



NVAO • NETHERLANDS

HBO-MASTER LEADING HOTEL
TRANSFORMATION
Hotelschool The Hague

PANEL REPORT

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EXTENSIVE INITIAL ACCREDITATION
PANEL REPORT

18 MAY 2020



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1 Executive Summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed professional master¹ Leading Hotel Transformation at Hotelschool The Hague, Campus Amsterdam. NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and the programme during a site visit.

The following considerations have played an important role in the panel's assessment.

Standard 1: Intended learning outcomes

The main objective of the professional master programme in Leading Hotel Transformation is to train students to acquire the necessary skills and relevant knowledge to professionally support and guide hotel organisations in defining strategic scenarios and successfully manage innovation projects to achieve (parts of) the desired strategic objectives. These scenarios envisage solutions within circular and digital business strategies that are key to the complex and challenging environment of the fourth industrial revolution. The programme intends to prepare young hospitality professionals to play a leading role in such an environment, and does so by focusing on three main themes: Digital and circular strategies, Transformation, and Leadership. The panel established that the intended learning outcomes comply with the Professional Master Standard developed by the Association of Universities of Applied Sciences, meet the international requirements of the Dublin Descriptors at the master's level, and are clearly geared towards the expectations of the (international) professional field in the hotel industry.

Standard 2: Curriculum; orientation

Design-based research is the leading research methodology applied to the master Leading Hotel Transformation. It will enable students to identify and analyse hotel business problems in order to develop feasible and applicable solutions regarding digital and circular transformation challenges. The panel established that there is a clear link between the profile of the programme and the research conducted within the Hospitality Research Centre of Hotelschool The Hague. Research findings will be used to innovate the programme's educational content. The location of the master programme in a training hotel provides opportunities for learning and learning through (experimental) research, as well as for aligning the bachelor and master level students in the institute at the work floor. The professional skills development of students takes place throughout the whole programme in various courses, with a special focus on managing project teams and stakeholder needs in complex and unpredictable situations. The panel concludes that the envisaged set-up of the curriculum enables students to master the appropriate applied research and professional skills.

Standard 3: Curriculum; content

The master Leading Hotel Transformation comprises a total study load of 60 European Credits (EC), which is divided into four blocks of 15 EC that each speak to a different stage in the programme: (1) Developments, (2) Business, (3) Transformation, and (4) Integration. The curriculum design of the master programme is based on the design principles of constructive alignment and backwards design. Although the panel fully understood these two principles, it was unable to identify the underlying structure of the curriculum that resulted from these curriculum design principles and transposes into the courses. Whilst the panel considers the content of the individual curriculum components to be adequate, the intertwinement of components should be improved upon. The programme management and course leaders need to formulate a shared rationale that underpins the structure of the curriculum, paying attention to the order in which courses are structured, progression of course content, increasing complexity of assignments, and the transparent allocation of study credits.

Standard 4: Curriculum; learning environment

Constructive learning, contextual learning and collaborative learning are the most important educational principles that underlie the learning environment of the master Leading Hotel Transformation. The learning approaches adopted by the master programme follow those already

¹ In Dutch: hbo-master

adhered to in the existing educational programmes of Hotelschool The Hague, namely student-centred learning and design-based research learning. The panel is convinced that the various types of instruction used throughout the master programme lend themselves to the implementation of its educational principles. The panel particularly values the ambition of the programme to execute a substantial part of the curriculum at external locations with active participation from industry partners. This will no doubt contribute to the envisioned contextual and authentic learning environment and is very suitable to this specific master's programme. Given the international profile of Hotelschool The Hague and its connections with the international hospitality industry, the panel agrees with the chosen educational language and name of the master programme.

Standard 5: Intake

The master programme is expected to be attractive for Dutch and international students and young professionals who have (recently) graduated from a Hospitality Management bachelor programme or related fields, such as Tourism, Leisure and Facility Management. The panel considers the admission requirements to be appropriate in light of the programme's level and discipline. Emphasis is placed on motivation-based criteria, with the idea that passion and heart for the hotel industry are crucial for students to successfully complete the master programme and continue their professional career in the hotel industry. Having examined the admission requirements, the panel recommends the programme management to consider the further specification of norms attached to admission criteria.

