



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION (Independent Higher Education)

INSTITUTION: Hotel and Tourism Management Institute

ADDRESS: Campus Mariental Panorama
Marientalweg 3
Söerenberg
CH 6174
Switzerland

HEAD OF INSTITUTION: Mr Ian Lamour

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 31 August 2020

ACCREDITATION COMMITTEE DECISION AND DATE: Awarded re-accreditation for four years, 26
November 2020

PART A – INTRODUCTION

1. Background to the institution

HTMi, Hotel and Tourism Management Institute (HTMi/the Institution) was established in 1999 as a registered share company in Switzerland. HTMi is an education and training institute that provides hospitality-focused management development, degree education and skills-based courses. The Institution has also opened partnership campuses in Singapore, Bahrain, Kazakhstan, Dubai, Mauritius, Australia, Saudi Arabia and China. The British Accreditation Council (BAC) accredits the HTMi campus in Switzerland only.

The HTMi Switzerland campus is located in Söerenberg, in the Canton of Lucerne. The campus environment consists of two former hotels, with each building providing teaching and residential accommodation, along with a training restaurant, student dining room, culinary centre, classrooms, swimming pool, café, night club, and various training facilities and offices. A third building provides a small number of student residences. A third building provides a small number of student residences.

The Institution's vision is to be a leading hotel management institute in the world. The main aim is to provide high-quality courses for students wishing to establish management careers in the hotel, tourism, culinary and hospitality sector.

Governance is provided by the Chief Executive Officer (CEO), supported by two external advisers, and members of the HTMi International Development Group (IDG). The IDG comprises the Institution's senior management team, along with a senior Director at the HTMi Singapore campus.

A number of staffing changes have taken place following the last inspection in September 2019. A Head of Academics, appointed in August 2020, has replaced the previous Academic Director, who has now left the Institution. The Academic Administration Manager has been replaced by an Academic Administrator. A Governance Committee and a Research Group have been established. The Institution has started to offer a small number of professional short courses that are delivered and assessed online.

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 degree in 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 Bachelor's degrees, devised and awarded by HTMi. These programmes are in International Hospitality and Tourism Management, International Hospitality and Events Management, and Culinary Management.

The postgraduate provision includes postgraduate diplomas in International Hotel and Tourism Management and International Hotel Events Management and a Master of Business Administration (MBA) in Hospitality Management, all of which are validated by HTMi. The Master of Science (MSc) in Hospitality and Tourism Management is validated by Edinburgh Napier University. All programmes are delivered in English.

HTMi offers a small number of professional short courses that are delivered and assessed online. Courses are available through the Swiss Hospitality Management Institute (SHMI) learning management system. At the time of this inspection, only one course was available. This was the Diploma in International Wedding Planning. The professional courses can be completed at students' own pace and typically take between eight and 12 weeks. Enrolment for online short courses is on demand.

HTMi has six centres for excellence: 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, the Centre for Career Management and the Student Services Centre. The Institution is recognised formally as a higher education institution with EduQua, the Swiss Association for Quality and

Management Systems (SQS). It is also approved by the Canton 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 Institution of Hospitality, a professional body based in the United Kingdom (UK). The Centre for Culinary Management and programmes are also accredited by World Association of Chefs Societies (WACS).

3. Inspection process

The half-day inspection took place using online communication methods. It was undertaken by one inspector, who met with the CEO, the Head of Academics, the Academic Administrator and other senior leaders. The inspector scrutinised relevant documentation. All requested information was made available. The Institution cooperated fully with the inspection.

4. Background to supplementary inspection

The supplementary inspection was undertaken to review evidence provided by the Institution in support of progress against the actions and recommendations made following the September 2019 re-accreditation inspection.

5. Inspection history

Inspection type	Date
Full Accreditation	11-12 June 2002
Interim	16-17 June 2003
Re-accreditation	22-23 May 2007
Interim	22 June 2010
Re-accreditation	23-24 May 2011
Interim	17 April 2013
Re-accreditation	21-22 May 2015
Interim	7 August 2017
Re-accreditation	11-12 September 2019

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

The role of Academic Director has been replaced by a Head of Academics. The Head of Academics was appointed in August 2020. He is a suitably qualified, and very experienced, higher education lecturer and senior manager. The Head of Academics is the Chair of the Academic Board and is responsible for implementing the Institution's quality assurance processes in respect of all academic programmes.

The role of Academic Administration Manager has been replaced by an Academic Administrator. Appointed in August 2020, the administrator has related administration experience and relevant vocational expertise in the hospitality and events sector.

A new external academic adviser was recruited in December 2019 to replace the outgoing adviser. The new adviser is very experienced in higher education teaching and staff development. The adviser holds a doctorate and professorial chair from a UK university.

Two new vocational lecturers have been appointed. Both are qualified at postgraduate level in tourism-related subjects, with relevant work and teaching experience.

A Governance Committee has been established to provide additional oversight and challenge to the CEO and IDG. The Committee includes representation from the external academic adviser, along with an industrial adviser who has significant experience in international hospitality management.

