



NHTV Breda University of Applied Sciences

B International Hotel Management

Extended Programme Assessment

4 June 2018

Summary

In March 2018, an audit panel conducted an extended programme assessment of the existing Bachelor programme in International Hotel Management of NHTV Breda University of Applied Sciences in Breda. The panel assesses the quality of the programme as **good**.

Standard 1: Intended learning outcomes

The panel assesses standard 1 as excellent.

The qualifications are formulated in terms of the standards of a Bachelor of Business Administration (BBA) and reflect the required level of qualities outlined in the Professional and Educational Profile of the Association of Dutch Hotel Management Schools. This ensures that they are at the appropriate bachelor level as defined in the Dublin descriptors. The decision to deviate from the PEP for Hotel Management and adopt the BBA standards instead of competencies was a conscious decision to develop a future proof curriculum and is commendable. In addition to having formulated the learning outcomes in terms of the BBA standards for International Hotel Management, Breda University of Applied Sciences (further: BU) determined a set of distinct key qualifications: besides being qualified for entry-level jobs and having professional expertise, BU graduates are self-managing, self-responsible, creative and innovative. These key qualifications make up the common profile for all BU graduates and prepare them optimally to operate effectively in the international professional field as future professionals. The key qualifications are incorporated in all BU programmes by focusing on a number of strategic themes which are embedded in the curricula as a basis for the social functioning of graduates. The link with international requirements is shown by the recent accreditation by the United Nations World Tourism Organisation (UNWTO) and the application for full membership of the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE). The intended learning outcomes are validated by the industry through the programme's extensive links with national and international partners. The panel concludes that the intended learning outcomes have a broad basis and at the same time a clear focus. They are geared to the expectations of the professional field, the discipline, and international requirements. The programme's choice to adopt the internationally recognised BBA standards and the exceptionally high accreditation score awarded by UNWTO set the programme apart from other hotel schools in the Netherlands.

Standard 2: Curriculum: orientation

The panel assesses standard 2 as excellent.

The orientation of the curriculum strikes a very good balance between research and professional skills. Students develop their professional skills through practical learning in real-life settings, such as the learning company Sibelicious, and in the mandatory placement abroad. The good engagement with industry ensures that students have a wide range of opportunities to develop these skills. The emphasis on research skills is reflected in various courses throughout the programme and culminates in the writing of the Bachelor Thesis. In the Personalisation Component of the Graduation Phase, students have the chance to create a distinct profile for themselves by deepening or broadening their knowledge, doing an additional placement, being a research assistant or working for their own company. The panel considers the programme to be a front runner in the domain of hotel schools by its innovative approach in research education, as implemented in the course Investigative Abilities. The combination of strong research and professional skills prepares students to be better professionals, who are able to underpin their decisions in a more informed manner. For this reason the panel considers this standard to be excellent.

Standard 3: Curriculum: content

The panel assesses standard 3 as good.

The curriculum offers a solid framework of courses that fit the mission and vision of the programme. The curriculum is well-thought out and enables students to acquire all aspects of the BBA standards and the Professional and Educational Profile of the Association of Dutch Hotel Management Schools. The courses are well orientated towards the industry and reflect the BU strategic themes. The content of the courses is up to date and of the required level. It is clear that students proceed to the higher cognitive levels of the Bloom taxonomy during the curriculum. The courses reflect recent trends and developments, partly based on the lecturers' own research.

Standard 4: Curriculum: learning environment

The panel assesses standard 4 as good.

The learning environment is based on an explicit educational vision of BU (Education@Work, 2014-2019) and is aligned with current innovation processes, such as the campus development plan and the e-learning project. The programme succeeds in creating a stimulating and personalised education. Contributing factors are the small scale of the programme, the international classroom, the great variation in teaching methods and the possibilities for students to make choices in line with their ambitions.

Standard 5: Intake

The panel assesses standard 5 as good.

The programme has a restricted intake of 180 students. There is a solid application and selection procedure, which enables BU to assure the right fit and level of students in the programme. The orientation period at the start of the curriculum offers a good start for both Dutch and international students. It shows that the programme wishes to offer all students the best chances to be successful.

Standard 6: Staff

The panel assesses standard 6 as good.

The programme staff is well qualified to teach and organise the curriculum. Most faculty members have a Master's or PhD degree and many, at least all lecturers who are classified at scale 11 and higher, are active researchers. The Academy staff includes two professorships. A large majority of staff comes from the (international) industry and keeps in touch with recent developments. The facilities for staff development, e.g. in didactical methods, are extensive. The programme actively aims to attract more international staff. The staff-student ratio is 1:20 (1:17, when support staff and management are included), which is quite favourable.

Standard 7: Facilities

The panel assesses standard 7 as good.

The location at Sibeliuslaan offers an intimate atmosphere and very good facilities: the learning company Sibelicious, well-equipped classrooms and studios, a library with access to an extensive electronic collection, a service desk and a placement office. These are more than adequate for the realisation of the curriculum. The location at the new campus, per September 2018, is expected to be at least as good.

Standard 8: Tutoring

The panel assesses standard 8 as good.

The Management Development Programme, the support of coaches in each study phase and more specialised counselors guarantee that students are very well guided in their studies. The information provision is extensive and ties in with the needs of students as well.

Standard 9: Quality assurance

The panel assesses standard 9 as good.

The programme has a good system of quality assurance, with an active involvement of staff, students and other stakeholders. There is a balance between trust and accountability and a clear planning and control system. Appropriate committees are in place to organise the quality process within the Academy.

Standard 10: Assessment

The panel assesses standard 10 as satisfactory.

The assessment policy is adequate to guarantee the validity, reliability and transparency of tests and the tests and assignments of courses are of good quality. Students are examined at the appropriate level and the assessment forms have detailed rubrics. All BBA standards are assessed at the intended end level. The testing committee has been active to help staff in developing good exams and will now turn its focus to the calibration of the way staff members assess the students' work. The panel has noted a number of points that need to be improved in the assessment of Bachelor Theses, regarding the position of the internal examiner and the written documentation. From the meeting with the Board of Examiners the panel concludes that the Board is aware of some of these flaws and is already working on remedies, such as regular calibration sessions. This convinced the panel that the assessment of theses will be improved. On this basis, the panel judges the assessment system as satisfactory.

Standard 11: Achieved learning outcomes

The panel assesses standard 11 as good.

The bachelor theses show that the students achieve the intended learning outcomes. The level conforms to international standards. The alumni are very positive about the programme and found it helpful for their career. They perform well in their professional positions and show they are truly global citizens.

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Introduction

This report contains the assessment of the existing bachelor programme in International Hotel Management (full time) that is offered by NHTV Breda University of Applied Sciences (further: BU). The assessment was conducted by an audit panel that had been approved by the NVAO, prior to the assessment.

The report describes the panel's conclusions and the substantiation for the conclusions. It also contains some recommendations for the study programme. 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 26-28 March 2018.

