

Report of External Evaluation and Review

Pacific International Hotel
Management School Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 December 2011

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Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Location:	4 Henwood Road, Bell Block, New Plymouth
Type:	Private Training Establishment
First registered:	1997
Number of students:	Domestic: 55 at the time of the EER visit International: 140 at the time of the visit In 2010, Pacific International Hotel Management School Limited (PIHMS) had a total of 391 equivalent full-time students (EFTS) enrolled, of whom 115 were funded through the Tertiary Education Commission (TEC) Student Achievement Component (SAC) fund.
Number of staff:	51
Scope of active accreditation:	<ul style="list-style-type: none">• PIHMS Certificate in English Language (Level 4)• Diploma in Hospitality Kitchen Management (Level 6)• Diploma in Hotel Management (Level 6)• Bachelor of Applied Hospitality and Tourism Management (Level 7)• Postgraduate Diploma in Hotel Management (Level 8)
Sites:	No additional sites

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

Distinctive characteristics: PIHMS recruits locally, regionally, nationally, and internationally. It aims to have a ratio of 50 per cent domestic students and 50 per cent international. However, this ratio often changes to 40 per cent or lower for domestic, and 60 per cent or higher for international. PIHMS has students from over 15 countries other than New Zealand with the greatest numbers currently coming from India, China, Korea, and Russia.

Domestic students undertaking the level 6 diploma, the degree, and the postgraduate diploma are funded by the TEC through SAC funding.

Recent significant changes: NZQA has recently granted PIHMS approval to self-monitor its postgraduate diploma.

Previous quality assurance history: At its previous NZQA quality assurance visit, a quality audit in 2007, PIHMS met all but four of the requirements of the standard in force at the time for ongoing registration. The requirements not met related to governance and management, not notifying NZQA of a change in ownership, gaps in the quality management system, and not reporting financial information to NZQA within the required timeframe. PIHMS met all requirements of the Code of Practice for the Pastoral Care of International Students (Code of Practice) at the time of the 2007 audit.

A visit by the administrator of the Code of Practice in May 2011 identified breaches in PIHMS' policies, processes, and documentation which PIHMS has addressed. PIHMS is now fully compliant with the code.

NZQA has approved the Bachelor of Applied Hospitality and Tourism Management qualification as a self-monitoring degree. While PIHMS internally moderates its degree, two moderators from two degree-confirming institutions – a university and an institute of technology and polytechnic – also externally moderate it.

The postgraduate diploma has been monitored by an external monitor in the past. NZQA recently approved PIHMS to self-monitor the Postgraduate

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Diploma in Hotel Management.

Quality assurance of other qualifications, such as the level 6 diplomas, as well as qualification components such as accounting, are subject to external moderation.

PIHMS' own internal quality assurance procedures, supplemented by external moderation, are used to ensure that the quality of the programmes is maintained and the progressions of students between them are appropriate and consistent.

PIHMS has articulation agreements with Otago and Waikato universities which accept the postgraduate qualification as part of their Master's programmes. It also has articulation agreements that enable PIHMS to award a Swiss IHTTI Diploma in Hotel Management and a Tourism Training Australia Advanced Diploma of Hotel Management. Such arrangements are subject to ongoing internal and external quality assurance.

Recently, PIHMS updated its student fee protection arrangements to meet NZQA requirements in liaison with the NZQA Risk and Compliance unit.

Other:

PIHMS' learning and teaching philosophy is based on enhancing theoretical knowledge by initial skills training and then paid employment in the various facets of hotel management. Most students live on campus in a simulated hotel environment for the in-school semesters of their studies. The experiential learning for diploma, degree, and postgraduate students is provided by way of industry placements in semester blocks of six months (800 hours). Typically, diploma and degree students will undertake two industry placements, each of six months. Students can start their training at any one of the four intakes each year.

