

THE-ICE Benchmarking Roundtable Series, BRS XI

THE-ICE International Accreditation Standards

Pauline Tang
CEO, THE-ICE
November 2016

1. About Us

- A not-for-profit organisation with a global membership network of over 35 leading TH&E institutions from 15 countries
- Active participant engaging in global quality assurance networks
- Current Vice President of INQAAHE, 2016-2018

Vision

To be the leading & authoritative source on TH&E education and training

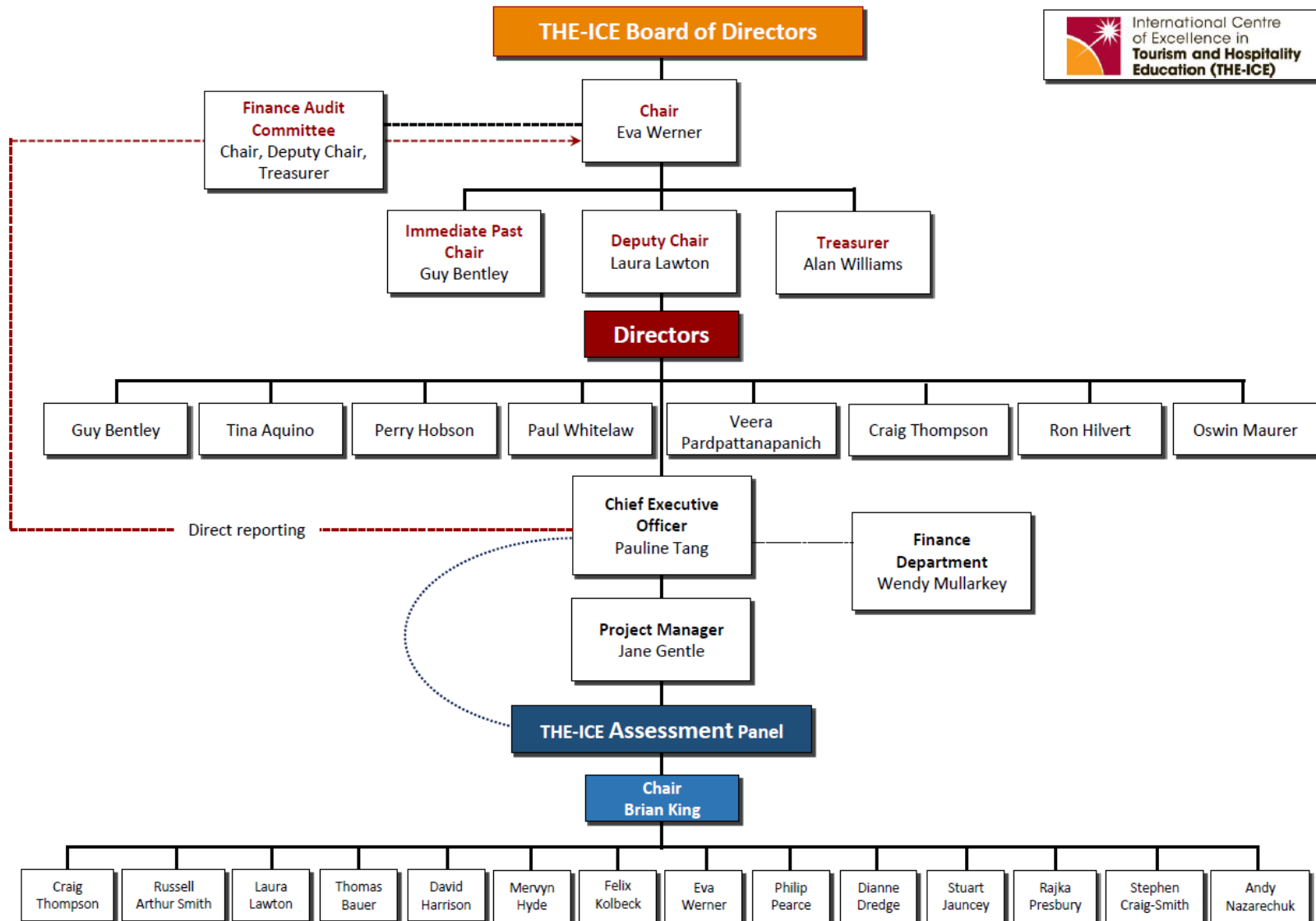
Core Objective

To foster a global network of leading quality TH&E institutions

Motto

Accreditation expertise for a global market

THE-ICE Organisational Structure



THE-ICE International QA Team

- THE-ICE independent Assessment Panel - comprising of 15 appropriately qualified auditors from 10 countries



Chair, Professor Brian King
(Hong Kong)



Australia



Australia



Austria



Australia



UK



Philippines



Singapore



Australia



UAE



Denmark



Germany



Australia



Australia



Netherlands

Auditor profiles: <http://www.the-ice.org/accreditation/the-ice-auditor-profiles>

THE-ICE International Board

- ☼ THE-ICE Board – 11 current Office Bearers from 9 countries
- ☼ The independent THE-ICE Peer Review Committee



Chair:
Eva Werner
(Austria)



