

Providing Education and Training in Hospitality and Tourism Management Under Challenging Conditions and Against Educational Traditions and Bureaucracies: A Case study of Western Hospitality Institute (WHI)

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Introduction

Education in Jamaica is unlike the educational systems many in the United States experience. The current system developed is based on the British system and was originally designed for the rich. Prior to what now exists, only children of wealthy white farmers received an education which was provided through home schooling or sending them back to their motherland (England) (Figueroa & Persaud, 1976). It was after the Emancipation that limited schooling for non-whites was provided by religious groups and only a very few exceptionally bright children from poorer classes got more than the basic primary education (Figueroa & Persaud, 1976). Tertiary education for teachers was provided through religious bodies. In the 1900's - 1950's, only the very bright and wealthy children attended traditional high schools through the payment of fees. Books and examinations were British based. It was only after post-independence that the Government became involved in education. Policies were mandated for the building of schools and teachers were trained at a rapid pace. The access to secondary education was by means of the Common Entrance Examination and local scholars began to produce text books based on local knowledge (Figueroa & Persaud, 1976). The Caribbean Examination Council (CXC) (which is an external examining body) was established to provide access to tertiary education upon completion of secondary education and successful passing of the exams established by the CXC Council. To take the test and receive results, a fee was and is currently required. Even though hotels existed at the time in Jamaica, there were no formal plans in place to develop individuals to work in them.

While tourism is the largest industry in Jamaica, especially Montego Bay (Jamaica Tourist Board, 2014), the need for a continuous pool of qualified, professional employees was eminent. There are numerous public tertiary institutions in Jamaica; the existing bureaucracy does not allow these institutions to operate so that all students receive the same level and quality of education, especially from a theoretical perspective (diplomas and degrees). There are specific guidelines and processes that must be strictly adhered to, but limits the opportunities for many to apply and attend institutions of higher education, includ-

ing training in Hospitality and Tourism Management.

The University Council of Jamaica (UCJ), the Caribbean oldest and most recognized accreditation body was instituted as a statutory body for higher education in Jamaica. Since its inception, tertiary educational institutions have grown exponentially. These educational institutions are both publicly (government aided) and privately (non-government aided) regulated. Both institutions play a significant role in the education system and the economic growth and development of Jamaica. In comparison, private institutions possess some unique merits over public institutions, in that, they tend to be more flexible in their approach to hiring, setting and implementing strategic goals and plans, course offerings, and organizational structure and procedures. Private institutions also tend to be more flexible in their approach to students admission. Public institutions that receive financial support, are less sensitive to students' financial situations, and are often hindered by heavy administrative bureaucracy that does not allow them to operate for the benefit of the students. There are few schools that provide professional training in hospitality and tourism management, yet there is a continuous demand for managers, supervisors, directors, etc. (Jamaica Tourist Board, 2014).

Even though private tertiary institutions are registered and accredited, and are guided by the same policies and quality frame work of the accrediting body, they tend to be more innovative and quality assured, compared to the public registered accredited institutions. Public institutions are faced with much more government legislations and bureaucracy. The fact that public tertiary institutions receive government subventions (funds), anywhere from 40 – 80%, they are less business driven than the private tertiary institutions which rely wholly on students' tuition to meet their expenses. Private institutions tend to adopt a strategic business model towards tertiary education. The approaches are comparable to most American private and some public colleges and universities. They use the business model approach to education, to increase student enrollment, especially for international students. They offer courses in other countries across the world through online distance learning. The percentages of international colleges and universities with special cohort/programs account for approximately 50 percent of the registered accredited tertiary institutions in Jamaica. The private tertiary institutions account for 57 percent of the student population in Jamaica.

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According to the University Council of Jamaica (2014, March), there are an estimated 18 private tertiary institutions, 13 international colleges and universities, and 15 public tertiary educational institutions in Jamaica offering programs from certificates to undergraduate, graduate, and post graduate certifications. Of the estimated 18 private institutions, approximately 6 are unregistered and un-accredited based on an interview with the Executive from the Jamaica Association of Private Tertiary Institutions. Cross border education accounts for approximately 25% of tertiary education in Jamaica. This has created significant competition on the Jamaican education landscape as they offer Jamaicans choices based on flexible, quality programs designed to meet the needs of working Jamaicans.

