

# **NHL Stenden University of Applied Sciences**

## **Hospitality Management (Hotel Management)**

- Associate Degree (full time, part time, dual (Work & Study))
- Bachelor (full time, part time, dual (Work & Study))

## **Hospitality Management**

- Master (full time, part time)

## **Limited Programme Assessment**

# Summary

In March 2018, an audit panel conducted a limited programme assessment of the existing Master programme in International Hospitality and Service Management, and the existing Bachelor and Associate Degree programmes in Hospitality Management of NHL Stenden University of Applied Sciences in Leeuwarden and Emmen. The panel assesses the quality of the programmes as **good**.

Stenden HMS offers three degree programmes at two different sites in the Netherlands:

EFQ level 5: Associate Degree (120 EC, full time, dual) in Emmen

EFQ level 5: Associate Degree (120 EC, full time, part time and dual) in Leeuwarden

EFQ level 6: Bachelor Degree (240 EC, full time, part time, dual) in Leeuwarden

EFQ level 7: Master Degree (60 EC, full time and part time) in Leeuwarden.

The Associate Degree programme (AD) overlaps with the first two years of the Bachelor programme (BBA).

## Standard 1: Intended learning outcomes

Students of HMS are educated to become managers on a tactical level (AD), on a strategic level (BBA), and for significant roles within the international hospitality and/or service industry (MA). The educational programmes are based on the national profile and competencies. The Bachelor and the Associate Degree programmes' competencies and the learning outcomes are related to the Dublin descriptors (EQF level 5 for AD and level 6 for BBA). The level and orientation of the programmes fit well within the national framework. The learning outcomes for the Master programme are derived from agreed international frameworks and represent EQF level 7.

Stenden HMS follows the profile of Stenden University of Applied Sciences, which is distinguished by problem-based learning, internationalization, applied research and sustainability. A real asset of Stenden HMS is the Real World Learning approach in the Associate Degree and Bachelor programmes and the commercial learning companies on the Stenden premises, both in Emmen and in Leeuwarden where students can learn and work in the real world. Stenden HMS ensures that all students get international experiences, at home or abroad. The international branch campus sites offer students the opportunity to go abroad and still do Stenden HMS courses.

The programmes have good relationships with external partners of the professional field, e.g. the Sounding Board, the Advisory Board, and with international partners, e.g. the University of Derby and the campus sites in South Africa, Doha, Indonesia and Thailand.

The audit panel assesses standard 1 as good for all programmes.

## Standard 2: Teaching-learning environment

The audit panel has established that curricula, staff, services and facilities are well in place and support students in achieving the learning outcomes. The audit panel was impressed by the incorporation of hospitality education from level 4 until level 7. Very impressive are the commercial learning communities, both in Emmen and in Leeuwarden, where the Real World Learning approach can be realized in real world situations. A unique feature of Stenden HMS are the international branch campus sites where BBA students can do part of their studies. Stenden HMS wants to offer international programmes and the audit panel finds that it has succeeded, either by way of internationalization at home, or by going abroad (ref. ECA report), and, in the case of the Master's programme, by jointly creating and offering the programme with the University of Derby.

The content of the AD and BBA programmes is suited to the hospitality industry and students get ample opportunities to practice in real world surroundings. Students learn what the hospitality industry is, how it works, managing daily operations, and how it can be improved. Next to theoretical modules, students

get hands-on practice as well. Real World Learning is realized in many ways and on many different levels. The collaboration with the Drenthe College offers the opportunity for students of different educational levels to work together in the learning companies. In the BBA programme there is a ten month industrial placement in the last year. In the AD and BBA programmes the integration of research in the programme is facilitated by problem based learning.

The Master programme prepares students for a significant role within the international hospitality and/or service industry. The focus is much more on research than in the BBA programme and less on practice. The programme is offered in collaboration with the University of Derby. Students can opt for a double degree: MA and MSc.

The teaching and support staff are well-equipped to perform their many tasks, although the workload can become, rather high. Students are satisfied with the coaching and guidance they receive, from lecturers, company coaches and peers.

The audit panel assesses standard 2 as good for all programmes.

### **Standard 3: Assessment**

The panel concludes that Stenden HMS has a well-balanced test policy in place. There is a variety of tests and assessments that are suitable for checking whether the learning outcomes are realized. Both summative and formative tests are used. In tests and assignments real world contexts are used.

The panel appreciates the way the grading is done, partly based on rubrics partly on a holistic approach, depending on the programme and modules. The feedback for students is organized well and much appreciated by students.

The panel was impressed by the guarantees in the programme to ensure the quality. Not only the Examination Committee and the Assessment Committee are doing a good job, but also the lectures and examiners discuss, internally in calibration sessions and with the research unit, as well as with other universities, how they are grading. The panel feels the collaboration with the University of Derby and the use of an independent external examiners in the Master programme ensures the quality of assessments even more.

The panel finds the systematic way the test policy is operationalized and is supported by the quality assurance of assessment an example for other programmes.

The audit panel assesses standard 3 as good for all programmes.

### **Standard 4: Achieved learning outcomes**

The audit panel concludes that the students who graduate from the Associate Degree programme, from the Bachelor programme, and from the Master programme have achieved the intended learning outcomes. The panel finds the graduates well-prepared for the hospitality industry for the different levels that are aimed at: tactical (AD), strategic (BBA), and taking leader roles (MA).

From each programme the audit panel has reviewed a representative selection of final reports (31 in total). The reports clearly demonstrate the distinction between AD, BBA and MA. The expectations are higher for each level and the attention to the research process, method used and literature review gets more rigorous with each level. The audit panel found the different levels, AD, BBA and MA, well represented in the final works and fitting the criteria and learning outcomes. The levels are in line with international standards. Alumni find work in the international hospitality industry and function well as is clear from the appreciation of their employers.

With regard to the grading sheets the audit panel has seen that feedback on how to further improve is given, as well as on what is good and what could be better. The use of rubrics is helpful in the calibration process between examiners. On the other hand the transparency of the written feedback in the BBA and MA in relation to the mark given is not always clear.

The audit panel assesses standard 4 as good for all programmes.

### **Distinctive Feature Real World Learning**

Real World Learning (RWL) is a compilation of didactical methods that balance theoretical and experiential learning in a real world context.

#### Criterion 1

The opportunities for real world experiences for students at Stenden HMS surpass those of other hotel schools in the Netherlands. The teaching and learning environment at Stenden HMS is designed for Real World Learning, including commercial learning companies.

#### Criterion 2

Real World Learning can be found in every part of the AD and BBA programmes. The competencies were defined to suit the Real World Learning concept. Stenden HMS is continuously improving the programmes to make an even better fit with RWL. Instead of scheduling practice during the year, it is now concentrated in one module each year to immerse students more in the work of a hospitality operator. The emphasis of the lecturers has shifted from teachers with practical experience to professionals from the hospitality industry who are equipped with educational knowledge.

Stenden HMS has excellent commercial learning companies where students are engaged in every aspect of real operating business within the university. Next to the Stenden Hotel, there is a restaurant with kitchens, bar, meeting rooms, catering outlets and a canteen, all run by students. In Emmen students from the Drenthe College and from Stenden HMS work together in the restaurant Stones.

The contents of the programmes is structured thematically and based on real life cases. The problem based learning approach contributes to the integration of theory and practice. In assessments students have to demonstrate their ability to function in the real world.

#### Criterion 3

AD and BBA Students from Stenden HMS are prepared well for the hospitality industry. They find work in the hospitality industry easily and function within a year on a managerial level. Outcomes from a study show that graduates of Stenden HMS are sought after because of the combination of theoretical and practical skills, their attitude and their intercultural competence and sensitivity.

The AD and BBA programmes meet all standards of the distinctive feature Real World Learning.

# Contents

Summary	2
Introduction	7
Short outline of the programme	8
Standard 1 Intended learning outcomes	9
Standard 2 Teaching-learning environment	13
Standard 3 Assessment	21
Standard 4 Achieved learning outcomes	25
Distinctive Feature Real World Learning	29
General conclusion of the study programmes	33
Recommendations	34
Appendices	35
Appendix 1 Programme for the site visit	36
Appendix 2 Documents examined	39
Appendix 3 Module Planning	41



# Introduction

This report contains the assessment of the existing study programmes that NHL Stenden offers in

- Hospitality Management: Associate Degree, CROHO 80041, and Bachelor, CROHO 34411, both full time, part time and dual,
- International Hospitality & Service Management: Master, CROHO 70134, full time and part time.

The Associate Degree programme, full time and dual, is offered in Emmen and in Leeuwarden. The Associate Degree part time, next to the full time and dual programmes, is only offered in Leeuwarden.

Both the Bachelor and the Master programmes are offered only in Leeuwarden.

The assessment was conducted by an audit panel that had been approved by the NVAO prior to the assessment. The report describes the audit panel's conclusions and the substantiation for the conclusions. It also contains some recommendations for the study programmes. The report has been prepared in accordance with the *Assessment framework for the higher education accreditation system of the Netherlands* (NVAO, 2016).

The site visit took place on 19, 20 and 21 March 2018.

The audit panel consisted of:

Drs. Mariëlle Klerks (chair)

Dr. Rajka Presbury

Dr. Andy Nazarechuk EdD

Philippe Rossiter Hon DUniv Hon DLitt MBA FIH FRGS

Annemijn van Steenis Ma MBA (student member)

Ida Aittomäki (student member)

Drs. Nel Göbel, free lance auditor, acted as secretary of the panel.

The assessment is part of a cluster assessment. To ensure alignment between separate audit panels, all panel members have received a similar instruction with regard to the assessment framework. Alignment is further guaranteed by creating sufficient overlap between different panels. Although every audit has an individual programme as starting point, the panel members who take part in several audits within an audit group can reflect on former and upcoming audit visits within the same audit group if this is relevant. Finally, alignment between panels is secured by employing two secretaries for seven audits and two panel chairs all of whom have been trained.

The study programmes have provided the panel with a self-evaluation report. Its form and content comply with the requirements of the appropriate NVAO assessment framework. The panel studied the self-evaluation reports as well as a sample of theses from each programme completed in 2016-2017 and 2017-2018. The self-evaluation report and other documentation (ref. Appendix 2) have enabled the panel to reach a well-considered judgement. The panel declares that the assessment of the study programmes was carried out independently.