2. Scope of external evaluation and review

The scope of the external evaluation and review of PIHMS included the following focus areas:

- Diploma in Hotel Management (Level 6). This is PIHMS' most popular programme which builds on its embedded level 4 and 5 diplomas and attracts up to 250 students a year. The TEC funds domestic students through SAC funding for this programme.
- Bachelor of Applied Hospitality and Tourism Management (Level 7). A small but significant proportion of level 6 diploma students go on to the degree, typically up to about 18 students. PIHMS believes that the degree is the minimum qualification the industry wants for hotel management and aspires to the graduation of 35 annually in the immediate future. The TEC funds domestic students through SAC funding for this programme.
- Postgraduate Diploma in Hotel Management (Level 8). Direct-entry international graduates who come from a range of different countries, but predominantly India, and who have usually had previous hotel management experience, attend this popular programme focused on applied research for the hospitality and tourism industry sectors. Up to about 90 graduates use the PIHMS research hub, library services, computers, and wireless services to help them conduct their research. The programme includes a paid industry placement of 400 hours and offers benefits such as Master's degrees through articulation with Otago and Waikato universities and Australian and Swiss international hotel management qualifications. The TEC funds domestic students through SAC funding for this programme, but there was currently only one domestic student on the postgraduate programme.

The following mandatory focus areas were also included:

- Governance, management, and strategy
- Learner support including international students.

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

An NZQA lead evaluator led a team of two external evaluators, one of whom is an external lead evaluator, and a newly appointed NZQA lead evaluator. The team spent three days at PIHMS' New Plymouth site. The evaluators met with the chair of the board of directors and other directors, the managing director, principal, academic registrar, academic lecturers and coordinators, the marketing and recruitment manager, student liaison officer, industry placement staff, food and beverage and events staff, and students. The EER team also contacted the chair of the industry advisory board, managers of hotel groups, and students on industry placements.

Documents and information sighted included: self-assessment information; programme, student, lecturer, stakeholder evaluations and feedback, summaries, conclusions, and suggested actions; PIHMS and TEC results data; resources, assessments, lecturer assessment workbooks, and PIHMS' assessment skills taxonomy; diploma, degree, and postgraduate programme reviews and internal and external monitoring and moderation reports; Code of Practice administrator correspondence, enrolment and re-enrolment and acceptance forms, and the student handbook; governance and management documents such as minutes, reports, and student fee protection legal documents; organisational structure charts; the quality assurance system policy and procedures; PIHMS strategic plan; the PIHMS website.

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Pacific International Hotel Management School Limited**. Key reasons for this are:

- A high proportion of students complete their Diploma in Hotel Management, Bachelor of Applied Hospitality and Tourism Management, and Postgraduate Diploma in Hotel Management programmes and achieve their qualifications. Qualification achievement rates typically exceed 85 per cent and often 90 per cent. Domestic students exceed TEC expectations and the national medians. Māori and Pasifika participation and early attrition rates could be better if PIHMS is to meet a perceived growing demand for Māori and Pasifika hotel managers, but completion rates are high. International students generally achieve as well as, or better than, domestic students.
- Most of the students live, study, and train in a hotel environment which includes participation in all the operational aspects of a hotel before they gain further experience on external paid industry placements. Internal and external experience enables students to learn and understand the theory of hotel operations and management and then apply their knowledge and skills to real work situations.
- PIHMS' programmes at all levels integrate theory with practice. PIHMS' lecturers are experienced in hotel management and hospitality and management. They also hold graduate or postgraduate qualifications in hotel management, hospitality, and management.
- Pastoral care, English language and literacy and numeracy, and research support are available to all students which enhances their learning.
- Through the diploma and degree (and on to the postgraduate diploma), students increase their knowledge, understanding, and experience of research. In addition, improved cognitive skills, including learning how to learn and self-management, make them valuable to any industry employer.
- Graduates have both theoretical knowledge and practical experience and are ready to take up management roles upon employment. A qualification from PIHMS is often a passport to employment and promotion in hotel management anywhere in the world. PIHMS claims to have an employment rate of over 90 per cent based on post-graduation information.
- PIHMS' qualifications reflect the hotel management knowledge, cognitive skills, and industry experience that students gain through the integration of their in-school studies and industry placements. Students gain personal and social outcomes such as improved communication skills, English