The audit panel consisted of:

- Drs. Mariëlle Klerks (chair), Programme manager International Classroom Project, Rijksuniversiteit Groningen, the Netherlands;
- Dr. Rajka Presbury, senior lecturer at the Blue Mountains International Hotel Management School (Torren University Australia);
- Dr. Russell Arthur Smith, Principal and Company Director, Sitetectonix Pte Ltd, Singapore;
- Caro van Eekelen, Senior Vice President Learning and Cultural & Digital Transformation at AccorHotels;
- Wout Witteveen (student member), bachelor student at Hotel Management School Maastricht, the Netherlands.

Dr. Marianne van der Weiden, freelance auditor, acted as secretary of the panel.

The assessment is part of a cluster assessment. To ensure alignment between separate audit panels, all panel chairs and 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 its 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 and two panel chairs for all seven audits.

The study programme has 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 report as well as a sample of theses completed in 2016-2017 and 2017-2018. The self-evaluation report and other materials have enabled the panel to reach a well-considered judgement. The panel declares that the assessment of the study programme was carried out independently.

Utrecht, 4 June 2018

Panel chair

Lead auditor

G.M. Klerks

M.J.H. van der Weiden

Short outline of the programme

The bachelor programme in International Hotel Management aims to deliver students who will be able to enter a variety of hospitality-related careers in an international context. In addition to delivering students who will enter the labour market, the programme also prepares students to follow a master programme after graduation. The bachelor in International Hotel Management is a four-year full-time programme, taught in English. It has an annual maximum intake of 180 students. 17.5 per cent of the current population of 752 students comes from outside the Netherlands. Characteristic for the programme are its international outlook and the close involvement of industry.

The programme in International Hotel Management is part of the Academy of Hotel & Facility Management, one of the five Academies at BU. In line with the university's corporate mission and strategic plan, the Academy's mission is 'Creating value by developing and sharing knowledge in partnership with students, faculty and industry'. The programme is actively involved in research and is presently investigating the feasibility of starting a master programme in Sustainable Service & Experience Design (working title).

The Academy of Hotel & Facility Management is currently housed in a separate building at the Sibeliuslaan. Per September 2018, it will move to the new campus of BU, located in the city centre of Breda, where all Academies will be housed. This shared accommodation is expected to create more opportunities for interdisciplinary cooperation and for interaction of the international students with those at other study programmes.

Standard 1 Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and 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 **excellent**.

Conclusion

The panel confirms that the intended learning outcomes fit in very well with the international requirements of the professional field. The management qualifications are formulated in terms of the standards of a Bachelor of Business Administration (BBA) and reflect the required level of qualities outlined in the Professional and Educational Profile of the Association of Dutch Hotel Management Schools. This ensures that they are at the appropriate bachelor level as defined in the Dublin descriptors. The decision to deviate from the PEP for Hotel Management and adopt the BBA standards instead of competencies was a conscious decision to develop a future proof curriculum and is commendable. In addition to having formulated the learning outcomes in terms of the BBA standards for International Hotel Management, Breda University of Applied Sciences (further: BU) determined a set of distinct key qualifications: besides being qualified for entry-level jobs and having professional expertise, BU graduates are self-managing, self-responsible, creative and innovative. These key qualifications make up the common profile for all BU graduates and prepare them optimally to operate effectively in the international professional field as future professionals. The key qualifications are incorporated in all BU programmes by focusing on a number of strategic themes which are embedded in the curricula as a basis for the social functioning of graduates. The strong link with international requirements is shown by the recent exceptionally positive accreditation by the United Nations World Tourism Organisation (UNWTO) and the application for full membership of the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE). The intended learning outcomes are validated by the industry through the programme's extensive links with national and international partners. The panel concludes that the intended learning outcomes have a broad basis and at the same time a clear focus. They are very well geared to the expectations of the professional field, the discipline, and international requirements. The programme's choice to adopt the internationally recognised BBA standards and the exceptionally high accreditation score awarded by UNWTO set the programme apart from other hotel schools in the Netherlands.

Substantiation

Profession and competences

The programme has used the Professional and Educational Profile 2012-2016 of the Association of Dutch Hotel Management Schools as a starting point. This profile is based on the domain competencies of the Bachelor of Business Administration. When redesigning its curriculum (which started in 2014-2015) the programme decided to base it not on these domain competencies, but use the new BBA standards instead. The BBA standards were adopted in 2011 by the Dutch Association of Universities of Applied Sciences for all study programmes in the economic domain. The advantage of the BBA standards is that they are internationally acknowledged and recognised. This makes the intended learning outcomes more comprehensible to the outside world and facilitates the exchange with international partners, side effects which the panel deems very favourable. The BBA standards consist of four elements: solid theoretical basis, research skills, professional skills and professional behaviour. The levels aimed for are at the bachelor's level, as described in the European Qualification Framework and the Dublin descriptors. The panel agrees that the BBA standards provide a broad and recognisable

basis that is relevant to the professional field of hotel and hospitality management. The panel commends the programme for having made the explicit choice to not use the domain competencies, but to anticipate that these BBA competencies would be replaced over time by the BBA standards. With taking the BBA standards as the starting point for the design of the curriculum, the programme closely followed the advice of the Dutch Association of Universities of Applied Sciences by that time to start using this new style of BBA standard - rather than the domain competencies. To deviate from the PEP for Hotel Management was a conscious decision to develop a future proof curriculum. The panel agrees that the use of the BBA standards will make it relatively easy to implement the new PEP 2017-2022, based on so-called learning outcomes, into the current curriculum, since the four BBA standards closely link to these learning outcomes. For this reason, the programme can be considered as an example for those programmes still based on competencies.

Profile

The BU programme aims to differentiate itself from other programmes that are based on the BBA standards, by putting more emphasis on the theoretical basis in Business Law & Ethics, Marketing and Strategic Management. Students are educated to a higher level in these three subjects. The panel considers this a very strong point. These choices follow from the programme's two professorships: Hospitality Experiences (linked to Marketing and Strategic Management) and Sustainable Business Models (linked to Ethics and Strategic Management). They are also in line with the BU strategic themes and the BU educational vision Education@Work, aiming at a common profile of all BU graduates, with explicit qualifications in entrepreneurship, cross cultural understanding, social responsibility and imagineering. The programme thus aims to deliver self-managing, self-responsible and creative and innovative students. The panel appreciates the clear choices made by the programme.

Internationalisation

The programme meets international requirements in the field of hotel management. The programme was accredited by the UNWTO in 2017, based on the standards of their Quality Assurance Programme for Tourism Educational Institutions (TedQUAL). The programme received a very high score (89.2% accomplishment of the standards) and for this reason has been re-accredited for four years instead of the common three years, which is rather exceptional. The panel notes that with the internationally acknowledged UNWTO certification, Breda University International Hotel Management is unique within the Netherlands, since no other Dutch hotel school has this certificate. The programme has had an observer status with THE-ICE since 2013 and has applied for full membership of THE-ICE. The Academy has a cooperative agreement in place with the Department of Hotel, Restaurant and Tourism Management of Haaga Helia University of Applied Sciences, Finland, whereby BU students have the option to undertake the one-year specialisation track 'Hospitality Innovation and Imagineering' during the Graduation Phase in Helsinki. Furthermore, BU students can apply for a Double Degree programme at Haaga Helia. Upon successful completion and spending their final year of study at the partner university, students will receive both a Finnish and Dutch BBA qualification. Summing up, the panel concludes that the BU degree has full international recognition.

