



External Evaluation and Review Report

Pacific International Hotel
Management School Limited

Date of report: 20 February 2023

About Pacific International Hotel Management School Limited

Pacific International Hotel Management School (PIHMS) delivers hospitality training programmes at levels 5-9 in a simulated hotel environment, to both domestic and international students.

Type of organisation:	Private training establishment (PTE)
Location:	4 Henwood Road, Bell Block, New Plymouth
Code of Practice signatory:	Yes
Number of students:	Domestic: 80 full-time students; including 18 Māori and 11 Pasifika students International: 62 full-time students
Number of staff:	25 full-time; two part-time
TEO profile:	See PIHMS on NZQA website There have been a number of significant changes at PIHMS since the previous evaluation in 2018, brought about by the COVID-19 pandemic and its impact on student numbers, and the corresponding reduction in the programme portfolio and staff numbers.
Last EER outcome:	The previous external evaluation and review (EER) of PIHMS, held in October 2018, resulted in summative judgements of Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none">• Bachelor of Applied Hospitality and Tourism Management (Level 7) [ID: 104278/1] [Qualification ref# 9135]. The majority (82 per cent) of PIHMS students are enrolled in this programme.• International Students: Support and Wellbeing

MoE number: 8457
NZQA reference: C50289
Dates of EER visit: 25 and 26 October 2022

Summary of results

There is clear and comprehensive evidence that PIHMS is providing quality education and support leading to high levels of satisfaction and positive outcomes for its students, graduates and industry.

Highly Confident in educational performance

- PIHMS has strong course and qualification completions along with high student satisfaction with their education. Students are achieving their academic and personal goals to attain high-level qualifications leading to valued and sustained employment.
- Students are engaged in their learning and are experiencing a supportive and caring learning environment.
- PIHMS is effectively using its expertise and long-standing industry relationships, to develop, deliver and continuously improve programmes that closely meet individual and stakeholder needs.

Confident in capability in self-assessment

- Education is delivered in appropriate contexts for industry and student needs. The internship model of delivery enables students to learn in a real-world environment. Stakeholders confirm that PIHMS graduates have work-ready skills and qualifications.
- Programmes are fit for purpose and regularly reviewed and updated to match the existing and emerging needs of students and stakeholders.
- Teaching is underpinned by a strong research culture and infrastructure, which is well resourced and supported by the organisation.
- The organisation is well managed and has a clear philosophy and values which are reflected throughout its operation. The learning activities are well resourced, including a simulated hotel environment.
- Important compliance accountabilities are being managed effectively. The contributing processes that underpin PIHMS' high performance are well

established and have been constantly refined over time.

- Records and discussions indicate that self-assessment is well embedded and is comprehensive, authentic and transparent. NZQA is highly confident that PIHMS will continue to use its self-assessment findings insightfully to maintain high performance.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>PIHMS' students have achieved well. Course completion rates have historically consistently averaged around 90 per cent.² The COVID-19 pandemic resulted in a significant falling away of completion rates which is understandable given that industry placements were often not available, international students returned home, and students were not able to attend campus for long periods. These factors were a significant disrupter given the critical role of PIHMS' simulated hotel teaching environment. Many students whose study was interrupted by the consequences of COVID-19 are now returning to complete their qualifications, and PIHMS is confident that the previous high levels of achievement will once again be the norm.</p> <p>There is a persistent and significant disparity of course and qualification completion of 5-15 percentage points each year for Māori and Pasifika students, as compared to non-Māori/Pasifika completions. Māori and Pasifika progression has been identified by PIHMS as one of their major developmental areas and is a work in progress.</p> <p>PIHMS has not formally documented achievement rates for students with disabilities. This is also work in progress. The EER noted that PIHMS does provide sound support for students identified with learning or other disabilities.</p> <p>Achievement is supported by good analysis of progress. Staff at PIHMS demonstrate a good understanding of, and commitment to, the factors that lead to student achievement, and they regularly analyse, discuss and implement ideas for improving achievement. The organisation has weekly staff meetings where ideas for improving course delivery and student achievement are discussed and agreed.</p>

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

² Refer achievement statistics, Appendix 1.