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language competencies, and increased self-confidence. As they progress, the graduates mature and enhance their self-confidence, their sense of well-being, and other personal abilities and attributes such as awareness, assertiveness, self-presentation, and positive attitudes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Pacific International Hotel Management School Limited**. Key reasons for this are:

- PIHMS records enrolment data, completions, achievements, attritions, retentions, progressions, and student satisfaction at each level, cohort by cohort, for each of the eight semesters and four intakes each year. This information is used to track and monitor individual student progress and achievement. It also helps to identify at-risk students who receive individual mentoring in addition to that provided more generally for all PIHMS students. It is also used for self-assessment purposes such as identifying matters related to what the data shows. Trends are analysed and discussed and changes made to bring about improvements. A good example of this process, with early positive indicators of success, is attrition. However, it is too early to know just how effective the improvements have been.
- Despite the complexities of managing the data for students in many different cohorts, the EER team believes that PIHMS could process, analyse, and use its results data even better and more systematically to make improvements by seeking to better understand the reasons for differing performances in the various cohorts.
- PIHMS' self-assessment data with regard to the value of the learning outcomes to stakeholders, including students, is derived from a range of sources such as ongoing evaluations from students, lecturers, and stakeholders during and after the completion of all programmes, including industry placements. This provides valuable data which PIHMS summarises, analyses, and uses to make improvements. Anecdotal and informal information from industry employers and graduates about their career progress could be better captured and recorded. As part of this, the feedback PIHMS obtains during study, upon completion, and later through Facebook and its alumni, provides invaluable, mainly qualitative, data which PIHMS can use to make improvements.
- Programme reviews and PIHMS' ongoing self-assessment include both internal and external inputs and have led to some worthwhile improvements. The programmes are reviewed every semester as well as annually. Again, data is gathered, analysed, discussed, reflected on, and changes are made. The industry advisory board, academic board, and the board of directors oversee the changes.

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- An area that PIHMS' self-assessment did not appear to have identified and/or acted on is research. It was apparent that while lecturers at degree and postgraduate level are willing and well able to undertake research, their heavy teaching commitments make it difficult for them to become meaningfully involved. It is a legislated and academically important requirement that degree and postgraduate qualifications are taught mainly by people engaged in research and there was insufficient evidence of this, notwithstanding a small number of staff being engaged in or completing research-based higher degrees.
- Self-assessment includes focused programme reviews and plans developed from needs assessment aligned to strategy. Some of the 2009-2010 and 2010-2011 plans had been implemented by the time of the EER visit, while others were still in implementation and the last one had not yet been achieved.
- PIHMS has identified that its self-assessment needs some structure around it to help ensure that all self-assessment activities are clearly connected and outputs and outcomes are documented in one place or easily accessed. The PIHMS board has, after careful consideration, chosen the Baldrige methodology as the means of achieving this and intends to implement it in the near future.

TEO response

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

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Findings¹

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The programme completions and qualifications achievement of PIHMS students are very high indeed, particularly the Diploma in Hotel Management, the Bachelor of Applied Hospitality and Tourism Management, and the Postgraduate Diploma in Hotel Management. TEC-funded domestic students meet or exceed TEC expectations and medians. For example, according to TEC data (which is based on the information PIHMS provided), domestic students in the level 6, 7, and 8 qualification programmes combined have consistently completed and achieved their qualifications at rates that exceed 85 per cent, and often 90 per cent, over 2007-2010. Some data shows qualification completions as high as 100 per cent, based on students who enrol in the diploma and then go on to complete the degree of which the diploma is a part. For example, in 2010, 100 per cent of domestic students achieved their qualifications compared with the TEC sector median of 75 per cent.

Indicative data show international students' programme and qualification completion rates are generally as high as, or higher than, funded domestic students. For example, the results for the first half of 2010 showed 92 per cent of the final diploma semester students achieved their qualification successfully, while 80 per cent who presented themselves for the final degree semester achieved their qualification, as did 100 per cent of the postgraduate students.