July 2018

Panel chair

Secretary

Mariëlle Klerks

Nel Göbel

## Short outline of the programmes

Stenden University of Applied Sciences and NHL University of Applied Sciences merged on January 1st 2018. The new name is NHL Stenden University of Applied Sciences (NHL Stenden). NHL Stenden has 14 academies. Hotel Management is one of these academies. Stenden Hotel Management School (Stenden HMS) was founded 30 years ago. In the past years the School has changed and developed, but the culture and the aims of the School have remained constant: international, hospitable, applied, value based and pioneering.

Stenden HMS offers three degree programmes at two different sites in the Netherlands:

EFQ level 5: Associate Degree (120 EC, full time, dual) in Emmen

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EFQ level 6: Bachelor Degree (240 EC, full time, part time, dual) in Leeuwarden

EFQ level 7: Master Degree (60 EC, full time and part time) in Leeuwarden.

Next to these programmes in the Netherlands Stenden also offers Bachelor programmes at the international campus sites in Bali, Qatar and South Africa, and some minors in Thailand (not part of this audit). For students from VWO there is the possibility of a Fast Track (180 EC in 3 years).

In 2014 Stenden HMS and the Drenthe College signed an agreement with the ambition to offer innovative and top-ranking hospitality programmes from EFQ level 2 to level 5 in an integrated manner under one roof in Emmen. In September 2016 Stenden HMS and Drenthe College opened the commercial learning company Stones under supervision of Stenden HMS Leeuwarden. Students of various educational levels operate together on operational and managerial levels in commercial food and beverage operations, supported by practical instructors.

The Associate Degree programme (AD) overlaps with the first two years of the Bachelor programme (BBA). Many students who graduate from the AD continue their studies in the BBA. Some of the students from the BBA go on in the Master programme (MA). This number increased since Stenden offered scholarships for students with a BBA from Stenden.

The flexible programmes Work & Study are delivered in part time and dual format. This programme is currently part of the pilot Learning Outcomes (start in September 2017).

The Master programme International Hospitality & Service Management (MAIHSM) offers students the possibility of a double degree programme with the University of Derby. Students who opt for this possibility receive a Master of Arts degree from NHL Stenden and a Master of Science degree from Derby. The Master of Science programme falls under the responsibility of the University of Derby and is not part of this accreditation.



In the standards below the three programmes will be differentiated: Associate Degree (AD), Bachelor Degree (BBA) and Master Degree (MA). The modes in which they are offered, full time, part time or dual, will only be mentioned where they differ from each other.

## Standard 1 Intended learning outcomes

*The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.*

In this chapter the audit panel describes the findings, considerations and conclusions on the intended learning outcomes. The panel assesses this standard as **good** for the Master programme, the Bachelor programme and for the Associate Degree programme.

### Conclusion

Students of Stenden HMS are educated to become managers in the hospitality industry on a tactical level (AD), on a strategic level (BBA), and for significant roles within the international hospitality and/or service industry (MA). The educational programmes are based on the national profile and competencies. The Bachelor and the Associate Degree programmes' competencies and the learning outcomes are related to the Dublin descriptors (EQF level 5 for AD and level 6 for BBA). The level and orientation of the programmes fit well within the national framework. The learning outcomes for the Master programme are derived from agreed international frameworks and represent EQF level 7.

Stenden HMS follows the profile of Stenden University of Applied Sciences (now NHL Stenden University of Applied Sciences), which is distinguished by problem-based learning, internationalization, applied research and sustainability. A real asset of Stenden HMS is the Real World Learning approach and the learning companies on the Stenden premises, both in Emmen and in Leeuwarden, where students can learn and work in the real world. Stenden HMS ensures that all students get international experiences, at home or abroad. The international branch campus sites offer students the opportunity to go abroad and still do Stenden HMS courses.

The audit panel concludes that the programmes have good relationships with external partners of the professional field, e.g. the Sounding Board in Emmen, the Advisory Board in Leeuwarden, and with international partners, e.g. the University of Derby and the campus sites in South Africa, Doha, Indonesia and Thailand.

### Substantiation

#### *Profession and competencies*

Changes in the world have specific impact on the hospitality industry (e.g. terrorism). Customers are changing. They are more active, always on the move and online. Guests are often well-informed, requiring hostmanship and open dialogue. Corporate social responsibility, including sustainability and health (food, exercise) are found to be increasingly important. This has an impact on service delivery.<sup>1</sup> These developments also have an impact on the education of students in hospitality.

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<sup>1</sup> Professional and Educational Profile, BBA, 2017-2022, October 2017

The hospitality services industry is diverse and dynamic. Key developments at this moment are interculturalisation and internationalization, financial challenges, technology, legal developments, automation, sustainability and balancing economic viability with environmental and social responsibility, quality enhancement and the quest for meaningful hospitality.<sup>2</sup>

**Bachelor** students are educated to become successful as managers and leaders in Hospitality Management, as managers on a strategic level or as entrepreneurs of their own business. Graduates usually start that career on an operational or supervisory level to become managers after a couple of years.<sup>3</sup> Stenden HMS's programme objectives for the BBA programme are in line with the nationally determined bachelor competencies as laid down in the National Competency Profile (2012-2017). In cooperation with the Advisory Board, HMS translated the competencies into programme specific learning objectives. The competencies have been linked to the Dublin descriptors. The audit panel agrees that those objectives represent EQF level 6.

The students of the **Associate Degree** programme have had a vocational education where they gathered certain skills, but need more training to reach EQF level 5. The learning objectives are formulated on a tactical level. The audit panel could clearly see that these learning objectives are derived from the bachelor's learning objectives. For instance learning objective 4 for AD and BBA are formulated as:

AD - demonstrate the ability to interact with others constructively, and *to supervise people*, respecting diversity, regardless of background and culture.

BBA - demonstrate the ability to interact with others constructively, and *to motivate & lead people towards common goals*, respecting diversity, regardless of background and culture.

In a competency breakdown the knowledge, skills and attitude necessary to work effectively in the international hospitality industry are laid down.

The **Master** programme, MAIHSM, is designed to provide students with the intellectual competencies, in-depth knowledge, specialized skills and personal qualities necessary to prepare the students for undertaking a significant role within the international hospitality and/or service industry. The learning outcomes for this master programme are derived from agreed international frameworks. The competencies are placed in seven categories: general objectives, conceptual reasoning, strategic analysis, quality questioning and social responsibility, research competency, international orientation, and making a difference to practice. The programme's objectives convincingly represent the Master level. They are benchmarked against international standards and this ensures that graduates will possess a qualification that has international recognition. The learning objectives are acknowledged by the University of Derby for the Master of Science degree. According to the audit panel this rigorous benchmark with the University of Derby further ensures the intended EQF level 7.

In November 2017, a new profile was announced by the Association of Dutch Hotel Management Schools. Stenden HMS was actively involved in the construction of the new framework. This new profile will serve as one of the frameworks for the development of a new curriculum based on learning outcomes rather than competencies.

### *Profile*

The Stenden educational profile is based on three pillars: problem based learning (PBL), internationalization and research. Real World Learning (ref. Distinctive Feature Real World Learning) incorporates research, sustainability and internationalization and is a feature of the Associate Degree and the Bachelor programmes within Stenden HMS. A real asset of Stenden HMS are the learning companies on the

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<sup>2</sup> Programme Document *Real World Learning* for Hotel Management, Stenden Hotel Management School, April 2017

<sup>3</sup> Professional and Educational Profile, BBA, 2017-2022, October 2017

Stenden premises, both in Emmen and in Leeuwarden (ref. Standard 2). Real World Learning can start at home. Another profiling aspect, according to the panel, is the placement of ten months in the fourth year of the BBA. The Real World Learning approach ensures the programmes are geared towards the expectations of the professional field.

Stenden HMS offers an inclusive programme. Students with diverse backgrounds are offered suitable and/or tailor-made trajectories. The cooperation with the Drenthe College makes it possible for AD students to supervise students from the Drenthe College. Students from Drenthe College can continue their studies at Stenden HMS, first in the AD programme, then in the BBA and finally in the master programme. Some students even go on for a PhD. The audit panel was impressed by this chain of programmes.

### *Internationalization*

The hospitality industry comprises a variety of enterprises, from large trans-national to small, independent or semi-autonomous firms, all operating in a globalized environment. This industry is by nature an internationalized sector.

One of the reasons for Stenden HMS to translate the national competencies into specific competencies is to ensure that the international profile of Stenden is better reflected in the competencies. Stenden HMS not only strives for internationalization at home, but students get ample opportunities to study abroad, do their internship abroad or have other international experiences abroad (ref. ECA report for CeQulnt certificate). The international branch campus sites (Grand Tour) are important tools to realize this international ambition. The programme also added a separate learning outcome for internationalization:

All students develop the competencies necessary to function effectively in an international business environment. They are able to communicate fluently in English and speak at least one other foreign language. They are able to shift from their own cultural perspective to the perspective of another and to adapt behaviour accordingly.<sup>4</sup>

According to the programme internationalization is not a goal in itself but a means to improve the quality of education. The audit panel fully agrees to that.

### *Professional field*

For the AD programme Stenden HMS has installed a Sounding Board in which the regional hospitality industry from around Emmen is represented. The members meet four to five times each year and discuss the students doing their internship, grading sheets, but also new trends in hospitality.

For the Bachelor and the Master programmes there is an Advisory Board in place with around 25 members from the international hospitality industry. They meet two times each year. The members of the Advisory Board discuss trends, evaluate programmes, but also advise Stenden HMS on how to bring new trends and improvements into the programmes. For instance, the Advisory Board suggested to Stenden HMS to take a better look at the world outside Stenden. This resulted in a training for some of the lecturers at Lausanne. According to members of the Advisory Board this advice still stands. Stenden HMS should continuously be aware of new trends in hospitality to see where they can improve.

As for the composition of the Advisory Board, the panel recommends to attract members from a diverse group of hospitality professionals as well as members from other industries, since a significant percentage of graduates will not end up in the hospitality industry, but in industries like banking, care homes etc. Furthermore the panel advises to adopt a consistent policy of rotation of board members and include more members on the board that are not Stenden alumni to ensure there is no subjective opinion.

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<sup>4</sup> Programme Document *Real World Learning* for Hotel Management, Stenden Hotel Management School, April 2017

### *Partnerships and memberships*

**Stenden** HMS is a member of the Association of Dutch Hotel Management Schools. This association aims at enhancing the quality of the hotel schools in the Netherlands. The research centre AIHR is member of the Centre of Excellence in Leisure, Tourism and Hospitality, a government initiative in which the partners (NHTV Breda University of Applied Sciences, HZ University of Applied Sciences and Stenden) work on projects for commercial and non-commercial partners. Stenden HMS is also member of ICHRIE and EuroCHRIE.

