



About Us

THE-ICE, originally funded by the Australian federal government from 2004 to 2008, is a global quality assurance agency, with key focus on four underpinning pillars: the accreditation, the development, the benchmarking and the promotion of excellence in tourism, hospitality, events and culinary arts (TH&E) education, training and research.

Since 2008, THE-ICE incorporated as a not-for-profit organisation governed by an elected Board of Directors and supports its member institutions through a range of best practice initiatives, and seeks to provide credible information to prospective students about their study options.

THE-ICE Accreditation

Accreditation and quality assurance have become integral to the institutional review processes in education. In the globally competitive education environment, the importance of institutional self-review, peer review by experts in the field, benchmarking, and best practice have never been more important.

Institutions delivering quality higher education may have their TH&E programmes accredited by THE-ICE. Accreditation requires meeting THE-ICE Standards of Excellence, which involves a two-stage:

Stage One – Pre-accreditation

This is the first stage for most institutions wishing to join THE-ICE. The process includes:

- Self-review – completion of an Application Proforma
- Evaluation & Site Audit - be assessed to meet the applicable criteria of THE-ICE Standards of Excellence
- Peer review – Application, Application and Site Audit report submitted to THE-ICE Board of Directors for consideration and decision

Upon successful completion of the application process, the applicant institution will be granted Pre-accreditation status and invited to join as an Associate of THE-ICE. Validity of status is for a period of 3 years.

At any time during the validity period, Associate of THE-ICE is entitled and encouraged to apply for the next stage.

Stage Two – Full Accreditation

Similar process as Pre-accreditation:

- Self-review: Completion of the Full Accreditation Application.
- Evaluation & Site Audit - be assessed by Auditors from the independent THE-ICE Assessment Panel, to meet the applicable criteria set out in THE-ICE Standards of Excellence.
- Peer review - by THE-ICE Board of Directors.

Upon successful completion of the application process, the applicant institution will be granted full-accreditation status and invited to join THE-ICE as Full Member. Validity of the process is for a period of 5 years.

Membership Categories

(i) Associates of THE-ICE

Members, who have successfully completed the Pre-accreditation process

(ii) Full Members

THE-ICE offers three levels of Full Membership to suit individual needs:

- Full Members with Accreditation PLUS Status
- Full Members with Accreditation Status
- Full Members with Affiliate Status

For more information on Full Membership categories, please contact the Secretariat:

accreditation@the-ice.org



Upcoming Event

IPOE 2018

BANGKOK 12-15 NOV

THE-ICE 12th IPOE FORUM 2018

To be proudly
hosted by



For further information visit

www.the-ice.org

THE-ICE (International Centre of
Excellence in Tourism
& Hospitality Education)
AUSTRALIA

T: +61-(0)-418 304 489

E: accreditation@the-ice.org

ABN: 86 131 628 370

Activities of THE-ICE

The activities of THE-ICE are based around Four Pillars of excellence: *Accreditation, Benchmarking, Development* and *Promotion of Excellence* in TH&E education excellence. Key examples include:

1. THE-ICE Standards of Excellence is an international accreditation framework for TH&E education programmes. The accreditation process involves a three step review process against the Standards of Excellence:
 - 1) a self-review by the applicant institution, completing THE-ICE application pro-forma.
 - 2) an independent THE-ICE Assessment Panel auditor review.
 - 3) a peer review by THE-ICE Board of Directors.
2. THE-ICE, in partnership with *i-graduate*, designed and developed the world's only TH&E-focused benchmarking research to gauge the satisfaction levels of students enrolled in THE-ICE member institutions: THE-ICE ISB-SB™. Launched in 2007, the survey provide confidential and insightful information on student experience at different points of their study journey: decision-making process, arrival, learning, living and support.
3. In 2005, THE-ICE launched a global event to facilitate knowledge-sharing for the development of excellence in TH&E through the International Panel of Experts (IPoE) Forum and the Benchmarking Roundtable Series (BRS) workshops. Providing a trusted and collegial environment, these annual events facilitate the exchange of innovative ideas and best practice for the advancement of excellence in TH&E education.
4. The eBulletin provides insights into the industry and a world of TH&E education. The eBulletin not only features international news and events, but also education trends, institutional initiatives and the impacts of government policies. The eBulletin has a readership of some 2,100.
5. THE-ICE website (www.the-ice.org) is a credible promotional hub of information about THE-ICE, our member institutions and their commitment to education excellence evidenced by their THE-ICE accredited programmes.
6. Building an international member network of quality TH&E education providers, represented by vocational institutions, private hotel schools, and private and publicly funded universities who pride themselves on excellence in education.
7. Developing global partnerships with peer QA agencies such as CAA (Commission for Higher Education) in the UAE, FIBAA in Germany, NVAO in the Netherlands, TEQSA in Australia to name a few, to gain insight into other QA best practice, to enhance the brand value and recognition of THE-ICE.
8. Contributing in the ongoing development of QA best practice by serving on the Board of Directors of INQAAHE (International Networks for Quality Assurance in Higher Education) since 2013.

THE-ICE Strategic Partners:



THE-ICE Full Members:



Associates of THE-ICE:



Business Alliances



For full list please visit www.the-ice.org

What are the different types of accrediting organisations?

It is the role of some regulation bodies to 'accredit' entire institutions (e.g. www.caa.ae, in the United Arab Emirates <http://nvaoo.com> in the Netherlands), whereas other more specialised bodies will focus on particular types of education programmes - such as business (www.efmd.org, www.aacsb.org, www.fibaa.org), engineering (www.engab.org.uk/) etc.

In many countries the national accrediting body for institutions is a government one, but this is not always the case. In certain countries (such as the USA) institutional accreditation (or registration) may be carried out by not-for-profit but government approved bodies. At the more specialised course or programme level, the vast majority of accrediting bodies are professional organisations (such as a Medical Association) or not-for-profit organisations whose focus is on quality assurance.



What sort of accreditation does THE-ICE offer?

THE-ICE is a specialised international accrediting body focusing specifically on quality assurance for tourism, hospitality, culinary arts, and events programmes offered in either the vocational or higher education sectors. THE-ICE is a self-governing not-for-profit organisation. Using a progressive and stepped accreditation schema, institutions can initially become an Associate of THE-ICE before applying for full accreditation. Once the programmes at an institution are accredited, only then can an institution become a fully Accredited Member of the THE-ICE. They remain a member for as long as their accreditation is valid.

Institutions seeking accreditation from THE-ICE are initially assessed by the Board through a 'Pre-accreditation' assessment process. Once accepted they become an Associate of THE-ICE, and it is during this period of time they apply for full accreditation. Once the programmes are accredited, then THE-ICE works with its members to support their marketing activities. Unlike many other accrediting bodies, THE-ICE actively seeks to help profile its members to prospective students through its student-centred website.

How does the actual accreditation process work in the case of THE-ICE?

The accreditation and review process is outlined below. Initially an institution applies for 'Pre-Accreditation' and if successful becomes an Associate of THE-ICE. An institution then has up to three years to apply for full accreditation. In brief, the full accreditation process steps include:

- 1. Self-review:** each institution prepares a self-review document using the 'Standards of Excellence' template. But rather than measure each institution or its programmes against some pre-determined set of absolute standards, the main focus of this process is on self-reflection. The mission, goals and aims of the institution and its programmes are initially examined, and then aligned with the actual programmes and their graduate attributes, facilities, teaching staff, internationalisation policies and industry engagement activities.
- 2. Evaluation:** is conducted by a group of experts selected by the accrediting body. In the case of THE-ICE, an Assessment Panel is selected to review the materials presented by the institution about its programmes.
- 3. Site visit:** are typically conducted by the accrediting body to the institution to see the facilities. In the case of THE-ICE, independent auditors from our Assessment Panel will visit each Associate institution applying for full accreditation to meet with the teaching staff, administrative support staff, students, alumni and industry advisory board.
- 4. Peer review:** the Chair of the Assessment Panel will make a recommendation to the Board of THE-ICE based on the outcome of the evaluation. Once accreditation is granted, it is valid for a period of five years before another review is required.
- 5. On-going benchmarking and monitoring:** the use of the International Student Barometer (conducted in partnership with [i-graduate](#)), provides on-going data analysis to member institutions about their student satisfaction and importance throughout their study journey and presents confidential benchmarking reports. THE-ICE also monitors any programme changes to ensure they align with the accreditation granted, and can provide input into internal programme reviews.

ACCREDITED MEMBER



International Centre
of Excellence in
**Tourism and Hospitality
Education (THE-ICE)**



Accredited to meet THE-ICE Standards of Excellence

Why does an institution need accreditation specific to tourism, hospitality and/or events if it already has some form of Business School accreditation?

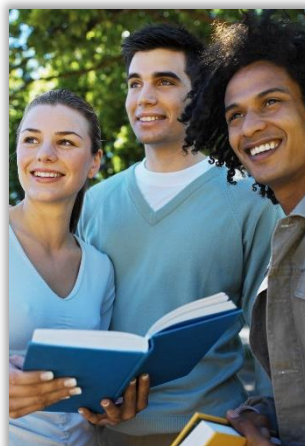
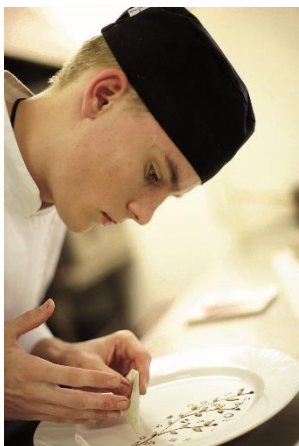
Within the university/higher education sector a number of tourism, hospitality and/or events programmes are incorporated under a Faculty of Business or a School of Business. Such a Faculty/School may have carry accreditations from such bodies as AACSB, EQUIS. or AMBA. However, these generic business accreditation bodies are typically not focused on the specifics of tourism and hospitality programmes. One particular problem facing many tourism and hospitality programmes is that generic recommendations about changes to the wider business curricula (such as core programmes, programme structure etc.) can also end up affecting more focused tourism and hospitality programmes. Also, the lack of understand and appreciation of important education issues for tourism and hospitality programmes (when it comes to such issues as internship, practical courses etc), means that it is important that accreditation is undertaken by a relevant accreditation body such as THE-ICE.