Standard 6: Staff

The teaching staff are qualified for the realisation of the curriculum in terms of content and educational expertise. A majority of the course leaders holds a PhD degree or is currently in the process of obtaining one. The staff-student ratio is expected to be 1:16. The panel particularly appreciates the strong international orientation of the staff. Hotelschool The Hague has a strong structure in place to ensure that durable contacts between the teaching staff and the hospitality industry are established and used to the benefit of students. The panel applauds the deployment of industry professionals and alumni in the programme, to share their expertise and act as role models for students. That being said, the panel found insufficient evidence that the programme has a solid recruitment plan in place that ensures the continuity of the master Leading Hotel Transformation. While the lecturers the panel spoke with were enthusiastic and passionate about their own courses, the panel was unable to establish how they intend to work together as a team to collectively deliver this programme and continuously work on its improvement.

Standard 7: Facilities

The panel is of the opinion that the facilities made available for the master Leading Hotel Transformation are adequate. The master programme will be offered at the modern Amsterdam campus of Hotelschool The Hague, where students can make full use of the existing facilities and services. These include lecture halls, classrooms, study spaces, a Media Centre, computer facilities, and a service and helpdesk. Considering the current occupancy rate of the building, the panel advises programme management to improve its use of existing facilities and to continuously monitor the workplaces available to students. The panel understands additional digital resources were made available for the start of its MBA programme and finds that such an effort would be needed for the master Leading Hotel Transformation.

Standard 8: Tutoring

Tutoring in the master Leading Hotel Transformation will be modelled after that of the existing MBA programme of Hotelschool The Hague. The panel is therefore convinced that students of the master programme will feel well-supported by an intensive guidance system, which strongly emphasises the importance of a safe learning and development environment. The small-scale nature of the programme allows for high quality support services that are tailored to individual student needs, which the panel finds positive. The information provision of the programme is extensive and adequate.

Standard 9: Quality Assurance

The panel considers that the master Leading Hotel Transformation has an adequate quality assurance system in place, which follows the existing quality management system of Hotelschool The Hague. The

quality assurance system explicitly foresees the involvement of different stakeholders, including the Co-Determination Council, staff, students, alumni and industry professionals. The panel was pleased to hear that industry representatives have been and will remain involved in the further development of the programme, as this will continue to ensure the alignment of the curriculum with the needs of the hospitality industry.

Standard 10: Assessment

The panel established that the master programme has a sound and transparent system of assessment in place, in which the intended learning outcomes have been operationalised in a wide variety of assessment methods and corresponding assessment criteria. The syllabi presented to the panel included clear assessment matrices. Having noted that regular assessments only involve one examiner, the panel is of the opinion that the programme should have a policy in place to permanently safeguard the objectivity of these assessments. It is precisely in a small community such as that of the master Leading Hotel Transformation that subjective colourings of judgement based on personal preferences may lurk. The rules and regulations for exams and assessments of the master's programme are clearly described in the Education and Examination Regulation. The panel noticed that the relationship between the Exam Committee and the Assessment Committee was not clear to all committee members. Such a delegated responsibility should be clearly formalized in the Assessment Policy and adequately internalized by committee members.

The panel comes to the conclusion that the programme meets standards 1, 2, 4, 5, 7, 8 and 9, and partially meets standards 3, 6 and 10. Given these considerations, the panel advises NVAO to take a conditionally positive decision regarding the quality of the proposed professional master Leading Hotel Transformation at Hotelschool The Hague. The panel formulated three conditions:

1. The programme needs to formulate a shared rationale that underpins the curriculum design, paying attention to the order in which courses are structured, progression of course content, increasing complexity of assignments, and the transparent allocation of study credits.
2. The programme needs to have a solid recruitment plan in place to ensure the continuity of the master Leading Hotel Transformation. In addition, there needs to be a structure in place where teaching staff can systematically interact and therefore be collectively responsible for the content and quality of the full master programme.
3. The programme needs to have a policy in place to permanently safeguard the objectivity of all student assessments. In addition, the delegated responsibility between the Exam Committee and the Assessment Committee should be clearly formalized in the Assessment Policy of Hotelschool The Hague and adequately internalized by the committee members.