Stenden HMS has recently established a contact with Haaga-Helia University of Applied Sciences in Finland to discuss future cooperation between the hospitality programmes, e.g. benchmarking curricula, staff exchange. Stenden HMS has signed an agreement with a German University that is interested in the Stenden programme. A very important academic partnership is established with the University of Derby. Stenden HMS is able to offer a dual master's programme (MA and MSc) in International Hospitality and Service Management (MAISHM), leading to a dual degree.

Stenden HMS was the first institution in the Netherlands to achieve full membership of THE-ICE and to obtain the CeQulnt certificate. The programmes have also been accredited by the Institute of Hospitality.

## Standard 2 Teaching-learning environment

*The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the teaching-learning environment. The panel assesses this standard as **good** for the Master programme, the Bachelor programme and for the Associate degree programme.

### Conclusion

The audit panel has established that curricula, staff, services and facilities are well in place and support students in achieving the learning outcomes. The audit panel was impressed by the incorporation of hospitality education from level 4 until level 7. Very impressive are the learning communities, both in Emmen and in Leeuwarden, where the Real World Learning approach (ref. Distinctive Feature) for the AD and BBA programmes can be realized in real-world situations. A unique feature of Stenden HMS are the international branch campus sites where BBA students can do part of their studies. Stenden HMS wants to offer international programmes and the audit panel concludes that it has succeeded, either by way of internationalization at home or by going abroad (ref. ECA report).

The content of the programmes is suited to the hospitality industry and AD and BBA students get ample opportunities to practice in real world surroundings. Real World Learning is realized in many ways and on many different levels. Research is an integral part of all three programmes in a way that suits the various levels well. In the AD and BBA programmes the integration of research in the programme is facilitated by problem based learning. In the Master by the research modules. The teaching and support staff are well-equipped to perform their many tasks, although the workload can become rather high, as the management noticed as well.

### Substantiation

The full time and dual (Work & Study) AD programmes are offered in Leeuwarden and Emmen, the part time programme is only offered in Leeuwarden. The BBA is not only offered in Leeuwarden, but also at the international branch campus sites in Bali, Qatar and South Africa. The MA programme is offered in Leeuwarden. The programmes at Stenden HMS are presented in general overviews in Appendix 3.

#### *Programme structure and contents*

The **AD** programme overlaps with the first two years of the **BBA** programme. During the first year of the AD and BBA programmes the central questions are: what is hospitality, what are its key components and functions? Students are introduced to the world of hospitality and are encouraged to get to know themselves within that context. Students should get a foundation of skills and knowledge. The second year of the AD and BBA programmes builds on the knowledge and skills acquired in the first year. The focus is now on how hospitality operates at different levels (managing daily operations). Students supervise students from the Drenthe College or first year students of the BBA, while being supported by theory. In the strategic semester of year 3 of the BBA programme, the focus shifts to long-term strategies. The main questions addressed, are: why the hospitality industry works in this way, and whether it can be changed. Focus is now on strategy, ethics, sustainability, accountability, organizational behavior

and corporate responsibility. The BBA's fourth year focuses on facilitating students' contribution to the industry by synthesizing the elements of the third year.

The modules that are offered in both programmes in year 1, are: the practical module Real World Learning, and the theoretical modules Guest Experience, Resources, Hospitality Operations. In the second year students gain insight in the essential role of the middle manager. They translate their knowledge of operational activities to tasks, theories and problems at a tactical management level. Modules in the second year are: Operations Design, Operations Performance and Language, and Culture in international Business. The AD students round off their studies after two years with the module Business Innovation Management. The BBA students have the module Operations Environment instead. Career Development is offered in both years in all periods. For the AD and BBA students there is an extra unit Global Citizenship in the module Career Development.

The part time and dual AD programme **Work & Study** takes two years, just like the full time AD programme or four years, like the BBA programme. The difference is that these students are also employees and have company coaches. There is a signed agreement for a co-operative triangle between student, company and school. The school checks whether the level of the work allows students to practice at their work. The content of the Work & Study programme is similar to that of the full time programme but the mode in which it is delivered differs. Students attend school one day every two weeks. According to the management around 15 percent of the AD students continue their studies in the Work & Study BBA programme in Leeuwarden. Students are very pleased with the programme that is flexible and feels tailor-made as they told the audit panel.

The **BBA** programme continues in the third year with the modules Hospitality Operations Management and the module Strategic Hospitality Management. Here students develop their knowledge at a strategic management level through case studies and management applications. Students learn to apply their hospitality management competencies in the day-to-day managing of a department (either in Stenden Hotel or in an external partner company). In the minor semester Stenden offers different minors at four Grand Tour locations. There are two minors scheduled. Students can choose from the Stenden HMS minors: Gastronomy, Food & Beverage, Rooms Division, Cruise Management, Events Management, Humanitarian Management and Future-proof Hospitality. Specific Grand Tour minors are Advanced Wine Studies, Lodge Management, Wildlife Management and Spa & Health. Students may also choose other minors that are offered at Stenden or at other universities. In the fourth year students undertake an Industrial Placement (ten months in leading hotels or hospitality related organizations, around the world (48 EC) and a Management Project (12 EC) with which they want to make a contribution to the hospitality industry.

The flexibility of the BBA programme can be seen in the fast track for students with VWO background (highest vocational level). The curriculum is made to fit these students, so they can do the four-year programme in three years (180 EC). On the other hand the audit panel advises Stenden HMS to pay attention to the inclusion of these students, as they sometimes feel missed out.

In both the AD and the BBA programmes the audit panel discussed the importance of having Responsible Service of Alcohol and Gaming (sociale hygiëne) in the programme. As of May this year this certificate is not automatically included in the degree anymore. The audit panel advises the programme to try to include the training for this certificate in the curriculum. Representatives of the hospitality industry agreed that this would be an advantage for graduates. Another suggestion from them is to include training on the use of social media, e.g. for finding venues.

The full time **MA** is spread over one year, the part time programme over two years. Both programmes offer the same modules: Principles of Hospitality & Service Management, Service Performance Improvement, Sustainable Value Creation in the Hospitality Industry, Strategic Human Resource Management and Final Decision Making. Students can choose one elective out of three offered: AIHR Projects,

Entrepreneurship and Innovation, or Managing Events Organizations. During the whole study modules on research are scheduled. For students who want to do both the MA and the MSc track a trip to the University of Derby is included (15 EC). The audit panel agrees that the content of the master programme is in line with other master programmes around the world.

### *Practice*

The **full time AD** programme in Emmen focuses on the regional hospitality industry. In 2014, Stenden HMS and the Drenthe College (vocational hospitality EQF level 2- level 4) agreed to start hospitality programmes from EQF level 2 to level 5 in an integrated manner, under one roof, in Emmen. The audit panel was impressed by this continuous learning path. In September 2016, Drenthe College and Stenden HMS opened the commercial learning company Stones under supervision of Stenden Hotel Leeuwarden. Students of various educational levels operate together on operational and managerial levels in food and beverage operations, supported by practical instructors. Students gain practical management skills while supervising other students on various educational levels. Students also gain practical experience by participating in real life events, doing module assignments and graduation in the regional industry. As part of the programme all students are required to gain work field experience within the hospitality industry for at least 40 hours (in the module Resources in year 1). These experiences are used during classroom sittings. During the visit in Emmen the audit panel learned that management and faculty of the AD programme are proud of their relationship with the hospitality industry where students can operate in all kind of events. All adds up to a good preparation of the students for the hospitality industry.

One of the modes in which the AD and the BBA programmes are offered, is the part time and dual structure **Work & Study**. In this mode the Real World Learning (practical) objectives are realized through Work Based Learning. Students use their workplace experiences, their different backgrounds as basis for learning theoretical concepts, applying them and discussing them in the company with their coaches and at school with their peers and the study coach. As there are very few part time students they are linked to dual students in order to gain the workplace experience. They have to do a separate internship. Student's working environment and Work Based Learning should make a good fit in order for the student to be able to show personal entrepreneurship and personal responsibility. The audit panel was told the programme checks the company and the future coach to establish they fulfil the requirements. The programme also offers a special coach training which the audit panel appreciates. It advises Stenden HMS to professionalize these coaches even more.

Real World Learning is at the heart of the **BBA** programme and is integrated in all years and most courses. It ensures that the programme is geared towards the expectations of the professional field. In the initial year of the programme, the real world is provided by Stenden Hotel, where all students work in their first and second year. The learning companies (ref. paragraph Facilities), work based assignments, applied research and the ten month placement give the students ample opportunities to practice in real-world situations. The audit panel was impressed by these real-world opportunities for students. Another way of preparing students for the industry is by means of a hotel simulation game (second year module Hospitality Operations Performance). A management team of three students 'run' a hotel property of 125 rooms. Based on reports, they have to analyse and benchmark their performance against their competitors. At the end of the game they have to take responsibility for their actions.

In the third year students are informed about the Industrial Placement by means of an Industry Fair. Companies from all over the world are represented at this fair where they recruit interns as well as employees. Every year 400 to 500 students do an internship. The programme has a portfolio of over 900 companies and has no difficulties in placing the students. The programme can always find new companies for placement via their alumni network. A third of the students choose to do their placement abroad (29 percent in 2014). Students write a proposal for the placement they are interested in. When permitted by the programme students can apply with the company. Given

the fact that gaining real life experience in the hospitality industry is already safeguarded by the placements in the commercial learning companies during the earlier years, the audit panel feels that it is a very commendable choice to have the industrial placement in the fourth year, because many students get a job offer during their placement. It also ensures that they can actually perform tasks at the level intended, i.e. the strategic level. The duration of ten months, makes it even more probable that they will actually perform at this level. On the other hand there is always the risk that students do not see the need of attending graduation.

The **MA** programme is focussed more than the BBA programme on gaining in-depth knowledge and skills and to a lesser extent on practical experiences. At the intake stage all applicants have an interview with the programme coordinators to define their needs. When students come from a different field they can opt for a real-world experiential practical learning exposure at the learning companies of Stenden HMS. The audit panel thinks the Real World Learning experience from the BBA programme could also be a unique selling point for the Master programme. With more real-life practice the Master students will be better prepared as managers on a strategic level. Students with no prior experience in hospitality then have more chances to get a position in a hotel. At the same time students can enrol for the Master of Science programme that is offered in collaboration with the University of Derby. Students gain two international degrees within a 14 month period that will increase their international career opportunities. The students who have opted to undertake the MSc go on a field trip to the University of Derby, organized by the students from both universities. The purpose is to provide students with direct experience and knowledge of Hospitality, Tourism and Leisure Management concepts and challenges in action in a UK context. Students will experience and encounter UK service industry through a series of visits and guest lectures.