Does this mean that an institution with unaccredited programmes is no good?

It does mean a potential student (or an institution evaluating a potential partner) ought to look into the institution and its programmes more carefully. There are a number of reasons for this.

From a potential student's point of view, it has become clear that there are many institutions with poor reputations that exist in all sorts of countries around the world. Their websites may look great, but they may even have no legal basis on which to operate. Second, for international students it may be impossible to get a visa to attend a non-accredited institution in any particular country. Third, institutional accreditation should not be confused with programme accreditation. While an institution may be accredited or 'licensed' to operate and teach students, that does not mean its specific programmes in any particular areas are well regarded by the industry, former students or other education institutions. Fourth, the institutions offering tourism, hospitality and events programmes do vary considerably in terms of their curriculum, industry relevance, staff qualifications, expertise, and facilities. Accreditation by THE-ICE means that these institutions have all been subject to a peer review, quality assurance and a benchmarking process.

Looking at this from an institutional point of view, the rapidly globalisation of education means that many universities, private hotel schools and vocational colleges are now engaged in all sorts of institutional arrangements - such as articulation agreements, student exchange and joint offerings of qualifications. Often it is difficult to ascertain the legitimate status of the institution, let alone to assess the quality of its programmes or how well regarded they might be by the industry. Institutions that have passed through a rigorous independent accreditation and quality assurance process are not only much more likely to prove to be suitable partners, but will also minimise the potential risk of association.



Why does an institution need more than one accreditation?

About forty Business Schools in the university/higher education sector have achieved Triple Accreditation (EQUIS, AACSB, and AMBA) status. Collectively they have taken out advertising claiming that they are in the 1% of the world's 3,500 Business Schools. One reason for multiple accreditations is that some accreditation bodies only focus on a specific programme type - for example AMBA is focused on MBA programmes.

In terms of tourism, hospitality and events education, we are now seeing this multiple accreditation occurring. There are a number of reasons for getting more than one accreditation. For example, different accreditation bodies may focus on different academic programmes (eg. tourism only, or hospitality only). Then again, some may have an international focus while others may be more focused on accreditation that is only relevant to a specific country (eg ACPHA is focused on courses in USA). This desire for additional accreditation is also in recognition of the increasing importance it is playing to both the internal processes within the institution, as well as the role it is playing outside the institution with potential students.

Who accredits the accrediting bodies?

Simply put, there is no global system that recognises international education accrediting bodies such as THE-ICE. However, THE-ICE is a Full Member and a Director on the Board of the International Network for Quality Assurance Agencies in Higher Education, INQAAHE (www.inqaahe.org), the ultimate peak body for global government and non-government accreditation agencies. Furthermore, THE-ICE accreditation schema is recognised by has also established began as a seed-funded initiative of the Australian Federal Government..

In some specific countries there are bodies which recognise private accreditation bodies. For example, in the USA this is done by the United States Department of Education through the independent body called the Council for Higher Education Accreditation, CHEA (www.chea.org). There has been a stepping up of oversight recently due to the arrival of what are called 'Accreditation Mills', who are essentially fake accreditation bodies. In turn many they accredit fake institutions who are often referred to in the media as 'Diploma Mills'. In other countries such as the UK, the British government has formed the UK Accreditation Service, UKAS (www.ukas.com) to cover a range of needs for all sorts of accreditation bodies.

Typically most voluntary international accrediting bodies (such as THE-ICE) start out with a focus on one country and then expand internationally. For example, AACSB (www.aacsb.org) is a US-based body that has been accrediting business schools since 1917. While this US-recognised accrediting organisation started life in the USA, it has now expanded internationally and has accredited business programmes at many non-US institutions.

In Europe, and following on from the Bologna Process in higher education, the European Union (EU) formed the European Association for Quality Assurance in Higher Education, ENQA (www.enqa.eu). Essentially this is the peak body for the national quality assurance agencies in Europe, as well as various public authorities and also the university quality assurance agencies.

THE-ICE Strategic Partners:



THE-ICE Full Members:



Associates of THE-ICE:

Business Alliances



Observer of THE-ICE



International Centre
of Excellence in
**Tourism and Hospitality
Education (THE-ICE)**



Overview

The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) is a not-for-profit independent international accreditation body with a focus on programme accreditation, benchmarking and the promotion of excellence. THE-ICE also supports its member institutions through a range of education development initiatives, and seeks to provide relevant information to future students about their study options. Our network consists of leading institutions on three continents comprising of research universities, applied and teaching focused universities, polytechnics, private hotel schools and vocational colleges. THE-ICE is led by a Board of Directors who are directly elected by our accredited membership.

Observer Status

There is a growing interest in the benefits of international accreditation. In recognition of this interest, THE-ICE offers the opportunity for qualified institutions to apply and become an *Observer of THE-ICE* network. This status is only open to appropriately registered, recognised and reputable institutions offering tourism, hospitality, events and culinary arts courses. They will have the opportunity to participate in THE-ICE International Panel of Experts Forum, our Benchmarking Roundtable Workshop series and to learn more about THE-ICE accreditation. *Observers of THE-ICE* will also receive regular eCommunication, via our *eBulletin* newsletter which offers updates on international news relating to tourism and hospitality education.

Application

Institutions or organisations wishing to apply for Observer status simply need to complete the application form and indicate their reason/s for becoming *Observers of THE-ICE*.

The application will initially be reviewed by the Chair of THE-ICE Assessment Panel, and then presented to the Board for approval.

Observer of THE-ICE status is initially granted for one year, after which time the Observer's interest and rationale in maintaining their status as an observer will be re-assessed. Organisations deemed unlikely to uphold or meet the standards of THE-ICE may have their status terminated by the Board of Directors.





Accreditation, Benchmarking & the Promotion of Excellence

Observer Benefits

Institutions with *Observer of THE-ICE* status receive the following benefits:

- Use of the *Observer of THE-ICE* logo
- Receipt of an *Observer of THE-ICE* certification
- To be recognised as part of THE-ICE global network
- THE-ICE International Panel of Experts Forum. The Forum offers a unique interactive format, with invited global panellists sharing their knowledge and expertise
 - THE-ICE Benchmarking Roundtable Series – available exclusive for to THE-ICE members. They are open forum to share best practice models, current trends and/or discuss issues such as integrated learning and other education innovations.
 - THE-ICE Annual General Meetings (but without a right to vote)
- Opportunity to contribute and to be involved in supporting one of THE-ICE 'Social Responsibility Initiatives'
- Receive copies of THE-ICE *eBulletin* (for educators) and *iStudent News* which offers regular global insights on current news and topics relevant to tourism, events, hospitality and culinary arts education.
- Opportunity to submit articles of interest to THE-ICE newsletters



Annual Benchmarking Roundtable Series – workshops focusing on best practice & the development of best practice models

Become Accredited

Observers of THE-ICE may apply to become an Associate of THE-ICE. The Associate Membership category is a pre-requisite for any institution wishing to become a fully Accredited Member of THE-ICE. This step involves the completion of the pre-accreditation application, and a successful assessment to meet the applicable criteria of THE-ICE Standards of Excellence.

Our accreditation process is mission driven, and involves self-review, an independent evaluation led by our Panel of assessors as well as a site-visit by relevant auditors. Once fully accredited, member institutions may participate on our confidential benchmarking and marketing activities, as well as the use of our prestigious Accredited Member of THE-ICE logo.

Contact

The Secretariat
THE-ICE
T: +61-410-436 853
E: accreditation@the-ice.org
ABN: 86 131 628 370



Knowledge-sharing with international peers at THE-ICE IPoE Forum

Our strategic partners:



Ministry of Higher Education & Scientific Research
وزارة التعليم العالي والبحث العلمي



YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION



For more info:

accreditation@the-ice.org

Tel: +61-410-436 853

www.the-ice.org

International Panel of Experts Forum



Accredited to meet THE-ICE Standards of Excellence



The International Panel of Experts Forum

THE-ICE established the International Panel of Experts (IPoE) Forum as a series of high-level knowledge-sharing events focusing on strategic issues confronting tourism, hospitality and events education. Each Forum has a highly focused theme, with leading experts from around the world invited to share their views. THE-ICE has been privileged to have leading educators from countries Austria, Australia, Canada, Hong Kong, China, India, Thailand, Switzerland, the UAE, UK and USA to address at its Forums. The experts are invited to address the theme, facilitate break-out discussions and be part of the dynamic interactive sessions.

Past THE-ICE IPoE Forum Themes

2005 – “Critical Issues and Future Directions of Tourism and Hospitality Education”

The inaugural International Panel of Experts Forum was held in November, 2005 at the Royal Pines Resort, Gold Coast (Australia). A series of panel focused sessions and presentations gave futuristic insights into the international student experience, rethinking TH&E education and engaging with the industry.

2006 – “Internationalisation of Tourism and Hospitality Education”

The 2nd International Panel of Experts Forum was held at Jupiters on the Gold Coast, (Australia) in November, 2006. This Forum focused on presenting a pragmatic and progressive view on the internationalisation of tourism, hospitality and event education. With a significant perspective from the Asia-Pacific region, the forum addressed the changing needs of students, institutions and industry, and investigated the future role of international partnerships, quality assurance, and branding in the context of increasingly fast-paced global change.

