ No ☐ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from a designated staff member on further study and career opportunities. ☒ Yes ☐ No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. ☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

HTMi has a first class careers service badged as the Centre for Career Management. Representatives of international hotel companies visit the campus to interview prospective graduates for jobs in the industry. Members of the Centre also prepare students for job interviews and give advice on CV writing and presentational skills. The staff also assist in finding placements for students during their studies.

HTMi is recommended to consider the level of German language tuition required by non-German speakers prior to students leaving to take up placement in Swiss hotels in the German speaking part of Switzerland.

INSPECTION AREA - STUDENT WELFARE

18. **Students receive pastoral support appropriate to their age, background and circumstances**

- 18.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. ☐ Yes ☒ No
- 18.2 Students receive appropriate advice before arrival. ☒ Yes ☐ No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. ☒ Yes ☐ No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. ☒ Yes ☐ No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. ☒ Yes ☐ No
- 18.6 There are effective systems to communicate with students. ☒ Yes ☐ No
- 18.7 There are effective means for identifying and responding to student opinion. ☒ Yes ☐ No

This standard is judged to be: ☐ Met ☒ Partially Met ☐ Not Met

Comments

18.1 HTMi should consider the appointment of a designated welfare officer who possesses recognised welfare and counselling qualifications. Students however can approach any member of staff to discuss problems whether they be academic or personal. There is clearly a very strong and respectful rapport between staff members and students and this was confirmed at the meeting with the Students' Council.

19. **International students are provided with specific advice and assistance**

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|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 19.1 | International students receive appropriate advice before their arrival on travelling to and living in the country. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | International students receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Information and advice specific to international students continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Institute may wish to consider obtaining formal feedback from students at the end of the Induction period.

20. **The fair treatment of students is ensured**

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|------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 20.1 | Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 20.2 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

HTMi must review its hard copy student handbook in order to ensure that it includes the formal complaints procedure.

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised**

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|------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 21.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 21.3 | A level of supervision is provided appropriate to the needs of student. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 21.4 | Separate accommodation blocks are provided for students under 18 (if applicable). | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 21.5 | Students are provided with advice on suitable private accommodation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

21.4 HTMi provides excellent on-campus accommodation. In respect of under 18's, HTMi does not provide separate accommodation as numbers are in single figures with all being close to their 18th birthdays. There were three students in this category at the time of the inspection.

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- | | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

HTMi does not provide home-stay accommodation but will advise on local availability.

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- | | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.5 | Students are encouraged to develop and participate in extra-mural activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

HTMi is situated in a remote alpine village but students can travel to Luzern if they wish to access the benefits of a large city. The students have their own 'nightclub' and each week a 'cultural evening' is held when students will prepare meals indicative of the gastronomic delights available in their own country. There is also a swimming pool and multi-gym. A further area is undergoing refurbishment to create a student common room.

INSPECTION AREA - PREMISES AND FACILITIES

24. The institution has secure possession of and access to its premises

- 24.1 The institution has secure tenure on its premises. ☒ Yes ☐ No ☐ NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. ☐ Yes ☐ No ☒ NA

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

25. The premises provide a safe, secure and clean environment for students and staff

- 25.1 Access to the premises is appropriately restricted and secured. ☒ Yes ☐ No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. ☒ Yes ☐ No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. ☒ Yes ☐ No ☐ NA
- 25.4 General guidance on health and safety is made available to students, staff and visitors. ☒ Yes ☐ No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. ☒ Yes ☐ No
- 25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. ☒ Yes ☐ No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. ☒ Yes ☐ No
- 25.8 There is adequate heating and ventilation in all rooms. ☒ Yes ☐ No

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

The refurbishment of the Mariental building was completed last year. A similar refurbishment of the Panorama building is due to begin this summer.

26. **Classrooms and other learning areas are appropriate for the courses offered**

- | | | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|
| 26.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 26.2 | Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 26.3 | There are facilities suitable for conducting the assessments required on each course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 26.4 | Teaching areas are of an appropriate size and level of equipment for lectures, seminars and tutorials. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Classrooms at HTMi are equipped to very high standards. The provision of interactive technology in all classrooms is impressive. All students are provided with i-Pad Minis and these are used in the classroom by students and teachers.

27. **There are appropriate additional facilities for students and staff**

- | | | | |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------|
| 27.1 | Students have access to sufficient space and suitable facilities for private study, including library and IT resources. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 27.2 | Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 27.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 27.4 | Students and staff have access to storage for personal possessions where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No <input type="radio"/> NA |
| 27.5 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 27.6 | Administrative offices are adequate in size and resources for the effective administration of the institution. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 27.7 | There is appropriate provision of required specialist teaching equipment and work areas. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 27.8 | There is appropriate provision of IT facilities for research, word processing, data processing or internet search for staff and students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

Comments

Facilities for both staff and students are excellent.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. ☒ Yes ☐ No ☐ NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

Very experienced management at both director and executive levels.
First class monitoring and data collection systems in place.
High quality hard copy prospectus.
Excellent communications between staff and students.
All staff committed to providing a professional learning and training environment.

Actions required	Priority H/M/L
4. HTMi should look again at whether course information can be presented in a simpler form making a clear distinction between the roles of university awarding bodies and accreditation bodies such as Edu Qua and BAC.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Excellent academic leadership.
Well qualified staff some with international reputations in the hotel and tourism industry.
Strong commitment to develop the Institute's research base.
Student academic attainment is good.
Very good quality assurance systems in place.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

Proactive Students' Council representing the views of the student body.
Friendly, caring and supportive environment.
Excellent careers support.

Actions required	Priority H/M/L
18.1 HTMi should consider the appointment of a designated welfare officer who possesses recognised welfare and counselling qualifications.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
20 HTMi must review its hard copy student handbook in order to ensure that it includes the formal students complaints procedure.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

Excellent classroom environment.
Strong commitment to the development and use of information technology underpinning the teaching and learning process.
Realistic hotel learning environment.
Good student leisure facilities.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that scanned copies of teachers' qualifications must be uploaded to individual files.

It is recommended that students attention is drawn at an early stage in their studies to the partner universities' extenuating circumstances procedures.

HTMi should look at its appraisal regime with a view to formalising the procedures into a defined policy that will accord with the expectations of accreditation organisations.

HTMi is recommended to consider the level of German language tuition required by non-German speakers prior to students leaving to take up placement in Swiss hotels in the German speaking part of Switzerland.

HTMi may wish to consider obtaining formal feedback from students at the end of the Induction period.

It was noted that Ulster University does not permit HTMi BSc students to have access to its on-line learning resource centre. While this situation continues it would appear that HTMi students are placed at a disadvantage in comparison to students studying at the Ulster campus and possibly at other University recognised teaching centres. It is accepted that HTMi cannot compel Ulster to provide this service but a further appeal to the University prior to or as part of the revalidation of the degree programme in 2016 might meet with success.

COMPLIANCE WITH STATUTORY REQUIREMENTS