PIHMS records enrolment data, completions, achievements, attritions, retentions, progressions, and student satisfaction for each level cohort by cohort for each of the eight semesters and four intakes each year. This information is particularly useful and necessary for tracking and monitoring individual student progress and achievement. It also helps to identify at-risk students who receive mentoring in addition to that provided to all PIHMS students. The information is also used for self-assessment purposes such as identifying matters relating to what the data shows. Trends are analysed and discussed and changes made to bring about improvements.

A good example of this process is attrition. In 2010, a particularly high attrition rate was identified (20 per cent). This was promptly reported to the board of directors and the academic board. PIHMS identified that most students withdrew in the first

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

year of their study and a few students are not suited to the hotel management industry. Others enjoy their industry placement, where they are offered ongoing employment and choose to accept that rather than continue their study, especially in Auckland. Not all students are yet convinced that a degree is necessary and required by industry for a successful career and rapid promotion in hotel management. A few students also withdraw at the end of the semester(s) preceding their final examinations for the diploma or degree. As well as enhancing its tracking, monitoring, and reporting, PIHMS saw the need to provide an exit qualification, the Certificate in Hotel Operations (Level 5), which it was thought would ease the attrition rate in the first year and encourage students to complete the lower-level diploma and then progress to the level 6 diploma.

Early indications are that for the 2010/2011 financial year, the overall attrition rate for the level 5 and level 6 diplomas and the degree is 15 per cent, indicating that retention is improving. At the same time, data reflects that progressions are also improving. A similar example was postgraduate failure rates. This was brought to the attention of the board of directors and the academic board as part of PIHMS' self-assessment. Contributing factors were identified, changes made, and the success rates, which were reasonably expected to be higher than the diploma and the degree, improved. However, it was acknowledged as being too early to claim long-term success for these strategies.

Despite the complexities of managing student data, the EER team believes that PIHMS could process, analyse, and use its results data even better and more systematically to make additional improvements. For example, even though its results are very good overall and PIHMS treats all students equally, the organisation could consider comparing the results of domestic and international students, students from different countries in addition to different cohorts within the same programmes, cohorts by different lecturers, and different programmes at different levels. In addition, PIHMS could include internal and external monitoring and moderation data which may reveal similarities and differences in teaching, learning, and assessment practices. It is anticipated that the new student management database, software, and server updates will enable PIHMS to conduct such processes more readily.

PIHMS' qualifications reflect the totality of the hotel management knowledge, cognitive skills, and industry experience that students gain through their programmes of study and integrated industry placements. Students gain other personal and social outcomes such as increased self-confidence and communication skills and improved English language competencies.

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

1.2 What is the value of the outcomes for key stakeholders, including students?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The main value of the outcomes to key stakeholders such as hotel management employers is the production of graduates who have both theoretical knowledge and practical experience and are work-ready and well able to take up management roles upon employment. PIHMS has an international reputation which helps attract domestic students and students from around the world in preference to their going to the United States of America or the United Kingdom to undertake their diploma or degree studies. A qualification from PIHMS is a passport to employment and promotion in hotel management anywhere in the world. PIHMS claims to have an employment rate of over 90 per cent based on immediate post-graduation information and that which is available a few months after completion of the programme. Some graduates do not go straight into employment in hotel management. PIHMS agreed that comprehensive and reliable information is hard to obtain, although it uses Facebook and its alumni to gather such information to the extent that it is confident that it knows about the employment outcomes of up to 97 per cent of graduates.

As they progress through the qualification structures, students' maturity and self-confidence grows. In the several discussions with students, it became apparent to the evaluators that students become increasingly focused, aware, and assertive as a result of the holistic education and training PIHMS delivers. The evaluators were all impressed by the positive attitudes and self-presentation skills apparent among the students.

At each stage of students' journeys through the diploma and degree (and on to the postgraduate diploma), students increase their knowledge, understanding, and experience of research which prepares them well for the research focus at postgraduate level. In addition, improved cognitive skills, which include learning how to learn and self-management, make them valuable to any industry employer.