2008 – “Developing and Delivering Industry-Relevant Education and Research”

The 3rd International Panel of Experts Forum was held in conjunction with hosting the 6th Asia-Pacific (APacCHRIE) Conference in Perth (Australia) in May 2008. The format offered a wider diversity of presentation formats in addition to the traditional Panel of Experts sessions which have been a trademark of past Forum events. It was organised by THE-ICE, and hosted by the Australian School of Tourism & Hotel Management (ASTHM). The event also included an industry breakfast, and an international Education Fair.

2009 – “Accreditation, Benchmarking and Developing Best Practice in Tourism Hospitality and Event Education”

The 4th International Panel of Experts Forum was held at The Hotel School Sydney (Australia) in October 2009. Some twenty educators & researchers drawn from a variety of vocational, private hotel schools and universities were invited to speak. The Forum hosted some 75 delegates and panel members from Canada, Italy, New Zealand, Fiji, UK, Thailand, Singapore as well as Australia. Over the course of the 2-day Forum, six panel sessions focused on addressing the needs, issues and value surrounding Tourism, Hospitality and Event education Accreditation, Benchmarking and the Development of Best Practice.

Upcoming Event

IPoE 2017

Melbourne 14 - 17 Nov

THE-ICE 11th IPoE FORUM 2017

To be proudly hosted by

William Angliss Institute

Specialist centre for foods, tourism, hospitality & events



For further information visit

www.the-ice.org

THE-ICE (International Centre of Excellence in Tourism and Hospitality Education)
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2011 – "Innovation in Tourism and Hospitality Education"

The 5th IPOE was proudly hosted by Taylor's University in Subang Jaya, Selangor, Malaysia from 23rd to 25th November 2011. It was the first time that the event was held outside of Australia! The Forum had a substantial list of 24 invited experts from over 12 countries. Unlike the more traditional research conferences, each of the six panel sessions consisted of 4 invited panelists and addressed a very specific theme. The panel topics focused on the curriculum issues - such as 'Developing innovative Masters degrees' as well as other more applied topics such as 'Innovations in developing and using on-campus training facilities'.

2012 – "Changing times in tourism and hospitality education"

THE-ICE held the 6th International Panel of Experts Forum 2012 at The Emirates Academy of Hospitality Management in Dubai, United Arab Emirates from 18th to 20th November 2012. The Theme "Changing times in tourism and hospitality education" featured a series of invited presentation panel sessions by some 23 leading international TH&E educators and industry experts. Key presentations focused on the changing needs of student expectations and profiles, industry perceptions and how the student meets industry expectations, technology in education and curriculum and the need for changing teaching methods.

2013 – 'The Industry Education Nexus – a global perspective'

7th THE-ICE International Panel of Experts Forum 2013 was proudly hosted by Blue Mountains International Hotel Management School in Sydney, Australia from 6th to 8th November 2013. Key presentations focused on industry engagement and educational leadership for the connected generation, how tourism research connects with industry imperatives, global industry trends that are demanding a different educational approach, and technology and innovation in tourism and hospitality education arena.

2014 – 'Developing Quality and Value-adding to Partnerships between Institutions & Industry'

8th THE-ICE International Panel of Experts Forum 2014 was proudly hosted by Charles Darwin University in Darwin, Australia from 11th to 14th November 2014. The IPOE 2014 addressed issues on creating common vocational education & training (VET) standards in the ASEAN region to allow for workforce mobility, educational pathways from VET to Higher Education as well as linkages and partnerships between institutions.

2015 – 'Real World Learning in Tourism & Hospitality'

THE-ICE held the 9th International Panel of Experts Forum 2015 at Stenden University in Leeuwarden, the Netherlands from 25th to 28th November 2015. There are high demands for the 'products' of TH&E education, qualified graduates and research. However, the reality gap between these products and the industry that uses them has arguably never been greater. The IPOE 2015 successfully explored bridging this gap through Real World Learning... examining what it is and how we can do it better!

2016 – 'Real World Learning in Tourism & Hospitality'

IPOE 2016 will be proudly hosted by Cesar Ritz Colleges Switzerland, member of the Swiss Education Group from 9th to 12th November 2016 in Lucerne, Switzerland.

For more information on IPOE Forums visit: <http://www.the-ice.org/events/past-ipoe-forums>

THE-ICE Strategic Partners:



Full Members of THE-ICE



For full list please visit www.the-ice.org

Benchmarking



International Centre of
Excellence in
Tourism and Hospitality
Education (THE-ICE)



Accredited to meet THE-ICE
Standards of Excellence

Full Member



Benchmarking

As an international accreditation body, recognising and developing excellence are activities that are integral to THE-ICE.

International Student Barometer Survey

THE-ICE conducts an annual benchmarking survey of both international and domestic students (ISB-SB® Survey) studying at member institutions as part of the accreditation process and annual reporting. These surveys are conducted in partnership with the International Graduate Insight Group (*i-graduate*), an independent benchmarking and consultancy service that delivers comparative insights for the education sector.

The ISB-SB® Survey has been undertaken by over 1,200 institutions in a variety of countries such as in the UK, Ireland, Australia, New Zealand, USA, South Africa, Singapore, Spain, Germany, Belgium, Estonia, Denmark, Sweden, Italy, Luxembourg and the Netherlands. It is now the largest study of international students in the world with feedback from more than 1,000,000 students recorded for 2011!

THE-ICE Index

Since 2007 THE-ICE has worked with *i-graduate* to develop two comparative indexes:

1. **THE-ICE Index** - consists of data drawn from tourism, hospitality and events (TH&E) students at the member institutions of THE-ICE with the foci on their expectations and satisfaction levels at different points of their study journey (Decision-making, Enquiry to Acceptance, Arrival, Learning, Living and Support).

THE-ICE Index enables accredited institutions compare their performance against the index, and also enables institutions to confidentially compare themselves with peer institutions within THE-ICE network.

2. **Global Index** - a composite index developed from a wide range of institutions around the world, who are annually surveyed by *i-graduate*.

Benefits of Benchmarking

THE-ICE ISB-SB® Survey Findings provide invaluable insights for its Member Institutions to:

- Understand and compare their students' expectations and experiences, to identify key differentiators for marketing
- Identify priority areas for investment and support
- Determine key performance indicators for academic departments and support services
- Provide enlightened insights into the motivations, attitudes and perceptions of the current student cohort
- Measure the success of their institution relative to peers, win support for change and set realistic goals and objectives for improvement
- Track performance/progress trends year on year

Upcoming Event

IPOE²⁰¹⁷

Melbourne 14 - 17 Nov

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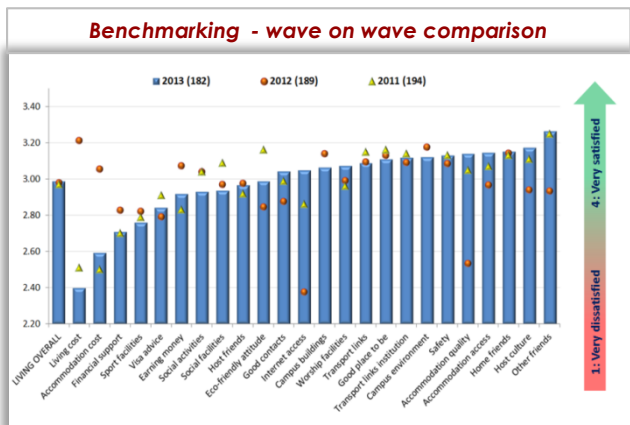
T: +61-419-776 316

E: accreditation@the-ice.org

ABN: 86 131 628 370

THE-ICE Survey Report

Member institutions receive an annual topline report from THE-ICE at the end of each survey round. The charts and comparative tables here are examples of the reports:

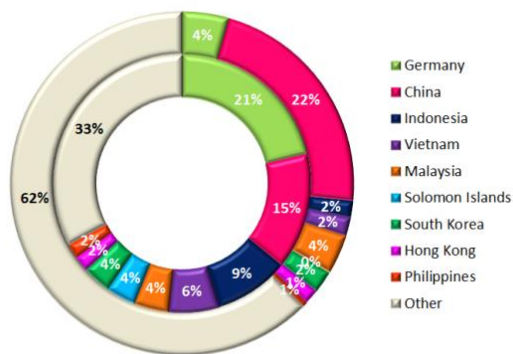


Benchmarking - institution specific findings

THE-ICE	ISB - Learning Elements	Average Satisfied			ABC	ABC
Importance		ABC	Global ISB	THE-ICE (1,707)	Global ISB	THE-ICE
LEARNING OVERALL (x6)		3.16	3.01	2.96	4%	5%
LEARNING AVERAGE		3.26	3.10	3.04	4%	5%
ACADEMIC						
32%	Expert lecturers	3.37	3.26	3.08	3%	7%
40%	Course content	3.26	3.14	3.06	3%	5%
36%	Good teachers	3.31	3.12	3.00	5%	8%
27%	Assessment	3.07	3.08	2.95	0%	3%
27%	Learning support	3.19	3.15	3.12	1%	2%
22%	Online library	3.40	3.24	3.09	4%	8%
27%	Physical library	3.38	3.20	3.05	4%	8%
26%	Performance feedback	2.98	3.02	2.91	-1%	2%
25%	Technology	3.03	3.17	2.97	-4%	1%
27%	Research	3.21	3.09	3.02	3%	5%
29%	Learning spaces	3.47	3.16	3.13	8%	9%
27%	Laboratories	3.52	3.18	3.09	9%	11%
23%	Marking criteria	3.09	3.00	2.95	2%	3%
21%	Class size	3.36	3.08	3.17	7%	5%
39%	Course organisation	3.09	3.03	2.87	2%	5%
39%	Quality lectures	3.31	3.08	2.94	6%	9%
28%	Virtual learning	3.12	3.15	3.04	-1%	2%
21%	Multicultural	3.49	3.21	3.21	7%	7%
37%	Topic selection**	3.14	3.01		N/A	N/A

