EKKA

Report
on initial evaluation
of the study programme group of
Personal Services

Nordic School of Hospitality & Innovation – Haaga-Helia, Tallinn

2019

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Introduction

Purpose of evaluation

Initial evaluation of study programme groups (or only one study programme in the case of a joint study programme or a master degree programme launched at an institution of professional higher education) conducted by EKKA assesses the quality of instruction in terms of the content of the study programme and its organisation, the qualification requirements set for teaching staff, and resources required for provision of instruction. It is also assessed whether the described learning outcomes can be achieved by the curriculum and whether they comply with the requirements for provision of instruction at the level of higher education, taking into consideration the Republic of Estonia Higher Education Standard, the Standards and Guidelines for Quality Assurance in the European Higher Education Area, and other legislation and normative documents regulating higher education.

The purpose of initial evaluation of study programme groups is to assess the quality of instruction in order to grant an educational institution the right to conduct studies in that particular study programme group. As a result of assessment, the evaluation committee will determine whether the quality of instruction: 1) conforms to requirements; 2) partially conforms to requirements; or 3) does not conform to requirements. EKKA Quality Assessment Council for Higher Education, on basis of the evaluation report, will make a proposal to the Estonian Ministry of Education and Research. The final decision and the right to conduct studies in a study programme group (or the study programme) will be granted by Government decree.

Initial evaluation of study programme groups is **conducted according to the regulation approved by EKKA Quality Assessment Council for Higher Education** *Guidelines for Initial Evaluation of Study Programme Groups*.

The aim of this particular evaluation was to determine whether the quality of the instruction in the **study programme group of Personal Services** and the study programme **"International Hospitality & Service Excellence"**, which is to be launched at Nordic School of Hospitality & Innovation – Haaga-Helia, Tallinn, at the level of professional higher education, conforms to requirements.

General information about Nordic School of Hospitality & Innovation – Haaga-Helia, Tallinn

The Hospitality Innovation School Foundation, which has been registered in Estonia in November 2018 by Haaga-Helia University of Applied Sciences (Finland), wants to open a private professional higher education institution in Estonia – Nordic School of Hospitality & Innovation – Haaga-Helia, Tallinn (NSHI). Therefore, the Foundation is applying for the right

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to conduct studies in the study programme group of Personal Services and launch its first programme in that study programme group: "International Hospitality & Service Excellence".

The owner of the School is the Foundation. The Foundation consists of Management Board (one member) and the Board of Directors who together constitute the Board Meeting of Foundation (3 members). The highest decision-making body of the School is the Board Meeting of the Foundation. The highest collegial advisory body of the School is the School Board consisting of 15 members. The School is directed by the Rector, who is in charge of the general state and development of the School and of the legitimate and feasible use of financial resources. The Industry Advisory Board is an interlinking body between the School and the industry, community and society, which has an advisory function and includes notable hospitality and innovation industry, local community and wider society stakeholders. The Industry Advisory Board of consists of 9 members.

The programme will be launched in cooperation with Haaga-Helia UAS (Finland), Estonian Business School (Estonia), Breda UAS (The Netherlands), International University of Applied Sciences Bad Honnef (Germany), and Purdue University (USA). The studies are expected to start in January 2020.

Haaga-Helia UAS is part of the Finnish public educational system being privately owned and run, but steered and co-funded by the Finnish Ministry of Education and Culture. Currently, it has about 11,000 students. The creation of this new School in Estonia is connected with Haaga-Helia UAS strategy, which states as one of its key goals the international growth and the export of education by opening campuses outside Finland by 2020.

The campus of the School will be located at 13 Roseni Street (the Rotermanni Quarter), Tallinn. The 7th floor of Hotel Metropol is planned for the study premises; the 6th floor of the building accommodates the living quarters of the students and the visiting lecturers of the School.