The postgraduate diploma is by direct entry for the students, all of whom are currently international and most of whom have studied and trained in countries other than New Zealand. Currently, the international students are predominantly from Britain, Russia, India, China, and the Kurdistan area. The programme has been developed over a period of four to five years and was recently restructured in order to deliver its full potential. Some confusion and misinformation in connection with the February 2011 postgraduate intake around start dates, information preceding the commencement of the programme, the balance and relationship between theory and practice, and class numbers were identified by the EER team and confirmed by PIHMS. Management was fully aware of the student feedback

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and had listened to students, helped and supported those affected, and made changes intended to ensure the identified problems did not recur. A student in the most recent intake confirmed that events had not been repeated. PIHMS intends to encourage domestic students to take up the postgraduate diploma which stakeholders believe will benefit the New Zealand industry.

In 2009, only 10 per cent of PIHMS students were Māori and this participation rate has been consistent in numbers and the proportion of the total student roll since 2006. The situation is similar with regard to Pasifika students, except that the number and proportion of students (4 per cent) is lower than for Māori. Attrition rates for Māori students are similar to those for the total student population and as high as 20 per cent in the first year. However, completion rates for those who remain are high, both for Māori and Pasifika. PIHMS has identified that it needs to enhance and further develop its relationships with Māori and Pasifika in the industry if it is to achieve the same outcomes for more of these students and stakeholders compared with non-Māori, non-Pasifika, and international students. However, it is important to note that PIHMS previously took initiatives to achieve improved Māori and Pasifika participation, including a career week, with limited success. It expects the demand will grow in the future.

PIHMS' self-assessment data with regard to the value of its outcomes to stakeholders, including students, is derived from a range of sources including those referred to in the previous section of this report. In addition, PIHMS receives ongoing evaluations from students, lecturers, and stakeholders during and after the completion of all programmes. Self-assessment during the programme includes feedback from students on industry placements, their employers, and lecturers who visit them and their employers during the placements. This provides invaluable, mainly qualitative, data which PIHMS summarises, analyses, and uses to make improvements. Further information comes from the industry placement manager, the marketing, recruitment, and student liaison personnel, and the managing director who has widespread industry contacts in New Zealand and visits hotels internationally and checks out the value of PIHMS' outcomes and how they may need to be improved. Graduate employees often inform PIHMS of their career progress, including through Facebook and PIHMS' alumni. This information could be better captured and recorded, but the feedback is still a useful positive indicator of the value of PIHMS' training. Provision of such information, mainly through individual reports, may be more useful to the PIHMS industry advisory board, academic committee, and board of directors in their governance, management, and academic roles, if it was more focused, systematic, and coherent than at present.

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

1.3 How well do programmes and activities match the needs of students and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

PIHMS matches the needs of its students and other stakeholders by ensuring, as much as it can, that their career and employment aspirations and abilities are genuine and appropriate and sufficient to enable them to succeed. The matching process starts at the point of recruitment. For domestic students, it starts with career week. Secondary and other students experience a week living-in at PIHMS and getting a taste of learning full-time in a hotel environment. The EER team spoke to several domestic students for whom this was a really important starting point from which they have never looked back.

The English language proficiency of potential PIHMS students is assessed at the point of entry and those who need better skills undertake the PIHMS Certificate in English Language. Not all students need to complete this programme and gain the certificate because in the course of the programme they develop their English skills sufficiently to enable them to work through the various diploma levels and graduate. If lecturers identify that English skills are impeding progress, the students are given additional support and can be returned to the programme. Similar and additional support is also given to those students who are identified as needing literacy and numeracy support.

Domestic students interviewed by the EER team said they sometimes had to help support international students whose English was limited, but they also found that this experience helped focus their own learning. It also ensured that the programme could advance to the next stage. This peer intervention is also apparent in group work, where if someone is not contributing sufficiently they may receive a poor assessment or, in rare cases, be excluded and have to repeat part of the course. PIHMS' self-assessment did not appear to have identified these areas or considered them as matters of concern, although they merit further exploration.

The attention given to the development and practice of research knowledge and skills, from diploma level to degree, and which culminates in the research focus at postgraduate level, benefits the students, their industry placement employers, PIHMS, and the wider hotel management industry. It helps develop students' cognitive abilities which include learning how to learn and self-manage, thereby increasing their effectiveness and value to the industry.