The programme wishes to be registered under the CROHO field of study 'Economics'. The panel agrees that this is a proper classification for this programme.

The Hague, 18 May 2020

On behalf of the assessment panel convened for the initial extensive accreditation assessment of the professional master Leading Hotel Transformation at Hotelschool The Hague,

Professor Didi Griffioen
(Chair)

Aurelie van 't Slot MA
(Secretary)

2 Introduction

2.1 The procedure

NVAO received a request for an initial accreditation procedure including programme documents regarding a proposed professional master Leading Hotel Transformation. The request was received on 25 October 2019 from Hotelschool The Hague.

An initial accreditation procedure is required when a recognised institution wants to award a recognised bachelor's or master's degree after the successful completion of a study programme. The procedure for initial accreditation is slightly different as compared to the approach for programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. The programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

To assess the programme, the NVAO convened an international panel of experts. The panel consisted of:

- Professor Didi Griffioen (chair), Professor of Higher Education, Research & Innovation (HERI), Amsterdam University of Applied Sciences, the Netherlands;
- Dr. Quynh Nguyen, Lecturer Edge Hotel School, University of Essex, United Kingdom;
- Dr. Truls Engstrøm², Associate Professor, Norwegian School of Hotel Management, University of Stavanger, Norway;
- Wout J. Witteveen (student member), student MSc Management, Nyenrode Business University, and BBA in Hospitality Management, Hotel Management School Maastricht, the Netherlands.

On behalf of the NVAO, Michèle Wera MA was responsible for the process-coordination. The external secretary, Aurelie van 't Slot MA, drafted the experts' report.

This panel composition reflects the expertise deemed necessary by NVAO. All the panel members and the secretary signed a statement of independence and confidentiality.

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr 3198).

The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on the 10th March 2020 i.e. the day before the site visit. During this meeting, which took place at Hotelschool The Hague, Campus Amsterdam, the panel members shared their first impressions and formulated questions for the site visit. The panel members were also given a tour of the facilities and a short presentation on Hotelschool The Hague.

The site visit took place on the 11th March 2020 at Hotelschool The Hague, Campus Amsterdam. During this visit, the panel was able to discuss the formulated questions and to gather additional information during several sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per theme and standard. At the end of the site visit, the initial findings were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 22nd April 2020 the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 11th May 2020. Some suggested corrections were adopted. Subsequently the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on 18th May 2020.

² Due to concerns over COVID-19, Dr. Truls Engstrøm was unable to travel from Norway and participated via Skype.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the institution, Hotelschool The Hague, and within the higher education system of the Netherlands.

The panel presents its assessment of the programme in the fourth chapter by themes and standards according to Initial Accreditation Framework of NVAO. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The panel concludes its assessment of the programme in the fifth chapter with a table containing an overview of its assessments per standard.

3 Description of the Programme

3.1 General

Country	Netherlands
Institution	Hotelschool The Hague
Programme	Leading Hotel Transformation
Level	Master
Orientation	Professional (hbo)
Specialisation	N/A
Degree	Master of Arts
Location	Amsterdam
Study Load (EC)	60 EC
Field of Study	Economics

3.2 Profile of the institution

Hotelschool The Hague (HTH) is an independent, single sector, publicly funded University of Applied Sciences with a dedicated focus on hospitality and a strong connection with industry. According to its institutional plan for the period of 2018-2023, the mission of HTH is to be a leading educational community that develops students into sought-after hospitality graduates. In line with this mission and its purpose of “creating hospitable futures together”, HTH has formulated three strategic objectives for this period: (1) be one of the top 3 hospitality business schools in the world, (2) make a direct contribution to the United Nations Sustainable Development Goals and (3) intensify the educational community.

HTH currently offers two accredited programmes: a four-year Bachelor of Arts in Hotel Management and a thirteen-month Master of Business Administration (MBA) in International Hospitality Management. Educational programmes provide a combination of theory, practice and research. The real-life learning environment supports the integration of the three objectives above and aims to stimulate the development of three quotients: intelligence (IQ), adversity (AQ) and emotional intelligence (EQ). HTH is also home to the Hospitality Research Centre, where research on innovations in the hospitality industry is conducted. The findings of research conducted by HTH faculty are quickly assimilated into the educational programmes, so students learn from state-of-the-art hospitality business cases.