A Research Group, chaired by the Head of Academics, has been established. The Group meets regularly to lead on the development of the Institution's research activities, which include annual research conferences and published HTMi journals. In the future, the Institution aspires to further enhance the number of peer-reviewed academic journal contributions from HTMi academics.

The Institution has recently diversified its existing course provision with the development of an online professional short course in wedding planning. Senior leaders plan to run a series of similar online courses that can be taken by students at their own pace over two to three months. They will be offered through the SHMI online learning management system.

2. Response to actions points in last report

1.3 The link between governance and management must be clearly articulated and documented.

The link between governance and management is clearly documented in a governance statement, which outlines the role of the newly established Governance Committee. The Committee meets annually to review how well the Institution is meeting its strategic aims. Senior leaders have introduced an end-of-semester performance review to provide the Committee with the data needed to challenge managers and identify areas for improvement, in line with the objectives in the strategic plan. Improvement actions are tracked and monitored through the continuous improvement plan.

1.5 A specific and formal risk assessment statement and procedure must be implemented.

Senior managers have completed a risk management statement and policy that consider key business risks in a variety of areas, for example health and safety, business sustainability, succession planning and data security. The risk procedure has been implemented effectively by the CEO, supported by senior leaders and the health and safety team. The CEO provides overall oversight of the risk management processes to ensure ongoing compliance and business continuity.

2.2 Managers must implement processes which allow all stakeholders to inform the strategic direction of the institution, including staff and students.

Senior managers confirm that staff, students and employers inform the strategic direction of the Institution through the variety of consultation processes in place. These include the Student Representative Council, staff and student surveys, and an employer satisfaction report compiled by the Centre for Career Management.

The report on employer satisfaction gathers employers' feedback following student internship placements. It provides a detailed analysis of the impact of the Institution's curriculum on students' skills development in the workplace.

Stakeholder feedback is used by the senior management team when reviewing and updating the strategic plan. The outcomes of the review are disseminated effectively through annual staff training events.

4.2 Managers must ensure that there are clearly delineated responsibilities and reporting arrangements at programme and course level.

Senior managers have implemented a clear structure of reporting arrangements for all courses at all levels. This includes the identification of module and course leaders for all areas of study. The Head of Academics takes overall responsibility for academic management at programme level. Responsibilities have been clearly communicated to all staff.

5.3 Managers must ensure that all administrative policies, procedures and systems are up to date and accurately documented.

The comprehensive quality manual and student handbook have been fully reviewed and revised to reflect accurately the Institution's current organisational structure and operating practices. Senior managers have introduced a review schedule to ensure that all administrative policies and procedures are regularly updated as required.

Staff have appropriate access to the updated quality manual, administrative policies and procedures. Managers are in the process of fully implementing a centrally shared staff administration area, which will provide staff at all levels with online access to the necessary administrative policies and procedures relevant to their specific roles.

6.3 Managers must ensure that all staff have clear and appropriate job specifications.

Senior managers have reviewed and updated a clear and comprehensive set of job descriptions for different academic, management and support roles. Each job description includes objectives, key tasks, relevant performance indicators, and qualifications and experience requirements. Senior managers confirm that updated descriptions have been clearly communicated to staff.

6.6 Managers must ensure that all staff are clear on the procedure to raise a formal grievance, complaint or appeal.

The written staff code of conduct has been updated to include guidance to staff on how to report and resolve workplace issues. The guidance outlines the different stages of resolution, including appealing to the CEO, and timescales for response or resolution. Staff are able to raise a grievance, complaint or appeal by completing a dedicated online form that is reviewed directly by the CEO.

6.7 Managers must ensure that the performance of all staff is monitored and reviewed through a clearly documented and transparent appraisal system.

The performance management review process is clearly outlined in a detailed procedure. A revised appraisal record form has been introduced to ensure that the process is clear, transparent and comprehensive. For teaching staff, the process includes a review of the outcomes of an annual lesson observation. For support staff, an expert review of professional skills is considered. The process includes the negotiation of a forward-looking action plan to set clear targets for further improvement and enhancement.

A staff appraisal meeting schedule has been created to plan and monitor the completion of staff appraisals, which are due to be completed for all staff by January 2021.

9.3 Staff must have access to a fair and transparent procedure to formally seek financial support for their research and other professional development activities.

Senior leaders have introduced a clear written process for staff requesting financial support for professional development activities. All staff members are able to submit requests for financial support using an online form, outlining the benefits to the individual and the Institution. Requests are considered and authorised, where possible, by the relevant senior manager and CEO.

14.7 Managers must ensure that appropriate and effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.

An appropriate safeguarding policy has been produced, which provides details of the Institution's safeguarding responsibilities. The role of lead safeguarding officer is shared between the Head of Academics and the Student Services Manager, who deputise in each other's absence. A safeguarding training briefing is provided annually for all staff to ensure that they are clear about their role and responsibilities to keep students safe.

Although there is no local requirement in Switzerland for staff to undergo background checks when working with students over the age of 16, senior managers have completed relevant police background checks for all existing staff, and have introduced checks for any new appointments to the Institution. Records of checks are effectively maintained in staff files. A process for requesting and verifying written references for all new members of staff has been implemented.