	Interviews with students and feedback from employers indicate that the students are acquiring useful skills and knowledge, including a strong emphasis on professional skills which prepare them well for employment in New Zealand and internationally.
Conclusion:	PIHMS has a focus on learner achievement and clearly understands the variables that influence it. This is reflected in its generally strong learner achievement and was confirmed by the EER team's interviews with students, management and staff, and a selection of key stakeholders.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Self-assessment material reviewed by the evaluators, alongside commentary from students, graduates and external stakeholders confirm the success, extent and value of the educational outcomes of PIHMS.</p> <p>Students gain worthwhile skills in the programmes that PIHMS delivers, which enables them to build a career in the hospitality and tourism industries. Employers report that the skills and knowledge gained were immediately applicable to the workplace and are highly valued by employers and that they regularly compete with each other to offer industry placements and/or employment.</p> <p>A valuable and somewhat unique component of the PIHMS degree is two industry placements of 20 full-time weeks each in years one and two which are designed to build on the academic learning on campus. These placements are in 'top end' hotels throughout New Zealand and in Australia or occasionally further afield. Students are paid by the placement provider and are undertaking real-world training often in customer facing roles. PIHMS students, while on industry placement, are regularly offered very attractive employment situations for when they finish their qualification.</p>

	<p>PIHMS has good systems for tracking and engaging with graduates and makes good use of the feedback it receives from alumni to continuously enhance programmes.</p> <p>PIHMS' strength and scale in applied research has benefits for students and communities. PIHMS staff are engaged in research that informs programmes and often involves students and external stakeholders as partners in the research.</p>
Conclusion:	Employer feedback confirms that students who complete programmes at PIHMS are gaining good value by being well prepared for industry. Long-term relationships with stakeholders also signify that they value the programmes for the benefits to their industry and their respective organisations.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>PIHMS' processes are highly effective in ensuring that stakeholder and student needs are understood and met, and appropriate standards are maintained. There is a high level of student satisfaction with the teaching and facilities. The learning management system provides an engaging platform for students when studying online and enables the organisation to monitor that engagement.</p> <p>PIHMS has regular, ongoing interaction with a wide stakeholder group through varying mechanisms and at all levels of the organisation as a core feature of its operation. These mechanisms include surveys and focus groups; regular staff meetings; discussions with industry partners; participation in industry networks; hosting industry and community events; and the advisory board. The information from these interactions is fed back through the organisation to inform future strategy and programme planning.</p> <p>The student voice at PIHMS is strong and encouraged by the organisation. Students regularly complete surveys and focus groups, to provide feedback on the learning methods, course delivery and their learning environment. The results of this</p>

	<p>feedback are analysed and used effectively to inform improvements to course delivery.</p> <p>There is an annual and comprehensive whole-of-programme review into which a wide range of staff and stakeholders have input. This process ensures that the programmes are systematically updated to meet the existing and emerging needs of students and stakeholders. Challenges and rework in the development of a new degree to replace the existing Bachelor of Applied Hospitality and Tourism Management, indicate that PIHMS needs to improve on its capability regarding the academic processes essential to programme development.</p> <p>Assessment practice includes a range of sound approaches. Students are provided with opportunities to demonstrate their knowledge and understanding through written work, project work and practical presentations. Internal and external moderation processes are well managed and ensure quality assessment. Academic standards are clear, understood and maintained.</p>
Conclusion:	<p>PIHMS has regular and purposeful interaction with students and stakeholders, ensuring that programmes and activities meet their existing and emerging needs. This is an area of excellent performance for the organisation.</p>

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at PIHMS receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. There was a clear sense of shared accountability across all staff for the support of students through complementary initiatives and excellent responsiveness to the multiple needs of students, especially during the pandemic disruptions.</p> <p>The learning environment at PIHMS is supportive, providing an excellent foundation for enhanced success. Students are accommodated on campus which provides a relatively intense, yet supportive, environment for personal and educational growth, and opportunities for community and relationship building. Hostel and academic staff are in regular communication to ensure wrap-around support for the students. PIHMS' support</p>

	<p>staff are well attuned to the support needs of both international and domestic students.</p> <p>The PIHMS student association is very active and well supported by the organisation. The association organises social and sporting events as well as providing advocacy and support for students as required.</p> <p>Intending students are well guided into courses appropriate to their aspirations and qualifications. A comprehensive orientation programme is available to students in their first week of study. Teachers described numerous activities and initiatives to motivate, engage and encourage students to get the full benefit from their time at PIHMS.</p> <p>Attendance expectations are effectively communicated to the students and are monitored closely, with timely and appropriate follow-up as required. The system, while strictly enforced, is supportive and seeks to identify and address the reasons why students may not be attending classes.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice.³ PIHMS submitted an attestation to NZQA that they had completed a self-review of their implementation of the Code, as it was a requirement for all PTEs by 1 March 2021. Through the self-review they identified areas for further development and continue to address these. This, and other evidence sighted, provides assurance that international and domestic students are well supported.</p>
<p>Conclusion:</p>	<p>Students at PIHMS are experiencing a strongly supportive and caring learning environment, which has contributed positively to the high levels of student engagement, achievement and satisfaction.</p>

³ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PIHMS is a private company, locally owned and operated for the past two decades. The PTE is governed by a board of directors, representative of the shareholders, and chaired by an independent chair who has extensive educational, financial and governance experience. There is also a high level of educational, financial and business expertise within the rest of board.</p> <p>PHIMS' organisational strategy is formally documented, with clear strategic goals in key areas such as academic, mission, industry engagement, financial security, research and staff development. Management and staff have a common understanding of the PTE's vision and direction.</p> <p>PIHMS employs qualified and experienced staff, whom it manages effectively and actively develops. The majority of staff are employed permanently which enhances the academic capital of the PTE. Staff retention is high. The value that PIHMS management puts on the experience and know-how of their teaching team is clearly apparent and makes a positive difference to educational quality. The performance of the teaching staff is formally reviewed annually, but this does not preclude regular and ongoing feedback of a formative nature.</p> <p>The organisation is well equipped with physical and learning resources, including a fully functioning simulated hotel which also provides accommodation for up to 300 students as required.</p> <p>There are systems in place to monitor resourcing so that there are always sufficient resources to meet the learning needs of the students. PIHMS has well-established administration and management systems and procedures in place, with ethical practices.</p> <p>Teaching at PIHMS is underpinned by a sound research culture which is well supported by the organisation. The majority of teaching staff are research active and are allowed paid time to undertake research, which in many cases is additionally funded by PIHMS to meet associated costs or for conference presentation. The organisation has well-established infrastructure to support research, including a research and ethics committee which approves research, and includes</p>

	<p>external research experts who provide high-level and strategic guidance.</p> <p>The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management and is comprehensively understood and adopted throughout the organisation.</p>
Conclusion:	<p>PIHMS has strong leadership and a clear vision and understanding of its business. Monitoring of performance within PIHMS is regular, transparent and robust, resulting in highly effective support for educational achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance is overseen by the education compliance executive who ensures all managers and their staff are aware of their compliance obligations and that there are policies and procedures that comply with the requirements of NZQA and Immigration New Zealand, as well as relevant legislation such as that relating to visas, employment and health and safety. This is also monitored by way of a comprehensive compliance matrix and tracking system, at board level and by the academic board, which oversees academic quality.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no recent 'risk' history with NZQA. • Policies are in place to manage requirements for fees protection (e.g. Public Trust, withdrawal and refund policies, etc) and visas (e.g. attendance requirements). • The courses at PIHMS are being delivered as approved by NZQA. • PIHMS' research and ethics committee framework ensures that research involving human participants conducted by

	<p>students or staff of PIHMS complies with appropriate ethical standards.</p> <ul style="list-style-type: none">• PIHMS is meeting its obligations with respect to the Code of Practice.
Conclusion:	PIHMS has a clear understanding of its compliance accountabilities and manages these proactively and effectively to ensure obligations are met.

Focus areas

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

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

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

There are no recommendations arising from the external evaluation and review.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. Course completions by ethnicity and level 2018-22 (all of PIHMS)⁴

	Fail	Not yet complete	Pass
NZ Diploma (Level 5) (overall)	15%	0	85%
Māori	28%	0	72%
Pasifika	20%	0	80%
Other (non-Māori/Pasifika)	13%	0	87%
NZ Diploma (Level 6) (overall)	7%	0	93%
Māori	12%	0	88%
Pasifika	20%	0	80%
Other (non-Māori/Pasifika)	6%	0	94%
Degree (Level 7) (overall)	7%	8%	85%
Māori	15%	12%	73%
Pasifika	13%	16%	71%
Other	7%	7%	86%
Postgraduate (Level 8) (overall)	5%	1%	94%
Māori	N/A	N/A	N/A
Pasifika	5%	0	95%
Other	5%	1%	94%

⁴ Summarised from data provided by PIHMS.

Table 2. Qualification statistics, Bachelor of Applied Hospitality and Tourism Management 2018-22

	2018	2019	2020	2021	2022 (YTD)
Total enrolments	41	88	242	63	26
Withdrawn	0	5 (6%)	66 (27%)	30 (48%)	5 (19%)
Completed	41 (100%)	83 (94%)	143 (59%)	3 (5%)	0
In progress	0	0	33 (14%)	30 (48%)	21 (81%)

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud⁵*
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁵ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including TITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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