Problem Statement

Despite the growth in educational institutions in Jamaica, obtaining a degree without the necessary required CXC qualifications is not available. Families who are rated as poor, or lack the necessary resources to pay for schooling are faced with many challenges. For instance, the lack of required qualifications and the financial costs are among some of the constraints that affect their ability to access tertiary institutions. All these are critical elements pertaining to these individuals, as well as, the viability and success of the institutions.

Although public institutions (two years and above) provide quality tertiary education, they fail to mention or implement practical solutions to facilitate students without the required qualifications to pursue higher education. This could impact marketing, market share, area development, and national growth and development. For instance, Jamaica is heavily dependent on the tourist dollar. Tourism contributes significantly to the revenue pool of Jamaica and accounts for 284,000 jobs. One in every four people is employed in the tourism industry (World Travel and Tourism Council, 2009). However, accessing the appropriate training to gain employment in the tourism industry is challenging because many individuals do not have the qualifications to enter these institutions to receive the necessary training. It must be noted that some individuals do not intend to write a four years degree but only desire to gain specialized skills to work in specific areas of the industry (Eyre, 1955).

Despite the problems mentioned above, Western Hospitality Institute (WHI) was created by a determined and compassionate leader named Cecil Cornwall. His philosophy was based on the Control Theory of Instruction, proposed by William Glasser (1990) and the Experiential Learning Theory developed by David A. Kolb (1984). Glasser's theory focuses on active learning, while Kolb's focused on the process of learning that provides experienced-based "hands-on" learning. If students learn to perform from observation and practicing through a well-developed plan, they will develop the competencies to conceptualize critical tasks needed to serve guests (Kolb, 1984). Both theories focus on aspects of how to design a program that focused

on cooperative, active learning that enhanced the skills and power of the students (Glasser, 1990). He had the thought that if individuals without the CXC qualifications were given the opportunity to advance academically employing active and experimental models, success will be realized. The institution adopted an open enrollment system used by American colleges and universities. Based on this arrangement, a comprehensive test was administered to accepted students to determine their numeracy and literacy skills level. If the test results revealed that a student was below the required level, pre-requisite courses were advised and administered to assist them to the correct level. The arrangement allows WHI students to seamlessly matriculate internally or into an accredited American or Canadian Institution of higher learning.

Unlike the public institutions, WHI was created as an institution to prepare students for the growing needs in the hospitality industry and give individuals hope and something to strive for that could improve their lives. In Jamaica, it is generally accepted that education is for the rich and the elite, or those who can afford it financially. Moreover, many individuals do not see themselves attaining an education while others may feel disenfranchised due to the issues mentioned above. Also, because individuals may not have the relevant CXC qualification, money, or time to access higher level education, this often results in an educational mismatch, especially in the hospitality industry. These issues have existed for some time and have created a poor image for the industry, as well as, the education system in Jamaica. As a result, WHI has made incredible effort to leverage the academic playing field. With this in mind, the institution's organizer set out to educate and equip aspiring individuals who see themselves as "academically under-privileged". This action by WHI's organizer has created a strong groundwork on which the institution continues to build. It has provided a unique and valuable opportunity to individuals from all strata of society to transform their interest into a viable craft