Students' demographic

THE-ICE (1789, inner circle) vs ISB (196,804, outer circle)



Benchmarking - with peer member institutions

THE-ICE	LEARNING ISB	Average Satisfaction	Institution																								
Importance	Learning elements	THE-ICE	Global ISB	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
22%	Learning Overall	2.97	3.05	2.96	2.84	2.92	3.01	2.84	2.84	2.96	3.00	3.11	3.01	2.92	3.01	2.95	2.91	2.87	3.08	3.16	3.22	2.95	2.95	3.28	2.71	3.09	3.25
	Academic English	3.21	3.32	3.11	3.13	2.88	3.21	3.21	2.75	3.12	2.93	3.26	3.08	3.18	3.20	3.31	2.90	3.31	3.17	3.42	3.37	3.10	3.13	3.36	3.44	3.35	3.48
	Marking criteria	3.05	3.08	3.17	3.10	3.00	3.08	2.80	2.80	3.07	2.84	3.16	3.11	3.04	3.08	3.10	3.12	3.25	2.88	3.26	3.25	3.23	3.23	3.23	3.23	3.23	3.23
	Assessment	3.04	3.15	3.14	3.00	2.94	3.07	2.87	2.86	3.08	2.78	3.19	3.07	3.01	3.12	2.98	3.01	3.12	3.18	3.15	3.27	3.20	3.00	3.30	3.23	3.23	3.23
34%	Careers advice	2.97	2.87	3.16	3.00	3.01	2.93	2.85	2.93	2.96	2.78	3.16	3.10	2.95	3.04	2.87	2.86	2.93	3.04	3.17	3.10	2.70	2.94	3.29	3.18	3.18	
37%	Course content	3.07	3.18	3.27	3.11	2.94	3.05	2.97	2.86	3.01	2.99	3.35	3.10	3.00	3.16	3.04	2.97	2.99	3.22	3.36	3.33	3.15	2.97	3.25	3.10	3.23	3.39
60%	Managing research	3.23	3.26	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
31%	Class size	3.11	3.16	3.15	3.14	2.91	3.10	2.80	2.93	2.96	3.36	3.21	3.16	2.95	3.14	3.20	3.25	3.08	3.23	3.49	3.48	3.10	3.24	3.57	3.22	3.17	3.48
31%	Expert lecturers	3.15	3.30	3.20	3.16	2.91	3.12	2.83	3.12	2.94	3.36	3.17	3.08	3.14	3.00	3.13	3.13	3.22	3.40	3.48	3.50	3.20	3.48	3.13	3.34	3.34	
36%	Employability	3.07	2.97	3.23	3.07	2.91	3.07	2.94	2.96	3.08	3.07	3.39	3.16	3.03	3.15	2.94	2.94	3.09	3.08	3.32	3.40	3.47	3.20	3.34	3.15	3.43	3.30
30%	Good teachers	3.09	3.17	3.27	3.04	2.97	3.09	3.00	2.83	3.03	2.80	3.41	3.03	3.05	3.21	2.97	2.88	3.07	3.23	3.26	3.43	3.15	2.92	3.07	3.37	3.30	3.48
40%	Topic selection	3.07	3.18	3.09	3.09	3.00	3.05	3.03	3.03	3.11	3.07	3.39	3.10	3.09	3.09	3.09	3.09	3.09	3.46	3.17	3.17	3.09	3.09	3.45	3.45	3.64	3.41
35%	Training facilities	3.09	N/A	3.13	3.15	3.07	N/A	3.01	2.50	N/A	3.07	3.26	3.13	3.01	2.91	2.99	2.88	3.20	N/A	3.27	3.41	3.05	2.94	3.36	3.29	3.00	N/A
24%	Online library	3.10	3.31	3.06	3.00	3.00	3.05	3.04	2.83	3.19	3.07	3.27	3.12	3.10	2.91	3.11	3.39	3.01	3.35	2.98	3.31	3.21	2.82	2.72	3.33	2.65	3.39
29%	Physical library	3.08	3.29	3.29	3.16	3.06	3.10	2.98	2.79	3.21	3.14	3.27	3.08	3.00	2.83	3.11	3.30	3.07	3.21	3.11	3.35	3.40	3.20	3.30	2.78	2.88	3.41
26%	Learning support	3.15	3.22	3.14	3.03	2.88	3.10	3.07	2.96	3.06	3.10	3.17	3.24	3.17	3.15	3.11	3.28	3.19	3.22	3.44	3.47	3.20	3.34	3.15	3.31	3.21	3.43
21%	Laboratory resources	3.11	3.23	3.05	3.20	2.85	3.06	3.09	2.83	3.03	2.91	3.16	3.26	3.15	2.94	2.90	3.14	3.05	3.26	3.12	3.72	3.51	3.25	2.97	3.61	3.23	3.30
43%	Laboratories	3.09	3.25	N/A	N/A	N/A	N/A	3.02	N/A	3.01	3.01	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
29%	Language support	3.12	3.20	3.12	3.02	3.07	3.17	3.14	2.69	3.03	3.03	3.35	3.07	3.19	3.27	3.19	3.25	3.20	3.31	3.51	3.55	3.35	3.10	3.30	3.32	3.36	3.40
26%	Multicultural	3.25	3.25	3.25	3.18	2.91	3.25	3.21	2.80	3.17	3.37	3.35	3.08	3.26	3.16	3.20	2.97	3.48	3.18	3.24	3.35	3.00	3.41	3.60	3.58	3.48	3.48
28%	Course organisation	3.00	3.10	3.10	3.07	2.84	2.98	2.96	2.58	3.00	2.80	3.20	2.96	2.90	3.04	3.00	2.76	2.81	3.21	3.26	3.16	3.40	2.81	2.96	3.27	3.13	3.29
31%	Performance feedback	3.03	3.09	3.08	3.12	2.88	3.08	2.86	2.81	3.04	2.81	3.07	3.08	3.02	3.17	2.97	2.81	3.08	3.08	3.53	3.37	3.00	2.68	3.15	3.20	3.29	3.41
37%	Quality lectures	3.08	3.13	3.17	3.12	2.79	3.07	3.02	2.79	3.03	2.80	3.40	3.13	3.03	3.17	2.93	3.05	3.04	3.17	3.53	3.42	3.40	2.84	3.32	3.26	3.16	3.48
30%	Research	3.06	3.14	3.22	3.11	2.74	3.06	3.02	2.71	2.99	2.86	3.15	3.16	3.02	3.04	3.04	2.88	3.01	3.14	3.20	3.42	3.10	3.00	3.08	3.24	3.35	3.39
36%	Technology	3.03	3.26	3.20	2.88	2.91	3.02	2.95	2.88	3.18	3.08	3.01	3.18	2.91	2.97	3.15	2.68	3.11	3.22	2.94	2.99	3.25	2.80	3.35	2.71	3.08	3.48
31%	Virtual learning	3.12	3.25	3.17	3.04	3.01	3.04	3.03	2.75	3.03	3.04	3.34	3.37	3.08	3.01	3.21	3.09	3.20	3.34	3.23	3.24	3.35	2.81	3.11	3.11	2.97	3.38
36%	Work experience	3.05	2.83	3.25	3.10	3.03	2.99	2.96	2.86	3.04	3.05	3.15	3.20	2.99	3.17	2.99	2.85	2.97	2.92	3.22	3.18	2.95	2.91	3.00	3.34	3.07	3.39

THE-ICE Benchmarking Roundtable Series

To complement the annual International Student Barometer Survey (ISB®), THE-ICE also engages member institutions in the Benchmarking Roundtable Series. Each Roundtable session is focused on a specific topic, and the idea behind these Roundtables is to encourage the sharing of knowledge as it relates to the development of best-practices models. In the current series, a variety of benchmarkable areas include: internship, industry advisory boards, governance structures, graduate outcomes, curriculum and assessment, global education quality assurance (QA) standards etc. It offers both educators and administrative staff from THE-ICE member institutions the opportunity to:

- Gain insight into the practices of peer institutions - Learn about alternative, different and new approaches
- Identify and develop best-practice models
- Collectively identify solutions to common issues being faced

At the conclusion of each Benchmarking Roundtable Series, a report is distributed to members on the knowledge shared, and the development of any best-practice models.



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Institutions seeking accreditation and membership of THE-ICE are initially reviewed by the Board through a pre-accreditation assessment process. Once accepted, the institution becomes an Associate of THE-ICE for a period of up to three years. It is during this period that the institution can apply at any time for full accreditation.

In brief, the accreditation process includes:

1. **Self-review:** each institution prepares a self-review document. Rather than measure each institution or its programmes against some predetermined set of absolute standards, the main focus of this process is on self-reflection. The mission, goals and aims of the institution and its programmes are initially examined, and then aligned with the actual programmes and their graduate attributes, facilities, teaching staff, internationalisation policies and industry engagement activities.
2. **Evaluation:** is conducted by a group of auditors from THE-ICE Accreditation Assessment Panel selected to review the materials presented by the institution about its programmes and graduate outcomes.
3. **Site audit:** THE-ICE Assessment Panel auditors will visit each Associate institution to meet with the teaching and administrative staff, students, alumni and industry advisory board. The purpose of this site visit is to validate the claims made against the criteria of THE-ICE Standards of Excellence, to inspect the facilities and ensure quality assurance mechanisms are in place.