Professional field

Alignment with the industry is optimised in various ways. The industry is involved in educational activities throughout the curriculum, through guest lectures, participation in programme projects, providing real life cases, acting as co-assessors and receiving students during study trips and field trips. During the six months placement abroad, each student is visited by a placement coach. This allows the coaches to stay in touch with the industry and its current needs and challenges. The programme offers the international Hilton Class, an exclusive collaboration with Hilton worldwide. Members of staff remain in close contact with the industry through various strategic (international) cooperation networks and research projects. Industry professionals provide regular feedback and advice in the Strategic Advisory

Board. Finally, the programme remains in touch with its alumni, many of whom are involved in the programme as guest lecturer, assessor and 'ambassador'. The cooperation and involvement of the industry is certainly a strength of the programme.

Standard 2 Curriculum: orientation

The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

In this chapter, the audit panel describes the findings, considerations and conclusions on the orientation of the curriculum. The panel assesses this standard as **excellent**.

Conclusion

The orientation of the curriculum strikes a very good balance between research and professional skills. Students develop their professional skills through practical learning in real-life settings, such as the learning company Sibelicious, and in the placement abroad. The good engagement with industry ensures that students have a wide range of opportunities to develop these skills. The additional emphasis on research skills is reflected in various courses throughout the programme and culminates in the writing of the Bachelor Thesis. In the Personalisation Component of the Graduation Phase, students have the chance to create a distinct profile for themselves by deepening or broadening their knowledge by following a minor, doing an additional placement, being a research assistant or working for their own company. The panel considers the programme to be a front runner in the domain of hotel schools by its innovative approach in research education, as implemented in the course Investigative Abilities and the Bachelor Thesis course. The combination of strong research and professional skills prepares students to be better professionals, who are able to underpin their decisions in a more informed manner. For this reason the panel considers this standard to be excellent.

Substantiation

Professional skills

Students develop their professional skills throughout the programme. In the Propaedeutic Phase, students work and learn in the learning company Sibelicious (10 out of 60 EC). In the course Management & Leadership skills in Main Phase 1, students fulfill the role of manager of the first-year students in Sibelicious for two weeks. Students gain extra operational skills by obtaining 2 EC in the Propaedeutic Phase in various hospitality related events, focusing on branch related skills, guest interaction and hospitality. The main component for the development of professional skills is the mandatory placement abroad for one semester in a 4 or 5-star property. During this placement, students acquire professional and management skills and experience other cultures. During the Graduation Phase, students can opt for a second practical placement, enabling them to gain further practical knowledge and experience. In the Propaedeutic Phase, Main Phase 1 and 2 students go on international study trips. They visit companies and work on assignments related to the hospitality industry. The panel commends the extensive contacts that students have with the industry in various phases of the curriculum, especially the international placement. This leads to a very good programme.

First year talented students can express their interest to participate in the international Hilton Class and submit an application to Hilton Worldwide. Selected students are offered extra presentations and classes organised by and at Hilton hotels on top of their regular programme, plus an operational and graduation placement within the Hilton brand. Upon completion, students get a testimonial.

Research skills

In line with the Academy's emphasis on the link between industry, education and research, the Academy strives to be a driving force behind the development of new knowledge to serve the needs of public sector and industry organisations. All the Academy's research projects address the current most challenging questions of the industry. Both staff and students are involved to provide feedback, develop knowledge with and for the industry and to integrate this into the curriculum. In addition to this vision of the Academy, the BBA standards imply that research should play an important role in the curriculum. The core course Quantitative Techniques, related to BBA standard 1 (Solid theoretical knowledge) and BBA standard 2 (Research skills) are integrated into one major component in the curriculum, namely the course Investigative Abilities. Students acquire the skills necessary to gather, analyse and communicate information for the purpose of decision making in this course which runs continuously in the Propaedeutic Phase, Main Phase 1 and Main Phase 2 (14 EC). In the Propaedeutic Phase students are introduced to the interplay of the world of research (analytical thinking) and the world of design (generative thinking), learn the theoretical basis and apply the knowledge to a business case in a structured manner. In Main Phase 1 students have a course on quantitative research methods and combine this with design methodology, followed in Main Phase 2 by a course on qualitative research methods. In this course, the assignment is approached from both a research and linguistic perspective, teaching students to e.g. writing a literature review or formulating an argument. In all courses, students apply their research skills. Special attention is paid to correct referencing. Advanced instruction on finding information is provided by the library. During the Graduation Phase, a course is offered to prepare students for writing their Bachelor Thesis. The panel commends this explicit learning line of research skills, and particularly the Bachelor Thesis course which offers students very good guidance during their thesis writing process. Besides this solid embedment of research skills in the curriculum, the panel appreciates the innovative approach in the research education, which makes an explicit link to Design Thinking in the course Investigative Abilities. This aims to support the development of a crucial element of 21st Century Skills: innovation power, and is based on the insight that the solution of complex professional problems requires the combined qualities of analytical and generative skills. In contrast to programmes offering more traditional approaches to research education (mostly focusing on solely the intervention cycle), Investigative Abilities is based on both the intervention cycle and the design cycle. This innovation has been presented at the EuroCHRIE 2017 Conference. The panel considers the programme's research education therefore as a front runner in this domain.

The panel appreciates the Personalisation Component of the Graduation Phase, which allows students to further develop either their professional or research skills.

Standard 3 Curriculum: content

The contents of the curriculum enable students to achieve the intended learning outcomes.

In this chapter, the audit panel describes the findings, considerations and conclusions on the content of the curriculum. The panel assesses this standard as **good**.

Conclusion

The panel feels that the curriculum offers a solid framework of courses that fit the mission and vision of the programme. The curriculum is well-thought out and enables students to acquire all aspects of the BBA standards and the Professional and Educational Profile of the Association of Dutch Hotel Management Schools. The courses are well orientated towards the industry and reflect the BU strategic themes. The content of the courses is up to date and of the required level. It is clear that students

proceed to the higher cognitive levels of the Bloom taxonomy during the curriculum. The courses reflect recent trends and developments, partly based on the lecturers' own research.

Substantiation

Framework of courses

The documentation provides an overview of the modules and courses in the curriculum, how they are related to the four BBA standards and to the strategic themes of BU. Each phase consists of one or more modules (semesters) which, in turn, consist of a number of courses. The Propaedeutic Phase consists of two modules (Knowing the Fundamentals of Hospitality Management Operations and Understanding the Hospitality Management Industry) and a Capstone Project. Main Phase 1 comprises three modules: Developing People and Organisations (including an Integrated Project), Managing Business Performance and Innovation (including a Revenue Management Project) and Exploring the International Hospitality Industry (through the international placement period). Main Phase 2 consists of one module (Creating Excellence in Hospitality Management). The Graduation Phase is made up of the Personalisation Component and the Bachelor Thesis. The panel confirms that these modules and courses provide a solid and comprehensive theoretical basis and contribute to the development of the key qualifications and the strategic themes entrepreneurship, cross cultural understanding, social responsibility and imagineering. The panel feels that planning the international placement in Main Phase 1 is very suitable for the learning process, as it helps students to get a good understanding of the industry early on. This helps them to get more out of the later courses and also helps them with the choices to make later on in the programme (personalisation component, etc.) An additional strong point in the curriculum is the language component. English is offered in the first three phases of the programme as a separate course, but is also integrated in other courses, e.g. when students are required to read and interpret academic English articles for a knowledge core course in the same semester. All students follow one second international language as well (French, German, Spanish, or Dutch for internationals).