3.3 Profile of the programme

The professional master programme Leading Hotel Transformation is a new programme in the Netherlands. The application document indicates no other institution of higher education in the Netherlands offers a programme with a similar profile. The master programme is taught in English and intends to prepare young hospitality professionals to serve in the hotel industry in finding and implementing business solutions in the complex and challenging environment of the fourth industrial revolution. Students will be equipped with the professional knowledge and (research) skills to actively support and guide hotel organisations in their digital and circular business strategies.

The educational vision of HTH that centres around creating hospitable futures - requiring vision, conceptual thinking and a hospitable mind-set - is reflected in the Leading Hotel Transformation programme. Students learn to analyse existing service models and designs, as well as create and innovate alternative business models and concepts. They are skilled at implementing and driving changes in hospitality and hospitality-related service industries. Graduates of the programme are expected to find professional roles such as an entry-level project specialist within the corporate hotel environments, or as a junior consultant within specialised hospitality and non-specialised consultancy firms.

4 Assessment

This chapter presents the evaluation of the standards by the assessment panel. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on its site visit, programme documents and other documents provided by the institution, (2) considerations the panel has taken into account and (3) its conclusion. At the end of the chapter, the panel presents a general final conclusion.

The assessment is based on standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr 3198). Fundamental to the assessment is a discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgement on a three-point scale: meets, does not meet, or partially meets the standard. The panel subsequently gives a substantiated final conclusion regarding the quality of the programme on a three-point scale: positive, conditionally positive, or negative.

4.1 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.

Outline of findings

The programme's main objective is to train students to acquire the necessary skills and relevant knowledge to professionally support and guide hotel organisations in defining strategic scenarios and successfully manage innovation projects to achieve (parts of) desired strategic objectives. These scenarios envisage solutions within circular and digital business strategies that are key to the complex and challenging environment of the fourth industrial revolution. The programme intends to prepare young hospitality professionals to play a leading role in the hotel industry and does so by focusing on three main themes: Digital and circular strategies, Transformation, and Leadership.

The programme's intended learning outcomes are informed by four key drivers:

- I. The programme conducted a *labour market study* for its macro-efficiency reports amongst representatives of the international hotel industry. This study confirmed the need for master graduate professionals who can play a leading role in defining strategic scenarios and business solutions, to create environments in which hotel organisations can quickly adapt to change or successfully initiate and implement innovation.
- II. The intended learning outcomes comply with the *Professional Master Standard* developed by the Association of Universities of Applied Sciences to safeguard the master level of the programme.
- III. The programme made use of the *Professional and Educational Profile (PEP) 2017-2023*, which is an official national framework for bachelor programmes in hospitality management established by The Association of Dutch Hotel Schools. Taking several PEP learning outcomes as a starting point, the master's level is expressed through a higher degree of autonomy and complexity, reflected by the third level of the AuCom model (Bulthuis, 2011).
- IV. The intended learning outcomes are in line with the *educational vision and profile of HTH*. Education at HTH is focused on a combination of theory, practice and research which aims to stimulate the development of IQ, AQ and EQ. Considering the ambition of the programme to prepare and deliver future leaders of the hotel industry, the intended learning outcomes emphasize the development of transformational leadership skills (i.e. AQ leadership skills and ethical reasoning).

Taking these four key drivers as a basis, the programme has formulated eight intended learning outcomes: Strategic Advice, Data Analysis, Translating Trends, Project Management, AQ Leadership Skills, Complex Problem Solving based on Design Based Research, Managing Stakeholders, and Ethical

Reasoning. In the application document it is substantiated that they comply with the Dublin descriptors. The learning outcomes are constructed in a matrix and match individual courses and the programme, including the three main themes of Digital and circular strategies, Transformation, and Leadership.

According to the application document, the intended learning outcomes were developed in close cooperation with the professional field to ensure that the learning outcomes and content are up-to-date and aligned with international professional needs and demands. Input given by industry partners stressed the relevance of the current and increasing impact of digitization and circularity within the hotel industry. These developments require professionals who can translate the needs of various stakeholders into solutions at a more strategic level and lead these transformations within a hotel ecosystem.