The fact that every trainee experiences most of the roles of hotel employees as part of their study opens up unexamined opportunities in terms of reception, kitchen, room service, or housekeeping work. These experiences give the students knowledge and understanding of areas that they may well supervise or become

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responsible for during their training and placements and, as graduates, when they gain permanent employment in the industry.

Programme reviews and PIHMS' ongoing self-assessment include both internal and external inputs and have led to some worthwhile improvements. The programmes are reviewed continuously and every semester as well as annually. Data is gathered, analysed, discussed, reflected on, and changes are made. The industry advisory board, the academic board, and the board of directors oversee the changes. Examples of such changes to programmes and activities include: making the semester five assignment expectations and student workload more manageable; provision of improved information technologies; smaller class sizes at postgraduate level; better signposting of the importance and relationship of the practical component and industry placements to theory and academic components in advance information to students; changes to programme structures in relation to the diploma, degree, and postgraduate synergies; the sequence of the learning in relation to industry placements; and shortening the postgraduate semester from 12 weeks to ten. Works in progress or in the future for the postgraduate diploma include: extension of the induction period; splitting the managerial communications into two blocks; improvements to the quantitative component of applied research; additional focus on and use of qualitative data; consideration of the relative importance of allocation of marks for literature review; and extension of the managerial interactive lecturing style to all appropriate courses at all levels. Areas that may not have been fully identified or acted on to date include assessing literacy and numeracy needs using the TEC progressions tool during and/or at the end of study as well as initially to ensure that the support is and has been effective, and the importance of compulsory texts compared with optional ones. Notwithstanding, the strength of PIHMS' self-assessment is that the organisation listens to students, is aware of any issues they raise, and responds to them promptly without seeking additional information if it is not necessary.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

PIHMS provides training for students where they live, study, and train in a hotel environment. This includes all the operational aspects of a hotel, restaurant, a la carte meals, commercial food production kitchen, hotel reception services, concierge, front office, housekeeping, and room servicing. Students learn in a hotel environment at PIHMS and then as part of their learning take up external paid industry placements. These internal and external experiences give students an opportunity to apply their knowledge and skills. This is the strength of the training PIHMS provides, and its ongoing self-assessment helps ensure that the knowledge and skills are appropriate to the industry.

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

PIHMS' lecturers are experienced in hotel management and related fields of hospitality and management. They are also qualified graduates or postgraduates in hotel management, hospitality, and management. They have or are undertaking professional development in adult teaching and learning, assessment and moderation, English language and literacy and numeracy as well as further education and research in their specialist areas of expertise where this is possible, having regard to the demands of their jobs.

Total immersion is an important feature of learning at all qualification levels but increases level by level. For example, students learning about project management become involved in managing real projects for actual clients who are advised that students can make mistakes. Although this risk is mitigated to a certain extent by the monitoring by their lecturers, it was confirmed by all parties that mistakes do happen and are an important part of the learning. Self-reflection is encouraged as an important part of this process.

Students reported that they were engaged in their learning, and reasons for this included the integration of theory and practice or applied theory, the constructive interactions between teachers and between teachers and students as well as with management, and the directors learning from each other, including through group work and the use of relevant DVDs. Students commented positively on the variety of lectures, tutorials, industry placements and interactive visits, and the collegiality of teachers and staff and students which the EER team observed at meal times and in interviews.

Assessment is fair, valid, and fit for purpose. Assessment tools and results are robustly moderated, both internally and externally. Formative assessments and lecturer feedback is clear and was acknowledged by students as being helpful in assisting them to understand where they need to improve and the additional learning required before they undertake or repeat assessments. This ensures that the quality of the learning as well as the assessment is thorough.

PIHMS has a range of self-assessment sources of information which provide valuable feedback on the effectiveness of the teaching. Sources include student surveys, teacher surveys, verbal feedback, peer observation, appraisals, and lecturer projects such as assessment, external observations, and inputs by external monitors and moderators and programme reviews. PIHMS' student feedback and the students interviewed by the EER team were positive about the effectiveness of the teaching and the responsiveness of lecturers, coordinators, and governance and management to their feedback.

