



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Pacific International Hotel
Management School Limited

Date of report: 22 February 2019

About Pacific International Hotel Management School (PIHMS)

PIHMS is a well-established private training establishment providing specialised hotel training and education qualifications at levels 5-9. Graduates have a direct pathway into employment in the hospitality industry locally, nationally and internationally.

Type of organisation:	Private training establishment (PTE)
Location:	4 Henwood Road, Bell Block, New Plymouth
Code of Practice signatory:	Yes
Number of students:	Domestic: 135 students – 37 per cent (Māori 6 per cent, Pasifika 0.5 per cent) International: 274 students – 63 per cent (Indian 39 per cent, Chinese 26 per cent, Vietnamese 16 per cent, Russian 4 per cent, Indonesian 4 per cent, Other 10 per cent including Kazakhstani, Korean, Taiwanese, Thai)
Number of staff:	43 full-time, seven part-time
TEO profile:	See: NZQA - Pacific International Hotel Management School
Last EER outcome:	In November 2015, NZQA was Confident in PIHMS' educational performance and Confident in its capability in self-assessment.
Scope of evaluation:	This external evaluation and review (EER) looked at three focus areas: <ul style="list-style-type: none">• Postgraduate Diploma in Hotel Management (Level 8)• New Zealand Diploma in Hospitality Management (Level 5)• International Students: Support and Wellbeing
MoE number:	8457
NZQA reference:	C33408
Dates of EER visit:	2 and 3 October 2018

Summary of Results

Good achievement rates lead to valuable outcomes for students and employers. Processes are effective, and management supports educational achievement. Self-assessment is good, but there are areas where it could be strengthened.

Highly Confident in educational performance

- Governance and management effectively support educational achievement. A revised organisational structure has recently been implemented to address changes in management roles and strengthen academic management and evaluation practice.
- Student achievement is consistently above internal benchmarks. Graduates gain industry-relevant skills and capabilities which are valued by industry. Employment outcomes are strong.

Confident in capability in self-assessment

- Strong industry partnerships and collaborations underpin the effectiveness of the industry placement programme.
- Programmes are regularly reviewed to ensure they meet the current and future needs of the hotel management sector.
- Teaching staff are well qualified and industry-experienced and provide an engaging, supportive and applied learning environment, blending theory and its application to practice.
- Students are actively engaged in their learning and gain confidence in their practical skills and capabilities.
- Comprehensive review of the Code of Practice and student files indicates good understanding of compliance requirements for international students.
- Self-assessment is not yet consistently applied across the organisation. There is strong, systematic and effective practice in some areas with strengthening required in others. Effective analysis of achievement data, survey feedback and evaluations is developing.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Course completions were consistently between 90 and 94 per cent from 2015 to 2017. This exceeds the internal benchmark of 90 per cent. International students perform at the same level (between 91 and 93 per cent over 2015 to 2017); Māori students achieve between 82 and 89 per cent for the same period.</p> <p>PIHMS measures its qualification completions by the start date of cohorts. To achieve the qualification, students must achieve the academic requirements and obtain a positive employer evaluation for the industry placement component. Overall qualification completion rates for 2015 and 2016 were 69 per cent and 57 per cent. Levels 8 and 9 were 94 per cent and 96 per cent, level 7 was 93 per cent and 97 per cent; with lower completions at levels 5 and 6 because of students still in progress.²</p> <p>Workplace competence and employment attributes are evaluated by employers against performance criteria to ensure that graduates are work-ready. Students consistently perform at industry expectations, achieving average scores of 2.5 and above (out of 3) across all performance dimensions.</p> <p>Students gain a wide range of skills, knowledge and attributes appropriate to the hospitality industry, including participation in teams, time management, initiative and confidence.</p>
Conclusion:	Overall achievement is good – students are supported to achieve successful outcomes. While understanding and use of achievement data is sound, there is a gap in the analysis of data, trends and benchmarks across programmes to inform areas for improvement.