The representatives of the professional field interviewed by the panel expressed the need for graduates who can take on strategic advisory work and bring new insight to digital and circular business strategies. They specifically valued the leadership aspect of the programme, which they saw as helpful in fostering creative and independent thinking. The application document stated that master graduates of the Leading Hotel Transformation programme are expected to show accelerated career growth and either lead or play a significant role in hotel projects. These prospects were confirmed by the representatives of the professional field.

Considerations

The panel has studied and discussed the intended learning outcomes of the master Leading Hotel Transformation and considers these both relevant and effective. Based on compliance of the programme with the Professional Master Standard for Universities of Applied Sciences in the Netherlands, the panel verified that the level and orientation of the intended learning outcomes accord with international requirements of a master's degree. The learning outcomes are partly derived from the Professional and Educational Profile as established by The Association of Dutch Hotel Schools, which indicates that they are geared towards the discipline. The focus of the master programme is on Digital and circular strategies, Transformation, and Leadership in the hotel industry. These three themes are clearly delineated from current developments in the hotel industry, as evinced by the labour market study conducted by HTH. The panel therefore concludes that the intended learning outcomes are geared towards the expectations of the (international) professional field.

Conclusion

The programme meets standard 1.

4.2 Standard 2: Curriculum; orientation

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

Outline of findings

In the application document, it is explained that design-based research is the leading research methodology applied to the master Leading Hotel Transformation. This research methodology is the driving force behind identifying and analysing hotel business problems in order to develop feasible and applicable solutions regarding digital and circular transformation challenges. Students become acquainted with principles of the Design Based Research cycle during the course 'Design Based Research: from problem mess to validated innovative solution design'. The methodology is furthermore integrated in the delivery and assessment of various courses. During the site visit, the panel understood that emphasis is placed on recreating a full regulative cycle, with particular attention to solution design. Whilst the extent to which students can implement their solutions is limited, students are required to reflect on why their chosen solution would work in a particular situation.

The Hospitality Research Centre will play an important role in delivering the content and execution of the master Leading Hotel Transformation. During its discussion with programme management, the panel learned that over the past five years, the Hospitality Research Centre has sought to increase its visibility for the educational programmes of HTH. This strategy has proven successful, to the point

where research findings are now constantly being used to innovate educational content through a connected curriculum. In their discussion with the panel, staff members mentioned the example of a research project on food waste. Within the Hospitality Research Centre, staff members work on research topics that are closely intertwined with emerging issues from the professional field. The programme aims to replicate this in the various courses that have been developed by members of the Hospitality Research Centre. The panel encourages the Hospitality Research Centre to further its hotel research efforts, supplementing its current focus on food and beverages.

The professional skills development of students takes place throughout the whole programme in various courses, with a special focus on managing project teams and stakeholder needs in complex and unpredictable situations. Such skills are practiced during courses such as 'Transformation of the hotel' where students learn to apply effective change management and stakeholder management in their development of a project plan for a hotel transformation. Emphasis is moreover placed on leadership skills through the course 'Personal Leadership' where students learn to develop self-awareness as a leader and managerial decision-making skills in uncertain situations. These professional skills are reflected in the skills-related learning outcomes: AQ leadership skills, Managing Stakeholders, and Ethical reasoning. The courses furthermore emphasise real-life learning and guarantee students' full industrial immersion. This is not only achieved by using real-world business cases, guest lecturers, company visits and study trips, but also by organising and executing more than 40 percent of the curriculum components at an external location with active participation from industry partners.

Considerations

The orientation of the master programme strikes a good balance between research and professional skills. Research skills related to the Design-based research methodology are addressed in various courses throughout the programme. The panel established that there is a clear link between the profile of the programme and the research conducted within the Hospitality Research Centre. Students develop their professional skills through specific courses that contribute to skill-related learning outcomes: AQ Leadership Skills, Managing Stakeholders, and Ethical reasoning. The panel holds the views that the teaching staff, together with the strongly integrated industry relations into multiple levels of the programme, are capable of bringing current developments in the hotel industry into the programme. The panel finds that the focus on hotel industry itself is also what sets the master programme apart from other related programmes. The location of the master programme in a training hotel provides opportunities for learning and learning through research, as well as for aligning the bachelor and master level students in the institute at the work floor. The panel concludes that the envisaged curriculum set-up enables students to master the appropriate research and professional skills.