Deputy Chair:
Laura Lawton
(Australia)



Immediate Past
Chair: Guy
Bentley
(Switzerland)



Treasurer:
Alan Williams
(Australia)



Christina Aquino
(Philippines)



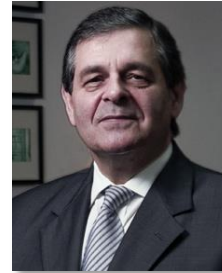
Perry Hobson
(Malaysia)



Paul Whitelaw
(Australia)



Craig Thompson
(Netherlands)



Ron Hilvert
(Philippines)



Veera
Pardpattanapanich
(Thailand)



Oswin Maurer
(Italy)

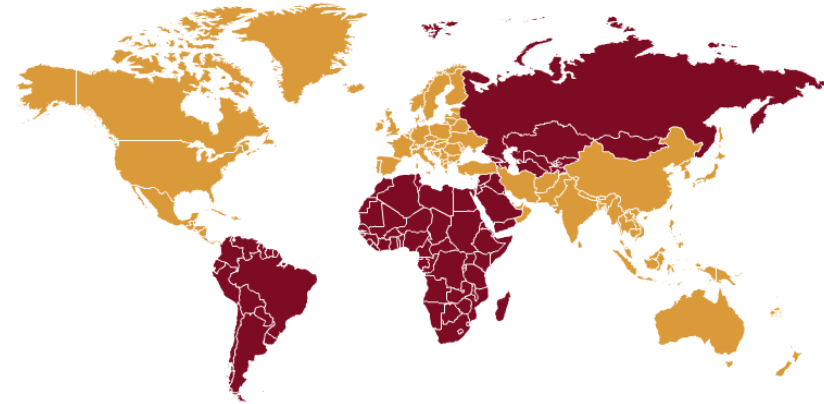
THE-ICE International Network

Australia and Oceania

- Australian School of Management, Australia
- Blue Mountains International Hotel Management School – Torrens University Australia, Australia
- Charles Darwin University, Australia
- Griffith University, Australia
- International College of Management, Sydney, Australia
- Melbourne Polytechnic, Australia (Observer)
- The Hotel School Sydney, Australia
- The University of the South Pacific, Fiji
- Pacific TAFE, Fiji
- William Angliss Institute, Australia
- William Blue College of Hospitality Management, Australia

Europe

- César Ritz Colleges Switzerland, Switzerland
- Free University of Bozen-Bolzano, Italy
- Glion Institute of Higher Education, Switzerland (in progress)
- Haaga-Helia University of Applied Sciences, Finland (Observer)
- Hotel Institute Montreux, Switzerland
- IHTTI School of Hotel Management, Switzerland
- IMC University of Applied Sciences Krems, Austria
- MCI Management Center Innsbruck, Austria
- NHTV Breda University of Applied Sciences, Netherlands (Observer)
- RP Technology, United Kingdom (Business Alliance)
- Stenden University of Applied Sciences, Netherlands
- Swiss Hotel Management School, Switzerland
- Swiss School of Tourism and Hospitality, member of EHL, Switzerland (in progress)



Asia-Pacific

- BERJAYA University College, Malaysia (Observer)
- Dusit Thani College, Thailand
- Far Eastern University, Philippines
- KDU University College, Malaysia
- Lyceum of the Philippines University, Philippines
- Singapore Institute of Technology, Singapore (Observer)
- Taylor's University, Malaysia
- THEi, Technological & Higher Education Institute of Hong Kong (Observer)
- University of Santo Tomas

Middle East & the Sub-Continent

- Amity Institute of Travel & Tourism, Amity University, India (in progress)
- Oman Tourism College, Oman (Observer)
- The Emirates Academy of Hospitality Management, Dubai, UAE

North Americas

- STR SHARE Center, USA (Business Alliance)