Study programme to be evaluated

Study programme group	Study programme	Level
Personal Services	International Hospitality & Service Excellence (210 ECTS; 3,5 yrs)	professional higher education

Structure of the curriculum:

- Main field of Study – International Hospitality and Service Management 105 ECTS
- Minor field of Study – Dimensions of Hospitality Professional 60 ECTS
- Personal Development Plan Portfolio 5 ECTS
- Development / Research Project 8 ECTS
- Internships 32 ECTS

Composition of the evaluation committee

The principles that form the basis for composing an evaluation committee are laid down in Section III of the „Guidelines for Initial Assessment of Study Programme Groups". The membership of the committee is formed by EKKA and approved by the higher education institution under review. The duties of the committee members and the chair are stipulated in the Contract of Services signed by each member.

The following individuals formed the evaluation committee:

Tom Baum *(Chair)*	Professor and Head of the Department of Work, Employment and Organisation, University of Strathclyde, Glasgow, United Kingdom
Craig Thompson	CEO, International Centre of Excellence in Tourism and Hospitality Management , THE-ICE
Maarika Liivamägi	Managing Director, Estonian Hotel and Restaurant Association, Estonia
Gerda Danieljants	Student; Estonian Entrepreneurship University of Applied Sciences, Estonia

The assessment process was coordinated by Ms. Tiia Bach (EKKA).

Description of the evaluation process and the site-visit to the institution

After the preparation phase with the documents received by EKKA, the work of the evaluation committee in Estonia started on Wednesday, 13th of March 2019, with an introduction to the Estonian higher education system, the evaluation procedure and the Estonian quality assurance organisation for higher and vocational education. The introductory meeting was conducted by EKKA staff.

The members of the committee agreed on the overall questions and areas to discuss with each group at the higher education institution that was to be assessed. The distribution of tasks between the members of the committee was organised and the details of the site visit agreed.

On the 14th of March, interviews were held with the representatives of the NSHI. On the following day the team held a meeting, during which the findings were compiled in a first draft of the evaluation report. This work was executed in a cooperative way and the members of the team intensively discussed their individual views on the relevant topics.

In the following pages the committee has provided evidences and analyses for all three assessment areas under review (Study programme and organisation of studies; Teaching staff; Resources) and for the requirements listed under every assessment area. Finally, the

conclusions across the three assessment areas have been summarised, the main strengths and recommendations for further enhancement presented.

Summary of findings of initial evaluation

The quality of instruction

conforms to requirements	partially conforms to requirements	does not conform to requirements
☐	☒	☐

Although the institution and programme have not commenced operations at this time, we have confidence in their ability to deliver high quality instruction based on the profile of institutions supporting the Nordic School of Hospitality & Innovation and the teachers involved with the development of the programme. The sponsoring institution, Haaga-Helia University of Applied Sciences in Finland, has a strong and established international reputation and will bring many years of experience in the field of hospitality management and service excellence into the development and delivery of the programme. In addition, Haaga-Helia's network of partners in Europe and the US bring complementary experience and expertise in support of the new school.

Overall, we have confidence that this will be an innovative and valuable addition to hospitality management education in Estonia, the region and with wider world. It is original in its conception but builds on the established expertise in this field of Haaga-Helia UAS and their partner schools in Germany, the Netherlands and the USA.

Financial and reputational ownership of the School is vested in Haaga-Helia, Finland, who will play an active role in its governance and management. This is an important assurance in terms of the School's viability and sustainability. Reputationally, Haaga-Helia's partners in Germany, the Netherlands and the USA have also invested in the School and plan to share their intellectual property and pedagogic materials.

While the programme concept is in place, there is considerable work to be undertaken to ensure that full flesh is put on the skeleton. This will involve careful coordination and curriculum mapping to ensure progression and avoid duplication within the curriculum.

Plans for the human and physical resourcing of the School are in place and we are satisfied that they are realistic and appropriate. Questions remain going forward with regard to how these resources will be deployed as the programme evolves. In particular, the balance between international teaching staff and those employed directly by the School will change over time and this balance needs to be managed.

It is important to note that this assessment has been undertaken prior to the opening of the School and the commencement of the programme. Therefore, the conclusions reached in this report are made on the basis of pre-opening evidence and plans and the aspirations of

stakeholders, but with the comfort provided by evidence of industry support and the established track record of the owning and partner institutions.