The Expansion and Current Position of Western Hospitality Institute

WHI is a private non-government Hospitality and Tourism educational institution located in the city of Montego Bay, Jamaica, with additional centers in the Parish of Kingston, Portland, and St. Mary. The institution also facilitates instruction of its associate and bachelor degree programs to hotel managers and employees across the Island at various hotel facilities. WHI is known locally, nationally, and internationally which has allowed the organization to enjoy a prestige that far exceeds its resources and infrastructure. The institution caters to students from all 14 parishes in Jamaica, and attracts students from some Caribbean Islands such as Barbados, St. Lucia, Antigua & Barbuda, Trinidad and Tobago, and the Turks and Caicos. WHI is popular among traditional, as well as, non-traditional students. Many students migrate to Montego Bay (the main campus), to pursue their studies, while others utilize the outreach locations. Before attaining accreditation, WHI

facilitated the matriculation of approximately 150 graduates annually into accredited colleges and universities in the United States of America and Canada to pursue hospitality related degrees. It is important to note that the majority of the students who attend WHI struggle financially. For the most part, they graduated from high school without successfully acquiring the required CXC's to access public tertiary institutions, due to financial or personal situations, or were not adequately prepared for these external exams.

WHI is Jamaica's only private UJ registered tertiary institution that offers accredited hospitality and tourism related programs. The institution overcame barriers, challenges, and broke traditions to provide students in Jamaica access to quality, higher level education. As a private institution, WHI is governed by a board of directors and is equipped with faculty and staff who translate and exemplify the goals, mission, and vision of the institution. However, WHI is unique in various ways. For instance, WHI not only focuses on widening the quality, scope, and depth of the institution and its programs but on building academic bridges and opportunities for students to excel, grow, and develop the essential competencies to achieve success in the hospitality industry. Because of its uniqueness, WHI has managed to establish a unique brand which has proven to be resilient and an image that is open and friendly that has translated itself into international recognition. Such brand recognition and preservations attested to the strength and flexibility of the institution. WHI also aligned itself through articulation agreement with the largest leading culinary institutions in Canada and some of America's most prestigious universities. According to the Foreign Credit database, WHI is ranked in the top 15,000 of the 20,000 tertiary institutions across the world. This is considered quite an achievement for an institution in a developing country that has only one department which is hospitality and tourism compared to other institutions with several departments and schools offering many programs.

Although WHI strives continuously to provide the best in terms of educational opportunities and benefits for students, the Institution struggles financially, resulting in limited resources (cash flow, adequate facilities). This is as a consequence of the type of students that the institution tends to attract. To help address this problem, students are given various payment options (see Appendix 1) while some are awarded scholarships, assistantships, or full-time positions with a stipend while completing their studies. While this arrangement by WHI may be ideal for students, as a private non-government-aided educational institution operating in a competitive and turbulent economic environment, WHI does not have the financial resources to adequately meet these and other demands. Another problem that WHI faces as a result of this financial instability is the capacity to keep professionally competent people. Even though some of these individuals received their training in-house and are encouraged and supported to acquire external training, they often leave, not out of disloyalty but out of the

need to support themselves financially and to experience continual personal growth and development.

The History of Western Hospitality Institute

The Western Hospitality Institute was founded September 1988 as a practical training school and an important link to providing a cadre of qualified employees to the hospitality industry in Jamaica, especially Montego Bay and surrounding environment. Initially, the Institute operated under the name, Western School of Cake Decorating, Pastry Making, and International Cooking. The Institution changed the name to become Western Catering School and later Western Hospitality Institute, under which it now operates. WHI is one of Montego Bay's largest and most dynamic hospitality and culinary institutions.

The initial idea of the institution, it was to provide individuals working in the industry, small business owners, and homemakers with baking and pastry skills. Its main focus was to develop a cadre of students who may have lacked specific skills to enter a Jamaican public college or university but have unusual potential to be successful managers and employees in the hospitality industry. Courses such as pastry making, cake making, and cake decorating were offered. During that time, students who attended the institution would compete for scholarships to international institutions such as George Brown College in Canada and Hocking Technical College in Nelsonville, Ohio. In 1993, the organizer, Dr. Cecil Cornwall moved to offering theoretical courses as the needs of the students grew. The institution offered the first certificate program in Food and Beverage Management. Students enrolled in this program also had the opportunity to attain scholarships to international universities. As the institution grew, so did the programs. New programs were added to meet the growing needs and demand of its immediate environs and provide better access to training and education for individuals working in the tourism industry. Since its inception, WHI focus has been on providing individuals with the highest quality of education and training in hospitality. To date, Western Hospitality Institute has gone through various changes, from the addition of new programs, obtaining the new name, establishing articulation agreements with colleges and universities, and obtaining accreditation for some programs.