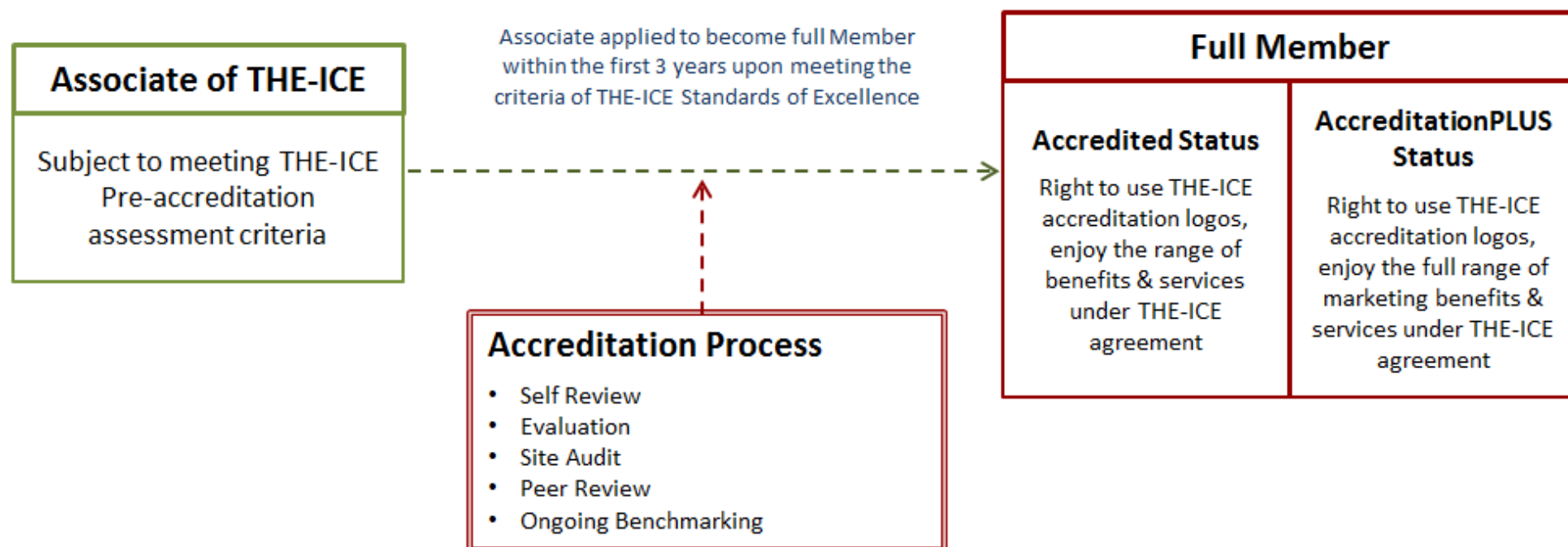
2. THE-ICE Points of Difference

More than a QA agency - a network of quality institutions specialising in the fields of tourism, hospitality, events & culinary arts (TH&E)

- a) Accreditation/Recognition of Excellence
- b) Benchmarking of Excellence – THE-ICE ISB-SB Survey
- c) Development of Excellence
 - ☀ THE-ICE IPoE Forum
 - ☀ THE-ICE Benchmarking Roundtable Series / Workshops
- d) Promotion of Excellence

leveraging the power of the collectives

a) Accreditation/Recognition of Excellence



NB: "Pre-accreditation Fast Track" is available for qualified institutions to seek Full-accreditation in the first instance

Stage I: THE-ICE Pre-accreditation Process:

- Legal & financial formalities
- **Self-Review** - completion of Application Proforma addressing the 14 criteria of THE-ICE Standards of Excellence
- **Evaluation** - submission of the Application Proforma, to be assessed by one auditor from THE-ICE Assessment Panel. Applicant institution to receive Interim report for comments, contest or consensus
- **Site audit** – to be conducted by one THE-ICE auditors
- **Confirmation of application & site audit findings** – consensus by applicant institution
- **Peer review** – final report and application to be submitted to THE-ICE Board of Directors for consideration and decision
- **Validity** - 3 years

Stage II: THE-ICE Full-accreditation Process:

- ☼ Legal & financial formalities
- ☼ **Self-Review** - completion of Application Proforma addressing the 14 criteria of THE-ICE Standards of Excellence
- ☼ **Evaluation** - submission of the Application Proforma, to be assessed by at least two auditors from THE-ICE Assessment Panel. Applicant institution to receive Interim report for comments, contest or consensus
- ☼ **Site audit** – to be conducted by two THE-ICE auditors
- ☼ **Confirmation of application & site audit findings** – consensus by applicant institution
- ☼ **Peer review** – final report and application to be submitted to THE-ICE Board of Directors for consideration and decision
- ☼ **Validity** – 5 years

b) Benchmarking of Excellence

THE-ICE ISB-SB™ survey report (sample findings)