Commendations:

- A conceptually different programme with objectives that seek to develop graduates for positions of leadership and innovation in the international hospitality industry

- Recognition of a fast-changing industry that requires different graduates to those developed in existing programmes

- An appropriate governance structure for the School

- A strong, enthusiastic and committed team at Board, management and delivery levels

- High level of financial backing at start-up from Haaga-Helia UAS, Finland, the owners and a debt-free start-up position

- An ambitious but realistic financial plan for the School

- Clear risk awareness with respect to the School's obligations to their students and articulation of plans to enable students to complete their studies in the event of failure of the School

- Multi-school partnership of international schools brings diverse strengths to the proposition

- A supportive local industry in Estonia

- Evidence of good employment prospects for graduates

- Appropriately planned teaching, learning, administration and social facilities for the school in its initial phase of development

- Plans to accommodate growing facilities needs in the future

- Well qualified (academically and professionally) and experienced international teaching staff

- International teaching staff with experience of working in culturally diverse environments

Recommendations:

- To develop an overall risk management plan for the School

- To monitor and manage student recruitment in order to ensure high quality entrants with diverse cultural/national backgrounds

- To ensure employer understanding of the School and programme concept in order to manage expectations for internships and graduate employment, with a need to work closely with the local (including the Estonian Hotel and Restaurant Association), regional and international industry from point of programme approval

- To invest in programme, curriculum and student experience management structures to ensure smooth running from Day 1

- To develop a clear plan for the Annual Scheduling of classes per Semesters

- To provide a comprehensive description of proposed RPL procedures and, in particular, to explain how students who receive RPL will benefit from the process in terms of, for example, advanced entry, reduced study time, reduced costs

- To manage curriculum delivery in a way that ensures coherence within modules (between elements), linkages between modules, sequencing and connectivity in order to ensure clear progression and avoid duplication

- To ensure that the nature and scope of internationalisation of the Institution and programme be clearly articulated and presented

- To provide study support for students in English and related skills areas as required

- To recruit teaching staff to the School who complement and can cooperate closely with designated international teaching staff

- To establish processes and procedures for the regular evaluation of teaching staff employed by the School

- To ensure that all staff involved with the teaching of the programme are fully versed in the application of blended learning technologies and systems

- To consider the development of the programme as and when student numbers increase, for example through the introduction of additional minors, which will bring welcome and necessary study options to the programme

1. Study programme and organisation of studies

1.1. Requirement:
The study programme is based on the needs of the labour market and target groups, and contributes to fulfilling the mission of the educational institution and achieving its objectives.

Evidences:
Study programme; the development plan of NSHI; interviews with employers and management of NSHI during the site-visit

Evidences and Analysis

During the interview with employers, strong support was expressed for the Nordic School of Hospitality & Innovation (NSHI) and for the professional Diploma in International Hospitality and Service Excellence. Furthermore, the NSHI application and interview with the Management Board of the Hospitality Innovation School Foundation provided evidence that the NSHI contributes to fulfilling the mission of the principal educational institution (Haaga-Helia UAS).

It was however noted that the industry representatives in Estonia may not fully comprehend the nature of the programme and likely profile of graduates. More specifically, the industry representatives expressed a need for and expectation that graduates will meet the need for more traditional skills and roles. It is therefore recommended that NSHI invest time in working with employers (The Estonian Hotel and Restaurant Association) to ensure they have a clearer understanding of and (hopefully) commitment to the objectives of the School and its programmes.

Having said this, it is recognized that the Nordic School is clearly positioned as a regional and international provider of hospitality education and therefore relevance to local Estonian industry needs is not the sole reference and purpose of the Institution.

1.2. Requirement:
Employers and other stakeholders of the study programme group are involved in the study programme development.

Evidences:
Documents provided for the evaluation; evidences provided by partner institutions regarding their involvement in study programme development; interview with employers during the site-visit

Evidences and Analysis

The interviews with the leaders and developers of the programme and with the teaching staff provided strong evidence that all the academic partners had been fully involved in the study programme development.

Feedback from the employers indicated that industry representatives in Estonia had been consulted regarding the development. However, it is questionable whether the depth and intensity of industry involvement is currently optimal.