As a private institution, Western Hospitality Institute functions in a different manner because of the established goal, mission, and enrollment requirements. The programs and policies are designed and developed to facilitate students' transition from high school and the hospitality industry without the necessary requirements to enter public institutions. As a result, the institution attracted students who did not have the necessary pre-requisites to enter tertiary institutions. This type of structure provides great benefits to some individuals, as fulfilling the requirements necessary for public institutions is one less thing they had to worry about. In addition, some students embraced the

institution because of the scholarship offerings and the opportunity to transfer credits to international universities and colleges.

Major Strategic Changes

As society changes and the need for professional and educational reform ascended, WHI realized that to stay competitive and ahead of the academic curve, they would have to upgrade their programs and make some strategic decisions. To date, WHI has undergone numerous changes. The most important strategic change was the accreditation of the Institution. This challenge was taken in order to provide students with opportunities to access other tertiary institutions; to establish more options for transfer credits; and to shorten the time they spent overseas studying. The organizer sought and applied for accreditation through the University Council of Jamaica and was successful with the registration and accreditation of its programs. However, based on the accreditation requirements, the institution had to change its acceptance requirements. The organizer of WHI realized that it would be a challenge, but he was willing to pursue and persist. The admission qualifications for the degree programs were modified. The following admission requirements were established and implemented. See Table 1.

Based on the modification, students without the CXC could no longer access the degree programs. As a result, matriculation programs were created within the institution. For example, students who enrolled in the certificate or diploma programs without the CXCs can still earn the associate or bachelor degrees. This can be accomplished by matriculating from one level of study to the next by maintaining a grade of "B" or higher. Another option is by using the mature entry requirement.

The institution also took strategic action when the founder's insatiable attitude to help youths through education and one of his employees (Jason Miller) personal interests for Technical Vocational Education and Training led them to submit a proposal to the Ministry of Education to have the Career Advancement Program (CAP) es-

tablished at Western Hospitality Institute. The intention was that the Institution could use it as a spring board for students' transition, from a national certificate to a college degree - within an environment that challenges the participants to be critical thinkers and inquirers in order to aid in solving many of their own socio-academic challenges. The proposal was accepted and the Institute was given the opportunity and authority to deliver the program. The Ministry of Education provides a subvention (funds) for the entire year of training.

The Career Advancement Program started at WHI in September, 2011 with 100 students; currently there are 200 students enrolled in this program. The skill certification courses offered are: Commercial Food Preparation (Commis Chef), Food and Beverage Services (Restaurant Captain) Community Tourism (Community Guide), and Tour Guiding (Tour Guide). So far, thirty students have matriculated to the Diploma and Associate degree level through assistantships offered by Western Hospitality Institute. WHI has been ranked the best performing institution offering the National Career Advance Program with the City and Guilds numeracy and literacy averages in the Top three in the region.

In another bold strategic move, Western Hospitality Institute won the bid to spearhead and provide educational opportunities for the largest leading Luxury hotel (Sandals Hotels and Resorts) in Jamaica and the Caribbean. As a consequence, WHI is providing employees at all level with the opportunity of accessing tertiary level education from certificate to bachelor degree in hospitality and tourism management.