### *Research*

Research is an integral part of all three programmes in a way that suits the various levels well. In the AD and BBA programmes the integration of research in the programme is facilitated by problem based learning. In the Master by the research modules.

In the first year of the **full time BBA** and **AD** programmes a unit of the module *Guest Experience* aims at integrating applied research. Students investigate dimensions of service quality within the context of a restaurant experience. The research is based on the observations of students who visit different restaurants. As a respondent and participant each student completes a questionnaire that forms the basis for the project's data set. The results are presented in a research report.

In the both programmes the integration of research in the programme is facilitated by problem based learning. The problem-based learning approach ensures that all students learn to tackle a problem in a systematic way, based on the steps in the research process. There are several modules on research to provide the students with the basics of doing research. In the BBA programme, the students discuss their topic for the Management Project in the fourth year with the company to determine whether it is an interesting research topic for that company.

In the **MA** programme research is an essential part. There are four research modules: Defining a Contemporary Topic, Thesis Proposal, Data Collection, and Analysis and writing (25 EC in total). MAISHM programme is associated with the research unit of the school, the Academy of International Hospitality Research (AIHR). Many of the lecturers of the core team are involved in one of the research units. Research findings flow back into the programme and ensure an emphasis on research.

During the field trip to the University of Derby students will participate in the University of Derby Research Conference. This trip provides students with the opportunity to enhance and integrate their knowledge and research skills. Students examine issues they encountered or identified during visits to UK service industry. For the research and presentations of these issues students will draw upon competencies accrued through previous modules.



The research unit AIHR holds three professorships:

- Hospitality Studies engages with research and academic enquiry informed by social sciences;
- Sustainability in Hospitality and Tourism looks at hospitality as a set of behaviors, duties, obligations and moral values that shape the interaction between host and guest;
- Innovation in Hospitality concentrates on providing both hospitality education and the hospitality industry with structural investigations and to provide solutions and innovations.

The professors present themselves to Master students who are invited to do research within AIHR. The audit panel has spoken to the professors and is convinced of the importance of AIHR for the programmes of Stenden HMS. Next to that AIHR is responsible for the second assessment of the management projects and gives its findings to the supervision team. The professors and the members of the research unit are active in supervising Master and Bachelor students in writing their theses. They also participate as guest lecturers in the development of PBL tasks. Some minors have been developed on the basis of AIHR research, such as the minor Future Proof Hospitality, the CRS challenge.

### *Internationalization*

Internationalization is embedded in the curricula of both the **BBA** and the **MA** programmes, but can also be found in the **AD** programme. Students have to be prepared for the fast changing and globalizing world, whether they stay in the Netherlands or work abroad.

The **BBA** programme is offered at four different locations: Leeuwarden in the Netherlands, South Africa, Qatar and Indonesia. The campus in Leeuwarden is more international because of the amount of students from abroad (around 23 percent), than the campus in Emmen (97 percent of the students are Dutch). In the **MA** programme there are 59 students with 19 nationalities. The concept of international classroom is fully realized in this programme. The audit panel hopes more international students will choose to study in the BBA programme to create a real international classroom here as well.

Stenden HMS offers students international experiences at home and abroad. Stenden HMS could consider to make going abroad for BBA students compulsory. Then all students will have international experiences at home and abroad. Stenden HMS could support this by introducing scholarships for students. For further improvements in the Master programme the audit panel suggests to enhance international case studies and to strive for more diversity in nationalities of students.

Except for the dual AD programme (Work & Study) which focusses on the local market, all programmes are offered in English. Students who are entering the programmes need to have a required minimum level of English. However, differences in proficiency are quite distinctive and can be problematic in group work. To support students, in the first year a diagnostic test has been implemented for English and an additional tutoring programme is in place.

In the ECA report for the CeQuInt certificate internationalization is reported on in more detail.

### *Teaching and learning principles*

The educational philosophy of Stenden is social constructivism, with a strong focus on research to solve real world problems in an international setting. Stenden HMS has embraced problem based learning (PBL) for the full time **AD** and **BBA** programmes, where students are encouraged to investigate and reflect on real world problems. During PBL classes, students develop various skills. Communicating within groups and creating an efficient group work setting where every participant feels welcome to express ideas, is essential for professionals in the hospitality industry. Students work in mixed groups that are changed every ten weeks. For each period of ten weeks, they set up a set of rules and regulations for the group. All students have to fulfil the different roles within the group. According to the students this PBL approach prepares them well for writing the management project.

In the **Work & Study** programme the educational concept is Work Based Learning (WBL). Students bring in their daily challenges, which are then related to theory.

The **MA** programme has a holistic and constructivist approach towards education. The learning activities are often designed for co-operative learning in team projects. This approach ensures that knowledge, skills and attitudes are taught integrated and not separately.

The programme is now in the first stages of developing Design Based Learning as a follow-up of PBL.

#### *Study guidance*

In the **AD** and **BBA** programmes one of the pillars in the curriculum is the Career Development Programme (CDP). In the **Work & Study** programme CDP is called Personal & Professional Development and Competency Development. Students get a personal coach to support and guide them through the programme. There are at least three meetings per year to keep track of the progress of the student. The CDP is related to PBL, the coach and the tutor meet regularly to decide what support is needed. In CDP students will develop their self-management, communication skills and global awareness. CDP also allows for reflection during practice. The audit panel was informed by students that the support from the coaches is very good.

The Host Programme is a peer mentoring programme. Students are guided by their mentors (hosts) throughout the orientation week (Study Start Week) and the first module period. During the Industrial Placements of the **BBA** students have a company coach and a school coach. When working on their Management Project they are assigned a supervisor that is not the school coach.

In the **MA** programme students are encouraged to develop a portfolio which shows an overview of the student's learning process and the personal and professional development. Throughout the programme, students meet their module coordinator, course leader or thesis supervisor individually in the capacity as personal coach.

NHL Stenden has several offices in place to support students at different stage of the programme.

- Stenden International Office is the link between Stenden and future/current students;
- Stenden University Information Centre (I-study) provides support services on student administrative and financial matters;
- IHM Student Centre provides programme specific information to all perspective students.

#### *Teaching staff*

Faculty of the programmes is made up of academic staff and practical instructors in the learning companies, and support staff. There are 197 professionals representing 29 different nationalities. Stenden HMS employs 46 international teaching and support staff (23 percent), 73 of them have an international background (37 percent). In the **MA** programme 56 percent of the teaching staff has an international background. The audit panel studied the backgrounds of staff members. They represent a good mix of academic and hospitality background.

All academic staff are required to have obtained a Master Degree. Stenden HMS has invested in staff completing Master and PhD studies. Of the academic staff seven hold a PhD and nine are studying for a PhD. All teaching staff are trained in language skills and can get intercultural sensitivity training on a regular basis. The audit panel agrees that the quality of staff ensures that the programmes are executed well. In all interviews it was apparent that lecturers know what they are doing.

All lecturers are involved in a variety of tasks. When there are a lot of different tasks the workload can become rather high. According to the lecturers lowering the assessment load would help reducing the

workload. The audit panel wants to stress the importance of keeping the workload at an acceptable level.

### *Facilities*

The most important facilities for students from Stenden HMS are the commercial learning companies. In Leeuwarden the training facilities consist of the Stenden Hotel, the restaurant Wannee, hotel bar, conference rooms, kitchen and a training kitchen, as well as several catering outlets. In the hotel setting students get to know all departments which helps them to choose their career path. Students find this useful, plus they know as manager what the work in the departments is about. It can be quite a challenge to have all the students perform all the different tasks in a certain department, because of the number of students. The audit panel concludes that there are a lot of hours for practice. During the site visit, students told the audit panel that they sometimes have to wait for their turn during practice hours. This means that they do not always make the best use of the practice hours. The panel advises the programme to keep an eye on this. Fortunately the facilities grow in number and variety. In view of the merger with NHL the audit panel sees opportunities to expand the learning companies to for instance the canteen at the NHL location. The audit panel thinks Stenden HMS could improve its facilities to offer students even more depth and breadth in e.g. dining experiences.

In Emmen, there is the restaurant Stones where students from Stenden HMS train with students from Drenthe College. The restaurant is open to all guests. Students are very pleased with the opportunity to learn to supervise students from the Drenthe College in safe but real-world surroundings. For practical hotel experience students from Emmen can go to 25 local hotels, where they can also do certain assignments. In the city centre of Leeuwarden, the Stenden Meeting U is located. This is the event organizing company of Stenden Hotel. They organize events not only for Stenden but also for external organizations. The audit panel was impressed by the commercial learning companies.

The campus of Emmen is small in comparison to the campus of Leeuwarden. This means students in Emmen can be better monitored and know one another. The small scale in Emmen is one of the reasons for students to enrol here.

For the communication with the students Stenden HMS makes use of Blackboard and several portals. According to the students communication is one of the things the programme could improve on. The audit panel advises Stenden HMS to better align the various communication channels.

### *Quality assurance*

The Programme Committee (PC) is a legal body in which students and faculty are represented. Members are elected by staff and students. Its role is to oversee the quality and coherence of the educational programmes. The Programme Committee is in the process of taking up its new legal role. One of the official duties is to approve the Teaching and Exam Regulations as well as the Change Documents with proposals for changes in the courses. To ensure the quality of the programmes at the international branch campus sites Stenden HMS has appointed a Relations Manager IBC.

The programme invites students to engage in module revisions. In Emmen students are actively and constructively involved in module evaluations. In Leeuwarden this still remains a challenge. Students choose for the programme in Emmen because of the small scale. The small scale and personal approach in Emmen probably ensures that students are more involved in quality assurance. Recommendations from students are taken seriously, according to students.

Besides module evaluations the programmes make use of the procedures, instruments and facilities developed at University level, e.g. National Student Survey, International Student Barometer, Staff satisfaction survey, mid-term audits and accreditations.

Stenden HMS organizes annual international module coordinator meetings at different campus sites. The aim is to bring module coordinators of different campus sites together to discuss the curriculum. Within the Netherlands the hotel school take part in carrousel to discuss contents of the curriculum, assessment task, and to benchmark management projects.

## Standard 3 Assessment

*The programme has an adequate assessment system in place.*

In this chapter the audit panel describes the findings, considerations and conclusions on the assessment system. The panel assesses this standard as **good** for the Master programme, the Bachelor programme and for the Associate Degree programme.

### Conclusion

The panel concludes that Stenden HMS has a well-balanced test policy in place. There is a variety of tests and assessments that are suitable for checking whether the learning outcomes are realized. Both summative and formative tests are used. In tests and assignments real world contexts are used.

The panel appreciates the way the grading is done, partly based on rubrics partly on a holistic approach, depending on the programme and modules. The feedback for students is organized well and is much appreciated by students.

The panel was impressed by the guarantees in the programme to ensure the quality. Not only the Examination Committee and the Assessment Committee are doing a good job, but also the lecturers and examiners discuss, internally in calibration sessions and with the research unit, as well as with other universities, how they are grading. The panel feels the collaboration with the University of Derby and the use of an independent external examiners ensures the quality of assessments even more.

The panel finds the systematic way the test policy is operationalized and is supported by the quality assurance of assessment an example for other programmes.

### Substantiation

#### *Test policy*

Stenden HMS has a rigorous assessment policy in place, in line with the Stenden test policy, that applies to all three programmes. There are no significant differences between assessment protocols of the AD and BBA programmes. Because of the commitment of local partners in Emmen, participation of industry representatives is more prominent in Emmen. Real World Learning is not only done in learning companies at Stenden but also in the hospitality industry in the Emmen region. Especially in the Work & Study programme the company coach plays an important role. The commitment of industry partners ensures that assessments take place according to real world standards.

Stenden HMS uses a set of quality requirements and checklists for assessments, developed by the Assessment Committee, that is reviewed periodically. In all programmes formative and summative assessments are used. Stenden HMS uses different forms of assessment in the **AD** and **BBA** programmes:

- knowledge tests in the form of assignments and tests (short answer and multiple-choice);
- attitude is tested by monitoring and assessing their performance with respect to the standards: be prepared, participate and be professional. Stenden HMS has developed a number of indicators to make these standards more concrete. The standards and indicators are evaluated by all stakeholders, including tutors, practice instructors and industry supervisors;

- module assignments in which student's knowledge, skills and attitude aspects are tested in an integrated way;
- graduation project (Business Innovation Project in AD, Management Project in BBA) where students present a research topic in the form of a longitudinal, plan-based, systematic way;
- practical tests assess the application of the concept of Real World Learning in the learning companies (mostly for BBA) or in real companies (mostly for AD);
- industrial placement in the BBA programme;
- portfolio with products and reflections of students that is assessed summatively within the Career Development programme.

In the **MA** programme a mix of formative and summative assessments is used, that reflects the competencies the students will require for the hospitality and service industry. Forms of assessment that are used, include reports, oral presentations, examinations, individual tests and group reports.

The four-eye principle was introduced and guarantees a thorough monitoring of the end levels required. Students who fail a test can do a resit twice. The audit panel applauds the variety in tests and assessments.

#### *Tests and assignments*

The audit panel has reviewed several tests during the visits to Emmen and Leeuwarden. It is satisfied that the tests used are of good quality and assess the realization of the learning objectives of the modules.

In the **Work & Study** programme reports are used to assess theory. Students have to apply the theory in their own work in the company. The company coach assesses the students formatively on the work done in the company. The company coaches are trained by the school. The students have to reflect on the level of their performance as well. The outcomes are discussed with the student, company coach and school coach. The school coach takes these outcomes into account when marking the student. All graduation assignments are checked by examiners from the full time programme as well (four-eye principle).

In the **full time AD** programme many assignments are done in groups. As part of the assessment students evaluate their peers. According to the students this prepares them for the real world where they have to know how to correct employees. If one of the students is not performing adequately in the group it is possible to kick him/her out.

In both AD programmes rubrics are used to assess students. Rubrics are also useful for the company coaches. For assessing the real world learning aspect there are forms for every department where students have to train. The feedback from the company coach is taken into account in the marking of the student. The grading sheets are reviewed by a team of assessors from Emmen and Leeuwarden, some of whom are involved in qualifying exams of the BBA as well. The quality of the exams is discussed annually in the Sounding Board.

In the **BBA** programme there is a variety of assessments in place in line with the objectives of the modules. Students receive feedback from written, oral and performative assessments. Formative feedback is prominent during PBL-sessions and in debriefings during practice. Feedback, from lecturers as well as from peers, is also important for students in career development reflections. The assessments in the final phase, e.g. the Management Project, are subject to second assessment (four eyes) and a selection is assessed 'blind' by a third external assessor. The grading sheets are periodically reviewed by a team of assessors. The audit panel is pleased with this approach and expects that the transparency of the grading sheets and the feedback to students will profit from this (cf. Standard 4).

In the BBA programme the workload of the lecturers is substantial. To reduce the workload the programme wants to reduce the number of summative assessments. In the AD programmes the results of introducing more formative assessment to replace summative assessment has reduced the stress and workload for both students and lecturers without detrimental effects on performance. This policy has now been translated into the BBA assessment policy<sup>5</sup>. The audit panel appreciates the more holistic approach of assessing. To support information and formative feedback on a personal level the programme now uses the digital Stenden Hotel Learner Management System.

In the final year students are assessed in a variety of ways. The ten month placement ensures high validity of the end-level assessment, in accordance with real world learning. There are protocols for writing the Management Project that is assessed by two examiners. AIHR researchers are involved as second examiner. Students can hand in the management project three times. If a student still fails to fulfil the criteria for the Management Project other solutions are sought after (Finishing Touch programme), e.g. new supervisor, other company for internship, new research project. The audit panel finds it fair to offer students different options when they have problems finishing the fourth year.

Lecturers have calibration sessions to fine-tune appraisal of assessments. Through calibration the examiners reach similar conclusions. According to the lecturers this is very supportive in deciding what work (e.g. the thesis) is sufficient or insufficient. Around 25 percent of the management projects is 'blind' assessed by an external examiner, currently from the NHTV University of Applied Sciences.

BBA students are pleased with the assessments. They feel they are fair and that they can get all the feedback they need. It is also possible to put in an appeal for a second opinion.

In the **MA** programme, the quality assurance system of the University of Derby provides a robust framework of external assurance for the MAIHSM programme. The University of Derby appoints an external examiner who is impartial and can compare internationally. The external examiners verifies exam papers, assessment instruments and marking schemes. The external examiners determines whether the standards of the programme are appropriate for qualifications at Masters level (EQF 7). The audit panel is very pleased with this procedure. Internally the same procedure applies as with the BBA. The supervisor grades the thesis. The second examiner assesses independently. In a calibrations session they discuss their finding and fill in the consensus form. According to the lecturers this holistic approach suits the educational concept. The audit panel is pleased with this approach.

In the MA programme a well-balanced interaction of formative and summative testing is sought after. An example can be found in the research line resulting in the thesis. There are three sequential research modules, delivered by the University of Derby. The assessment of each module is not only summative but serves as formative assessment for the next phase, including the final thesis.

#### *Quality assurance of assessment*

Stenden HMS uses the conceptual framework proposed in BKE/SKE to ensure continuous quality improvement: design - matrix - construction - delivery - grading - registration/publication - evaluation -design. Module coordinators are in the lead during this process, but can get support from assessment committee, educational consultants and support staff.

Stenden HMS believes the quality of assessments depends on the quality of the instruments used, and the assessments task designed by qualified professionals<sup>6</sup>. It has the ambition that 90 percent of all teaching staff is BKE qualified by September 2019.

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<sup>5</sup> Stenden HMS Assessment Policy 2018-2019, Transitional assessment policy 2018-2019, February 2018

<sup>6</sup> Stenden HMS Assessment Policy 2018-2019, 1 February 2018

The Examination Committees of both AD/BBA and MA operate as described in the WHW (Dutch law on higher education). The members are appointed each year by the Executive Board. The Examination Committee acts independently from management and staff. Its functions consist of for instance issuing propaedeutic certificates and diploma. It aligns the assessment practices on the International Branch Campuses. It grants exemptions, and acts on appeals and complaints. The Examination Committee appoints examiners and monitors tests and examinations. The advice given by the Examination Committee is most of the times implemented by the management, e.g. introduction of an unknown second examiner, calibration sessions, and BKE/SKE training for examiners.

The Assessments Committee, being a subcommittee of the Examination Committee, of the AD and BBA programmes provides support to the Examination Committee as well as to all involved in the test cycle. The Assessment Committee develops and improves instruments to monitor the quality of assessment and instigates analysis of tests. It also monitors the conformity of assessment between different international branch campuses.

As part of the agreement with the University of Derby, the MAISHM programme has been validated by the University of Derby and is subject to its quality assessment system. Each year the programme is evaluated to ensure it meets the standards. The University of Derby liaison staff meet with the programme representatives and the Stenden MA programme Examination Committee for the formal Assessment Board Meeting where programme delivery and results are discussed and grades are approved, as well as the Annual Performance Review based on the report of the external examiner and the module logs of the module coordinators. The audit panel agrees that this is a rigorous system.



## Standard 4 Achieved learning outcomes

*The programme demonstrates that the intended learning outcomes are achieved.*

In this chapter the audit panel describes the findings, considerations and conclusions on the achieved learning outcomes. This standard is assessed as **good** for the Master programme, the Bachelor programme and for the Associate Degree programme.

### Conclusion

The panel concludes that the students that graduate from the Associate Degree programme, from the Bachelor programme, and from the Master programme have achieved the intended learning outcomes. The panel finds the graduates well-prepared for the hospitality industry for the different levels that are aimed at: tactical (AD), strategic (BBA), and taking leader roles (MA).

From each programme the audit panel has reviewed a representative selection of final reports (31 in total). The reports clearly demonstrate the distinction between AD, BBA and MA. The expectations are higher for each level and the attention to the research process, method used and literature review gets more rigorous with each level. The audit panel found the different levels, AD, BBA and MA, well represented in the final works and fitting the criteria and learning outcomes. The levels are in line with international standards. Alumni find work in the international hospitality industry and function well as is clear from the appreciation of their employers.

With regard to the grading sheets the audit panel has seen that feedback on how to further improve is given, as well as on what is good and what could be better. The use of rubrics is helpful in the calibration process between examiners. On the other hand the transparency of the written feedback in the BBA and MA in relation to the mark given is not always clear.

### Substantiation

#### *Graduation*

The **AD** qualifying exam consists of a written report and an oral presentation (9 EC). The AD graduates demonstrate that they meet the intended learning outcomes on a tactical level. The graduates from the Work & Study programme will contribute to the hospitality industry, especially in small and medium-sized enterprises. Ninety percent of the graduates from the full time AD programme continue their studies in the BBA.

The **BBA** graduates demonstrate that they meet the intended learning outcomes on a strategic level. The qualifying exam for the BBA programme consists of the Management Project (12 EC, thesis), the industrial placement (48 EC) and three progress reports. In these reports students reflect on their personal and professional development goals they set at the start of the placement. These goals are linked to the career development programme in the first three years. The reports are assessed by the placement mentor from the school. The student is also assessed by the host company against the programme competencies. Representatives from the hospitality industry appreciate the ten month placement in the fourth year. It ensures that the students take the internship very seriously, because it also represents the start of their career. The internships prepares them well for the industry as was mentioned by representatives from the hospitality industry.

Before the BA students start their internship (industrial placement) they have an expectation interview with their school coach. After two months of settling down the student starts on his Management Project. She/he discusses possible topics with his company coach and after being appointed a management project supervisor she/he sends in a pitch with a planning. The research proposal is assessed and presents a go/no go moment. The combination of the demands of daily work in the company and the management project can prove to be challenging.

Students from the International Branch Campuses have to do 60 EC in the Netherlands in order to receive a Dutch diploma.

Upon successful completion of the programme, the **MA** graduates will demonstrate a level of mastery with respect to sustainable approaches to hospitality and service management and applied research. They will have the potential to contribute to and become leaders within the international community. During the programme students work on their thesis and are supported by research modules.

#### *Level achieved*

The audit panel has reviewed 15 Management Projects of BBA students, three Business Innovation reports of full time AD students, three 'Proeve van Bekwaamheid' reports from students of the Work & Study programme, and ten theses of MA students. In general the audit panel agrees that all reports represent the level students aim for. The distinction between AD, BBA and MA level is clear. The expectations are higher for each level and the attention to the research process, method used and literature review gets more rigorous with each level.

In the **AD** programme students should be able to develop a business improvements plan based on a real-world problem in a methodical way, and present the results both orally and in writing. Students identify a problem in an organization, they collect data and use PESTEL and SWOT analysis as well as TOWS matrix to come to conclusions and formulate recommendations. In the reports this is done adequately to good and this is reflected in the mark these students receive. All reports are written in English.

In the **Work & Study** programme the 'Proeve van Bekwaamheid' (management project) is written in Dutch as these students focus on the regional hospitality industry. In their final report students should show they can make a valuable contribution to the industry. They are coached during this management project by their company coach and their work & study coach. From the reports the audit panel concludes that they do research in the organization by observing and interviewing people to gather data for answering their research questions. Like in the AD programme this is done in a methodical way.

According to the audit panel in both AD programmes more attention could be paid to the formulation of the research question to help students focus more and consequently reach conclusions of better quality that are useful for the industry.

In the fourth year of the **BBA** programme students should be able to function effectively as a starting professional in an international business environment. They should be able to integrate academic and practical knowledge through a research-based management project. In the full time programme, the industrial placement provides a way for students to learn and develop in an external real world environment. The Management Project will in most cases be related to the host company. In the four year Work & Study programme students combine work and study and they do their Management Project at their workplace. In general the audit panel agrees with the grades awarded although some of the grading appears to be generous. Overall, the research aspects, research questions, methodology, sampling, data analysis, use of literature, are dealt with adequately to very good. This is reflected in the grading. The feedback given to the students on the grading sheets is in line with the audit panel's fin-

dings. The audit panel advises the programme to enhance the clear relation between comment on the grading sheets and the mark given.

The success rate of the BBA programme is ninety percent in five years time. According to representatives of the industry alumni from Stenden HMS are down to earth, practical and entrepreneurial. They fit in easily in an (international) organization.

In the **MA** programme students are expected to demonstrate their capacity to produce academic work at Master level through the production of a theoretically informed and analytical, but also applied master thesis will be the ultimate demonstration of the student's capacity to produce academic work at Master level. According to the audit panel students convincingly demonstrate the Master level. There is a rigorous attention to the research process, methods used and literature reviews. Because of the holistic approach of grading it was not always clear from the grading sheets why a grade was awarded based on the comments of the examiners. During the interview, the examiners convinced the audit panel of the thoroughness of their grading process (ref. Standard 3). They could explain clearly why a mark was given. The audit panel recommends the programme to strengthen the grading sheets by making the relationship between the substantiation of the assessment of the criteria in the rubric and the grade awarded more transparent.

The audit panel found the different levels, AD, BBA and MA, well represented in the final works and fitting the criteria and learning outcomes. The levels are in line with international standards.



## Distinctive Feature Real World Learning

In the accreditation process of 2011 Stenden HMS was granted the distinctive feature Real World Learning (RWL). In 2011 Real World Learning was described as:

“The HM programme has evolved into a sophisticated compilation of didactical methods that balances theoretical input and practical training, in a full service Learning Company Hotel. The programme is delivered through a variety of methods, based on the constructivist Problem Based Learning (PBL)”.<sup>7</sup>

The programmes have evolved and so has Real World Learning. In 2018 Stenden HMS defines Real World Learning as:

“Real World Learning is a sophisticated compilation of didactical methods that balance theoretical and experiential learning in a real world context, designed to deliver global-minded, resourceful and hospitable professionals that hit the ground running and make a difference”.<sup>8</sup>

Real World Learning can be found in abundance in the AD and the BA programmes.

### Distinguishing nature

Criterion 1:

*The distinctive feature distinguishes the programme from other relevant programmes in the Dutch higher education sector.*

Although all schools for Hospitality Management in the Netherlands have opportunities for real world experiences for students in their programmes, the opportunities at Stenden HMS surpass those of other schools. The entire teaching and learning environment, e.g. the commercial learning companies (ref. Standard 2), is designed for RWL, in order to provide a clear and unified, student-centred concept. The social constructivist approach of Stenden HMS is enhanced through RWL, which places an emphasis on learning rather than teaching. Stenden HMS is actively engaged in every relevant aspect of hospitality across the globe, and strives to place students at the heart of this activity.

The audit panel concludes that both the AD and the BBA programmes meet this standard.

### Concretisation

Criterion 2:

*The impact of the distinctive feature on the quality of the education provided has been operationalized on the basis of the relevant standards in the appropriate assessment framework.*

Stenden HMS has translated the competences from the national professional profile to comparable programme specific competencies (ref. Standard 1). This was done amongst other things to ensure the

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<sup>7</sup> Real World Learning, Distinctive feature of Stenden HMS, Stenden Hotel Management School

<sup>8</sup> Real World Learning, Distinctive feature of Stenden HMS, Stenden Hotel Management School

competencies were defined in clear and unambiguous terms that were applicable to the Real World Learning philosophy of Stenden HMS<sup>9</sup>. For instance (from the programme objectives of the BA programme):

1. Students have to demonstrate the knowledge, skills and attitude necessary to work effectively in the international hospitality industry.
2. Students have to demonstrate the ability to interact with others constructively, and to motivate & lead people towards common goals, respecting diversity, regardless of background and culture.
3. Students have to function effectively as a starting professional in an international business environment. They have to integrate academic and practical knowledge through a, research based, management project.

To enhance the practice environments of the learning companies, Stenden HMS has invested in:

- the scheduling and nature of the practice periods;
- professionalizing the delivery of practice;
- expanding and enhancing the operating environment of Stenden Hotel;
- possibility to get universally recognized certificates that enrich the student's journey to the future.<sup>10</sup>

Practice used to be part of the Food and Beverage and Room Divisions module. Practice is now a separate module Real World Learning. In this module students spend ten weeks full time practicing in the hotel environment. In year two and three there are periods of five weeks (Operations Performances and Hospitality Operations Management) scheduled in the professional environment of the learning companies. This enables students to engage with guests on a continual basis instead of only once a week. Students are now fully immersed, living life as a hospitality operator and not just as a student. They can really master the systems and equipment, and it encourages them to reflect more on their own competencies. In year one the focus is on their technical ability to operate. In the second year students focus on supervisory skills as they monitor their first year subordinates. In the third year students develop managerial skills, plan and execute new ideas and evaluate the consequences of their decisions. In year four students do a ten month placement at an external hospitality company.

This new schedule (modules on RWL) provided the team with the opportunity to work and interact more with students for a longer period, like in a real hotel. The more commercial approach made the emphasis shift from teachers becoming practical instructors to professionals from the industry being equipped with educational knowledge. Each new staff member is now required to have at least five years working experience in the professional field. Approximately half of all staff members already have experiences in the hospitality industry. Stenden HMS facilitates staff to enhance their working experience by way of the International Branch Campus sites. Exchange Programmes, the Grand Tour, industrial placements contacts and the Work & Study programme.

The Stenden Hotel used to be open from Monday till Sunday morning. The hotel was closed during bank and school holidays. Now the Stenden Hotel operates in a manner more comparable to hospitality industry. The hotel is open 322 days a year, including weekends and public holiday. It is closed for four weeks in the summer and two weeks in the winter. The large number of students in the practice modules in Leeuwarden make it a challenge to accommodate them all. Stenden HMS is currently searching for more industry partners where students can do their practice module. Another challenge is the recognition of prior experience, e.g. hospitality-related student jobs, by developing instruments for assessment of this experience.

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<sup>9</sup> Programme Document *Real World Learning* for Hotel Management (HM), Hoger Hotel Onderwijs (HHO), April 2017

<sup>10</sup> Real World Learning, Distinctive feature of Stenden HMS, Stenden Hotel Management School

The audit panel concludes that Stenden HMS has excellent commercial learning companies available for AD and BBA students (ref. Standard 2). In these learning companies students are engaged in every aspect of real operating businesses within the university. The Stenden Hotel in Leeuwarden (restaurant, banqueting and rooms), a four-star learning company that is operated and managed (in part) by Stenden HMS students. The hotel has 28 rooms, a restaurant with adjoining kitchen, a hotel bar and a training kitchen. In addition, there are in total seven rooms for meeting and congresses, company trainings and seminars of 10 to 275 persons. In the school there is a catering outlet (CaféIF), located next to the study landscape, and a canteen for all students and staff. Stenden Meeting U is the event organizing company of Stenden Hotel Companies that organizes all kinds of events from small and simple to large and exclusive events.

In addition to these facilities, Stenden HMS has more links with the hospitality industry:

- inviting representatives of the hospitality industry to provide guest lectures;
- input from the Sounding Board and Advisory Board into the contents of the modules;
- organizing company presentations for second and third year students, as well as the placement company fair;
- incorporating 40 hours of work field orientation in the Resources module in year 1;
- requiring all students to work with real guests in Stenden Hotel and in the learning companies;
- requiring all BA students to undertake 40 weeks industrial placement in their final year.<sup>11</sup>

The **AD** programme has a fruitful collaboration with the Drenthe College and local industry in Emmen. The programme makes use of the learning company Stones, restaurant and bar, and a large open kitchen, where students from Drenthe College and Stenden HMS practice together in differentiated roles, mirroring the real world. BBA students of the RWL module in Leeuwarden supervise AD students in Emmen, who in turn supervise students from Drenthe College. The work & Study programme is developed for employed students and shows how Stenden HMS integrates a more regional perspective in the programmes.

The curricula of both AD and BA programmes are structured thematically. The themes have a relationship with the future professional activities of the students. The PBL approach (ref. Standard 2) contributes to the integration of theory and practice, as it continuously confronts students with real problems from the hospitality industry. The cases are derived from Stenden Hotel and the external hospitality environment. Many assignments are done for real clients in the hospitality industry.

In assessments (ref. Standard 3) students have to demonstrate their ability to function in the real world. The host company of e.g. internships, is asked to assess students against the programme competences. The assessor/examiner takes these assessments from the host company into account when grading the student's work. The experiences in Emmen, where the industry and the school work closely together, can be an example for Leeuwarden.

The audit panel concludes that both the AD and the BBA programmes meet this standard.

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<sup>11</sup> Programme Document *Real World Learning* for Hotel Management (HM), Hoger Hotel Onderwijs (HHO), April 2017

## Relevance

Criterion 3:

*The distinctive feature is of essential importance to the nature of the programme.*

The Real World Learning approach seems to pay off. In spite of a financial and economic crisis in the past years, employment rates of the graduates have remained high (2016: 95 %). Survey outcomes on the attitude of graduates confirm that Real World Learning is the right approach to prepare students for the hospitality industry of today.

In 2017 a study with a qualitative approach was undertaken<sup>12</sup>. Primary data was collected by interviewing hotel executives during the Industry Fair, some of them alumni from Stenden HMS, others alumni from other hotel schools. Other data was gathered from the Stenden HMS Profile Book and from the alumni database. Eighty percent of the Stenden HMS graduates are working in the Netherlands, the other twenty percent are spread all over the world (34 different countries, 163 cities and 17 sectors). It took most of the graduates six to twelve months to reach management level.

The interviews reveal that most of the hotel executives, including Stenden alumni, emphasize the combination of practical and theoretical skills of the Stenden HMS students and graduates. Another aspect of the Stenden HMS students is their intercultural knowledge and sensitivity. This makes them flexible and hospitable for the guests. The intercultural competence meets the requirements of the hotel industry and also empowers graduates for the real world. In the interviews the attitude of the Stenden HMS students is praised. Students have a positive attitude and hospitality focus, they are team workers. According to alumni PBL trains them to think and act in the same way you would do in a business meeting: listening to others and show respect.

The conclusion in this study is that applied learning, intercultural competence and attitude are the ingredients of Real World Learning that prepare students well for the hospitality industry.

The audit panel concludes that both the AD and the BBA programmes meet this standard.

## General conclusion

The audit panel concludes that the AD and BBA programmes of Stenden HMS meet all standards of the distinctive feature Real World Learning. The audit panel proposes to the NVAO to grant Stenden HMS the distinctive feature Real World Learning.

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<sup>12</sup> Javed Suleri, Elena Cavagnaro, *The Three Pillars of Real World Learning*, 15 Jan 2018



## General conclusion of the study programmes

### Assessment of the standards

The audit panel comes to the following judgements with regard to the standards:

Standard	Assessment AD - full time - part time - dual	Assessment BA - full time - part time - dual	Assessment MA - full time - part time
<i>Standard 1 Intended learning outcomes</i>	good	good	good
<i>Standard 2 Teaching-learning environment</i>	good	good	good
<i>Standard 3 Assessment</i>	good	good	good
<i>Standard 4 Achieved learning outcomes</i>	good	good	good

### Consideration and conclusion

The audit panel concludes that Stenden HMS offers three good programmes in hospitality management. The audit panel commends Stenden HMS on the chain of programmes involving different EQF levels. It applauds the Real World Learning approach in the AD and BBA programmes and is especially pleased with the commercial learning companies. This approach differentiates this school from other hotel schools. The campuses abroad are very interesting for BBA students to gain international experience. The collaboration with the University of Derby offers Master students the possibility of a dual degree.

The audit panel assesses the quality of the professional programmes in Hospitality Management of Stenden University of Applied Sciences as **good**.

# Recommendations

The audit panel offers the following recommendations:

## **Standard 1**

As for the composition of the Advisory Board, the panel recommends to attract members from a diverse group of hospitality professional as well as members from other industries, Furthermore the panel advises to adopt a consistent policy of rotation of board members and include more members on the board that are not Stenden alumni to ensure there is no subjective opinion.

## **Standard 2**

The audit panel thinks Stenden HMS could improve its facilities to offer students even more depth and breadth in practice experiences.

As of May this year the certificate for Responsible Service of Alcohol and Gaming (sociale hygiëne) is not automatically included in the degree anymore. The audit panel advises Stenden HMS to try to include the training for this certificate in the curriculum. Representatives of the hospitality industry agreed that this would be an advantage for graduates.

## **Standard 4**

The audit panel recommends the programme to strengthen the grading sheets in both the BBA and the MA programme by making the relationship between the substantiation of the assessment of the criteria in the rubric and the grade awarded more transparent.

# Appendices

## Appendix 1 Programme for the site visit

### *Panel 18-03-2018*

<b>Time</b>	<b>Activity</b>	<b>Location</b>
15.00	Welcome Panel	Hotel Ten Cate Emmen
15.30 – 16:00	Introduction cluster visitation & Dutch Higher Education system	Hotel Ten Cate Emmen
16.00 – 19.00	Preparation meeting panel	Hotel Ten Cate Emmen
19.00	Dinner Panel Members	Hotel Ten Cate Emmen

### *Panel 19-03-2018 Associate degree & Work & Study (morning)*

<b>Time</b>	<b>Activity</b>	<b>Location</b>
07.30 – 08.15	Breakfast	Hotel Ten Cate Emmen
08.15	Departure to Stenden Emmen	Hotel Ten Cate Emmen
08.30 – 09.00	Welcome in Restaurant Stones and guided tour by students	Stenden Emmen
09.00 – 10.00	Faculty and management (Ad full time & W&S)	Stenden Emmen
10.00 – 11.00	Students & Alumni (Ad full time & W&S)	Stenden Emmen
11.00 – 11.15	Break	
11.15 – 12.00	Industry Partners (Ad full time and W&S)	Stenden Emmen
12.00 – 12.45	Walking Lunch with students, alumni & industry partners Ad	Restaurant Stones
12.45	Departure to Leeuwarden (meeting bus for panel only)	Stenden Emmen

### *Panel 19-03-2018 BBA Programme (afternoon)*

<b>Time</b>	<b>Activity</b>	<b>Location</b>
14.15 – 14.45	Checking in Panel	Stenden Hotel
15.00 – 16.00	Campus Tour	Stenden Leeuwarden
16.00 – 17.00	Introduction & Orientation	Conference room 11

with Management Team BBA  
Programme incl. vision on  
Internationalisation

17.00 – 17.45	Meeting panel members	Conference room 11
18.00 – 19.00	Welcome Informal drinks with faculty and management	Stenden Hotel
19.00	Dinner (panel only)	Restaurant Wannee

***Panel 20-03-2018***

***BBA Programme***

<b>Time</b>	<b>Activity</b>	<b>Location</b>
07.30 – 08.30	Breakfast	Restaurant Wannee
08.30 – 9.00	Preparation panel	Conference room
09.00 – 10:00	Meeting with Faculty BBA	Conference room 11
10.15 – 11.00	Meeting with Exam and Programme Committees	Conference room 11
11.00 – 11.30	Break	Conference room 9
11.30 – 12.15	Meeting with Students BBA	Conference room 11
12.15 – 13.30	Lunch + Document inspection	Conference room 9
13.30 – 14.15	Meeting with Student Support Services	Conference room 11
14.15 – 14.30	Coffee break / Energizer	Conference room 9
14.30 – 15.15	Meeting with Management Project supervisors and Placement coaches	Conference room 11
15.15 – 16.15	Meeting panel members	Conference room 11
16.15 – 16.30	Departure to SEMS Leeuwarden	Stenden Leeuwarden
16.45 – 17.45	Meeting with Advisory Board, Alumni and Interns	SEMS Leeuwarden

17.45 – 18.30	Drinks with Advisory Board, Alumni, Interns	SEMS Leeuwarden
19.00	Dinner (panel only)	SEMS Leeuwarden

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***Panel 21-03-2018***                      ***Master Programme***

<b>Time</b>	<b>Activity</b>	<b>Location</b>
07.30 – 08.30	Breakfast	Restaurant Wannee
08.30 – 9.00	Preparation panel	Conference room
09.00 – 10.00	Meeting with Faculty MA	Conference room 11
10.15 – 11.00	Meeting with Exam Committee, Programme Committee and Support Services MA	Conference room 11
11.00 – 11.30	Break	Conference room 9
11.30 – 12.15	Meeting with Students & alumni MA	Conference room 11
12.15 – 14.00	Life of a student at the campus, with lunch (hosted by students)	Meet at Conference room
14.00 – 14.30	Meeting with Academy of International Hospitality Research (AIHR)	Conference room 11
14.30 – 17.00	Panel meeting	Conference room 9
17.00 – 17.30	Panel report of findings to Management	Conference room 11
17.30 – 18.00	Panel report of findings to participants	Conference room 11
18.00 – 19.00	Closing drink	Lobby Stenden Hotel

## Appendix 2 Additional documents provided to visitation panel

- 1) CroHo numbers
- 2) Organisational Structure Stenden
- 3) Instellingstoets (Institutional Audit)
- 4) Stenden Educational Plan: World Wise.
- 5) New University NHL Stenden
- 6) Organisational Structure Stenden HMS / Stenden Hotel
- 7) Overview of professorships
- 8) Overview of committees
- 9) Student intake, outflow
- 10) Dutch Education System
- 11) Stenden HMS Strategy Plan 2012-2017
- 12) 2017 Concept Stenden HMS Academy Plan
- 13) Year Plans Stenden HMS
- 14) Year Plans Stenden Hotel
- 15) Trimester reports Stenden HMS
- 16) BBA Programme - course document, National Educational Profile, major & minor modules, examples test matrices, book lists
- 17) Associate Degree (Ad) - module structure, graduation module
- 18) Work & Study Programme - course document, validation guide, overview curriculum, module information, examples test matrices, book lists
- 19) Master Programme - course document, module information, book lists
- 20) Teaching & Exam Regulations (TER / OER)
- 21) Alumni - alumni app, alumni policy, HBO Monitor
- 22) Drop out & yield BBA programme
- 23) Associate Degree - guest lectures, project plan restaurant Stones
- 24) BBA programme - guest lectures
- 25) Master Programme - guest lectures, AIHR best cases
- 26) NVAO previous accreditation
- 27) THE-ICE accreditation 2013
- 28) The Institute of Hospitality Accreditation 2014
- 29) National student survey (NSE)
- 30) International student barometer (ISB)
- 31) Examples of module evaluations
- 32) CeQuint 2014 & 2018 including annexes and examples of student assessment
- 33) Stenden Internationalisation Strategy

- 34) Stenden HMS Internationalisation Strategy
- 35) Tables student population last 3 years
- 36) Library information
- 37) Facilities Emmen
- 38) Study Start Week & Host Programme
- 39) List of information on student services offered, policy on studying with a disability
- 40) Stenden HMS Student Union
- 41) Stenden Student Council
- 42) List of Advisory Board Members
- 43) Strategic HRM Plan
- 44) Information / data on staff members
- 45) Staff Training & Development
- 46) Staff Satisfaction Survey
- 47) Examples of staff newsletters
- 48) List of Community / Social Responsibility activities 2017
- 49) List of memberships / partnerships Stenden HMS
- 50) Test policies
- 51) Some examples of test matrixes
- 52) Annual reports exam committees
- 53) Assessment Learning Company
- 54) Stenden HMS graduation lists
- 55) Manuals/ handbooks for end products



## Appendix 3 Module planning

### Module Planning 2017-2018

#### Associate Degree

		Period 1	Period 2	Period 3	Period 4
<b>Year 1</b>	<ul style="list-style-type: none"> <li>&gt; Career Development</li> <li>&gt; Elective activities</li> </ul>	<b>Hospitality Operations</b> <ul style="list-style-type: none"> <li>&gt; The Hospitality Industry</li> <li>&gt; Hospitality Foundation</li> <li>&gt; Hospitality Finance</li> </ul>	<b>Real World Learning in Practice</b> <ul style="list-style-type: none"> <li>&gt; Practical Training in Stenden Hotel, restaurant, bar and conference (Leeuwarden) or various hospitality businesses (Emmen).</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>&gt; Integrated Applied Resources</li> <li>&gt; Financial Accounting</li> <li>&gt; Language of Business</li> </ul>	<b>Guest experience</b> <ul style="list-style-type: none"> <li>&gt; Integrated Applied Marketing</li> <li>&gt; Hospitality Applied Research</li> <li>&gt; Business English</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>&gt; Career Development</li> <li>&gt; Elective activities</li> </ul>	<b>Hospitality Operations Performance:</b> <ul style="list-style-type: none"> <li>&gt; Hotel Procedures</li> <li>&gt; Hotel Operations Training Simulation</li> <li>&gt; Practical Training</li> </ul>	<b>Hospitality Operations Design</b> <ul style="list-style-type: none"> <li>&gt; Service Concepts &amp; Operations</li> <li>&gt; Revenue Management</li> <li>&gt; Business Statistics</li> </ul>	<b>Languages &amp; Cultures in International Business</b> <ul style="list-style-type: none"> <li>&gt; Communication in reading and writing</li> <li>&gt; One foreign language (German, Spanish or French)</li> </ul>	<b>Hospitality Operations Environment &amp; Graduation</b> <ul style="list-style-type: none"> <li>&gt; Operations Environment</li> <li>&gt; Written report and defence</li> </ul>

Note: Modules are not sequential and may be done in a different order

#### Bachelor Degree

		Period 1	Period 2	Period 3	Period 4
<b>Year 1</b>	<ul style="list-style-type: none"> <li>&gt; Study Coach</li> <li>&gt; Elective activities</li> </ul>	<b>Guest Experience:</b> <ul style="list-style-type: none"> <li>&gt; Integrated Applied Marketing</li> <li>&gt; Hospitality Applied Research</li> <li>&gt; Business English</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>&gt; Integrated Applied Resources</li> <li>&gt; Financial Accounting</li> <li>&gt; Language of Business</li> </ul>	<b>Hospitality Operations:</b> <ul style="list-style-type: none"> <li>&gt; The Hospitality Industry</li> <li>&gt; Hospitality Foundation</li> <li>&gt; Hospitality Finance</li> </ul>	<b>Real World Learning in Practice:</b> Practical Training in NHL Stenden Hotel, restaurant, bar and conference facilities.
<b>Year 2</b>	<ul style="list-style-type: none"> <li>&gt; Study Coach</li> <li>&gt; Elective activities</li> </ul>	<b>Hospitality Operations Design:</b> <ul style="list-style-type: none"> <li>&gt; Service Concepts &amp; Operations</li> <li>&gt; Revenue Management</li> <li>&gt; Business Statistics</li> </ul>	<b>Hospitality Operations Performance:</b> <ul style="list-style-type: none"> <li>&gt; Hotel Procedures</li> <li>&gt; Hotel Operations Training Simulation</li> <li>&gt; Practical Training</li> </ul>	<b>Hospitality Operations Environment:</b> <ul style="list-style-type: none"> <li>&gt; Operations Environment</li> <li>&gt; Law</li> <li>&gt; Financial Analysis</li> </ul>	<b>Languages &amp; Cultures in International Business:</b> <ul style="list-style-type: none"> <li>&gt; Conversation</li> <li>&gt; Reading/Writing</li> <li>&gt; Culture</li> <li>&gt; Grammar</li> <li>&gt; Communication (Choice: Spanish, French, German, Mandarin, Russian, Dutch)</li> </ul>

Year 3	> Study Coach	> Strategic Management > Hospitality Operations Management > Psychology of management of organisations > Understanding Research	<b>Minor 1</b> > Grand Tour > Exchange semester > NHL Stenden minor	<b>Minor 2</b> > Grand Tour > Exchange semester > NHL Stenden minor
Year 4	> Placement Coach	Internship and Bachelor Thesis (Management Project)		

Note: Modules are not sequential and may be done in a different order

## Work & Study

	Themes			
<b>Hospitality Basics</b>	<b>Theme A: Hospitality Basics</b> A.1 This is the Hospitality Industry A.2 Starting in Hospitality A.3 Looking for Balance	<b>Theme B: The Guest</b> B.1 Customer Journey B.2 Hospitality Mindset B.3 Walk the talk	<b>Theme C: Marketing</b> C.1 Guest & Marketing C.2 Working in Hospitality C.3 Emotional Intelligence	<b>Theme D: Entrepreneurship</b> D.1 Entrepreneur & Resources D.2 Independently Working in Hospitality D.3 Personal Leadership
<b>Supervisor</b>	<b>Theme E: Human Resources</b> E.1 Operations 1: HRM E.2 From Employee to Supervisor E.3 Supervisory Career Plan	<b>Theme F: Internal Control</b> F.1 Operations 2: Planning & Control F.2 Supervising and Controlling in Hospitality F.3 Basic Hospitality Research Skills	<b>Theme G: Quality Control</b> G.1 Quality Improvement: Planning G.2 Quality in Hospitality G.3 Hospitality Reporting (Ad Qualifying Exam)	<b>Theme H: Change</b> H.1 Quality Improvement: Change H.2 Enabling Change in Hospitality H.3 Supervisor Proficiency
<b>Assistant Manager</b>	<b>Theme I: Business Intelligence &amp; Communication</b> I.1 Business Intelligence and Communication I.2 Communication in Hospitality I.3 Personal Branding	<b>Theme J: Cultural Intelligence</b> J.1 International Hospitality Research Paper Proposal J.2 Intercultural Skills at Work J.3 Languages and Cultures in International Business (LCIB): Writing	<b>Theme K: Global Mindset</b> K.1 International Hospitality Research Paper: Report K.2 Intercultural Skills in a Team K.3 Languages and Cultures in International Business (LCIB): Speaking	<b>Theme L: Sustainable Partners in Hospitality</b> L.1 Sustainable Partners in Hospitality L.2 Networking in Hospitality L.3 Reputation Management
<b>Manager</b>	<b>Theme M: Hospitality Strategy: Analysis</b> M.1 Strategic Hospitality Management: Strategic Position M.2 Hospitality Operational Analysis M.3 Management Development	<b>Theme N: Hospitality Strategy: Choice</b> N.1 Strategic Hospitality Management: Strategic Choice N.2 Creative Problem Solving N.3 The Agile Manager	<b>Theme O: Total Performance Management</b> O.1 Organizational Performance Management Research: Proposal O.2 Sustainable Talent Management O.3 Personal Performance Management	<b>Theme P: The Future Hospitality Leader</b> P.1 Organizational Performance Research: Thesis P.2 Hospitality Leadership P.3 The Career Conscious Manager

## Master Degree

Period 1	<b>Setting the framework : the past (10 wks)</b>			<b>EXTRA ACTIVITIES LEADING TO MSc</b> > Lectures by UoD Professor > University of Derby Study Trip (15 ECTS) > Critical Issues in Hospitality > Team Building in Action
	Principles of Hospitality & Service Management (10 ECTS)	Research 1: Defining a Contemporary Topic (5 ECTS)		
Period 2	<b>Operationalizing the framework: the present (10 wks)</b>			
	Service Performance Improvement (5 ECTS) Sustainable Value Creation in the Hospitality Industry (5 ECTS)	Research 2: Thesis Proposal (5 ECTS)		
Period 3	<b>Beyond the framework: the future (10 wks)</b>			
	Strategic Human Resource Management (5 ECTS) Financial Decision Making (5 ECTS)	Research 3: Data Collection (5 ECTS)		
Period 4	<b>Master thesis (10 wks)</b>			
	Elective (one of the following):		Research 4: Analysis and writing (10 ECTS)	
	Managing Events Organisations (5 ECTS)	Entrepreneurship and Innovation (5 ECTS)		
Period 5	<b>Writing Master Thesis</b>			
			Optional: 5 weeks practice period in Stenden Hotel	
<b>Submission / completion</b>				