However, an area that may have not been sufficiently identified by PIHMS and/or acted on is research. It was apparent that while lecturers at degree and postgraduate level are willing and well able to undertake research, their heavy teaching commitments make it difficult for them to become meaningfully involved. It is important that a degree or postgraduate qualification is taught mainly by people engaged in research and there was insufficient evidence of recently completed

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research-based higher degrees by teaching staff. The same constraints also appeared to limit the opportunities for all staff to engage in professional development activities which should be at the heart of an institution attuned to the needs of a fast-changing and competitive industry. While the EER team is aware of the challenges of balancing academic and commercial needs, it believes that when PIHMS is constructing policy and making resource allocations it needs to ensure as much as possible that at least the majority of staff involved in degree-level teaching are active in research.

1.5 How well are students guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Students consistently praised the high level of support they were given by their lecturers and all PIHMS staff in and out of class. Most international students spoken to by the EER team were positive about their homestay experiences which supported their adjustment to a different country and their English language development.

Students valued the English language and literacy and numeracy that PIHMS provided and the one-to-one mentoring and weekly meetings with their semester coordinator. They also felt well supported during their industry placements which included at least one visit by PIHMS staff, involvement with their placement appraisal, and the availability of the PIHMS industry placement manager or lecturer by email and phone.

Students are well briefed about industry placements before undertaking them but, in the view of the evaluators, the handbook should at least carry the underpinning philosophy of each of the programmes, including the postgraduate diploma and how practical placements in each programme complement the theoretical instruction and training delivered on the school site. In the handbook or separately, information about placements should include: the responsibilities of students as employees and the range of experiences they can expect to encounter in each placement; details of the log book record, assignments and appraisals and the rationale for these; and the achievement levels required for students in placements to progress to the next stage (semester) of their programme.

Students commented that they helped each other both in class with their learning, English language, and literacy and numeracy, and outside class, including with their accommodation at PIHMS and off site. They appreciated that the students' forum gave them a voice via their president who is also a member of the academic board. But they also appreciated how PIHMS' lecturers, the principal, the marketing manager, and the student liaison person also listened to them, shared their concerns, and acted promptly to address them. Students commented that

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they felt part of a “family” and this was reflected in their interactions with the board chair and the managing director.

The marketing manager and student liaison person were aware of the value of identifying when a student might need support which they saw as important to provide promptly. They commented that home-sickness was the main challenge for new international students combined with the intensity of study and, for some, the far greater freedom than that experienced in their own countries.

PIHMS’ self-assessment of student guidance and support includes a student survey, although it does not include feedback on industry placements. Students commented on the length of the survey but they completed it because they believed it was important and worthwhile to contribute. They were confident that PIHMS would consider and use their feedback in their interests. Anecdotal and observational information about how well students are guided and supported could be better captured, recorded, and used by PIHMS to make improvements.

PIHMS learned from the experience of the February postgraduate intake the absolute necessity for comprehensive, accurate, and timely advice on basic information such as starting dates. Considerable assistance was extended to those students adversely affected by the confusion over start dates. Related self-assessment /follow-up has led to improvements in the organisation’s Mumbai office and a process that ensures office/student contact is made with the Auckland office.

A visit by the administrator of the Code of Practice in May 2011 identified breaches in PIHMS’ policies, processes, and documentation which PIHMS had not identified itself. In response, PIHMS not only completely reviewed its enrolment, attendance, insurance, and off-site living processes, but also reviewed its student handbook and marketing materials. It also developed additional documentation and updated staff on using new forms and systems. PIHMS is now fully compliant with the Code of Practice.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

PIHMS provide effective leadership at all levels of governance and management. It has clear organisational purpose and direction which are shared by governance, management, lecturers, and students who spoke of their enjoyment at being part of a “family”. The shared mission of PIHMS has also been its guiding philosophy: “To provide the finest integrated and comprehensive education and training for current and future hospitality managers”. The mission is supported by PIHMS’ “three pillars”: Right Attitude, Right Skills, and Right Knowledge. This provides a bond and a shared mutual interest among all staff and students. It also contributes to an *Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.*

organisation that has high expectations of its staff and students who confirmed they felt valued.