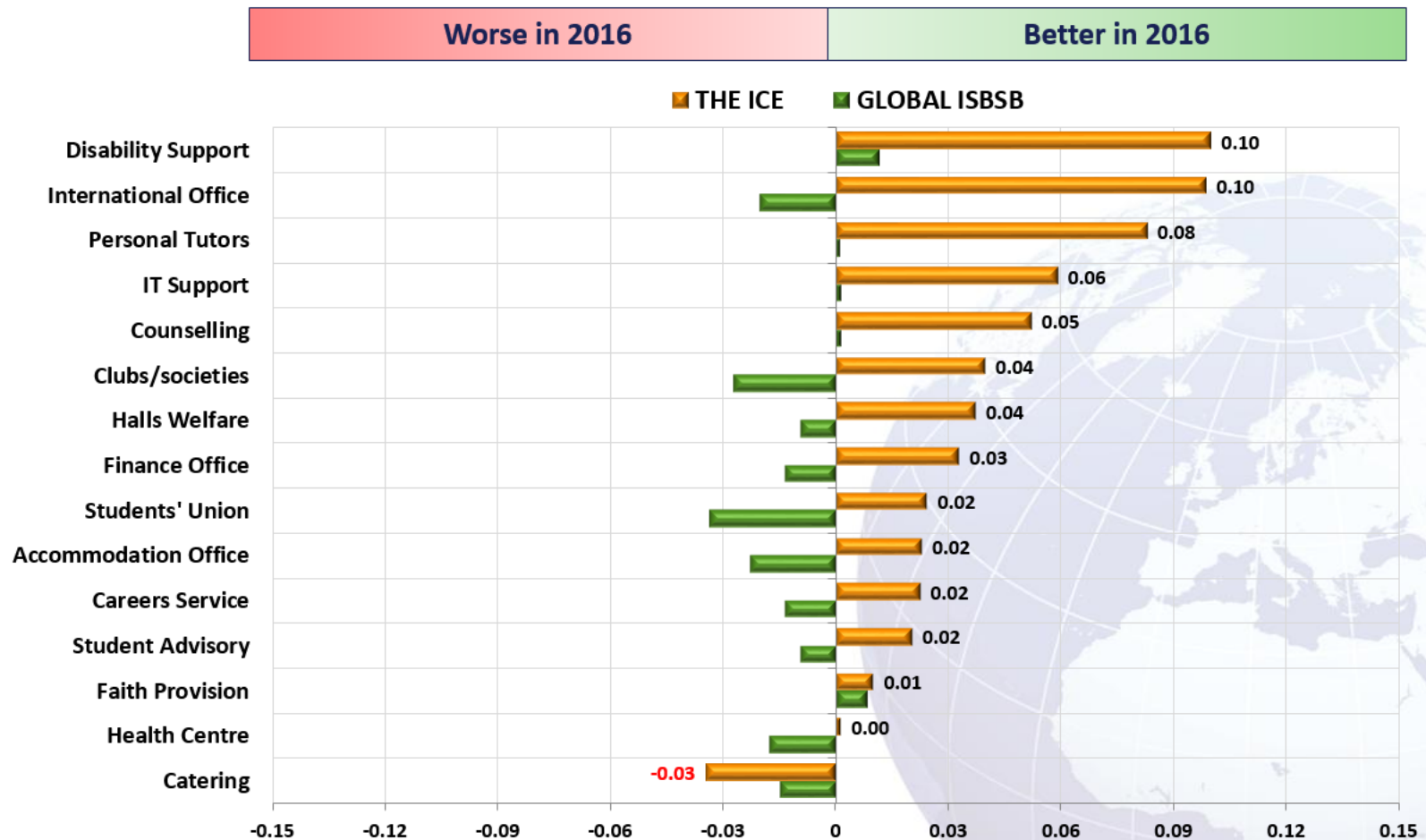
Benchmarking Learning – vs Peers of THE-ICE Network & Global Index (International Students)

THE-ICE Derived importance	LEARNING ISB	Average Satisfaction		Institution																							
	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
	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
22%	Academics' English	3.21	3.32	3.11	3.13	2.88	3.21	3.21	2.75	3.12	2.93	3.26	3.30	3.18	3.20	3.31	2.90	3.31	3.17	3.42	3.57	3.10	3.19	3.36	3.44	3.35	3.48
30%	Marking criteria	3.05	3.08	3.17	3.10	3.00	3.08	2.86	2.89	3.07	2.84	3.16	3.11	3.04	3.09	3.01	3.08	3.10	3.17	3.21	3.26	3.25	2.84	3.26	3.15	3.23	3.39
31%	Assessment	3.04	3.15	3.14	3.00	2.94	3.07	2.87	2.64	3.08	2.79	3.19	3.07	3.01	3.13	2.96	3.03	3.12	3.18	3.15	3.27	3.20	3.00	3.30	3.22	3.30	3.43
34%	Careers advice	2.97	2.87	3.16	3.00	3.03	2.93	2.85	2.93	2.96	2.76	3.16	3.10	2.95	3.04	2.87	2.65	2.93	3.01	3.04	3.17	3.05	2.70	2.96	3.29	3.18	3.32
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	3.19	3.23	3.39
60%	Managing research	3.23	3.26	N/A	N/A	N/A	N/A	N/A	N/A	NSV	N/A	NSV	N/A	NSV	N/A	NSV	N/A	N/A	NSV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
28%	Class size	3.11	3.16	3.15	3.14	2.91	3.10	2.89	2.93	2.96	3.36	3.21	3.16	2.91	3.14	3.20	3.25	3.08	3.23	3.74	3.48	3.10	3.24	3.57	3.22	3.17	3.48
34%	Expert lecturers	3.15	3.30	3.20	3.16	2.91	3.12	3.11	2.82	3.12	2.94	3.35	3.17	3.08	3.16	3.02	3.13	3.13	3.22	3.62	3.49	3.30	3.20	3.46	3.33	3.34	3.39
36%	Employability	3.07	2.97	3.23	3.07	2.91	3.07	2.94	2.96	3.06	2.97	3.35	3.16	3.03	3.15	2.94	2.74	3.09	3.08	3.18	3.20	3.05	2.94	3.23	3.44	3.20	3.39
36%	Good teachers	3.09	3.17	3.27	3.04	2.97	3.09	3.06	2.82	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
42%	Topic selection	3.07	3.18	3.09	NSV	NSV	3.08	3.03	NSV	3.11	NSV	NSV	NSV	2.77	N/A	3.00	NSV	NSV	3.46	3.17	3.17	NSV	NSV	NSV	3.45	N/A	3.64
35%	Training facilities	3.09	N/A	3.13	3.15	3.07	N/A	3.01	2.56	N/A	3.07	3.26	3.13	3.01	2.91	3.09	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	3.09	3.00	3.05	3.04	2.63	3.19	3.07	3.27	3.12	3.10	2.91	3.11	3.39	3.01	3.35	2.98	3.51	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	2.95	2.79	3.21	3.14	3.27	3.08	3.02	2.83	3.11	3.30	3.07	3.21	3.11	3.35	3.40	2.92	3.00	2.78	2.58	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	3.41	3.47	3.20	3.34	3.15	3.31	3.21	3.43
32%	Learning spaces	3.11	3.23	3.05	3.20	2.85	3.06	3.09	2.61	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	3.10	3.48
43%	Laboratories	3.09	3.25	NSV	N/A	NSV	3.02	NSV	N/A	3.01	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3.20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3.38
29%	Language support	3.15	3.20	3.09	3.12	3.03	3.17	3.14	2.69	3.05	3.03	3.35	3.09	3.07	3.19	3.13	2.91	3.20	3.31	3.14	3.51	3.35	3.10	3.50	3.32	3.36	3.45
26%	Multicultural	3.25	3.25	3.25	3.18	2.91	3.25	3.21	2.89	3.17	3.37	3.35	3.09	3.26	3.16	3.20	2.97	3.46	3.18	3.24	3.70	3.00	3.49	3.62	3.58	3.48	3.48
38%	Course organisation	3.00	3.10	3.19	3.07	2.84	2.98	2.96	2.54	3.00	2.69	3.28	2.99	2.92	3.04	3.00	2.76	2.81	3.23	3.38	3.26	2.90	2.81	2.96	3.37	3.13	3.39
32%	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	3.13	3.37	3.00	2.69	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	3.40	3.40	2.86	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	3.05	3.08	3.08	3.24	3.35
28%	Technology	3.03	3.26	3.20	2.86	2.91	3.02	2.95	2.68	3.18	3.06	3.03	3.18	2.91	2.97	3.19	2.68	3.14	3.22	2.94	2.99	3.25	2.60	3.00	3.35	2.74	3.48
26%	Virtual learning	3.12	3.25	3.17	3.04	3.03	3.06	3.03	2.75	3.03	3.04	3.34	3.27	3.09	3.01	3.21	3.09	3.20	3.34	3.23	3.29	3.35	2.83	3.19	3.31	2.97	3.39
34%	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	3.38	2.95	2.91	3.00	3.36	3.07	3.39

