



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM VISIT (Independent Higher Education)**

**INSTITUTION:** HTMi Hotel and Tourism Management Institute

**ADDRESS:** Campus Mariental Panorama  
Marientalweg 3  
Soerenberg  
CH 6174  
Switzerland

**HEAD OF INSTITUTION:** Mr Charles Hains

**DATE OF VISIT:** 7 August 2017

**ACCREDITATION COMMITTEE DECISION ON ACCREDITATION:** Continued accreditation 19 October 2017

## **PART A - INTRODUCTION**

### **1. Background to the institution**

The Hotel and Tourism Management Institute (HTMi/the Institute) was established in 1999 as a private limited company registered in Switzerland. Management responsibility rests with the Academic Dean and the Senior Management Team who report to a Board of Directors.

The Institute's mission is to provide high quality courses for students wishing to establish careers in the hotel and tourism sector. The Institute is situated in a small village in the Swiss alps which is a ski-resort in the winter and is a centre for walking in the summer months. The campus environment consists of two former hotels separated by a local church, with each building providing teaching and residential accommodation, along with a training restaurant and student dining room.

As part of its growth strategy, the Institute has established centres and partnerships in a range of countries including Singapore, Bahrain, Kazakhstan, New Zealand, India and Vietnam. BAC accredits the operation in Switzerland only.

### **2. Brief description of the current provision**

HTMi delivers programmes at both undergraduate and postgraduate level, including integrated internships. Undergraduate programmes comprise certificate, diploma and higher diploma programmes, which are mapped against the Bachelor of Science (BSc) Honours International Hospitality Management validated by Ulster University. Students are able to accumulate credit at certificate, diploma and higher diploma levels and progress to either the BSc top-up programme or to one of three other centre devised Bachelor's degrees, which are International Hotel and Tourism Management, International Hotel and Events Management and Culinary Management.

The postgraduate provision includes the Postgraduate Diplomas in International Hotel and Tourism Management and International Hotel Events Management and a Master of Business Administration (MBA) in Hospitality Management. The Master of Science (MSc) Hospitality and Tourism Management is validated by Edinburgh Napier University and offers students, who undertake the centre devised degree provision, a validated progression route. All programmes are delivered in English.

At the time of the visit, 308 students were enrolled across all programmes. Students complete an online application form and are interviewed either online or in person. Previous qualifications are checked, along with English Language skills. The student body is composed of around 30 to 35 nationalities, drawn from across Europe and the remainder from the Far East, Middle East, United States of America (USA) and other countries. All students are studying on full-time programme. Two hundred and fifty-one are studying HTMi's own programmes and 57 are studying for UK University validated programmes.

HTMi has five centres for excellence including the School of International Hotel and Tourism Management, the International Hospitality Research Centre, the International Centre for Events Management Training, the Centre for Culinary Management and the Careers Centre. The Institute is recognised formally as a Higher Education Institution with Edu Qua, the Swiss Association for Quality and Management Systems (SQS). It is also approved by the Kanton of Lucerne to offer professional programmes including a Certified Professional Foundation in English for the Hospitality Industry and a Certified Professional in Hospitality Operations. All undergraduate programmes and the MSc are recognised by the Institute of Hospitality.

### **3. Inspection visit process**

The inspection was conducted over half a day by one inspector. Meetings were held with the Academic Director and the Head of Research Development and with staff in the administrative centre. As the visit took place during the holiday period, the inspector met informally with students during a tour of the premises. A wide range of documentation was scrutinised, including copies of registers, tracking sheets of student results, a sample of

admissions records and the Student Handbook. The information on the website was also scrutinised. All requests for information were complied with and the institution approached the inspection in a cooperative and professional manner.

#### **4. Inspection history**

Full Accreditation	11-12 June 2002
Interim	16-17 June 2003
Re-accreditation	22-23 May 2007
Interim	22 June 2010
Re-accreditation	23-24 May 2011
Interim	17 April 2013
Re-accreditation	21-22 May 2015

## **PART B – JUDGMENTS AND EVIDENCE**

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

### **1. Significant changes since the last inspection**

A number of staff changes have, or are taking place since the last inspection. A new Registrar and Administrator along with a replacement Career Development Centre Manager have been recruited. The Director of Operations is leaving the Institute and a replacement is being sought. The Director of Research Development is supporting the academic management of the Institute, as the Academic Director is taking on more responsibility for liaison and development of overseas partnerships. These changes have not adversely impacted on the organisation.

The Institute has received its re-accreditation by Edu Qua until 2019, the Institute of Hospitality until 2021 and the Kanton of Lucerne until January 2020. In all cases re-accreditation was granted without conditions. HTMi has been approved by the Swiss Regulatory Authority to offer the Advanced Federal Diploma of Higher Education Hospitality Management from August 2017.