Content level

During the site visit, the panel has studied the course syllabi, handbooks and study materials. This confirms that the content of the courses is very well geared to the intended learning outcomes. The curriculum shows a progressive development of learning from the first year to the Graduation Phase. Learning in the Propaedeutic is mainly focused at levels 1 (remembering) and 2 (understanding) of Bloom's taxonomy, proceeding to level 3 (application of knowledge) in Main Phase 1 and levels 4 (analysis) and 5 (integration) in Main Phase 2. The courses reflect recent trends and developments. Lecturers are able to integrate the outcomes of research in their teaching and have written good international textbooks that are used in the programme. They are thus able to ensure that the course contents are up to date.

Standard 4 Curriculum: learning environment

The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

In this chapter, the audit panel describes the findings, considerations and conclusions on the learning environment of the curriculum. The panel assesses this standard as **good**.

Conclusion

The learning environment in the International Hotel Management programme is based on an explicit educational vision of BU (Education@Work, 2014-2019) and is aligned with current innovation processes, such as the campus development plan and the e-learning project. The programme succeeds in creating a stimulating and personalised education. Contributing factors are the small scale of the programme, the international classroom, the great variation in teaching methods and the possibilities for students to make choices in line with their ambitions.

Substantiation

Educational vision

The educational vision Education@Work, adopted in 2014, aims at 'Collaborative learning in learning communities, by means of personalisation of education and by means of creating an inspiring learning environment, for instance with much variation in didactical methods and industry involvement'. Two priorities were set for 2015-2016: strengthening the relationships with industry and personalisation of education. The panel commends the programme with the implementation of these points: both are clearly evident in the programme. Further plans relate to making full use of other innovation processes, such as the development of the new campus, the e-learning project and lecturer training.

Teaching methods

Within given design principles, the lecturers determine which method of learning and teaching works best for their particular course, which leaves much space for own initiative and creativity. Didactical methods vary from traditional lectures to different types of workshops, flipping the classroom, seminars, dialogue sessions and problem-based learning. The curriculum committee ascertains that there is a good diversity and balance throughout the curriculum. The students confirmed in their meeting with the panel that they are satisfied with the interactive approach of lecturers. The teachers respond quickly to questions and are always willing to help. The panel appreciates the various innovative projects in the programme, such as the Capstone project 'The Lobby of the Future' and the Revenue Management Project where students learn how to be submerged in data and how to fail effectively. These projects as well as all other projects and assignments are industry based.

Characteristic of the learning environment is the small scale, which creates a sense of intimacy. Learning communities are already in place in the Bachelor Thesis course and in the minors. This will be extended to other courses in the re-design of Main Phase 2. The programme aims for an international classroom: in every class and every group at least one or two international students participate. This stimulates cross cultural learning and the exchange of international experiences. This could be further enhanced, when the programme succeeds in attracting more international students and the international classroom becomes more robust. Students are actively encouraged by staff to always speak English, in order to make all students feel included. The audit panel urges the programme to continue insisting that students talk English not only in formal study programme settings (classes etc), but also in more informal ones, i.e. extracurricular events, presentations, and bring it to the attention of the programme's study associations, etc. in order to create an even more inclusive environment.

The Academy has recently (September 2017) updated the implementation plan for e-learning. The aim is to support students to study regardless of place and time. Further, an optimised digital learning environment will contribute to creating a strong learning community. Webinars are already used in the Bachelor Thesis course.

Student-centred approach

Students are given a large range of possibilities to personalise the programme so that it suits their ambitions and personality. The Management Development Programme, which runs through the first three phases, comprises activities that evolve around the development of personal and professional skills. In the Personalisation Component in the Graduation Phase, students can choose a minor (within the programme, within BU or elsewhere), do an additional placement or internship at a company, be a research assistant or work for their own company. Students can also choose for the double degree programme with Haaga Helia. Prior to the start of this component, a coach helps students to formulate their individual learning and career goals and make appropriate choices.

The programme offers three tracks. The choice depends on a student's prior education. The regular track is four years and includes all four phases (track 1). Students with a vocational background in hotel management are offered a three year track (track 3), and students with a secondary school diploma that gives access to an academic university, have a three year track as well (track 2). These groups immediately start with Main Phase 1. Students in track 2 are unfamiliar with the hotel branch. Starting with Main Phase 1 is therefore fairly demanding, as one of them told the panel. The panel feels that the semester structure is well-chosen, since it allows for flexibility. Semesters 4 and 5, and 7 and 8 can be done in the reverse order if this better fits the student's plans.

Standard 5 Intake

The curriculum ties in with the qualifications of incoming students.

In this chapter, the audit panel describes the findings, considerations and conclusions on the intake of students. The panel assesses this standard as **good**.

Conclusion

The programme has a restricted intake of 180 students. There is a solid application and selection procedure, which enables BU to assure the right fit and level of students in the programme. The orientation period at the start of the curriculum offers a good start for both Dutch and international students.

Substantiation

The programme is allowed to select all its students. Applicants with a Dutch diploma (havo or vwo) are eligible if they include a second foreign language. Applicants with most diplomas of a secondary vocational programme are qualified as well. The website clearly outlines the admission requirements. Applicants send in their cv and motivation letter and, if eligible, are invited for a selection day. Along with this invitation, they receive an online English test and an online personality test. These must be done at home before the selection day. This selection day consists of (1) an introduction, (2) a selection interview with two lecturers, starting with a pitch from the student and including a discussion of the online test results, and (3) a speed dating session where all questions can be answered by lecturers, students, coaches or other team members. International students upload a personal video as an equivalent of the pitch that Dutch students are required to present during the selection day. From the discussions during the site visit, the panel concludes that the most important selection criteria are the affinity with hospitality and hotel management and English fluency. The panel agrees with this. The right of the programme to reject unsuitable applicants assures the proper level and best fit of students.

It appears that in some cases students lack certain knowledge in their prior education, e.g. on economics. The programme offers an online test and brush up course in financial education as additional preparation. The panel thinks this is a strong point and advises offering a similar test in other relevant knowledge areas.

The central BU marketing office is responsible for the recruitment of international students and employs agents in some regions. Students and alumni are employed at education fairs as well, to provide the specific information on hotel management. The panel advises hiring a specialised recruiter for the Academy or the International Hotel Management programme for a more focused approach.

All students start the programme with an orientation week, called InterSib. International students have an additional 3-day introduction before the InterSib activities to give them a good start in their new environment. The panel considers this a positive point. It illustrates that the programme wishes to offer all students the best chances to be successful.

Standard 6 Staff

The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

In this chapter, the audit panel describes the findings, considerations and conclusions on the staff. The panel assesses this standard as **good**.

Conclusion

The programme staff is well qualified to teach and organise the curriculum. Most faculty members have a Master's or PhD degree and many are active researchers. The Academy staff includes two professorships. A large majority of staff comes from the (international) industry and keeps in touch with recent developments. The facilities for staff development, e.g. in didactical methods, are extensive. The programme actively aims to attract more international staff. The staff-student ratio is 1:20, which is quite favourable.

Substantiation

Quality of staff

One of the targets in the HRM 2013-2017 policy framework was to increase the number of staff with a Master and PhD level. New staff was attracted for a combination of research and educational activities. The panel confirms that this policy has been successful and has led to 85 per cent of lecturing staff with a Master's degree and 25 per cent of staff at PhD level. The Academy has two professors, who concentrate on knowledge development, knowledge dissemination and research. They are explicitly involved in the educational process to guarantee crossovers between education and research. All lecturers from scale 11 have been assigned one of four research roles (analysing, publishing, consulting, translating into education) and align their individual research activities in one of the three research streams, coordinated by the professors. This has led to an impressive number of contributions to books, journals, conferences, consultancies and digital productions.

When selecting staff, the Academy seeks a balance between academic level and professional experience. A large majority of staff comes from the (international) industry, bringing both their experiences and their network into the programme. Nearly all lecturers are placement coaches, which

entails visiting several companies abroad twice a year and hence staying in touch with the international industry. Guest lecturers and alumni are involved throughout the curriculum. In-company internships for staff can be organised, when desired.

BU has set up the School of Creative Education, to facilitate the personal and targeted development process of employees. At Academy level, investments are made to stimulate staff in their development. New lecturers are offered a didactical course. Two study days are organised each year for all staff, in addition to two staff development days in Spring and an Education Day on institute level. These days deal with recent developments, focus points or specific organisational needs. Bi-weekly 'Time to Share' sessions are organised for all staff to share knowledge and experiences, e.g. on the basis of presentations about a project, a conference or meetings with the industry. Staff members are encouraged and facilitated to visit fairs and conferences and to participate in networks. The panel heard from staff that they appreciate the range of possibilities.

BU also offers a Management Development Programme to its managers and a Management Talent Programme for high potential employees. Every core course has a Primus inter Pares (PIP). The PIPs meet monthly with the other PIPs and at least one member of the Management Team. Management decisions, operational processes and organisational issues are discussed. The panel agrees that this is a valuable way to support the communication and coherence within the Academy.

38 per cent of the teaching staff either comes from abroad or has at least worked and lived abroad for a minimum of five years. The Academy applies a positive discrimination policy when it comes to recruiting international staff. In case of equal suitability for a vacancy, preference is given to international candidates. The panel advises to continue the efforts to increase the number of international staff, in order to further stimulate the international and cross cultural environment.

Quantity of staff

The Academy offers two programmes (International Hotel Management and International Real Estate and Facility Management). From a personnel point of view, these are considered as one entity, since there is a great curricular similarity. Total staff at the end of 2017 is 72 FTE or 87 persons. 82 per cent of them are teaching staff. The staff-student ratio (excluding management and support staff) is 1:20. The panel considers this to be a favourable ratio, enabling a good realisation of the curriculum.

Lecturers indicate that their workload is substantial. The panel recognises that the amount and variety of activities will often make it difficult to decide on priorities and set aside enough time for each of them. The panel was informed that this issue has the attention of the management which offers staff e.g. mindfulness training. The students informed the panel that they find their teachers very approachable and always willing to answer questions or offer help, despite their heavy workload. The panel commends the staff for their dedication and commitment.

Standard 7 Facilities

The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

In this chapter, the audit panel describes the findings, considerations and conclusions on the facilities. The panel assesses this standard as **good**.

Conclusion

The current location at Sibeliuslaan offers more than adequate facilities for the realisation of the curriculum. The location at the new campus, per September 2018, is expected to be at least as good.

Substantiation

The current location at Sibeliuslaan offers an intimate atmosphere and very good facilities: the learning company Sibelicious, well-equipped classrooms and studios, a library with access to an extensive electronic collection, a service desk and a placement office. The panel observed during the site visit that the accommodation is clean and comfortable. The students said that they are satisfied with the use of AV and that the Wi-Fi connectivity is good. The study areas are convenient, with enough electricity outlets, and there are enough rooms in and out the study landscape. They are pleased with the catering and the bar.

The separate location for the Academy of Hotel and Facility Management offers the opportunity to mingle with own faculty and staff. Per September 2018, the Academy will move to a new campus in the city, where eventually all Academies will be housed together. Plans and a video presentation on the new facilities show that the campus will be much bigger and have even better facilities for students of the future. A dedicated wing will be for the Academy of Hotel & Facility Management, which will be important to maintain the intimate atmosphere in the programme. There will be multiple practical spaces and large and improved learning spaces. The new campus is expected to offer wider possibilities for international students, because there will be a larger number of students from abroad, studying in the other English taught programmes. International students often find it difficult to find side jobs. BU intends to prioritise such jobs at the new campus, e.g. in food and beverage, to international students. The panel is confident from the information provided that the new campus will be at least as good. Care should be taken to avoid that Dutch students feel excluded when most of the jobs at the campus go to international students.

Standard 8 Tutoring

The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

In this chapter, the audit panel describes the findings, considerations and conclusions on the tutoring. The panel assesses this standard as **good**.

Conclusion

The Management Development Programme, the support of coaches in each study phase and more specialised counselors guarantee that students are very well guided in their studies. The information provision is extensive and ties in with the needs of students as well.

Substantiation

Tutoring

The panel is impressed by the intensive tutoring and coaching of students. The Management Development Programme (MDP, 10 EC in the first three phases of the programme) focuses on the students' personal and professional development and the development of study skills. Each class in each phase has its own coach, who guides students in their development and who acts as a first contact person. The coach monitors the progress of each student and signals potential problems. Besides the individual meetings, MDP consists of several training days, workshops and (guest) lectures. Training is provided on study methods, cross cultural awareness, communication and presentation techniques in the Propaedeutic Phase. In Main Phase 1, MDP focuses on self-management, leadership skills, team dynamics and conflict management, and making career choices, in preparation of the placement abroad. The tool Lumina Spark is used to support individuals and teams to work together more effectively. In Main Phase 2, MDP is strongly linked to the course Strategic Management and helps students to make choices for their Personalisation Component and Bachelor Thesis. They also learn to steer their own professional leadership.

Students are matched with a personal placement coach during placement and are visited by a staff member during their international placement. In the Graduation Phase, each student has a personal graduation coach. Special attention is paid to specific groups of students. There is a dedicated coach for students in track 3 (the three year programme for students with a completed vocational education in hotel management) and for international students. Students with a large study delay in the process of graduation, are pro-actively approached and invited by the Board of Examiners to discuss what is the problem. They are assigned to a dedicated coach and a learning community of students with similar delays.