1.3. Requirement:
The title of the study programme is consistent with its content.

Evidences:
Study programme; interviews with the management and teaching staff during the site-visit

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Evidences and Analysis

The panel recognises and appreciates the intention for the title of the programme – International Hospitality & Service Excellence – to be different and aspirational.

The focus of the programme is clearly on hospitality. The nature of the international collaboration in developing and delivering the programme is recognized and so too the objective of establishing an international student body. However, it is proposed that these elements do not *per se* ensure the 'international' nature of the programme. It is recommended that the 'international' dimension be embedded within the programme and indeed within the entire context of NSHI.

Furthermore, it is recommended that the context and nature of 'service excellence' be more carefully considered and defined, since this is fundamental in shaping the expectations of all stakeholders.

1.4. Requirement:
The objectives and learning outcomes of the study programme are formulated in such a way that they provide a basis for evaluating the knowledge and skills of graduates of that study programme.

Evidences:
Study programme

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Evidences and Analysis

The NSHI application presents curriculum learning outcomes, a curriculum mission, focus areas and core values of the curriculum, which together provide extensive, but rather broad outcomes for the programme. In addition, the curriculum details learning outcomes (normally three) per unit, which are clear and assessable. There does not appear to be learning outcomes at module level.

The content of individual units has not been fully developed at this point and were, therefore, not available to the Panel to review.

The organic and inclusive nature in which the programme has been developed is recognized and understood. However, it is considered that, as a result, the overall outcome of the programme lacks definition and clarity. As such, there does not appear to be a clear link between the learning outcomes of the units and the programme. An example of this is that the international objective at programme level ('international' being within the title of the programme) is not reflected at module level (only the module "Utilizing the Tools' refers to cultural understanding), whilst at unit level 'Estonian Culture and Language' actually fosters a mono cultural approach.

Furthermore, no clear examples of the methods by which the learning outcomes will be evaluated (assessed) were presented. Whilst this is understandable given the status of the programme, it is recommended that considerable attention be invested to ensure learning outcomes at programme, module and unit level align and that each learning outcome is appropriately assessed.

> **1.5. Requirement:**
> The learning outcomes of the academic cycles of higher education as described in Annex 1 to the Standard of Higher Education are reflected in the objectives and learning outcomes of the study programme.
>
> *Evidences:*
> *Study programme; Annex 1 to the Standard of Higher Education; the analysis by NSHI of the compatibility of learning outcomes with the Standard of Higher Education*

Evidences and Analysis

The Document comparing the outcomes of the professional diploma to the learning outcomes as described in the Standard of Higher Education demonstrates a high level of congruency. However, certain outcomes of the national standards demand a higher level of application/engagement than the programme outcomes suggest. For example, the national standards require a graduate 'has command of the communication skills and information and communication technologies, whilst the module outcome requires only that the graduate 'Recognizes appropriate software and applications for hospitality operations'.

The study mode, blended learning, will involve some online learning combined with a range of classroom and workplace opportunities. How this will work out in practice remains somewhat unclear and it appears that the intention is to make use of extensive online catalogues at two partner institutions to supplement core learning.

1.6. Requirement:
Forms of study, student workload for independent work and practical training support the achievement of objectives of the study programme.

Evidences
Study programme; documents submitted by NSHI for evaluation; interviews with management and employers during the site-visit

Evidences and Analysis

The curriculum comparison document provides evidence that internship elements, meeting the national requirements, are embedded in the programme. Furthermore, the meeting with the employers provided evidence that the industry will support and facilitate these workplace elements. The management of the school explained that whilst work alongside study would be desirable, it would not be a mandatory requirement and therefore would not form a formal part of the study programme. The management also explained the intention to set learning outcomes for the internship elements on a case by case basis and to assess these elements (in part) through peer assessment in the semester following completion of the internship.

Whilst this innovative approach to internships and applied learning is welcomed, the operational challenges require careful consideration.

It is therefore recommended that the School work intensively with industry partners to ensure a common understanding of the type of internship sought at each level of the programme. It is also recommended that generic learning outcomes be crafted for the internship element at each level of the programme and that the assessment of these learning outcomes be carefully considered to ensure that peer assessment on completion is a (minor) element of the overall assessment.