### **2. Response to action points in last report**

*4. Publicity Material gives a comprehensive HTMi should look again at whether course information can be presented in a simpler form making a clear distinction between the roles of university awarding bodies and accreditation bodies such as Edu Qua and BAC.*

The Institute has worked on providing clear information on the range of qualifications offered and has clearly differentiated the role of the accreditation bodies from those of awarding bodies. Information is accessible through the website and through a hard-copy prospectus.

*18.1 HTMi should consider the appointment of a designated welfare officer who possesses recognised welfare and counselling qualifications.*

In the course of a year, the Institute has, on average, two or three students who are under 18 years of age when they enrol. No students were under 18 years of age at the time of this inspection. Whilst the Institute has not created a specific welfare officer role, there is always a member of staff on campus 24 hours a day who can be contacted by students, provides supervision and is available to handle any student concerns. This meets local Canton regulatory requirements. Students receive training, as part of their induction, in the use of an online application which can be used to report problems and gain information and guidance on how to seek more advice. The small number of students aged under 18 are effectively monitored by the staff and current arrangements meet essential local safeguarding requirements. The current system could be improved if staff were to receive specific safeguarding training.

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

The Student Handbook has been reviewed and a reference to complaints procedures has been incorporated, including a reference to the procedures of partner universities, as appropriate. All handbooks are now only available to students electronically.

### **3. Response to recommended areas for improvement in last report**

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

Copies of teachers' qualifications are now uploaded into individual electronic files.

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

Reference to partner universities' extenuating circumstances and other relevant procedures forms part of induction, and is covered by university staff who visit the Institute. Links and further information are also available to students through the virtual learning environment.

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

A clear and appropriate appraisal procedure has been recently introduced and a number of staff have received appraisals. For the remaining staff this will take place in the next academic year.

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

This has been implemented. Students receive 80 hours of German language tuition at certificate and post-graduate level and now per semester at diploma level. This is double the hours previously provided at diploma level and effectively supports students taking part in internships and placements in Switzerland.

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

This has not been addressed as yet, although feedback is captured as part of a broader student survey. The survey conducted lacks detail about the effectiveness of the induction programme.

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

As part of the BSc (Hons) International Hospitality Management revalidation, academic staff have been granted access to the Ulster University online resources. However, the University has not provided students with access, and the Institute should continue to lobby for student access. Staff assist students with their research and can access online materials on their behalf, where appropriate.

#### **4. Compliance with BAC accreditation requirements**

##### **4.1 Governance, Strategy and Financial Management (spot check)**

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> Good governance arrangements are in place.  HTMi has a clear strategy for growth internationally.				

##### **4.2 Academic Management and Administration (spot check)**

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> There are clear academic and administrative procedures and records.				

#### 4.3 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<p><b>Comments</b></p> <p>Teaching staff have a range of professional and academic experience gained internationally through previous work with prestigious organisations.</p> <p>Teaching observations indicate good standards of delivery and this is supported by high levels of student satisfaction as expressed in the student surveys.</p> <p>Staff are encouraged to engage in continuing professional development including studying for external qualifications. Staff records, now include scanned copies of teacher’s qualifications. A record of professional development activities undertaken by staff is not currently included on staff records. This would provide a record on subject and sector knowledge and practices.</p>				

#### 4.4 Student Recruitment, Support, Guidance and Progression (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<p><b>Comments</b></p> <p>Applicants have access to a range of information about programmes to inform their choice and the Institute also provides approved information to agents abroad.</p> <p>Applicants are able to contact the Institute with any questions or requests for additional information.</p> <p>Clear admissions folders are kept electronically.</p>				

#### 4.5 Premises, Facilities and Learning Resources (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<p><b>Comments</b></p> <p>Refurbishment work has taken place over the summer break particularly in the Mariental building. The work on refurbishment of the Panorama building was completed the previous year. The Careers Office has new accommodation at the front of the building.</p> <p>There has been significant investments in resources for the virtual library with over 100 e-books and more than 250 e-journals available.</p> <p>Students also have access to a good range of leisure and sports facilities, including discounted ski-school classes, an indoor pool, gym, football area, volley ball court and bar.</p>				

#### 4.6 Quality Management, Assurance and Enhancement (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<p><b>Comments</b></p> <p>External examiner reports indicate that the quality of teaching, learning and assessment is good.</p>				

The Institute has enhanced the student learning experience through improvements to online resources and the virtual learning environment, including access to citation software.

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

<b>STRENGTHS</b>
Good range of learning environments, which simulate hospitality and catering settings.
Good range of social and leisure facilities.
Improvements to the online access and learning resources.

<b>ACTIONS REQUIRED</b>	<b>Priority H/M/L</b>
Ensure members of staff who undertake 24-hour contact duties complete some safeguarding and welfare training.	M

<b>RECOMMENDED AREAS FOR IMPROVEMENT</b>
The Institute should introduce a post induction student survey.
It is recommended that the Institute introduces a Continuing Professional Development record for all members of staff.

<b>COMPLIANCE WITH STATUTORY REQUIREMENTS</b>	
Declaration of compliance has been signed and dated.	YES
Further comments, if applicable	