Learning satisfaction international – ABC vs THE-ICE & Global Index

THE-ICE Derived Importance	LEARNING SATISFACTION - ISB	Average Satisfaction			ABC vs THE-ICE	ABC vs Global ISB
	Learning elements	ACB (000)	THE-ICE ISB (2, 923)	Global ISB (152,087)		
	LEARNING OVERALL	3.15	2.97	3.05	4%	3%
	LEARNING AVERAGE	3.29	3.21	3.29	2%	0%
ACADEMIC						
34%	Expert lecturers	3.33	3.15	3.30	5%	1%
37%	Course content	3.19	3.07	3.18	3%	0%
36%	Good teachers	3.37	3.09	3.17	7%	5%
31%	Assessment	3.22	3.04	3.15	5%	2%
26%	Learning support	3.31	3.15	3.22	4%	2%
24%	Online library	3.33	3.10	3.31	6%	1%
32%	Performance feedback	3.20	3.03	3.09	4%	3%
28%	Technology	3.35	3.03	3.26	8%	2%
30%	Research	3.08	3.06	3.14	1%	-2%
26%	Learning spaces	3.23	3.11	3.23	3%	0%
35%	Training facilities	3.29	3.09	N/A	5%	N/A
30%	Marking criteria	3.15	3.05	3.08	3%	2%
28%	Class size	3.22	3.11	3.16	3%	2%
38%	Course organisation	3.37	3.00	3.10	9%	7%
37%	Quality lectures	3.26	3.08	3.13	4%	3%
26%	Virtual learning	3.31	3.12	3.25	5%	2%
26%	Multicultural	3.58	3.25	3.25	8%	8%

Support satisfaction benchmarking – 2016 vs 2015 averages, THE-ICE vs Global ISBSB - all students



c) Development of Excellence

- Benchmarking Roundtable Series
 - workshops for internal stakeholders & invited guests only
 - Develop best practice statements & models – ‘THE-ICE Best Practice Guide’



IPOE 2016
LUCERNE 9-12 NOV



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

 Cesar Ritz
COLLEGES
SWITZERLAND

Member of
 SWISS
EDUCATION
GROUP

Excellence – Defined and Measured

- THE-ICE IPoE Forum - annual knowledge-sharing gathering
 - Highly focused theme/sub-themes with international leading experts invited to present
 - Special paper presentations
 - Networking with like-minded global peers
 - Recognition of outstanding TH&E academics/professionals – Fellow of THE-ICE Award



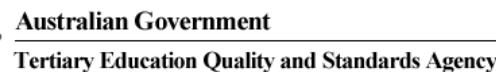
d) Promotion of Excellence

- THE-ICE Website – www.the-ice.org
- eNewsletters:
 - e-Bulletin - education sector updates, trends, funding issues, international student numbers etc
 - iStudent News - current & future TH& E students searching for courses, institutions, countries to study



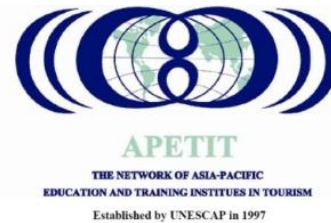
5. Our Global Strategic Partners

- Membership or partnership
- Mutual recognition of respective accreditation schema
- Spirit of cooperation and collaboration - MoU
- Sharing of resources and expertise
- Concurrent accreditation where applicable



6. Our Global Alliances

- ❁ Cooperation and collaboration for mutual growth & benefits
- ❁ Co-branding for a robust market presence
- ❁ Ongoing mutual promotion and support



7. Corporate Social Responsibility Partners

- Focus on 2 charitable organisations
- Support under-privileged students at TH&E related training initiatives in developing countries
- Encourage members to engage and contribute



3. THE-ICE Standards

The Beginning

- ☼ Mandate: Australia & Australian-focus
- ☼ Professional specialisation: tourism, hospitality and event fields
- ☼ Develop strategic initiatives to promote Australian TH&E education prowess
- ☼ Committed to become a professional quality assurance agency



An Australian Government Initiative



International Centre
of Excellence in
**Tourism and
Hospitality Education**

Funded by Australian Government through the
Department of Education, Science and Training

- ☼ Separation of power & responsibilities:
 - ☼ Executive Team: provide information/application preparation support
 - ☼ Independent assessment panel
 - ☼ Independent Peer Review Board
- ☼ Inclusive approach:
 - ☼ Cross-sector membership representing state-funded vocational institutions (TAFE), privately funded hotel schools and federally funded universities
- ☼ Frame of reference:
 - ☼ Australian Qualification Frameworks
 - ☼ UNESCO & INQAAHE quality assurance benchmark

b) The Evolution

- ☼ Extensive planning, modelling and consultation to develop value-added activities
- ☼ The process revealed
 - ☼ Australian institutional partners place high value in the descriptor 'Excellence'
 - ☼ the right to use the THE-ICE (Australian Government) logo in promoting TH&E programs
 - ☼ also identified the need to ensure that all THE-ICE partners meet with a standard commensurate to the descriptor 'Excellence'

☼ Creation of THE-ICE SoE 2005

- ☼ Engaged Emeritus Professor Andrew Lister (an auditor and panel-chairperson, AUQA and former President of the Academic Board, The University of Queensland)

- | | |
|----------------------------------|---------------------------------|
| 1. Status of institution | 6. Facilities |
| 2. Level of internationalisation | 7. Student services |
| 3. Scope of programme | 8. Industry placement |
| 4. Staff | 9. Memberships and partnerships |
| 5. Entry requirements | 10. Areas of excellence |

4. THE-ICE International Standards

- ☼ In preparation for THE-ICE opening its door for global member institutions, upgraded THE-ICE SoE with the contribution and assistance of Emirates Professor Mervyn Hyde (renowned pedagogy expert) in 2007

THE-ICE Standards of Excellence 2007

1. Status of institution
2. Vision and mission of the Element offering TH&E Programmes
3. Level of Internationalisation
4. Objectives and Structure of Programs
5. Approaches to Teaching and Learning
6. Admission Requirements
7. Facilities
8. International Student Services
9. Industry Placement
10. Staff
11. Memberships and Partnerships
12. Areas of Excellence

- ❁ Ongoing review and update throughout the year, no less than once every two years
- ❁ Latest review 2015-2016 – engaged Dr Lindsay Heywood, head of the Higher Education Standards Executive, well-versed in providing operational and policy research support to the Higher Education Standards Panel of Australia to:
- ❁ Reviewed and revised the SoE for close alignment with the latest developments & changes in international QA guidelines
 - ❁ Frame of reference - European Standard Guidelines, including but not limited to ECA (European Consortium for Accreditation) & CeQulnt (Certificate of Quality in Internationalisation), UNESCO Guidelines on cross-border education; INQAAHE good practice guidelines; ENQA Guidelines; TEQSA Standards etc

5. THE-ICE SoE 2016

1. Status of the Institution
2. Governance, Leadership & Administration
3. Vision, Mission, Objectives
4. Courses/Programs, Curriculum & Graduate Outcomes/Attributes
5. Approach to Teaching & Learning
6. Planning, Program Review & quality assurance mechanism
7. Level of internationalisation
8. Physical resources and facilities
9. Student support services
10. Industry advisory board
11. Staffing resources
12. Financial resources
13. Membership, Partnership, Community/Social Responsibility Engagement
14. Areas of Excellence
 - Essential
 - Desirable

Criterion 1: Status of the Institution

Rationale: To ensure that the institution is recognised as a legally constituted and reputable educational provider in the country / jurisdiction(s) in which it is located

The institution must be a reputable vocational education (VET) or a higher education provider (HEI) duly registered/incorporated with the relevant authority and/or education board in its State, territory or country to provide accredited academic programmes in the Tourism, Hospitality, Events and/or Culinary Arts Management (TH&E) field at the approved level.

Criterion 2: Governance, Leadership & Administration

Rationale: To ensure that within an institution offering multiple disciplines, the TH&E courses operate within a clearly identifiable unit (e.g. School / Department or Teaching Unit of TH&E) and have a definable level of autonomy and control over the courses and curriculum offered, and a level of academic/expert leadership consistent with the scale and nature of the institution.

The institution is to identify the staff member/s, who have the major strategic responsibility for the TH&E programme, and to demonstrate how the leadership of the School/Department or Teaching Unit provides input into the programmes and curriculum offered. Ideally, institutional leadership also encourages and fosters engagement with relevant industry sectors and communities and other providers.

Criterion 3: Vision, Mission & Objectives

Rationale: To provide THE-ICE with an understanding of the overall vision and mission of the institution and/or School/Department or Teaching Unit offering TH&E programmes by describing their respective commitments.

The institution is to provide/describe its:

- ☀ Philosophy
- ☀ Purposes and major goals
- ☀ Knowledge bases/disciplines and conceptual frameworks
- ☀ Organisational leadership and its place within the institution's structure
- ☀ Approach to networking and interacting with other TH&E providers

Criterion 4: Courses/Programmes, Curriculum & Graduate outcomes/attributes

Rationale: All programmes leading to award qualifications in TH&E field should be identified. Those programmes should have sufficient TH&E course content within the curriculum structure with clearly defined learning objectives and graduate outcomes.

The institution is to:

- ☼ List award programmes that are available to domestic and international students in the areas of TH&E (Vocational education & training, undergraduate, postgraduate coursework and/or research degrees etc) and indicate the TH&E percentage in each of those programmes.

Criterion 4: cont'd

- ☼ Indicate the programme admission requirements at each academic level including the respective required English proficiency level.
- ☼ Indicate the support mechanisms that are available to develop improved language proficiency when a need is identified.
- ☼ Describe the curriculum structure, objectives and graduate outcomes/attributes of the listed TH&E programmes. Articulate and quantify (duration or number of hours) if industry placement/internship is a mandatory part of the award programme and their intended goals. Any graduate destination data should be described.

Criterion 4: cont'd

- ☼ Provide evidence of industry input informing curriculum design, graduate outcomes /attributes, assessment methods, the use of industry placements/internships and mentoring and evaluation of the programme, to ensure professional relevance in the TH&E programmes (this is not required for research degrees).
- ☼ Confirm that qualifications awarded are recognised by a relevant national authority.

Criterion 5: Approach to Teaching & Learning

Rationale: THE-ICE recognises that institutions may use a variety of modes to achieve course delivery, approaches to teaching and learning and the measurement of learning outcomes.

The institution is to:

- ☼ Describe the philosophy, approach and relevant policies to teaching and learning adopted by the Unit responsible for TH&E programmes. This should include information about the patterns of class contact for programmes at different qualification levels (such as vocational education, undergraduate or post graduate programmes), the number and nature of any web-supported or fully web-based (online) programmes

Criterion 5: cont'd

The institution is to:

- ☼ Indicate the number of any web-supported (blended) or fully web-based (online) programmes and describe the mechanism employed to support student participation across different modes of delivery (such as methods to support students who are off campus or in remote locations).
- ☼ Provide details of each external; joint delivery or offshore programmes and demonstrate the comparable objectives, learning experiences and graduate outcomes to the onshore equivalent
- ☼ Where applicable describe any areas of research within the School / Department or Teaching Unit offering T&H Education that are considered to contribute to teaching and learning outcomes.

Criterion 6: Planning, Programme Review and Quality Assurance Mechanisms

Rationale: The institution must provide evidence of the quality assurance mechanisms in place within the institution and its TH&E programmes.

- ☼ The institution has a planning and review cycle that allows periodic monitoring of the performance and quality of its programmes. Each of the TH&E programme must have a regular review process for quality assurance of curriculum, teaching and study materials.
- ☼ Any agreed articulation or credit transfer from vocational to specific higher education qualifications should be described, as well as issues on recognition of prior learning (RPL) and assessment standards.

Criterion 6: cont'd

- ❁ Mechanism used to quality assure delivery arrangement with other campuses or institutions if applicable.
- ❁ Descriptions of mechanism employed to monitor the quality and effectiveness of industry placements/internships, such as feedback reports from internship coordinators and students.
- ❁ Mechanism for external or internal referencing of the quality and standing of programmes (such as benchmarking, moderation, peer review, international staffing exchanges).

Criterion 7: Level of Internationalisation

Rationale: The institution must demonstrate its commitment to educate international (and where appropriate, domestic) TH&E students, who upon graduation are excellently equipped to compete in international environments.

The Institution is to:

- ☼ Briefly describe the policy towards internationalisation within the institution and within the element offering TH&E programmes. Describe how this policy is interpreted in TH&E Education and in the curriculum.

Criterion 7: cont'd

The Institution is to:

- ☼ Demonstrate the extent to which an international perspective is incorporated in the curriculum (i.e., in programme outlines, pedagogy, texts, other curriculum material, lectures/tutorials, practical sessions, case studies, assessment, etc).
- ☼ Describe any specific learning outcomes/graduate attributes for internationalisation and provide any evidence of achievement of these outcomes.
- ☼ Describe student enrolment in the TH&E programme/s, including the number (and percentage) of international students in the Faculty / School/Department or Teaching Unit.

Criterion 8: Physical Resources and Facilities

Rationale: A high quality programme depends on provision of essential educational facilities.

Note: The institution must provide an adequate range of educational facilities to students. The facilities below should be provided at no additional charge to the basic programme fee.

- ☼ *Teaching Facilities*
- ☼ *Learning Resources / Library*

Criterion 9: Student Support Services

Rationale: Student learning experience, and learning outcomes can be greatly influenced by the academic support services available to them. A high quality programme specifically for domestic and international students must be provided, supported by a range of activities such as:

The Institution is to:

- ☀ Help with enrolment
- ☀ Advice and support on accommodation
- ☀ Effective orientation procedures

Criterion 9: cont'd

- ☼ Advice and support regarding academic progress and academic difficulties
- ☼ Advice on options for further study
- ☼ Effective grievance handling procedures handled with cultural sensitivity
- ☼ Special services for international students (e.g. assistance with student visa extension etc)
- ☼ Student satisfaction feedback

Criterion 10: Industry Advisory Board

Rationale: One of the major aims of TH&E programmes is to produce graduates who can contribute to the TH&E industry. Engagement of the industry in curriculum development and programme delivery is highly desirable.

The institution is to provide the 'Terms of Reference' of its Industry Advisory Board. Such information should include details (name and bio-sketch) of the Chairperson and Members, terms of office and frequency of meetings.

Criterion 11: Staffing Resources

Rationale: The quality of a programme will depend on the number of teaching staff, qualifications, experience and engagement in scholarly activities. To ensure excellence, the TH&E programmes should be delivered by an identifiable grouping of teaching staff. The staff grouping may constitute a department or equivalent organisational unit, or else form part of a larger grouping (e.g., a Business School or Faculty).

- ☼ The number of staff teaching the programmes must be sufficient to cover the breadth of expertise required to maintain continuity in the event of staff turnover and to provide guidance to part-time/sessional staff.

Criterion 1 1: cont'd

- ☼ Staff must be adequately qualified, experienced in the TH&E field and actively engaging in scholarly activities. There must be sufficient academic and other expertise to provide programme leadership for the management, development and monitoring of programmes.
- ☼ New staff and part-time/sessional staff should have access to orientation/induction support applicable to carrying out their role.
- ☼ There must be a sufficient number of full-time equivalent (FTE) staff with relevant qualifications and experience in teaching TH&E courses at the major location on which the programme is taught.

Criterion 12: Financial Resources

Rationale: Institutions, Schools / Departments or Teaching Units must be sufficiently resourced to support the educational objectives of the various programmes they are offering.

Institution is to identify its funding source and to provide evidence that it has sufficient financial stability for provision of sustainable services to meet its obligations to the students enrolled in the TH&E programmes

Criterion 13: Memberships, Partnerships, Community/Social Responsibility Engagement

Rationale: Institutional memberships of professional associations or partnerships with major TH&E companies are indications of engagement with the wider TH&E community and with the networking opportunities, which that affords. Institutions must be able to identify that there are actively involved in this area.

Institution is to provide evidence of membership with academic association, professional association and/or significant partnerships with major TH&E operators such as airlines, hotel chains, travel agents, catering companies, tour operators nationally and internationally.

Criterion 14: Areas of Excellence

Rationale: Institutions must be able to demonstrate excellence through external recognition of exceptional achievements in the range of academic research; in staff and student achievements; and in demonstrated industry leadership, across the spectrum of TH&E educational activities. Recognition by international bodies is particularly desirable.

Institution is to provide evidence of excellence or exceptional achievements in the TH&E field. Recognition by international bodies is of particularly desirable. Such evidence may take the following forms (but is not limited to):

Criterion 14: cont'd

Essential

- ☼ Continuing professional skills upgrading of staff
- ☼ Significant professional and/or industry leadership
- ☼ Collaboration with international and national TH&E enterprises and industry associations
- ☼ National or international awards to the institution or its staff (e.g., export awards, tourism awards, teaching awards)
- ☼ Scholarly activities being undertaken by staff and evidenced by the number of publications and research grants received

Criterion 14: cont'd

Desirable

- ☼ Accreditation by international bodies such as European Quality Improvement System (EQUIS), Association to Advance Collegiate Schools of Business (AACSB)
- ☼ Staff invited as speakers at national or international conferences or industry forums
- ☼ Hosting of national or international conferences
- ☼ Editorship (by staff) of national or international professional journals or industry publications, where applicable
- ☼ Research undertaken by staff and evidenced by the number of publications and research grants received

Thank You!

For more information

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