1.7. Requirement:
The study programme meets the requirements and trends in international legislation that regulates the professional field and, if a professional standard exists, takes into consideration the acquisition and implementation of the knowledge and skills described therein. In professional higher education, study programmes of a study programme group are related to a specific vocation.

> *Evidences:*
> *Study programme*

Evidences and Analysis

The panel recognises that hospitality is not subject to internationally agreed and recognized legislation. As such, it is important that an 'international' programme includes content (with modules and units) that reflect international standards.

It is therefore recommended that international legislations (as distinct from European/EU legislation) be considered in areas such as (hospitality) business operations, health and safety, food safety, fire and facilities, etc.

> **1.8. Requirement:**
> The organisation of studies is regulated and takes into consideration the specifics of the study programme group; recognition of prior learning and work experiences is regulated as well.
>
> *Evidences:*
> *The document regulating the organisation of studies and the policy for recognising prior learning and work experience*

Evidences and Analysis

The organisation of studies is regulated by the document "Study Regulation", providing also a comprehensive description of proposed RPL procedures.

The curriculum outcome document provides a 'Suggestion for Annual Scheduling per Semesters'.

However, in the meetings with the leaders and developers of the programme and with the teaching staff it became evident that the structure of the curriculum (including the order of modules and units and critical issues, including progression and pre-requisites) was still under construction. Furthermore, whilst the RPL procedures are comprehensive and clear, it is not clear how these will be administered in practice (for example what will be the benefit/outcome of being granted RPL for one or more units or modules).

As such, at this time it is not possible to state that the application conforms with requirements with respect to this criterion.

> **1.9. Requirement:**
> The organisation of practical training is clearly regulated, the requirements for

implementing practical training are determined, and preliminary agreements with practical training facilities are in place.

Evidences:
Study programme; interview with employers

Evidences and Analysis

Facilities for practical training within the School are available.

The programme provides the following details in terms of the internship elements (which do meet the national standard in terms of study load – internship forms 32 ECTS of the whole curriculum):

- *Operational internship:* at the end of the first year, monitored and guided by lecturers and internship coordinator and by the mentor at the workplace
- *Managerial internship;* during the second summer, monitored mainly at the workplace
- *Strategic internship*, during the third summer, monitored mainly at the workplace.

This description lacks detail in terms of how the internship (particularly the latter two) will be organised and assessed. The phrase 'monitored mainly' is too obscure and requires detail and clear delineation of responsibility. As part of this it should be clearly stated how the internships are assessed and who undertakes the assessment.

There is no evidence that preliminary arrangements with internship partners have been established.

1.10.   Requirement:
Students are provided with counselling (study, career, and psychological counselling).

Evidences:
Materials provided for the evaluation; interview with future administrative staff during the site-visit

Evidences and Analysis

Interviews indicate that a support team will be in place to ensure that student counselling and assistance is available. Full-time administrative staff of the School will include Study Counsellor and International Student Coordinator. As first contact persons for students their tasks involve advising and communicating with students before commencing studies, providing information about accommodation in Tallinn (for international students), visa requirements, etc. The School will also help students to find places for internships.

Overall assessment of the study programme and the organisation of studies

Commendations

- Strong employer support for the programme
- International partners are clearly engaged in the development of the programme

Recommendations

- It is recommended that NSHI invest time in working with employers (The Estonian Hotel and Restaurant Association) to ensure they have a clearer understanding of and commitment to the objectives of the School and its programme

- To ensure that the 'international' dimension be embedded within the programme and indeed within the entire context of NSHI

- To ensure that the context and nature of 'service excellence' is more carefully considered and defined, since this is fundamental in shaping the expectations of all stakeholders

- To ensure that learning outcomes at programme, module and course level align and that each learning outcome is appropriately assessed

- To craft generic learning outcomes for the internship element at each level of the programme and ensure that the assessment of these learning outcomes are carefully considered to ensure that peer assessment on completion is a (minor) element of the overall assessment

- To further develop plans for internship components within the study plan and to work intensively with industry partners to ensure a common understanding of the type of internship sought at each level of the programme

- To include international legislation (as distinct from Estonian/European/EU legislation) in areas such as (hospitality) business operations, health and safety, food safety, fire and facilities etc.