The organisation's strategic plan sets out the PIHMS board's direction for the organisation over the next three to five years. It is a guiding principles document with broad concepts. The detailed plans are set out annually in the PIHMS business plan which has key performance indicators intended to indicate achievement of each of the six PIHMS objectives. Senior management is required to present an annual business plan developed from the strategic plan which sets out the key performance targets for PIHMS which, in turn, are linked to the critical success outcomes. An associated budget is also required to be prepared and presented to the board for approval.

PIHMS' governance needs to balance commercial imperatives with academic imperatives and generally does this effectively. It has developed its information technology (IT) facilities such as free wireless connection and is addressing self-identified deficiencies such as the too-slow internet connection. Lecturers and students agreed that there were sufficient resources for teaching and learning, but the EER team felt that further investment could be made in supporting professional development and research. PIHMS monitors staff levels closely with the intention of ensuring sufficient staffing to deliver on its mission statement and vision statements and agreed values. However, it has also stated differing figures for planned staffing costs and staff turnover. It is unclear how evaluative this process was and whether it would provide sufficient capacity. Despite the recent upgrading of computers, other resources could be readily upgraded, such as datashows and DVD facilities.

Self-assessment includes focused programme reviews and plans developed from needs assessment aligned to strategy. The reviews of the diploma, degree, and postgraduate diplomas have been referred to in some detail earlier in the report. The self-assessment plan, based on and aligned to strategic plan objectives for 2009-2010, identified six areas and main findings and actions, critical success factors and outcomes:

- External relationships – industry
- An internal process for industry relationships
- Postgraduate diploma review implementation
- Postgraduate new curriculum review – research and managerial communications
- Rooms division – front office and housekeeping
- IT hardware and software review.

Apart from IT, all the above had been initiated by the time of the EER visit. However, most were still in an implementation phase and the success or otherwise

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of the outcomes was not always clear. PIHMS was still seeking continuous improvement in most areas. In 2010-2011, the following seven areas were identified for implementation: diploma/degree curriculum review, assessment review, pastoral care review, ESOL review, policies and procedures, document management, and disaster management. All apart from the last were being implemented at the time of the EER visit.

PIHMS receives a lot of industry and external feedback from a number of sources. Some of this is informal or anecdotal. This is one example of how PIHMS does not document what is sometimes very valuable information. PIHMS has identified that its self-assessment needs some structure to help ensure that all self-assessment activities are clearly connected to each other and outputs and outcomes are documented in one place or can be easily accessed. PIHMS has chosen Baldrige methodology to achieve this and intends to implement it in the near future.

Governance has also decided to create a new database rather than build on and improve a defective model. A new database system is due to be introduced by the end of 2011 and this should enable PIHMS to capture and use a wider range of quantitative and qualitative data to make ongoing improvements to enhance educational achievement. This will also enable PIHMS to use a model of self-assessment sharpened by commercial imperatives for a wide range of educational achievement purposes.

Beyond exercising governance responsibility for self-assessment and participation, governance and management, with contributions from the staff as appropriate, are continually considering opportunities for the future. Such “future scanning” includes future qualification and market possibilities. For example, could PIHMS offer a Master’s degree in the future? Should it take up the potentially huge opportunities provided by countries such as India and China who want their people to train overseas and return to work in their own rapidly expanding hotel, hospitality, and tourism industries? What would it take to tap into this market opportunity and how would it impact on what PIHMS currently does well?

PIHMS’ enhanced self-assessment should increasingly help ensure the current relevance, quality, and value of its qualifications, programmes, and training to both domestic and international students. Its future scanning should help ensure PIHMS continues to operate successfully as an education and training provider which achieves its mission and vision statements while remaining true to its values.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Governance, management, and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: International students

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

2.3 Focus area: Diploma in Hotel Management (Level 6)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

2.4 Focus area: Bachelor of Applied Hospitality and Tourism Management (Level 7)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

2.5 Focus area: Postgraduate Diploma in Hotel Management (Level 8)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Pacific International Hotel Management School Limited has confirmed the factual accuracy of this report.

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

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Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>

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