Another strategic advantage for WHI is the joined forces with the International University of the Caribbean (IUC) Mel Nathan College that affords the institution the opportunity to operate from an impressive facility and an ideal location. This arrangement is the latest and newest strategic move in repositioning brand WHI. The institute is poised and positioned to become a world-class leading hospitality institution, as well as, the driver to continue shaping the education landscape of Jamaica and the future of those considered as being educationally

Table 1

New Admission Requirements

Programs	Criteria
Certificates	No qualifications required for admission. However applicants are required to do an entrance test which consists of writing and numerical skills.
Diploma	Three (3) CXC's or O Level subjects including English are required for admission. Individuals who are working and do not possess all 3 required subjects are required to have at least two (2) years of industry experience and complete and submit a professional portfolio in order to be admitted at the diploma level.
Associate Degree	Five (5) CXC's or O Level subjects including English are required for admission. Individuals who are working and do not possess all 5 required subjects are required to have at least four (4) years industry experience and complete and submit a professional portfolio in order to be admitted to the associate degree programs.
Bachelor's Degree	The BSc program is a degree completion program, and as such, applicants are required to have an associate degree with at least 90 transferable credits. Applicants with a teaching diploma are also accepted for admission to the BSc program but must complete some bridging courses determined by the institution, after their credentials are evaluated.

disadvantaged. Strategic moves are not easy for public educational institutions to embrace since they are conformed to governmental legislatures. WHI's intention is to open other campuses across Jamaica through the IUC. The relationship with IUC – Mel Nathan College affords Western Hospitality Institute the already existing locations to open new campuses. Mel Nathan College is owned by the United Church of Jamaica and Grand Cayman and has over 20 campuses throughout Jamaica. WHI organizer/founder is constantly seeking new ways to keep the institution on the cutting edge and preserve its vibrancy.

The institution continues to strive and is also developing a strong hospitality and tourism research culture. The students get the opportunity to present research papers annually at the University of Technology (UTech – Jamaica) and the University of Delaware (UDel – USA) international hospitality and tourism conference. In both 2011 and 2012, students from WHI successfully won the best research proposal award in the student category and are still the defending champions. In the practical areas, the institution also stood tall, after having entered the Culinary Federation of Jamaica's Annual Culinary Competition and became the gold medal winner over public institutions that participated in the tertiary vocational category. WHI also produced the top culinary Instructor, top student chef, top student waiter and bartender, and the top culinary school for 2012. These outcomes epitomize the motto of the institution which is beautifully articulated in the following statement "Toil for Excellence". Even though the conditions under which WHI operate are challenging and sometimes frustrating, the students' development, growth, and successes are what keeps the doors of the institution open.

The Existing Bureaucracy in Jamaica

Jamaica gained independence in 1962 after being ruled from 1655 (when it was captured by the English from Spain) to 1962 when it gained independence. As a result, some of Jamaica's policies and procedures are still entrenched in the British system; for example, the current education system (Whyte, 1997). Based on this education system, Jamaicans accessing tertiary level education must possess certain specific requirements in order to gain entrance into the public and some private institutions. These requirements range from being successful in a minimum of five subjects at the Caribbean Examination Council (CXC), General Certificate Examination (GCE), O or A level, or, the **Caribbean Advanced Proficiency Examination** (CAPE) level. In most cases, Mathematics and English must be included in the five subjects along with three others, with a minimum passing grade of "C" or higher. Depending on the area of study and the institution of choice, the minimum passing grade may have to be an "A" or in rare cases a "B" (Eyre, 1955).

These entrance requirements are separate and apart from high school education. It is subject specific and can be very costly depending on the number of subjects that the individual student is taking and

the preparation that needs to be done prior to writing the exam. The challenges many students face are: the cost for each individual subject, which might either hinder them from taking these subjects, or limit the amount they can take, as well as the cost of preparation for each subject. Also, based on the high school that the student is enrolled in, s/he could be instructed not to participate in a CXC exam for a particular subject if the instructor thinks s/he is not adequately prepared or competent enough to be successful at the exam. In addition to that, the high school the student attends may not offer some subjects because of its classification. This type of structure holds major implications for the education system in particular, which is still connected to the traditional ways of how education was administered in Jamaica. To a large extent, education is seen as a luxury rather than a necessity for all (Eyre, 1955).