Specialised guidance is available for students with more serious problems. These students can turn to the student counselor of the Academy. This counselor is also available for students with functional limitations or disability. The study counselor holds exit interviews with students and is linked to the Board of Examiners as an advisor. The panel commends the Academy for this extensive system of tutoring and support.

Information provision

Information is available on a personal student portal (also accessible via MyNHTV app). This contains the electronic learning environment N@tschool, timetables and access to the library. The student portal also gives access to Osiris, which is used for exam registration, an overview of marks and to monitor students' progress. Further communication methods are e-mail, announcement screens, social media, the weekly newsletter NHTV Insight and the monthly 'Bits and Pieces' with specific Academy information.

At the start of each academic year, all new students participate in the introduction week InterSib to get to know their coach, fellow students and programme. After this week with social activities, the study start week introduces the students to the building, communication channels, services and procedures. Special attention is paid to international students during the first week of the programme, by means of additional meetings and information sessions.

Standard 9 Quality assurance

The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

In this chapter, the audit panel describes the findings, considerations and conclusions on the quality assurance. The panel assesses this standard as **good**.

Conclusion

The programme has a good system of quality assurance, with an active involvement of staff, students and other stakeholders. There is a balance between trust and accountability and a clear planning and control system. Appropriate committees are in place to organise the quality process within the Academy.

Substantiation

The panel was informed that course evaluations have a bottom up approach. Lecturers decide when and how to evaluate their courses, which contributes to the usefulness of the outcomes. The panel commends the programme on this approach as it effectively places the responsibility for the quality of education with the teaching staff. Usually students fill in a survey, but the questions may vary. In addition, lecturers ask for feedback in class, focus groups and/or meetings with class representatives. The students appreciate this. Every PIP is required to write an improvement plan on the basis of this feedback. In the format of the improvement plan, some fixed topics are included and require reflection. The panel considers this combination of a bottom up approach and a fixed format very useful, to ensure that the evaluation results are sufficiently transparent to the management. The PIP is also responsible for communicating to the students what will be done with their feedback. Students in the various committees play a role here as well.

Feedback is also sought from industry partners and alumni, partly through the networks of staff members, but also more formally, such as in the Strategic Advisory Council and the national alumni survey (HBO-monitor). The programme was recently re-accredited by UNWTO (see Standard 1). Re-accreditation was granted for four years (instead of the usual three years) because of the very high scores achieved.

A number of groups and committees is responsible for various parts of the quality assurance system. The management team is responsible for the total quality assurance system within the Academy. It has delegated the responsibility for the quality of the curriculum to the curriculum committee. This committee safeguards the coherence, quality and feasibility of the curriculum and that the intended end qualifications are covered by the modules and courses. Expert groups are formed for specific projects and curriculum improvements. The degree programme committee (DPC) consists of three staff members and three students. The panel heard that it is currently adjusting to take on its new role after the change of the law on Higher Education, which is to be expected in this phase. The DPC has started to organise round table sessions with class representatives and to collect, analyse and communicate student feedback. Based on the feedback, the DPC advises the management team through the curriculum committee which parts of the curriculum need to be adjusted. The Academy Participation Council (APC) reports to and advises the management team on general operational topics, such as facilities, budget, HRM related topics and selection procedures. APC and DPC refer topics to each other so that they can be addressed by the appropriate committee, e.g. feedback on the level of English from lectures, received by the DPC from students, is referred to the APC to be addressed as a point of attention during selection. The Board of Examiners and the testing committee are also part of the

quality control process. They will be discussed in more detail in the chapter on Assessment (Standard 10).

Standard 10 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 **satisfactory**.

Conclusion

The panel has ascertained that the assessment policy is adequate to guarantee the validity, reliability and transparency of tests and that the tests and assignments of courses are of good quality. Students are examined at the appropriate level and the assessment forms have detailed rubrics. All BBA standards are assessed at the intended end level. The testing committee has been active to help staff in developing good exams and will now turn its focus to the calibration of the way staff members assess the students' work. The panel has noted a number of points that need to be improved in the assessment procedure of Bachelor Theses. From the meeting with the Board of Examiners the panel concludes that the Board is aware of some of these flaws and is already thinking about remedies, such as regular calibration sessions. This convinced the panel that the assessment of theses will be improved. On this basis, the panel judges the assessment system as satisfactory.

Substantiation

Assessment policy

Within the BU testing framework, the Academy has developed its own testing policy. It defines the premises and procedures for the design, organisation, administration and evaluation of testing. An element of the testing policy is the testing plan, which describes the connection between the testing, the educational programme and the end qualifications of the study programme. It describes for each phase and course when, where and how the students are tested during the academic year. The testing plan is adjusted annually. The Academy has increased the professionalism and awareness of faculty involved in testing by means of the BKE and SKE courses and the work of the testing committee. The panel concludes that the assessment policy is adequate.

Tests and assignments

During the site visit, the panel studied a number of tests and assignments for courses in each study phase. BBA standard 1 (solid theoretical basis) is tested at end level at the end of Main Phase 1. The panel concludes that all tests are at the appropriate level. The assessment forms are good, with clear criteria and weightings. Assignments are graded on relevant criteria (key concepts, cognitive skills, organisation of the report, presentation). It is evident that over the years higher levels of learning in terms of Bloom's taxonomy are required. The students report that the assessment is transparent: the assessment forms are available in advance, so that students know what is expected. The written feedback on presentations and reports and the justification of grades are very helpful, so that it is clear what a student should change to get a higher grade. After the release of grades, students can view their work and receive further feedback if required.

Students can choose different options for the Personalisation Component. As described at Standard 8, students are advised by their coach in making a good choice. BBA standards 2, 3 and 4 are examined

at end level in this component and in the Bachelor Thesis. Since the Board of Examiners has to guarantee the quality of the degree, and therefore of the end level, the panel considers it a good thing that students need the Board's approval when they want to choose a minor that is not offered by the Academy. At the moment, the Board checks the student's choice on relevance of content and the required bachelor level. The panel advises to also check if it contributes to the BBA standards.

The thesis is assessed in two stages. After submission of the thesis, the graduation coach examines it, grades the first four chapters (1. Context and aim, 2. Literature review, 3. Objectives and/or research question, 4. Methods of research and/or design) and checks if reporting and style are acceptable. The examiner/coach indicates on the assessment form if a student is awarded a fail, a pass or a merit, by ticking the appropriate boxes. The form offers room for further feedback or comments. If a student passes, he/she is allowed to go for the oral defence, which consists of a short presentation and an examination by three examiners. The examiners are the internal examiner (the student's graduation coach) and two external examiners from the industry. The student is permitted to bring in new materials or data to strengthen the defence. On the basis of the defence, the three examiners grade the remaining thesis chapters (5. Results, 6. Conclusion and discussion, 7. Advice and recommendation) and come to an agreement on the final grade. The programme confirms that the internal examiner should have the final say when the three examiners disagree.