14.8 Effective arrangements to protect participants from the risks associated with radicalisation and extremism must be implemented.

Senior managers have implemented effective processes to assess the possible risks to students of becoming radicalised and have taken relevant action where required. For example, Information Technology (IT) systems have been reviewed to ensure that access to inappropriate material is appropriately restricted. However, there is no specific written record of the risk assessment process as this has not been formally documented. Senior managers agree that this would be useful as a tool to assist with their ongoing monitoring and review of risks over time.

Staff are vigilant to any changes in student behaviour that may require further review or support. Staff have completed the UK Government's online training package to raise their awareness of measures they can take to prevent radicalisation and extremism.

Managers confirm that students are made aware of, and discuss, the risks and impact associated with extremism as part of an introductory module that forms part of their course.

15.6 The complaints policy must include reference to an external adjudicator.

The complaints policy and student handbook have been updated to include reference to an external adjudicator, who will normally be the external academic adviser.

15.7 Students must formally be advised of BAC's complaints procedure.

The student handbook now includes detailed information on, and relevant links to, the BAC complaints procedure.

27.7 Course leaders must be identified and produce appropriate course reports that include measures of student satisfaction, completion rates and achievement levels for all courses.

27.8 Programme leaders must be identified and use reports from the programme's constituent courses, to produce an annual programme report.

A new structure of designated leaders at module, course and programme level has been identified, implemented and communicated to all relevant staff. A very detailed and specific module, course and programme review structure is now in place. Leaders complete a formally documented reporting process, with clear associated action plans.

The reporting structure is systematic and considers measures of student satisfaction, completion rates and achievement levels for all courses. Student satisfaction data provides a summary of teaching quality, class materials and assessment methods. Reports make good use of relevant benchmarking data and key performance indicators to help leaders monitor the effectiveness of provision.

27.9 Managers must analyse student outcomes in terms of year-on-year performance.

27.10 Senior managers must collate general performance reports to evaluate the effectiveness of the provision overall and to inform ongoing improvements and enhancements.

Senior managers confirm that the Examination Board analyses student and programme outcomes against key performance indicators biannually. The comprehensive annual programme report includes a detailed summary of student performance at modular level, including grade classification analysis, student satisfaction data and overall achievement statistics. The report also incorporates a three-year trend analysis of course performance, including course completion, achievement and student satisfaction.

These reports ensure that managers at all levels are able to review and evaluate the effectiveness of provision and to identify actions for ongoing improvement and enhancement.

27.12 Senior managers must ensure that institutional systems effectively consider programme reports to identify and monitor the implementation of relevant improvement action plans.

Senior managers are committed to improving HTMI's reporting structure at all levels to inform ongoing improvements and enhancements and to capture evidence of good practice. As a result, an academic events calendar has been implemented to coordinate and formalise the quality assurance mechanisms within the existing committee structure. Academic staff meetings, meetings of the Grades Committee and Academic Board, and the annual review all consider relevant programme reports and actions required for improvement.

A governance review process has been implemented to ensure that annual programme reports and associated actions for improvement are scrutinised and challenged by the CEO and the Governance Committee. Module, course and programme leaders have completed action plans for enhancement and improvement based on the review and evaluation of the quality of education.

28.2 End of session course and annual programme reports must be produced.

The Head of Academics takes overall responsibility for the management of all academic programmes, using course-level reports to inform the overall annual programme report. Course and programme teams meet formally at least once each semester, chaired by the Head of Academics, to review student satisfaction data for each module and to update action plans with any proposed improvements.

28.3 Action plans for enhancement must be implemented and reviewed regularly within the institution's committee structure.

Senior managers have implemented action plans which identify a range of relevant and useful areas for enhancement. Action plans are reviewed regularly at management meetings and include general timescales for resolution. Plans do not currently include specific lines of responsibility for managing completion. Managers recognise the value of introducing more specific information in quality improvement action plans to help managers better monitor the progress of each action point over time.

3. Response to recommended areas for improvement in last report

It is recommended that a more comprehensive initial assessment process is introduced to better understand, and meet, the language support needs of students prior to or on arrival.

Managers have implemented a comprehensive English language initial assessment process. On arrival, all students complete a range of English language assessments to identify their reading, writing, speaking and listening skills. Teachers use this information to allocate students to the most appropriate level of study and to identify and meet any specific support needs that may be required.

The Institution should consider introducing more regular opportunities for staff to share best practice across the institutions in the HTMi group globally.

The IDG meets regularly to share best practice from across HTMi's international partners. For example, students and staff from HTMi institutions are encouraged to collaborate online during the in-house research conferences, and by participating in live online masterclasses in areas such as culinary management and international events management.

PART C – SUMMARY OF ACTION POINTS

ACTIONS REQUIRED

6.7 Managers must ensure that staff appraisals are completed for all staff, in line with the revised policy and schedule.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

It is recommended that the central online administration area is completed and made accessible to all staff.

It is recommended that the current radicalisation and extremism risk assessment is formally documented in a useful format.

The Institution should consider implementing a more specific quality improvement action plan template to highlight actions, lines of responsibility, key milestones and expected impact.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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