Growth over the Years

Currently, WHI has an enrollment of approximately 500 students, the second largest hospitality institution in Jamaica. The institution offers the career advancement program (CAP) which is a government funded program developed to provide skills training to inner city youths who were not successful at the CXC examinations. The institution also enjoys the prestige of having the only accredited culinary chef management program in Jamaica up to March 2014 and one of five accredited bachelor's degree in hospitality management, and the only private Jamaican tertiary institution to offer an accredited bachelor's degree in hospitality management. In addition, the institution offers certificates, diplomas, associate degrees, short courses in front office and house-keeping management, bartending, waiting tables, and international cuisine. The hospitality management program requires at least 90 college credits for enrollment. The program is offered in Jamaica (most of the course is completed) and Canada (capstone course-including French, final project and presentation) and in the Island of Antigua, and is opened to local and international students. Students are also allowed to transfer credits from other institutions. Course offerings are tailored to facilitate non-traditional students on weekends. Based on some programs and the students' performance, partial or full scholarships may be awarded to attend college or university in the USA or Canada.

Conclusion

As a private tertiary institute, WHI has transcended educational barriers and broadened the access and benefits of education to numerous individuals and to the hospitality industry. The institution has broken traditions and still continues to do so, going against the status quo, and being more than a lifeline to many individuals. WHI has proven to society that the injustice created by the structure of the Jamaican education system disenfranchised many students in search of higher level education.

The founder/CEO of the institution is the mover and shaker behind its growth and success. He makes all major financial and man-

agement decision for the institution. He sometimes is referred to as a “one-man-band” because of the leverage he has to instantly create and adopt changes to the needs of the institution which he thinks is necessary to promote growth and sustainability of the programs. His strong networking and marketing skills have positioned and maintained the WHI brand/image as a force to be reckoned with on the education landscape in Jamaica.

The success rates at WHI are defined as the growth of the institution, international and local collaboration initiatives, student enrollment and retention, and graduation and job placement, as well as the institution’s ability to attract students, address their needs, and adequately prepare them to excel academically, or in the workplace. WHI has grown from an enrollment of a few to approximately 500 (2014) including CAP students over the 25 years of operation. The School currently offers three learning styles: 1) Teacher Directed Learning (TDL) 2) Supervised Self Directed Learning (SSDL) and 3) Internet Based Learning (IBL). All students are exposed to the three learning styles throughout their period of study.

In the year 2013, WHI celebrated 25 years of accomplishments and was successful in launching the Western Hospitality Institute Alumni Association. The institution during its 25 years celebration, graduated thirty (30) middle managers from the Sandals Hotels and Resorts, awarding each a Bachelor of Science Degree in Hospitality Management.

WHI’s success is also embedded in the policies and procedures that are designed to create seamless pathways for individuals leaving high schools, individuals in the workforce, or individuals transferring from other institutions to access tertiary education. A huge success that WHI capitalizes on is the successes of its past students. These students are featured from time to time in the media (national) and are utilized as guest/motivational speakers at graduations and other functions, as part-time, or as guest lecturers. Their successes are also plastered on the institution’s website where potential and current students have access to the information. Additionally, some students because of the opportunity gained at WHI were able to access graduate studies (master’s and doctoral degrees) elsewhere, and now contribute to the academic and administrative environment of the institution.

The different destination of WHI graduates spans across the breath of Jamaica and the world. WHI students can be found in an estimated 95% of the hotels in Jamaica with several graduates in management positions. The institution created the first black executive chef in 25 years at one of Jamaica’s largest and most prestigious 4 diamond hotel. WHI continues to develop strategies for reshaping the field of education in Jamaica; to create attractive career options for students with the potential for advancement. WHI’s focus is to continue to improve curriculum offerings as the industry changes. As a private entity, WHI is sometimes criticized by both public and private institutions for its aggressive and tactical recruiting practices and sav-

vy marketing strategies. WHI will continue to grow and seek new and challenging strategies for increased sustainability and growth.

Case Study Questions

- What is the situation at WHI — what do you actually know about it from reading the case? (Distinguishes between fact and assumptions—critical understanding)
- What issues do you believe are at stake?
- What are the impacts on the overall viability of the institution -- long/short term?
- Can WHI provide a qualified cadre of managers for the hospitality industry, given its current structure?
- As a lead consultant, you have been contacted by WHI to determine the background of the problem, what do you believe is the problem itself?
- Clearly state, what are the problem(s) that need to be solved/rectified?
- Develop a plan for solving the problem.
- Focus on all the possible options including the pros/cons of each option.
- Once a solution is determined, how do you suggest the application of the solution?
- What do you believe the outcome will be based on your suggested solution?
- What should be WHI’s priority and focus moving forward?
- Since the founder/CEO makes all the major decisions for the institution: What are the underlying assumptions for Dr. Cecil Cornwall in the case?
- Do you think this is a good or bad idea?
- How can this practice hurt the institution?
- Based on WHI current condition, could a change in corporate strategy provide it with new opportunities or transform a weakness into strength? For example, should the WHI diversify from being a private institution to becoming a public institution?
- How would that status impact their finances and their continued zeal to reshape the field of education in Jamaica? In responding to this question, please take into consideration students without the CXC qualification who depend on WHI to advance their education level.
- What strategies can be developed to compare the performance of WHI graduates who earned a certificate/degree and transferred to schools in the US or other countries? Will there be a significant difference in academic performance?
- Explain how the CXC is similar to the SAT used for admission in US colleges and universities?

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Appendix 1

Western Hospitality Institute Bachelor of Science Degree in Hospitality Management

Western Hospitality Institute is Jamaica's only private registered tertiary Hospitality and Tourism institution that offers accredited programs.

"Where Service in Hospitality & Tourism Education is our number one Priority"

BSc Fact Finding and Expense Sheet

This is a Bachelor of Science Degree in Hospitality Management offered by Western Hospitality Institute (WHI) with international experience and exposure in Canada and any other countries that WHI may see fit for students to travel to. Canada is definite based on accreditation purposes but other countries may be chosen from time to time.

The expenses outlined are approximate in some areas as prices does change. This information serves to expose all hidden costs. Prices are quoted in US dollars. If you are paying in Jamaican dollars you must receive a written rate equivalent from the accounting office. You are required to sign beside the tuition plan which you have selected.

Fulltime Tuition Plan

Tuition: CN or US \$6000 tuition (full time) for 9 months plus international experience (Books on rental is included if the tuition is paid in full).

Sign: _____

Assistanship: CN \$2000. Students accepted to WHI under this program pay to the institution CN \$1000 before the beginning of the program/1st Semester and the additional CN \$1000 before the beginning of the 2nd Semester. Late payment attracts 10% interest monthly. No interest applied if paid in full.

Sign: _____

Employees: Special Discount: Pay US \$4000 this does not include books and any other fees (subjected to change without Notice, Sept 2014).

Sign: _____

The ASC/BSC together is US \$4000 + US \$2500 = \$6500. Student must select a payment plan, failing to do so the institution accounting office places the student on a payment plan.

Sign: _____

Special Discounts: Students gets a percentage off the tuition

Scholarship: Varies from 50%, 10%, 20%, 25%, to 30%. This has to be approved by the WHI executives and the student is required to select a payment plan.

Signature: _____

Develop a Budget based on the following information:

Revenue Sources		
Revenue Sources		
Number of Students	300 BS (paying \$6,000 a year)	
	200 ASC/BSC (Paying \$6500 a year)	
Special Programs	250 (Paying \$3,000 for a year)	
Donations	\$150,000	
Expenses		
Rent		\$164,000
Office Supplies		16,000
Accreditation Fees		8,000
Contractual Costs		222,000
Maintenance Fees		124,000
Travel		16,000
Marketing/Advertising		18,000
Utilities		12,009
Future Fund		15,000
Miscellaneous		5,500
Scholarship Funds		250,000
Administrative Costs		300,000
Faculty (15 Full time and 10 Part-time)		650,000
Payroll Costs (20 % of total Faculty Cost)		130,000