The panel notes a number of shortcomings in this procedure, regarding the position of the internal examiner and the written documentation. The panel advises assigning a second independent internal examiner in both stages of the assessment. The graduation coach has been involved in the thesis project and can therefore not be completely independent. A second internal examiner should be involved in determining if the student is ready to defend the thesis. Also, since the programme is responsible for the awarding of the degree, the internal examiners should have the final say in determining the final grade. This was not quite clear during the meetings at the site visit. The panel commends the programme for the strong involvement of industry in the thesis project and its examination, but advises changing the composition of the examination teams and appointing two internal and one external examiner. A second issue is the documentation of the process. It is not transparent how the defence and the thesis contribute to the final grade, since there is no paper trail: the thesis is not graded as a whole before the defence, students may add information at the oral defence without having to write it down, and in most cases the assessment form does not indicate how the student performed at the oral defence and how this influenced the grade. The lack of a paper trail can create problems, not only for a check by an accreditation panel or the Board of Examiners, but also if a student wants to appeal his/her grade. A final point relates to the use of the assessment form. The new form has clear rubrics, about which the panel is positive. The panel was informed that examiners are urged to add comments when they award a merit, but not so much when they award a pass. The panel advises comments for passes as well, since each rubric contains a number of items and it would be helpful both for the student and for accountability purposes, to clarify if the student could improve on one or more of these items.

Quality assurance of assessment

The Board of Examiners has an important responsibility in assuring the quality of testing and assessment. The Board has delegated the task of controlling the quality of tests to the testing committee. Per 1 April 2018, the chair of the testing committee will be a member of the Board of Examiners. This committee is responsible for validating summative test and has done this solidly over the past years. No exams could be administered without official approval from the testing committee, ensuring that the quality criteria of a test (validity, reliability, transparency) had been met. The committee checked the original and resit exam, a test blue print, the answer key, and requested grading rubrics for the assessment of presentations and reports. This has led to a substantial quality

improvement, which is confirmed by the panel's positive judgement of the sample of tests it has seen during the site visit. In the current academic year, therefore, the testing committee has decided to opt for a less time-consuming process. It now only checks exams when they are new, or when feedback or results indicate that extra attention is needed. The committee also wants to pay more attention to the calibration of assessments between examiners. The panel agrees that this is a sensible approach.

In its meeting with the Board of Examiners, the panel learnt that the assessment procedure of the bachelor thesis is relatively new. It was introduced in 2016-2017 and its full implementation is still work in progress. The panel is reassured that the Board is aware of some of the issues raised by the panel. Minutes of a recent staff meeting show that the lack of written documentation, especially on the oral defence, has been put on the agenda. The panel also heard that there is no formal second internal examiner involved, but that, informally, quite a few graduation coaches call upon a colleague to double-check a thesis before the coach allows the student to proceed to the oral defence. The panel strongly recommends taking this further, by (1) formally appointing a second internal examiner, (2) making sure that internal examiners have the majority in deciding the final grade after the oral defence, (3) documenting how the thesis and the oral defence contribute to the final grade, and (4) providing more feedback on the assessment form. The panel advises the Board of Examiners taking an active role in this process.

Standard 11 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**.

Conclusion

The bachelor theses show that the students achieve the intended learning outcomes. The level conforms to international standards. The alumni are very positive about the programme and found it helpful for their career. They perform well in their professional positions and show they are truly global citizens.

Substantiation

Prior to the site visit, the panel studied a representative sample of fifteen bachelor theses, selected from the 2015-2016, 2016-2017 and 2017-2018 graduates. Low (6-6,9), intermediate (7-7,9) and high (above 8) grades were equally represented. The panel also studied the assessment forms of these theses and of an additional sample of six theses of the most recent graduates (February 2018). During the site visit, five students in their Graduation Phase showed and explained their work in a poster presentation. This illustrated the range of topics and approaches very well. The panel appreciates the emphasis on the usefulness for the industry, which was clearly evident in all theses. The panel found the grading to be fair and generally agreed with the marks given. In three cases with a low mark (6.0), the panel considered the grade rather generous for the written work. As described above (Standard 10), the oral defence may have led to the higher mark. In one case, this was indeed recorded, in the other two cases this cannot be verified. The panel found all other theses to reflect the required bachelor level. All BBA standards are met. Most theses lead to an advice, some take the form of a business plan. The theses show that the students have learnt to do a literature review, to utilise appropriate research methods and to write a comprehensive discussion and conclusion, with recommendations. The amount of work done and the level of the theses is fully worth the 30 EC allocated to this part of the programme. The panel

concludes that the theses show that the graduates have fully achieved the programme's intended learning outcomes and that the level conforms to international standards. The panel especially appreciates the fact that graduates are able to execute a good research project and to write a well-structured thesis, while at the same time ensuring that their outcomes are relevant for the industry.

The panel met a number of alumni. They looked back on their bachelor's education with appreciation and showed that they perform well in their careers. One of them had enrolled in a master's programme in the UK, one had started her own company successfully and the other four worked at manager's level in the industry, within a few years after their graduation. The panel concludes that the standing of the graduates and the reputation of the BU International Hotel Management programme are very good. The programme may be proud of its results.

General conclusion

Assessment of the standards

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

Standard	Assessment
<i>Standard 1 Intended learning outcomes</i>	Excellent
<i>Standard 2 Curriculum: Orientation</i>	Excellent
<i>Standard 3 Curriculum: Content</i>	Good
<i>Standard 4 Curriculum: Learning Environment</i>	Good
<i>Standard 5 Intake</i>	Good
<i>Standard 6 Staff</i>	Good
<i>Standard 7 Facilities</i>	Good
<i>Standard 8 Tutoring</i>	Good
<i>Standard 9 Quality Assurance</i>	Good
<i>Standard 10 Assessment</i>	Satisfactory
<i>Standard 11 Achieved learning outcomes</i>	Good

Considerations and conclusion

The panel has observed that the programme in International Hotel Management offers an innovative curriculum that meets international standards and has a clear focus on the industry. The phases of the programme are clear, flexible and focused, giving the students the opportunity for individual development and engagement with industry. The long term strategy of internationalisation is well thought through. The deliberate choice to remain small and personal is a strength. The students are hospitable, engaging and knowledgeable. The curriculum is business and industry focused, with exciting projects in design, revenue, service and international practice. Staff are professionally and didactically strong and are well supported to follow their personal development. The facilities complement the learning of theoretical and professional skills. The quality assurance process is well-considered and student-focused. The bachelor theses show that students fully meet the intended

learning outcomes. The panel met engaged and well-connected alumni who give back to the Academy willingly and who proudly promote BU.

The audit panel assesses the quality of the professional programme in International Hotel Management of NHTV Breda University of Applied Sciences as good.

Recommendations

The audit panel offers the following recommendations:

Standard 5

The programme offers an online test and brush up course in financial education as additional preparation. The panel advises offering a similar test in other relevant knowledge areas, e.g. economics.

The panel advises hiring a specialised recruiter for the Academy or the International Hotel Management programme.

Standard 6

The panel advises to continue the efforts to increase the number of international staff, in order to further stimulate the international and cross cultural environment.