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 Appendix 1

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students value the real-world learning environment where they gain confidence to apply new skills and knowledge in an operating hotel environment on a daily basis. Students commented that they specifically chose PIHMS because of its reputation for high standards of practice, opportunities to connect with industry, and the clearly defined pathways to employment. Employers value the work-ready attributes, skills and quality of the students and many seek to employ PIHMS' graduates.</p> <p>The organisation's strong emphasis on industry can be seen through its collaborations and partnerships with key stakeholders, the industry placement programme, and research projects supported by industry. A number of major international hotel groups are involved in the industry advisory board. This board has been more active over the past two years, providing feedback on current trends to inform improvements.</p> <p>A comprehensive review of graduate outcomes, completed in 2018, compares key findings with a similar 2015 graduate survey. More graduating students in 2018 gain employment before completion of their qualification. Almost all graduates are in work within three months of graduating, and many graduates move to supervisory and management roles within one year.³</p> <p>PIHMS regularly reviews the value of the industry placement course using employer evaluations of student capabilities, student surveys and insights from members of the industry advisory board to ensure students are well prepared to meet current industry expectations.</p>
Conclusion:	Employers and students value the outcomes from their study at PIHMS. Graduate employment and career progression have positive outcomes for many graduates. PIHMS has strong connections with employers and relevant industry groups.

³ Refer Appendix 2

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>The learning environment, designed to complement theory and practice, is centred on the operation of a working hotel to complement knowledge and skills development from classwork. Recent improvements include strengthening the focus on shared learning experiences, increased use of technology, and a change of emphasis toward developing transferable skills.</p> <p>Students commented positively about the effectiveness of learning activities that provide opportunities to connect with industry, such as brand days and collaborative research projects. Industry placements engage students in employment to develop work skills, attitudes and attributes and prepare them well for their career, as shown by employer evaluations.</p> <p>Changes made to PIHMS programmes since the last EER have addressed the retention issues of the previous level 6 diploma. The New Zealand Diploma in Business (Level 5) is in its first year of delivery and forms the first year of the Bachelor in Applied Hospitality and Tourism Management. The report from the PIHMS-appointed external monitor outlines the strengths and weaknesses of the first six months of delivery with clear recommendations for improvement.</p> <p>Programmes, delivery and assessment are reviewed at staff meetings, and this results in improvements and action plans. For example, students are well aware that the extended use of Turnitin software was implemented to support the 'zero tolerance' policy for plagiarism.</p> <p>An alternative pathway is developed for students who are required to re-enrol in any course to ensure they are still able to meet the programme requirements and receive additional support where relevant.</p> <p>A review of the research components of the postgraduate programme has led to students being engaged in a more collaborative and supportive delivery model to develop research capability in a facilitated and guided way. Highly qualified staff are working with their students on research projects with local</p>

	businesses and community organisations.
Conclusion:	PIHMS is providing a learning environment that meets the needs of students and other stakeholders. Reviews of assessment and moderation are being implemented to strengthen practice.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are well supported in their learning through the approachability of staff, the focus on student success, and the refocus of the learning centre. The cultural diversity of the student group is a positive feature of the learning environment.</p> <p>Comprehensive information is provided to students online, at career days and during orientation. Students were generally positive about the information they received, with some concerns noted regarding the accuracy of marketing material. Overall student satisfaction feedback shows that 88 per cent are satisfied with the quality of instruction and 82 per cent are satisfied they receive useful and timely feedback on progress.⁴</p> <p>Some student feedback, particularly from first-year students, indicates a need to ensure that students clearly understand the hotel work commitments and required roles prior to arriving at the campus. Students (domestic and international) expressed dissatisfaction with the quality of accommodation and food provided in their compulsory 'living-in' arrangements and did not feel that their complaints had been addressed. Student evaluations confirm this dissatisfaction. At the time of the EER, the June 2018 student feedback survey had been collated, but no evidence was provided of any analysis or improvement actions.</p> <p>Student surveys require timely analysis and feedback to inform students on improvements resulting from their input. International students have appropriate academic support and are clear about who to contact among the support staff. However, the support during industry placement is not consistent. PIHMS recognises a need to provide more frequent</p>

⁴ Refer page 13 of PIHMS Self-Assessment Summary report, June 2018.