- To develop a plan for the Annual Scheduling of classes per semesters

- To provide a comprehensive description of proposed RPL procedures

2. Teaching staff

2.1. Requirement:
Qualifications of the teaching and research staffs involved meet the requirements established in legislation as well as those arising from the specifics of a study programme group and the academic cycle of higher education. The educational institution has entered into binding contracts with its teaching staff to conduct studies.

Evidences:
Information about teaching staff involved; preliminary agreements with module repsonsibles, interviews with teaching and administrative staff

Evidences and Analysis

As evidenced by the CVs provided and discussion with key staff (management, teaching, administration), staff appear to be very well and appropriately qualified with a good balance between academic backgrounds and professional/vocational application. However, all teaching staff at this point are located in partner institutions and it would appear are indicative rather than committed contributors to the programme.

The management team are well qualified for their roles, with experience of leadership roles in Estonian further and higher education, hospitality education and curriculum development and management.

The international teaching staff are appropriately qualified and bring a wealth of relevant experience to the programme in both professional and pedagogic terms. It is unclear at this point from where teaching staff to be employed locally will be recruited.

The current administration team of three (who will be appointed if/when the programme is approved) have appropriate experience and are well aware of the organisational and student management challenges they will face.

Currently, no staff are employed on binding contracts and these will only be put into place when/if formal approval is given for the programme. Written preliminary agreements with module responsibles have been made.

2.2. Requirement:
The level and extent of research and development by the teaching and research staff involved are adequate to teach in the corresponding academic cycle of higher education and to supervise student research.

Evidences:
CVs of the teaching staff

Evidences and Analysis

Based on their CVs and interviews with the panel, the proposed international teaching staff have excellent academic and professional qualifications and are all appropriately qualified to teach at EQF Level 6 and to supervise student projects/research at this level.

The intended academic profile and experience of teaching staff to be recruited locally by the School is unclear.

2.3. Requirement:
Teaching staff who will be involved in the programme have an adequate teaching competency.

Evidences:
Interview with teaching staff during the site-visit

Evidences and Analysis

This appears is a very experienced international teaching team.

The international teaching team are well suited and appropriately experienced to meet the pedagogic obligations of what is an innovative programme.

The programme has a strong focus on blended learning and what is unclear is whether the full team have experience of supporting blended/online learning.

2.4. Requirement:
The number of full-time teaching staff involved – based on their responsibilities, workload and the number of supervised students – is adequate for achieving the objectives and learning outcomes of the study programme(s) in a given study programme group.

Evidences:
Information about teaching staff provided for the evaluation; interview with management

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Evidences and Analysis

Teaching staff numbers appear to be satisfactory for the start-up phase as there will be a high level of dependence on international teaching staff at this stage. Altogether there is currently 10 international teaching staff, each one is responsible for one of the modules. These staff are well qualified in appropriate disciplines.

The number of administrative staff is currently 5 (rector, two vice-rectors, study counsellor, international student coordinator).

The overall plan for the School indicates a full-time staffing complement of 10 academic and 10 administrative staff once the institution is fully operational. This is in addition to international teaching staff. Given anticipated student numbers, this staffing structure appears quite high and what is not clear is whether the role of international staff will be reduced when the School achieves anticipated levels of employed staff.

2.5. Requirement:
The teaching staff involved are aware of the objectives of the study programme and their role in achieving them.

Evidences:
Interview with teaching staff during the site-visit

Evidences and Analysis

The international teaching staff and the intended support staff are clearly well aware of the objectives of the intended study programme and they articulated enthusiasm for the planned approach. In discussions, they also gave clear evidence of understanding how and where their contributions fit into the overall study plan for the programme.

Of note is evidence that this international team see their role as both delivering courses/modules and facilitating access to learning resources in the case of schools with extensive off-the-shelf online resources which can be used to complement core modules.

2.6. Requirement:
The teaching staff of the educational institution undergo regular evaluation. The educational institution provides its teaching staff with opportunities for their professional and individual development.

Evidences:
Interviews with management and teaching staff during the site-visit

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Evidences and Analysis

International teaching staff are subject to evaluation under the regimes of their parent institutions.

Appropriate evaluation processes and procedures recruited and employed by the School will need to be established.

> **2.7. Requirement:**
> The teaching staff regularly develop their skills at foreign institutions of higher education or other research institutions, participate in international research projects, and present papers at high-level conferences.
>
> *Evidences:*
> *Information about research and development activities by the teaching staff provided by the educational institution; additional information received during the site visit*

Evidences and Analysis

The international teaching staff are all based at partner institutions in Finland, Germany, the Netherlands and the USA and, in addition, most of them have taught internationally within their respective partner networks. Further, they are also familiar with working with international students in their own institutions.

Overall assessment of the teaching staff

Commendations

- Strong and experienced academic and organisational leadership
- International teaching staff who are well qualified academically and through professional experience
- International teaching staff with a good sense of the values and culture of a University of Applied Sciences, specialism hospitality
- International teaching staff have experience of a range of pedagogic approaches to hospitality education, including online/blended options
- International teaching staff are subject to the annual evaluation processes and procedures of their home institutions
- International teaching staff have extensive experience of teaching in diverse international contexts

Recommendations

- To recruit teaching staff to the School who complement and can cooperate closely with designated international teaching staff
- To establish processes and procedures for the regular evaluation of teaching staff employed by the School
- To ensure that all staff involved with the teaching of the programme are fully versed in the application of blended learning technologies and systems

3. Resources

3.1. Requirement:
The educational institution ensures that financial resources necessary for conducting studies are available and prepares a strategy for acquiring them (prepares risk analyses and financial forecasts that include a calculation of the cost of a student place, takes into account the risks arising from the operational environment, and uses other appropriate measures to ensure the resources).

Evidences:
Information about resources and finances submitted by NSHI, information about the infrastructure of the study programme group; interview with management team of NSHI during the site-visit

Evidences and Analysis

There is a close ownership connection between Haaga-Helia UAS, Finland, and NSHI. Haaga-Helia is the 100% owner of the new School.

Haaga-Helia, Finland has a long-established background in global education as a service export which serves as the basis for the new school idea. The trends incorporated within the business plan are firstly that the market for higher education is growing and secondly that tourism is growing in the world.

Financial projections for the period spring 2020 to spring 2026 presented with the documentation state that School will become profitable from the second year of operation. Management stated during the interview that low cost levels can be maintained due to the low number of full-time employees.

During the interviews the Board of the school reassured the review team that there is a commitment by Haaga-Helia, Finland to invest 1.5 million EUR to set up the school and start with the teaching programme without getting additional loans. Internationalisation of the school follows the long-term strategy with allocation of sufficient investments for the new school.

The School management team reflected on the business model as something very new that has been created through cooperation between five internationally known hospitality schools during the last two of years. However, only Haaga-Helia, Finland has a financial stake in the School.

The biggest challenge acknowledged by the school management, the Board as well as by the teaching staff is recruiting students and especially the first 20 will be major focus for the management. The help of international agents is foreseen especially in the beginning. The plan to attract 50 students twice a year and paying 9500 EUR yearly tuition fee is an ambitious target for the whole team involved. The commitment expressed during the meetings is evidence that this goal is achievable. The projected decline in the number of

students who drop out shows that school is looking for a serious relationship with the students. Presenting the number of quitting students in the financial plan makes the plan more convincing.

The number of accommodation rooms rented by students for 800 EUR per month for the first semester looks rather ambitious. The school administration team expressed the willingness to help the students to find alternative accommodation for the study period.

As a recommendation, a financial risk analyses report should be in place to help to adjust certain flexibility and common knowledge awareness of the financial risks. This may reflect a smaller number of students or increase in costs (personnel wages).

3.2. Requirement:
The facilities (lecture halls, laboratories, seminar rooms, rooms for students' independent work) necessary for educational activities are furnished and equipped adequately and are up to date to achieve the objectives of study programmes, or there are specific existing financial decisions/projects to finance the additional needs.

Evidences:
Tour around the School facilities; information about resources and infrastructure of the study programme group

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Evidences and Analysis

During the on-site inspection, the facilities on the 7th floor of the Metropol Hotel were viewed. The accessibility, space for teaching, studies and student lounge with smaller library are sufficient to start the programme. As the School is not yet operational, it was not possible to see the furniture placement or exact division of the rooms. The assessment team was presented a chart of the classrooms where the biggest room accommodates up to 50 students at one time and there are some smaller rooms with capacity of 10-15 people for smaller group works.

As the location of the school is shared with the hotel guests, it provides good possibility to interact with future job environment, but requires the development and enactment of clear rules. Clear signage for the students with separate access is essential.

The management of the school shared the information about the next possible location once the school is up and running and number or students is growing. Preliminary agreement with Estonian Business School is in place to make it possible to move to the new premises in 2 years' time.

The use of diverse technology expected by the students who will study innovation, will put some pressure to the school to keep up with the new technologies. An IT specialist will be employed in order to support administrative team as well as the students and teaching staff in digital learning.

The recommendation is the need to keep in mind that the innovation promise by the school must retain coherence with the tuition fees. Furthermore, as the school aspires to excellence this must be reflected in the facilities; materials and technologies if the promise is to be met.

3.3. Requirement:
Means of information technology and communications between national and international communication networks that are needed for educational activities are available.

Evidences:
Information about resources and finances of the study programme group; interviews with management team and employers during the site-visit

Evidences and Analysis

Information technology and telecommunication resources allocated in the financial statement, yearly budget 1,7% from the projected yearly revenue, in the first year. In absolute figures, the invested funds for technology and IT will maintain at the same level until 2026.

According to the Management the flexibility of the business model allows the School to react fast to market or industry changes also in telecommunication area.

The School plans to have an international website for the students that is part of their marketing concept. Branding development has been outsourced to the Dutch marketing company that focuses on communicating with the students from all over the world.

During the interview with the employers, entrepreneurs who will be employing the graduates expressed a need for additional highly qualified work force. Combining study and work enables students to get in contact with the technologies used at their future working places. System of internship brings them into contact with technologies currently used by the hospitality industry during their studies.

Regarding other digital platforms, the School plans to use DreamApply Application Management System for application procedures. The exchange and preservation of study related information is supported by an electronic study information system (SIS) provided by the National Information Technology Foundation for Education (HITSA). In addition, Moodle (provided by HITSA) will be used as the study environment.

The recommendation from the review team is to keep the IT investments level at least in the first couple of years around 1% from the yearly revenue. Consider the construction of study facilities in a way that Skype or equivalent teachings are possible.

3.4. Requirement:
The educational institution ensures that up-to-date information sources (including data bases) needed for teaching, learning and research in the study programme group are available.

Evidences:
Information about existing information sources and those to be acquired; interview with management team, teaching staff and employers during the site-visit

Evidences and Analysis

Using the word "innovation" in the school name school defines the positioning as a school plans to apply innovative ways in teaching and technologies that come along. Program coordinators supported this during the meetings. The School collaborates with five international schools as well as hospitality industry employers who expressed their willingness to share network contacts.

All five partners expressed their strong commitment to cooperation during the interviews. Long-term relationships with Haaga-Helia have enabled the necessary trust needed for the delivery of the subjects within the learning programs.

As the school is not yet opertional, exact databases or technological tools that will be available are not in place. Students will be able to access the online sources available remotely to students of Haaga-Helia, Finland.

Haaga-Helia currently is entering the process of renewing the whole structure of education in Finland, and, as result, the new school will be the test platform for many of these new ideas.

Overall assessment of the resources

Commendations

- Ambitious financial plan for the school
- Start-up budget of €1.5m from Haaga-Helia, Finland
- No start-up loans or debts
- Committed investment in IT development
- Appropriate start-up resources for teaching, administration and student social space
- Student and staff access to Haaga-Helia, Finland online library

Recommendations

- To develop an overall risk management plan for the School

- To ensure that the physical and technological environment is maintained to a standard that is in keeping with the aspirations of the School

- To maintain investment in IT at about 1% of annual revenue in order to achieve this

- To manage the School environment in a way that avoids clashes with hotel guests