Standard 7

Care should be taken to avoid that Dutch students feel excluded when most of the jobs at the new campus go to international students.

Standard 10

Students need the Board of Examiners' approval when choosing a minor that is not offered by the Academy. The Board checks the student's choice on relevance of content and the required bachelor level. The panel advises to also check if it contributes to the BBA standards.

The panel strongly recommends improving the assessment procedure of the Bachelor Thesis, by (1) formally appointing an independent second internal examiner, (2) making sure that internal examiners have the majority in deciding the final grade after the oral defence, (3) documenting how the thesis and the oral defence contribute to the final grade, and (4) providing more feedback on the assessment form. The panel advises the Board of Examiners taking an active role in this process.

Appendices

Appendix 1 Programme of the site visit

NHTV International Hotel Management
Sibeliuslaan 13, Breda

Sunday 25 March 2018		
15.30-16.00	Pre-site audit catch-up	Gienke Osinga, Academy Director Simen Kooi, Programme Manager
16.00-16.30	Briefing of the panel	Anne Klaas Schilder, Association
16.30-18.30	Preparation meeting	
19.00	Dinner	
Monday 26 March 2018		
8.30-9.00	Preparation session	
9.00-9.45	Meeting with senior executives and key liaisons from Applicant Institution for Auditors to gain understanding on the overall strategic direction of the institution	Hein van Oorschot LLM, President of the Board Gienke Osinga MSc, Academy Director Simen Kooi MA, Programme Manager
10.00-12.15	Review of documents	
12.15-13.00	Working lunch	
13.00-14.00	Meeting with students from year 1, 2 and 3 as well as with student-representatives from the participation council and student representatives from the degree programme committee	Casper Wagener Mihaela Purcarean Bibi Sillekens Alex-Francis Puthusserry Xiaolan Chen Robin Slegers Roos van de Beek
14.15-15.15	Observation of classes in session (unsupervised)	
15.30-16.30	Tour of campus & facilities + impression new campus Presentation of products by students (e.g., products Capstone Project, Integrated Project, Bachelor Thesis etc.)	Dennis Petersen Yvette Claassen
16.45-17.15	Meeting with Applicant Institution key liaisons to go through any outstanding questions, where applicable, and decide on the programme of the next day regarding documentation etcetera	Gienke Osinga MSc, Academy Director Simen Kooi MA, Programme Manager Marjolein Koens MSc, Educational advisor Peter Beuving, Manager Operations
17.30-18.00	Wrap-up session	
18.15-20.00	Dinner Sibelicious	
Tuesday 27 March 2018		
8.30-9.00	Preparation session	
9.00-9.45	Meeting with administration support team such as Student Counsellor, Admission Officers etc	Hermien Schippers MSc, Student counselor Helene Rops MSc, Student admission officer Janneke van Hoek MSc, Lecturer involved in selection process, member of the Board of Examiners
10.00-10.45	Meeting with internationalisation officers	Marlie van Dun, internationalisation officer NHTV Antoon Ceuleers MA, internationalisation officer Academy
11.00-11.30	Meeting with Coordinator Bachelor Thesis Course	Marina Brinkman MSc
11.30-13.15	Review of documents and working lunch	
13.30-14.30	Meeting with faculty members (lecturers, coaches, researchers)	Lieke Sauer MSc Mirre Weijzen Dr. Danny Han Ing. Geoff Maree Loretta del Prado MA Dr. Joseph Roevens

14.45-15.30	Meeting with Industry relation team, placement supervisor & industry partners	Peter Beuving, Manager Operations Eric Andersen, Lecturer Operations/Sibelicious, graduation coach, Board member Academy Mariska Erbe, Coordinator placement office, placement coach Remco Vrieze, placement coach, study coach management development programme
15.45-16.30	Meeting with representatives from the Academic Board as well as the associate professors and researchers	Anne van Delft MSc, Manager Research and Business Innovation Bert Smit MSc, Lecturer and researcher, Development Master in Service Innovation (working title) Dr. Frans Melissen, Professor of Sustainable Business Models Dr. Xander Lub, Professor of Hospitality Management & Experience Design
16.45-17.30	Meeting with industry partners	Patrick Kerkhoven, Chief Operations Officer at WIN Hotel Group Harold Kluit, General Manager at FRHI Hotels & Resorts, Swissôtel Amsterdam Marcel Broumels, Head of Innogy IdeaLab at Innogy SE Bart Beijer, Operations Manager at Grand Hotel Karel V
17.30-18.00	Wrap-up session	
19.15	Dinner	
Wednesday 28 March 2018		
8.30-8.45	Preparation session	
8.45-9.45	Meeting with Board of Examiners & testing committee	Drs, Patrice Staal, Chair Board of Examiners Janneke van Hoek MSc, Member of the Board of Examiners Nanda Slangen MSc, Chair testing committee Marjolein Koens MSc, Educational advisor Irene Vlam, Support officer
9.45-10.15	Meeting with Curriculum Committee and Degree Programme Committee	Simen Kooi MA, Chair Curriculum Committee and Programme Manager Myranda Aanraad, Member Degree Programme Committee Sanne Ouwendijk, Chair Degree Programme Committee
10.30-10.45	Meeting with Graduation coordinator and graduation coaches	Drs. Patrice Staal, Coordinator Graduation Phase, graduation coach Marina Brinkman MSc, Coordinator Bachelor Thesis Course, graduation coach Tanja Beks, Coordinator Personalisation and study delay project, graduation coach Dr. Stan Josephi, Lecturer and graduation coach Yoy Bergs MSc, Lecturer Bachelor Thesis Course, Lecturer Investigative Abilities, graduation coach

11.00-11.45	Poster presentations by graduates	Falk Holtslag Elesier Angel Tita Hukinnen Marit Hoencamp John van Doorn
12.00-13.00	Lunch	
13.00-14.00	Meeting with graduates and alumni	Liselot Homburg (2009-2012) Mischa van Daalen (2013-2017) Rogier Stolk (2004-2008) Bastiaan Bongers (2011-2016) Rick de Jonge (2007-2011) Kiona Malinka (2005-2008)
14.00-16.15	Time for panel to discuss and formulate feedback	
16.15-16.30	Presentation to management on interim findings and key observations	Gienke Osinga MSc, Academy Director Simen Kooi MA, Programme Manager Marjolein Koens MSc, Educational advisor Peter Beuving, Manager Operations
16.30-17.00	Presentation to NHTV executives and faculty on interim findings and key observations.	

Appendix 2 Documents examined

- Self evaluation report
- learning goals per course per phase
- module guides
- handbooks
- books written by lecturers
- sample of assignments and tests, including assessment forms
- placement reports
- Lumina Spark
- Urban Hospitality Safari Berlin
- assessment forms placement
- assessment forms personalisation professional product
- syllabus bachelor thesis
- sample of 21 theses and assessment forms
- composition of student body
- composition of Strategic Advisory Council
- course evaluations
- Students' charter NHTV
- application and enrolment procedure
- success rates
- information on new campus
- access to digital learning environment