	<p>support in this area.</p> <p>A focus on strengthening assessment practice, including internal and external moderation, has been identified by PIHMS as a priority area for improvement.</p> <p>The PIHMS student association actively support students and meets regularly with management to discuss current issues and areas for attention. Students are encouraged to engage in social and academic support networks relevant to their individual needs.</p>
Conclusion:	Most students are fully involved in their learning and are well supported to achieve their goals. There is some variability in the quality of support for some students.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The board of directors provides strategic direction and monitoring of performance to support and guide leadership.</p> <p>Management roles and responsibilities have recently been reviewed and strengthened to include programme leadership, stream leaders and an evaluation mentor. Committee structures have been changed to increase staff involvement. The academic board has revised terms of reference which broaden the membership and function, which has led to an increased level of academic discussion.</p> <p>Staff are well qualified, experienced and supported to engage in professional development and research to inform teaching and programme development. The comprehensive induction process is being strengthened to enhance teaching capabilities to match the integrated immersion model of delivery. Management ensures sufficient resources are provided to enhance research activities and staff development.</p> <p>The recent introduction of more effective and inclusive communication strategies is leading to stronger collaboration among staff and collective responsibility for decision-making. Regular staff meetings and feedback from management provides a stronger emphasis on academic matters.</p>

	There are signs of an increased management emphasis on strengthening evaluative practice across the organisation. This includes more systematic and consistent analysis and review, particularly of surveys and programme evaluations, to inform improvements and evidence-based decision-making and analyse effectiveness.
Conclusion:	Governance and management are clearly focused on educational achievement, meeting the needs of students and industry, and providing a quality learning environment.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>PIHMS has good compliance monitoring systems and processes with clear delegations and responsibilities. Improvements have been implemented following feedback from a Tertiary Education Commission (TEC) audit and the last NZQA EER.</p> <p>A comprehensive compliance matrix is monitored by both governance and management to ensure that risks are well managed.</p> <p>Systems and processes to maintain compliance with the Education (Pastoral Care of International Students) Code of Practice are in place. Self-reviews against the code are completed annually. The reviews identify areas that need further attention, such as monitoring and meeting the requirements for under-18 students. An audit of a sample of student files showed that enrolment processes and internal audit checks meet NZQA and Immigration New Zealand requirements.</p> <p>Current documentation and records show that TEC and NZQA requirements for maintaining PTE registration are met in a timely manner with no risks or issues identified by either the TEC or NZQA. Changes to NZQA Rules and other legislation are regularly monitored and communicated to relevant staff for implementation. PIHMS plans to review the approved hours for programmes to confirm compliance.</p> <p>PIHMS has a clear understanding of NZQA's programme change approval requirements. Applications for programme</p>

	approval and accreditation and programme changes have been approved. The academic board has clear responsibility for ensuring adherence to NZQA Rules and requirements.
Conclusion:	PIHMS has effective processes for managing ongoing compliance accountabilities and responsibilities.

Focus Areas

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

2.1 Focus area: International students – support and wellbeing

Performance:	Good
Self-assessment:	Good

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

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: New Zealand Diploma in Hospitality Management (Level 5)

Performance:	Good
Self-assessment:	Good

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.

NZQA recommends that the Pacific International Hotel Management School:

- Continue to develop and extend the systematic and purposeful self-assessment processes, including use of data analysis, to fully embed reflective practice across the organisation.
- Develop clear processes to respond in a timely way to student concerns and monitor the effectiveness of improvements.
- Continue to improve assessment practices to strengthen student feedback.

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

Performance data

Table 1. Course completions

	2015	2016	2017
Total	91%	90%	94%
Māori	86%	82%	89%
International	92%	91%	93%

Source: PIHMS data

Table 2. Programme completions

PIHMS measures annual completion against original cohorts because programmes can roll over multiple calendar years.

	2015	2016	2017*
Completed	69%	57%	71%
In progress	4%	18%	22%
Withdrawn	27%	25%	8%

Source: PIHMS data

Appendix 2

Graduate employment

Table 3. Length of time to gain employment after graduation

Length of time gain employment after graduation	2018 % of graduates	2015 % of graduates	2018 cumulative %	2015 cumulative %
Employed before graduation	51%	22%	51%	22%
Employed within 4 weeks	28%	48%	79%	70%
Employed between 4 and 8 weeks	14%	13%	93%	83%
Employed between 8 and 12 weeks	3%	15%	95%	98%

Source: PIHMS Alumni Performance Review, June 2018

Appendix 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>. 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: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes 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 External Evaluation and Review (EER) Rules 2013. 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). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz