TEQSA and Professional Accreditation Bodies Forum 2018

THE–ICE Joint Accreditation

Pauline Tang
CEO, THE–ICE
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Presenter – Pauline Tang

CEO of THE-ICE, Immediate Past Vice-President of INQAAHE, Pauline is an experienced international quality assurance specialist in the field of tourism, hospitality, events & culinary arts (TH&E) education. Internationally recognised as high level expert in corporate polices and procedures, accreditation standards, comparative analysis of cross-border accreditation systems and the development of joint-assessment regimes To minimise the accreditation-burden of higher education institutions interested in the pursuit of excellence.

Pauline is invited to present at high-profile quality assurance conferences, to facilitate panel sessions/capacity building workshop, or, as external quality assurance reviewer for government and/or non-government QA agencies on a regular basis.
Overview

1. About THE-ICE
2. Strategic Partnership
3. About NVAO
4. NVAO & THE-ICE
5. Joint-accreditation Projects
6. Reflection & Review
1. About THE–ICE

2004 -2008:

- One of five (5) Australian federal government funded International Centres of Excellence (ICEs)
- Tasked to promote Australian higher education prowess in the global arena
To-date

- Australia-based not-for-profit organisation with global visibility and credibility:
  - Full member of INQAAHE (International Network for Quality Assurance in Higher Education)
  - Former elected Director on the INQAAHE Board 2013-2015 & 2015-2016, Immediate Past Vice President 2016-2018
  - Observer of ECA (European Consortium of Accreditation in Higher Education)
- Umbrella network for programme specific - tourism, hospitality, events, culinary arts, leisure (TH&E) quality higher education providers
- 39 institutions from 17 countries
- Accredited in excess of 400 TH&E programmes
THE-ICE Global Network
Potential education/research, student & staff exchange partners

For full list of Members please visit LINK
### Australia and Oceania (8)
- Torrens University Australia - Blue Mountains International Hotel Management School, Australia
- Charles Darwin University, Australia
- Griffith University, Australia
- Melbourne Polytechnic, Australia (Observer)
- The University of the South Pacific, Fiji
- The University of the South Pacific - Pacific TAFE, Fiji
- William Angliss Institute, Australia
- Torrens University Australia - William Blue College of Hospitality Management, Australia

### Europe (17)
- César Ritz Colleges Switzerland, Switzerland
- Free University of Bozen-Bolzano, Italy
- Glion Institute of Higher Education, Switzerland
- Haaga-Helia University of Applied Sciences, Finland (Observer)
- Hotel Institute Montreux, Switzerland
- IHTTI School of Hotel Management, Switzerland
- MCI Management Center Innsbruck, Austria
- NHL Stenden University of Applied Sciences, Netherlands
- NHTV Breda University of Applied Sciences, the Netherlands
- RP Technology, United Kingdom (Business Alliance)
- Swiss Hotel Management School, Switzerland
- Swiss School of Tourism and Hospitality, member of EHL, Switzerland
- Saxion University of Applied Sciences, the Netherlands
- The Hotelschool, The Hague, the Netherlands
- University of Derby (in progress)
- Zuyd University Maastricht, the Netherlands
- Les Roches Switzerland, Switzerland (in progress)

### Asia-Pacific (11)
- Dusit Thani College, Thailand
- Far Eastern University, the Philippines
- INTI International University & Colleges, Malaysia
- Lyceum of the Philippines University, the Philippines
- Singapore Institute of Technology, Singapore (Observer)
- Taylor’s University, Malaysia
- THEI, Technological & Higher Education Institute of Hong Kong (Observer)
- University of Santo Tomas, the Philippines
- Mae Fah Luang University, Thailand
- National Kaohsiung University of Tourism and Hospitality (in progress)

### Middle East & the Sub-Continent (3)
- Stenden University Qatar, Qatar
- The Emirates Academy of Hospitality Management, Dubai, UAE
- Dubai College of Tourism (Observer)

### North Americas (1)
- STR SHARE Center, USA (Business Alliance)
Our Point of Difference: THE–ICE Four (4) Pillars

More than a QA agency - a network of quality institutions specialising in the fields of TH&E:

a) Accreditation
b) Development
c) Promotion
d) Benchmarking

leveraging the power of the collectives
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
2. Strategic Partnership

- **MoU - Mutual Recognition**
- **MoA – Collaborative Partnership**
- **Joint Assessment Projects**
- **Reflection & Review**
Rationale

- Developed in countries/regions where existing or prospective THE-ICE member institutions are located
- For potential joint-accreditation projects
4. About NVAO

- Established in 2003 by a treaty signed between the Flanders and the Netherlands governments
- As a common accreditation organisation
- In an international perspective and in the context of the European Bologna process:
  - to assess and assure the quality of Dutch and Flemish higher education
  - to promote a culture of quality in higher education
Vision

To be a QA agency, in an expert and independent manner, that provides insight into the quality of higher education in the Netherlands and Flanders, and that promotes the quality culture within the higher education institutions in the Netherlands and Flanders.

Committed to

- work on the basis of trust in the quality of higher education
- respect the autonomy of the institutions
- work in a transparent manner
- reduce the (perceived) administrative burden
5. NVAO & THE-ICE

Background

- MoU (memorandum of understanding) signed between peer the two agencies in 2016 [LINK]
- Cross-mapping of respective accreditation schema
- Identifying mutual recognition of applicable standards

Assessment framework

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<tr>
<td><strong>Intended learning outcomes</strong></td>
<td><strong>Intended learning outcomes</strong></td>
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<tr>
<td>1. The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.</td>
<td>C4. Rationale: All programmes leading to award qualifications in TH&amp;E field should be identified. Those programmes should have sufficient TH&amp;E course content within the curriculum structure with clearly defined learning objectives and graduate outcomes</td>
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MoA (memorandum of agreement) - signed in 2017, [LINK]

Entered into in the spirit of cooperation and collaboration, in particular for joint-accreditation projects

Agreement contains clearly articulated:

- terms and conditions of the cooperation
- how resources and expertise are to be shared
- mutually agreed process and procedures, where applicable
Draft MoA → Discuss terms & conditions with all stakeholders → Finalise & sign MoA → Joint accreditation

Review & revise draft MoA

- Leading framework
- Additional requirements from each framework
- Assessment Panel composition
- Report: format, one or multiple documents
- Decision-making/Peer review process
- Duration of accreditation process
6. Joint Accreditation Projects

In response to the request of five (5) government-funded Dutch hotel management schools seeking joint-accreditation from the government & THE-ICE:

- Hotelschool The Hague, HTH
- Academy of Hospitality & Facility Management, Breda UAS
- Stenden Hotel Management School, NHL Stenden UAS
- Hospitality Business School, Saxion UAS
- Hotel Management School Maastricht, Zuyd UAS
THE-ICE Standards of Excellence (lead standards)

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
Full-accreditation Application Process & Procedure

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<th>NAVO</th>
<th>THE-ICE</th>
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<tr>
<td><strong>1. Self Review</strong></td>
<td><strong>1. Self Review</strong></td>
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<tr>
<td>Completion of NVAO Self-evaluation Report</td>
<td>Completion of THE-ICE Application Proforma</td>
</tr>
<tr>
<td>Limitation on number of pages</td>
<td>No limit on number of pages</td>
</tr>
<tr>
<td><strong>2. Evaluation</strong></td>
<td><strong>2. Evaluation</strong></td>
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<tr>
<td>Desk-top assessment of submitted report</td>
<td>Desk-top assessment of submitted report by a minimum of two (2) Auditors</td>
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<td>Applicant Institution to receive an Interim Application Assessment Report prior to the site visit</td>
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### NAVO

**3. Site Audit**

- Site Audit activities & programme organised in advance
- To be conducted by the Site Audit Panel (minimum 5 persons), comprising of
  - 1 x Chair
  - 1 x Secretary
  - 2 x Auditors
  - 1 x student
  - Area-specific experts, where applicable

### THE-ICE

**3. Site Audit**

- Site Audit activities & programme organised in advance
- To be conducted by the Site Audit Panel comprising of a minimum of two (2) Auditors
- Face-to-face report/presentation on last day of site audit
- Applicant Institution to receive a draft report on Accreditation Application Assessment and Site Audit Report for comments, consensus or contest
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<td><strong>4. Decision</strong></td>
<td><strong>4. Peer Review</strong></td>
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<tr>
<td>Assessment Panel final report to be submitted to the Board for decision</td>
<td>Submission (incl. mutually agreed final report, the Application Proforma and an Executive Summary) to be presented to THE-ICE Board for peer review and decision</td>
</tr>
<tr>
<td><strong>5. Notification of Application Outcome</strong></td>
<td><strong>2. Notification of Application Outcome</strong></td>
</tr>
<tr>
<td>Directly to Applicant Institution</td>
<td>Directly to Applicant Institution</td>
</tr>
<tr>
<td>Release in the public domain - available online</td>
<td>Not to be released in the public domain</td>
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Site audit from March to June 2018
- 3 days site visit | 2 days report writing
6. Reflection & Review

Challenges

- Formal requirements for the approval of Assessment Panel members are complicated with the cluster approach
- Netherlands government’s ‘roof-tiling’ requirement
- Expectations and formal requirements between NVAO and THE-ICE
- Harmonisation between Assessment Panels
TIPS / Areas for potential review & improvement

- Expectations and formal requirements between NVAO and THE-ICE
- A stricter project management approach overall
- Possible establishment of a register with NVAO pre-approved THE-ICE
- Auditors ready for future undertakings
TOPS / Positive Outcomes

- High level of satisfaction
- Reduction of time required in preparation of materials/supporting evidence - applicable for both separate accreditation regimes
- Long lead-time for preparation & dialogue
- Appointment of a designated liaison representing the five (5) hotel management schools was essential
- Regular contacts via virtual platforms (Skype or Zoom) underpinned the success of the project implementation
- Opportunity to perform international/cross-border benchmark & share best practice
- Set historic record - perceived as good practice benchmark/model
- Attracted keen interest from similar associations in the Netherlands
Thank you
For more information

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