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5. Ongoing benchmarking and monitoring: The International Student Barometer (ISB-SB) is the annual confidential benchmarking survey THE-ICE conducts in coordination with *i-graduate*. The survey is designed specifically to track the decision-making, perceptions, expectations and experiences of tourism, hospitality and event management (TH&E) students. Confidential benchmarking reports are produced to provide invaluable insights to member institutions about their students' learning experience. THE-ICE also monitors any programme changes to ensure that they are in alignment with the accreditation granted, and to provide input for programme reviews.

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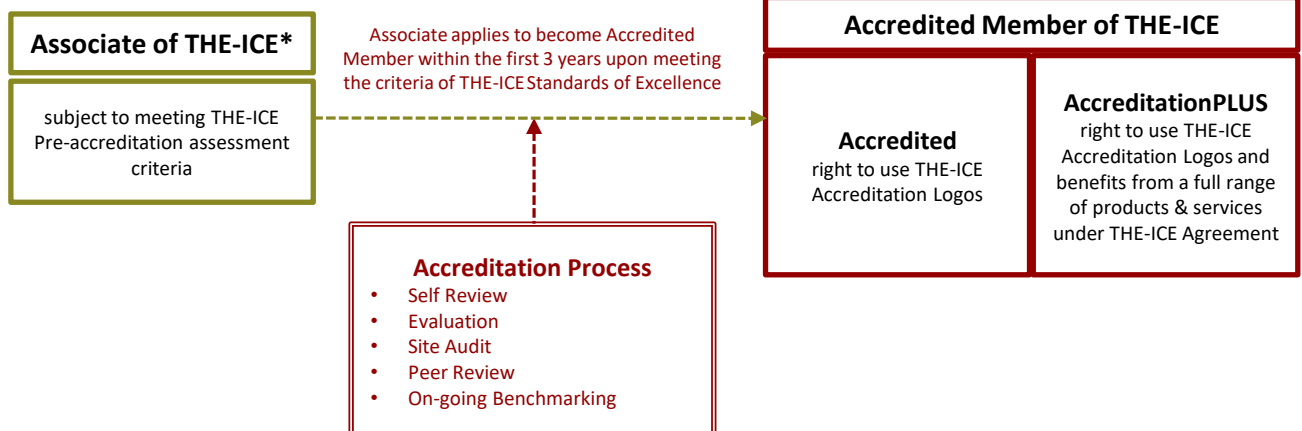
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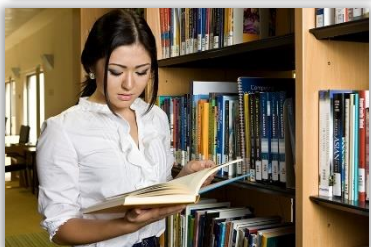
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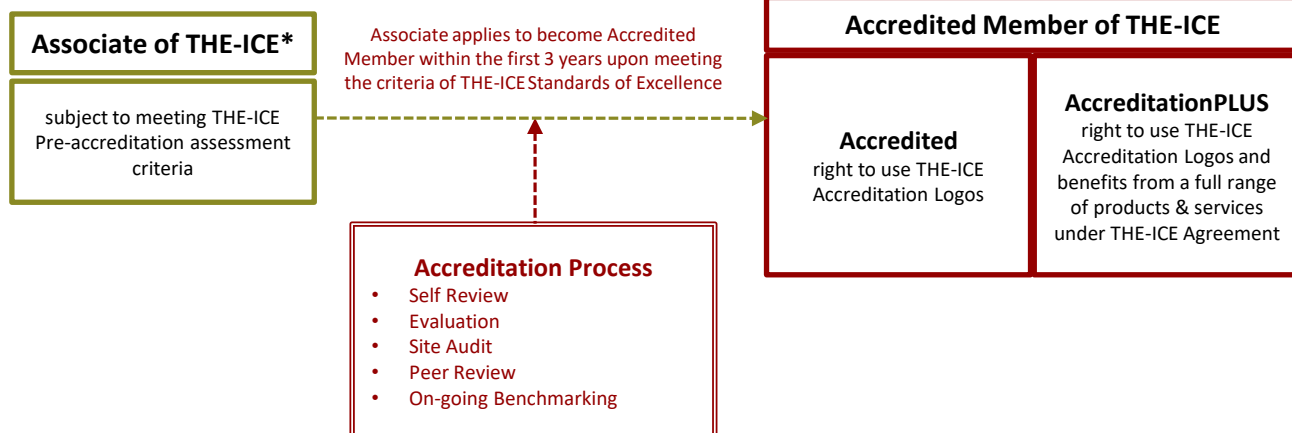
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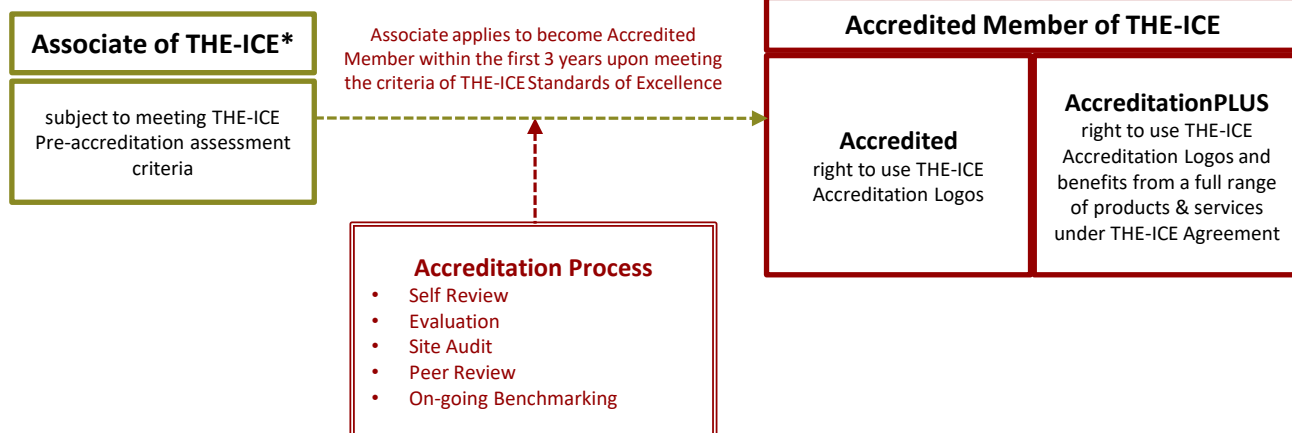
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Marketing & Communication



Introduction

THE-ICE has strategically looked to find innovative ways to support the marketing efforts of our members. The collective power of our international membership means that THE-ICE is unique in being able to offer prospective hospitality and tourism students a world leading range of courses and education opportunities. Through our strategic relationship with i-studentgroup we are also in a position to design, develop and use a wide range of marketing communication channels that allows us to reach out to prospective students as well as to parents and counsellors.

THE-ICE Website

Individual institutional websites can be frustrating and difficult for future students to navigate, and often make comparisons between institutions, countries and courses difficult. THE-ICE website has become an increasingly important 'one-stop-shop' for future students, parents and counsellors. Our 'Best-Fit' focus also means that THE-ICE website looks to help students identify the 'Best-Fit' between the types of education and study experience that they are looking for, and what the various members of THE-ICE offer.

Our website aims to offer user-friendly, interactive and engaging experiences for all visitors, targeting four groups:

- Future Students - who are in the information-search stage of looking for potential courses, countries and institutions.
- Parents and Counsellors - who are highly influential in the information search and decision making stages, and are often neglected by institutional websites.
- Potential Members - who are interested in THE-ICE, our accreditation and quality assurance
- Members - who want to find out about our benchmarking, upcoming events and news.

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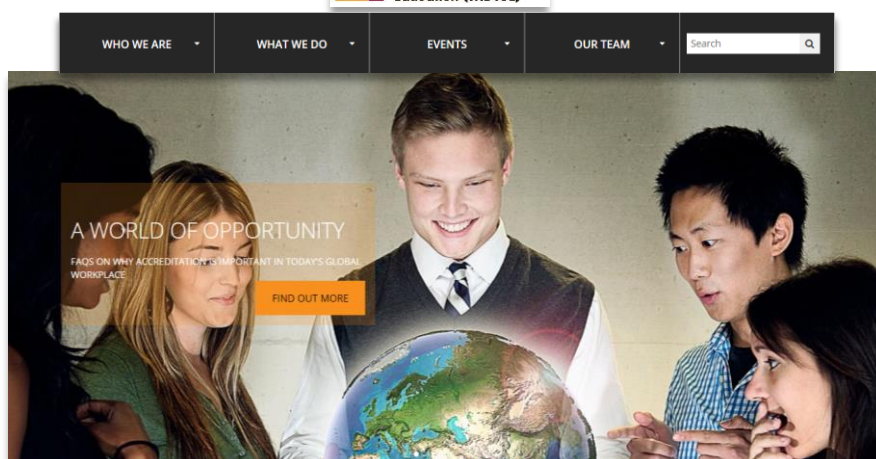
For further information visit

www.the-ice.org

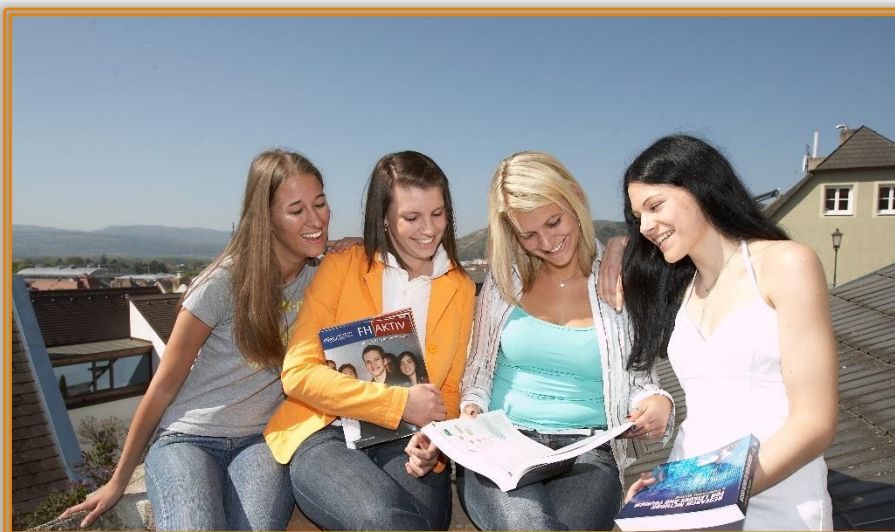
T: +61-419-776 316

E: accreditation@the-ice.org

ABN: 86 131 628 370



Marketing & Communication



Introduction

THE-ICE has strategically looked to find innovative ways to support the marketing efforts of our members. The collective power of our international membership means that THE-ICE is unique in being able to offer prospective hospitality and tourism students a world leading range of courses and education opportunities. Through our strategic relationship with i-studentgroup we are also in a position to design, develop and use a wide range of marketing communication channels that allows us to reach out to prospective students as well as to parents and counsellors.

THE-ICE Website

Individual institutional websites can be frustrating and difficult for future students to navigate, and often make comparisons between institutions, countries and courses difficult. THE-ICE website has become an increasingly important 'one-stop-shop' for future students, parents and counsellors. Our 'Best-Fit' focus also means that THE-ICE website looks to help students identify the 'Best-Fit' between the types of education and study experience that they are looking for, and what the various members of THE-ICE offer.

Our website aims to offer user-friendly, interactive and engaging experiences for all visitors, targeting four groups:

- Future Students - who are in the information-search stage of looking for potential courses, countries and institutions.
- Parents and Counsellors - who are highly influential in the information search and decision making stages, and are often neglected by institutional websites.
- Potential Members - who are interested in THE-ICE, our accreditation and quality assurance
- Members - who want to find out about our benchmarking, upcoming events and news.

Upcoming Event

IPOE²⁰¹⁷

Melbourne 14 - 17 Nov

**THE-ICE 11th IPOE
FORUM 2017**

To be proudly
hosted by

**William
Angliss
Institute**

Specialist centre
for foods, tourism,
hospitality & events



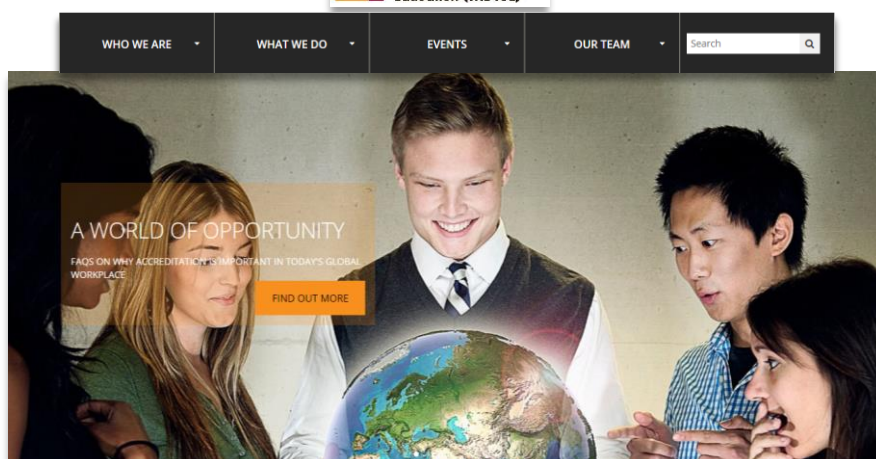
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iStudent News

Draws on a range of global media sources to provide future students with insights into the industry and a world of education opportunities. The iStudent News not only features international news, but also focuses on member institutions' courses, awards and achievements. More than just a newsletter, it now reaches out to a database of more than 22,000 subscribers every two weeks. iStudent News stories can also be viewed on THE-ICE website's home page and in the News section.

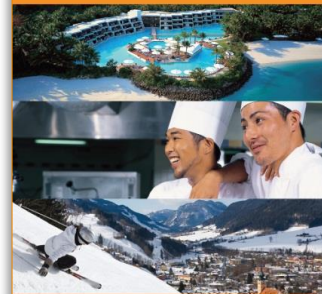
eBulletin

The eBulletin is a regular communication of relevant education news drawn from the world's leading media sources and member institutions. Available exclusively to THE-ICE network and other interested educators, it now has a readership of some 2,100. The eBulletin offers existing educators and course administrators' regular insights and news on the activities of THE-ICE, education trends, institutional initiatives, the impacts of government policies - as well as news about any other relevant issues affecting the development of tourism, hospitality, events and culinary arts education.

Display Banner

A useful brand-building tool for all THE-ICE member institutions. The banner can be used as an additional marketing support for display in their reception area or at events such as education exhibitions and open-days.

Accredited Excellence
in Tourism, Hospitality
and Event Education



Visit www.the-ice.org
for our member institutions

Selected photography courtesy of Tourism Australia and Tourism Queensland

Display Banner

eBulletin January 2016



THE-ICE eBulletin is your tourism & hospitality information hub. This publication aims to provide the latest in education and industry trends and news to our subscribers. Contributions are most welcome – please email to news@the-ice.org.

Message from the CEO



Happy New Year! Hope you all are off to a great start in 2016.

2015 has been a brilliant year – with the guidance of THE-ICE Board of Directors and the dedication of our Auditors from THE-ICE Assessment Panel, we have achieved above target membership growth, welcoming 3 new members from Switzerland, 1 from the Philippines and 1 returning member from Australia. We have also established strategic partnership with global peer accreditation agency (in the United Arab Emirates and Germany), became part of the network of the European Consortium for Accreditation in Higher Education (ECA), re-elected for a second term (2015-2018) on the Board of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and with the gracious hosting of Stenden University of Applied Sciences, brought THE-ICE International Panel of Experts Forum to Europe for the first time!

2016 promises to be another exceptional year with Ms Jane Gentile joining the Executive Team as Project Manager in Dec-2015. We wish you all the best in 2016 and look forward to seeing you at our IPOE Forum 2016, and celebrate its 10th anniversary together!

Pauline Tang
CEO, THE-ICE

THE-ICE 9th IPOE Forum 2015 success!



THE-ICE IPOE (International Panel of Experts) Forums were established to offer a series of high-level events focusing on strategic issues facing TH&E education. The 2015 IPOE spared no expense to ensure this vision was captured, and delivered.

From 25th – 28th November, Stenden University of Applied Sciences, The Netherlands, hosted the 2015 IPOE, with forums discussing the event theme of 'real world learning'. Stenden is recognised as a centre of excellence for service management education, specifically hospitality and tourism, and has accredited distinctive features: Internationalisation, Real World Learning and Sustainability.

The demand for the 'products' of hospitality and tourism education qualified graduates and research, has arguably never been greater yet conversely, the gap between these products and the industry that uses them has also never been greater.

iStudent News June 2015



THE-ICE iStudent News is your tourism & hospitality information hub. Produced quarterly, this publication aims to provide the latest in education and industry trends and news to our subscribers. Contributions are most welcome – please email to info@the-ice.org

Announcements & innovations

World-first Green Globe Certification for the Emirates Academy of Hospitality Management

The Emirates Academy of Hospitality Management (EAHM), part of the global luxury hotel company Jumeirah Group, has become the first hospitality school in the world to receive the Green Globe Certification.

EAHM was recognised for its contribution in encouraging students and colleagues to embrace a sustainable future. Steps taken at EAHM include the use of electronic publications in the library and the newly installed LED lights and motion-sensors which were seen as essential measures in achieving the certification. Green Globe also commended EAHM's Student Council's efforts to engage students and colleagues in its Corporate Social Responsibility activities.

Green Globe is the premier worldwide certification and performance improvement programme developed specifically for the travel and tourism industry. Its purpose is to assist organisations to improve and develop their environmental, economic and social sustainability. The Green Globe Standard holds a selection of more than 380 compliance



MCI goes online: International Online MBA Starting in Autumn

Cooperation with Royal Roads University in Vancouver/Canada – Make the world your classroom! "Manage globally – learn differently" is the motto chosen by Management Center Innsbruck (MCI) for its English-language MBA in International Business, which starts in autumn 2015.

eBulletin & iStudent News

THE-ICE Full Members:



Associates of THE-ICE:



Business Alliances



For full list please visit www.the-ice.org

Social Responsibility



THE-ICE, a full member of INQAAHE

Social Responsibility

Social responsibility is increasingly being recognised as something that not only business but also institutions, educators and students should be involved in. THE-ICE saw that the best contribution we could make was to identify and support a number of hospitality training initiatives that would help disadvantaged students in some of the developing countries.

Sala Bai Hotel School – Cambodia

THE-ICE and its accredited members are a “Sala Bai Angel” as we contribute funds to support a student at the Sala Bai Hotel and Restaurant School. The School was established in 2002 in Siem Reap, Cambodia by the French-based non-government organisation (NGO) Agir pour le Cambodge.

The long-term goal is to reduce poverty in Cambodia through social and professional training of young under-privileged Cambodians. Sala Bai

offers free hotel school education to some 100 disadvantaged Cambodian students to be restaurant waiter/waitresses, cooks, receptionists and/or housekeeping attendants each year.

During the 12 month training, the school covers all the training fees (lessons, school supplies, books, uniforms), and daily expenses (which include accommodation, food, bicycle, insurance and medical expenses) for the students. The School also operates a 4-bedroom training hotel and a restaurant. The proceeds of these activities also go to supporting the students.

To-date, more than 800 young people have been trained and have found a job within their on-year training. For more information visit the Sala Bai Hotel School at www.salabai.com

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KOTO – Vietnam

KOTO Hanoi was established in 2000 by Mr Jimmy Pham, and has since evolved from a small sandwich shop to two training restaurants. It now operates the not-for-profit Hanoi Restaurant and Training Program and the KOTO Saigon (Ho Chi Minh City) Training Centre and Restaurant. Every six months, KOTO takes around 25 disadvantaged young people off the streets, or out of extremely difficult circumstances.

KOTO stands for Know One, Teach One and reflects the belief that if you are in a position where you can help someone less fortunate then you should help them. KOTO helps to get kids off the streets in Vietnam by providing them with the support and hospitality training. In Hanoi alone, it is estimated that there are some 19,000 young people living on the streets.

THE-ICE and its members sponsor a student at KOTO. For more information, to donate or help please visit KOTO at www.koto.com.au



"I am very fortunate to have this opportunity and I hope to do very well at my studies."

Srey Yon, a THE-ICE sponsored student at Ecole Paul Dubrule, is studying Pastry and Bakery in Siem Reap. She is living with 2 friends and is working very hard at her studies



Thien would like to continue studying always so that he can learn, travel and work abroad.

Huynh Thanh Thien, THE-ICE sponsored student at KOTO: "I am studying English, Vietnamese, life skills and Front of House. I have made a lot of new friends and we work and study well together."



OzHarvest – Australia

OzHarvest was founded in Sydney, November 2004. it rescues excess food which would otherwise be discarded. This excess food is distributed to charities supporting the vulnerable. They began with one van and delivered 4,000 meals in their first month of operations. Today OzHarvest delivers 480,000 meals per month Australia wide with a fleet of 21 vans (11 in Sydney). This equates to 160 tons each month. On average, every kilogram of food that OzHarvest rescues will avoid 2kg of greenhouse (kg CO2-eq) emissions, and avoid the consumption of 143 litres of water. For more information to donate or support please go to www.ozharvest.org



Our strategic partners:



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THE-ICE Board of Directors



International Centre of
Excellence in
Tourism and Hospitality
Education (THE-ICE)



Accredited to meet THE-ICE
Standards of Excellence



THE-ICE Board of Directors consists of leading academics and professionals from Europe, Asia and Australia. Representing the higher education and vocational training sectors the Directors provide strategic advice and guidance to THE-ICE with their extensive experiences and expertise in the fields of hospitality, culinary arts, tourism and events.

Professor Mag Eva Werner, Hon Prof Chair & Director

Appointed in December 2010 as Director and Deputy Chair, Professor Eva Werner is the current Chair of THE-ICE Board as of November 2013 and remains an Auditor on the independent THE-ICE Assessment Panel.

Professor Eva Werner holds a degree from the University of Vienna, studied also in France (Sorbonne in Paris) and Canada (University of Concordia). Her professional experiences comprise, among others, some years of lecturing at the College of Tourism, Vienna, several years of full-time assistantship and teaching at the University of Business Administration Vienna and the Danube University Krems.

From 2005 to 2009, Professor Werner was one of the five Austrian Bologna Experts (the first in the field of Austrian Universities of Applied Sciences) and as such actively contributed to the implementation of the Bologna process in Austria as well as abroad. Her international commitment is highly recognised and was honoured in 2007 with the award of the Honorary Professorship from the Moscow International Business School (MIRBIS).

Since 1st January 2010, Professor Werner has been Rector of the IMC University of Applied Sciences Krems, the first female rector of an Austrian University of Applied Sciences responsible, among others, for the development and the quality assurance of the degree programmes on offer at the IMC Krems.

Mr Guy Bentley Immediate Past Chair & Director

Mr Guy Bentley is the CEO of the Blue Mountains International Hotel Management School (BMIHMS), Chair of the BMIHMS Executive Group, Member of BMIHMS Higher Education Board (HEB) and HEB Representative to the BMIHMS Industry Advisory Board (IAB), as well as a Director of Torrens University Australia (TUA) & Governing Board, and a Member of the Senior Executive Group for Laureate Hospitality and Culinary, which are part of the Laureate International University (LIU) Network.

Mr Bentley is committed to the growing of a trusted quality higher education business that is customer-focused and mentoring his executive team to operate effectively within a complex regulatory and corporate global environment.

Mr Bentley is a published academic & industry professional. His research interests include intellectual property; online marketing and distribution strategy in the hospitality industry; compliance and its impact on strategic business improvement; innovation in the hospitality sector; and crisis planning, perception, attitudes and behaviour of Australian hotel managers. He is highly recognised for his outstanding contributions to the tourism/training industry in Australia and has received the National Training Legend Award in 2006, the National Tourism Platinum Award in 2004 and 2009, and the Accommodation Association of Australia's Distinguished Lifetime Achievement Award in 2011.

THE-ICE, a full member of:



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A/Professor Dr Laura Lawton

Dr Laura Lawton is an Associate Professor and Deputy Head of the Department of Tourism, Leisure, Hotel and Sport Management of Griffith University, Australia. She was formally the Program Director for the Master of Business Programs in the Department. Previously she held appointments at the University of South Carolina and George Mason University, USA.



A/Professor Lawton has published numerous government reports, academic journal articles and book chapters in several areas, including protected areas, ecotourism, resident perceptions of tourism, and cruise ship tourism. In 2011, Laura was recognised in the *Journal of Hospitality and Tourism Research* as one of the 50 most prolific tourism researchers in tourism and one of the top one hundred researchers published in the tourism and hospitality management over the last decade.



She is the co-author of the tourism text *Tourism Management*, published by John Wiley and Sons Australia, and served for five years as the Editor-and-Chief for *Tourism Review International*, an international refereed journal. She also sits on the board of four other academic journals. Laura was awarded a Griffith University Group Learning Teaching Citation in 2011.



Mr Alan Williams Treasurer & Director

Mr Alan Williams is the Managing Director of the Australian School of Tourism and Hotel Management, a privately owned and Registered Training Organisation in Western Australia. He is an active member on a number of peak industry education bodies in Australia all of which have an interest in ensuring long term viability, sustainability and quality of the Australian Education industry.



He is an active member on a number of peak industry education bodies in Australia all of which have an interest in ensuring long term viability, sustainability and quality of the Australian Education and training industry.

Mr Williams is also the current President of Asia Pacific Council of Hotel Restaurant & Institutional Education (APacCHRIE), formed in 2002 to promote academic and research exchanges among hospitality, foodservice and tourism educators and industry practitioners in Asia Pacific. It became a Federation at I-CHRIE's 60th annual conference in July 2006.

Mr Williams is passionate about Education and this can be evidenced within his organisation where a number of innovative learning and teaching models have been adopted, ensuring the very best possible education outcomes are achieved for students and industry. Mr Williams has been a Director on THE-ICE Board since August 2008 and Treasurer since January 2012.

Mr Nicholas Hunt Company Secretary & Director

Mr Nicholas Hunt was appointed Chief Executive Office of William Angliss Institute in August 2007. Since joining the Institute Nick has focused on strategic planning, brand development, further development of educational programs and the strengthening of the Institute's activities to support industry partners. Under Nick's leadership the Institute's annual revenue has increased 31% to \$60million per annum.

Prior to joining the Institute Nick held a variety of positions in tourism and education development sectors. These include CEO of Tourism Alliance Victoria, CEO with the Country Victorian Tourism Council and Executive Director for Tourism Training Victoria. Outside of the Institute, Nick is a director of TAFE Directors Australia, the national body representing public TAFE providers; a director of the International Centre of Excellence in Tourism & Hospitality Education (THE-ICE), Board member Victorian Tourism Industry Council and Treasurer of the Victorian TAFE Association

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Professor J. S. Perry Hobson Director

Professor Perry Hobson is the Pro Vice-Chancellor for Global Engagement at Taylor's University, Malaysia. He was the Director of THE-ICE from 2006-2011, and led the transformation of the organisation from being an initiative of the Australian Federal Government into being a not-for-profit international accreditation body. He has been a member of the Board of Directors since 2008.

Since 1999 Dr Hobson has been the Editor-in-Chief of the Journal of Vacation Marketing and was also the co-Editor of the Journal of Hospitality and Tourism Education. In 2005, Perry was recognised in the Journal Tourism Management as being amongst the top 50 researchers in tourism and hospitality management over the previous two decades.

While he was the Head of the School of Tourism and Hospitality Management at SCU the School received the New South Wales (NSW) State Award for Excellence twice, and went onto win the National Australian Tourism Award for Education and Training.

Perry has also been a personal recipient of the Platinum Award for Tourism from the peak industry organization Tourism Training Australia (TTA) for his contribution to education. He has also twice been elected the Chair of the Council of Australian Universities for Tourism and Hospitality Education (CAUTHE) which is the national association of educators in Australia. Active in many international associations, Perry currently serves on the Boards of APacCHRIE and APTA, the two leading Asia-Pacific regional educators associations.

Mr Ron Hilvert Director

Ron Hilvert, a graduate of the Ecole hôtelière de Lausanne, is the Founder and Managing Director of the Emirates Academy of Hospitality Management and has been a Director on THE-ICE Board since February 2012. Ron has over 40 years of professional experience in the hospitality industry and is recognized as the most experienced Human Resources Executive in the industry worldwide.

He has had professional and educational contact with all the major hotel schools and universities in North America, Europe, Asia and Australasia for over 30 years.

Ron has held the worldwide Corporate Human Resources position for Hyatt International, Hilton International and Jumeirah Group, and was an opening General Manager with Hyatt International Hotels. Ron has lectured at several major schools and universities, and has regularly been invited to speak at international conferences. A fellow of the Institute of Hospitality, he is fluent in four European languages

Ms Jenny Jenkins Director

Jenny Jenkins graduated from Napier University in Edinburgh with a hospitality specialist qualification at Higher National Diploma level. She then travelled overland to New Zealand from Scotland and settled there.

Since completing an MBA through Massey University in 1997, Jenny has held senior management positions in a number of government education institutions in New Zealand specialising in the areas of hospitality, business, tourism and the arts, the introduction of competency based assessment, accrediting a Bachelor of Hotel Management and securing an international educational partner for a multi million Major Regional Initiative for the Wairarapa, north of Wellington, in the area of food and wine.

The involvement in the food and wine project inspired Jenny to secure a position overseas to expand her knowledge of the private international educational sector. She joined Think Education Group in 2007 as Head of College for William Blue College of Hospitality Management and retired in December 2013.

Jenny was elected as a Director on THE-ICE Board in November 2013 and is also Chair and Director of the Australian Association of Hotel Schools (AAHS).



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A/Professor Stephen Craig-Smith Director

Inaugural and immediate past Chair of THE-ICE Assessment Panel, A/Professor Stephen Craig-Smith has been Head of the School of Tourism of The University of Queensland from 1988 until 2000 and again since mid-2010. He is also Chair of Teaching and Learning. He is a member of the Queensland Ministerial Advisory Panel to the Minister of Education, a member of the Hong Kong Accreditation Council. He was created an inaugural fellow of CAUTHE for services to tourism education in 2008.

A/Professor Craig-Smith is closely involved with the United Nations Economic and Social Commission for the Asia and the Pacific-Asia Pacific Education and Training Institutions in Tourism (UNESCAP-APETIT) network and has been made an Honorary Professor at the Shanghai Institute of Tourism. He has also been awarded the status of Visiting Professor with the University of Victoria, British Columbia and the University of Nottingham in the UK, a Visiting Academic Fellow with the School of Business and Marketing, Curtin University and an inaugural Fellow of CAUTHE.

A/Professor Craig-Smith is currently a member and project Chair of Queensland Education Accreditation Council for Hospitality and Tourism and is the Director-General's nominee on the Wine Industry Development Industry Development Committee with special Committee reference to wine tourism.



Dr Paul Whitelaw Director

Paul Whitelaw is a Senior Lecturer at Victoria University, where he lectures in quantitative and computer based hospitality management systems on under graduate and postgraduate programs.

Before joining Victoria University in 1991, Paul enjoyed nearly 15 years experience in various line and executive positions in the hospitality industry, also spending his childhood actively exposed to family hotel, restaurant and motel business interests.

Paul's key interests are in the ongoing professionalisation of the hospitality industry, especially in the areas of career progression and development. Paul has also conducted extensive research on protecting areas in the National Estate. He has also been involved in four Commonwealth funded projects (worth more than \$600,000), which included investigating a range of teaching and learning issues; the hospitality, tourism and events curriculum; supporting Chinese students adopt to learning in Australia and various issues related to Academic Integrity, especially the prevention of plagiarism.

In 2001 Paul received the Vice-Chancellor's Award for Teaching Excellence at Victoria University. In 2005 he received a \$25,000 grant from the Victorian State Government to develop a suite of on-line learning resources for recently arrived Asian graduate business students.



Ms Christina Aquino Director

MA. Christina G. Aquino is the Executive Director for Planning and Development of the Lyceum of the Philippines University Manila, the LPU-Dusit International Project Director, focusing on Tourism and Hospitality Education Programme, the Deputy Quality Management Representative for various Quality Assurance programs (including the ISO 9001:2008 and program and institutional accreditations) and the OIC of the College of International Tourism and Hospitality Management where she was formerly the Dean from 2006 to 2009.

She has extensive cross-sectorial teaching and administrative experience and was a flight attendant and cabin services line instructor for two international airlines, a foodservice operator, and a liaison officer of a quasi-government agency.

Ms Aquino has or is holding executive roles in various peak bodies such the Council of Hotel and Restaurant Educators of the Philippines (COHREP), the Hotel and Restaurant Association of the Philippines (HRAP), the Asia Pacific Council of Hotel, Restaurant and Institutional Education (APacCHRIE), the Tourism Industry Board Foundation Inc, (TIBFI). She is also an accreditor for the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), a member of the NCR Regional Quality Assurance Team (RQAT), and a resource person for TESDA specifically in the Tourism sector, as well as being a member of several technical working groups in the review of CMO of CHED.

Full Members of THE-ICE



International Panel of Experts Forum



THE-ICE, a full member of:



The International Panel of Experts Forum

THE-ICE established the International Panel of Experts (IPoE) Forum as a series of high-level knowledge-sharing events focusing on strategic issues confronting tourism, hospitality and events education. Each Forum has a highly focused theme, with leading experts from around the world invited to share their views. THE-ICE has been privileged to have leading educators from countries Austria, Australia, Canada, Hong Kong, China, India, Thailand, Switzerland, the UAE, UK and USA to address at its Forums. The experts are invited to address the theme, facilitate break-out discussions and be part of the dynamic interactive sessions.

Past THE-ICE IPoE Forum Themes

2005 – “Critical Issues and Future Directions of Tourism and Hospitality Education”

The inaugural International Panel of Experts Forum was held in November, 2005 at the Royal Pines Resort, Gold Coast (Australia). A series of panel focused sessions and presentations gave futuristic insights into the international student experience, rethinking TH&E education and engaging with the industry.

2006 – “Internationalisation of Tourism and Hospitality Education”

The 2nd International Panel of Experts Forum was held at Jupiters on the Gold Coast, (Australia) in November, 2006. This Forum focused on presenting a pragmatic and progressive view on the internationalisation of tourism, hospitality and event education. With a significant perspective from the Asia-Pacific region, the forum addressed the changing needs of students, institutions and industry, and investigated the future role of international partnerships, quality assurance, and branding in the context of increasingly fast-paced global change.

2008 – “Developing and Delivering Industry-Relevant Education and Research”

The 3rd International Panel of Experts Forum was held in conjunction with hosting the 6th Asia-Pacific (APacCHRIE) Conference in Perth (Australia) in May 2008. The format offered a wider diversity of presentation formats in addition to the traditional Panel of Experts sessions which have been a trademark of past Forum events. It was organised by THE-ICE, and hosted by the Australian School of Tourism & Hotel Management (ASTHM). The event also included an industry breakfast, and an international Education Fair.

2009 – “Accreditation, Benchmarking and Developing Best Practice in Tourism Hospitality and Event Education”

The 4th International Panel of Experts Forum was held at The Hotel School Sydney (Australia) in October 2009. Some twenty educators & researchers drawn from a variety of vocational, private hotel schools and universities were invited to speak. The Forum hosted some 75 delegates and panel members from Canada, Italy, New Zealand, Fiji, UK, Thailand, Singapore as well as Australia. Over the course of the 2-day Forum, six panel sessions focused on addressing the needs, issues and value surrounding Tourism, Hospitality and Event education Accreditation, Benchmarking and the Development of Best Practice.

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2011 – "Innovation in Tourism and Hospitality Education"

The 5th IPoE was proudly hosted by Taylor's University in Subang Jaya, Selangor, Malaysia from 23rd to 25th November 2011. It was the first time that the event was held outside of Australia!

The Forum had a substantial list of 24 invited experts from over 12 countries. Unlike the more traditional research conferences, each of the six panel sessions consisted of 4 invited panelists and addressed a very specific theme. The panel topics focused on the curriculum issues - such as 'Developing innovative Masters degrees' as well as other more applied topics such as 'Innovations in developing and using on-campus training facilities'.

2012 – "Changing times in tourism and hospitality education"

THE-ICE held the 6th International Panel of Experts Forum 2012 at The Emirates Academy of Hospitality Management in Dubai, United Arab Emirates from 18th to 20th November 2012.

The Theme *"Changing times in tourism and hospitality education"* built on past forum themes focusing on current strategic issues facing tourism, hospitality and events education. Extensive networking opportunities were provided throughout the event, which was open to members and non-members of THE-ICE. The Forum featured a series of invited presentation panel sessions by some 23 leading tourism and hospitality educators and industry experts within the region and internationally. Key presentations focused on the changing needs of student expectations and profiles, industry perceptions and how the student meets industry expectations, technology in education and curriculum and the need for changing teaching methods.

2013 – 'The Industry Education Nexus – a global perspective'

7th THE-ICE International Panel of Experts Forum 2013 was proudly hosted by Blue Mountains International Hotel Management School in Sydney, Australia from 6th to 8th November 2013

The Forum featured a series of invited presentation panel sessions by leading tourism and hospitality educators and industry experts within the region and internationally. Key presentations focused on industry engagement and educational leadership for the connected generation, how tourism research connects with industry imperatives, global industry trends that are demanding a different educational approach, and technology and innovation in tourism and hospitality education arena.

IPoE 2013 also included workshop sessions on creating shared value through education and industry partnerships and focused on how we lead and engage students to create shared values that influences business decisions in contemporary tourism and hospitality organisations and implementing successful work integrated learning programs to prepare students for career success.

For more information on past Forum and presentations, please visit:

<http://the-ice.org/events/past-ipoe-forums/>

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