Conclusion

The programme meets standard 2.

4.3 Standard 3: Curriculum; content

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

Outline of findings

The master Leading Hotel Transformation comprises a total study load of 60 European Credits (EC) and has a nominal length of one academic year. The curriculum consists of twelve courses, each with underlying learning goals that correspond with the programme's intended learning outcomes. The programme offers six main courses with a study load of 5 to 6 EC, five supporting courses with a study load of 2 to 3 EC and a final thesis of 15 EC. In response to a question from the panel regarding the rationale behind the allocated number of credits, programme management said that it merely showed the distinction between main and supporting courses. It agreed with the panel that creating more uniformity between the study load of courses, underpinned by a sound rationale, would provide a clearer programme outline.

A schematic overview of the curriculum was included in the application document. The master programme is divided into four blocks of 15 EC. Each block speaks to a different stage in the programme, described in the application document as: (1) Developments, (2) Business, (3)

Transformation, and (4) Integration. This dictates a logical sequence in which the completion of courses from one block will adequately prepare students for the next block. Per course, information was provided on the study load, course leader, the purpose and learning goals, learning activities and assessment method. The courses were developed in cooperation with and input from both industry professionals and the Hospitality Research Centre. Whereas the majority of courses are limited to a specific block, the courses 'Personal Leadership' and 'Design Based Research: from problem mess to validated innovative solution design' span three blocks. This allows the other courses taken during this period to build upon the discussed concepts and acquired skills relevant to these supporting courses and vice versa.

The fourth and final block of the curriculum is dedicated to the final thesis. This 15 EC study project takes the form of an evidence-based research and advice on the theme 'Leading Transformation in Hotels'. The thesis connects the intended learning outcomes of the programme with digital and circular transformation challenges in hotel organisations. It consists of three stages: Design Research Setup, Design Research Execution, and Problem Solution Design. Students are subjected to a go/no-go decision after the first stage when the student's research proposal is checked by thesis examiners against a set of criteria that ensure the achievement of the master level.

As stated in the application document, the curriculum design of the master Leading Hotel Transformation is based on two design principles: constructive alignment and backwards design. Constructive alignment describes the natural and logical cohesion between the intended learning outcomes of the programme, the programme's assessment plan, plus the learning and development activities organised in the various courses. This constructive alignment is then facilitated by the backwards design of the curriculum. First the intended learning outcomes are defined, then the overall system of assessment, and finally the learning activities. Although the panel fully understood these two principles, it was unable to identify the underlying structure of the curriculum that resulted from these curriculum design principles and transposes into the courses. The panel questioned how the courses in different blocks relate to one another. This also ties in with its remark about how the teaching staff intends to work together as a team in delivering the content of the programme (see Standard 6). The panel also found that some courses may help achieve other intended learning outcomes than those explicitly selected. The rationale underpinning the choices made was not fully clear to the panel. Furthermore, it could not establish that the curriculum design supported students in developing their knowledge and skills from a basic to a more advanced level, i.e. showing increased complexity of knowledge and tasks in the courses and assignments.

Considerations

Given the difficulties the panel had in understanding the general underlying framework of the master programme, the panel judges that the standard is partially met. The panel spoke with industry professionals and agrees that all courses in the curriculum add a direct value to the work field and build on the hospitality (related) bachelor programmes. However, whilst the panel considers the content of the individual curriculum components to be adequate, the intertwinement of components should be improved upon. The programme management and course leaders will need to formulate a shared rationale that underpins the structure of the curriculum. Particular attention should be paid to the order in which courses are structured, progression of course content, increasing complexity of assignments, and the transparent allocation of study credits. The distinction between 2 vs 3 or 5 vs 6 EC was rather vague, it is suggested that the courses would be restructured with either 2 vs 5 (or 3 vs 6) EC indicating supporting or core courses. This would help working out the number of contact hours and assessment (e.g. word count for reports) as well as giving students a clear idea of supporting vs core courses.

Conclusion

The programme partially meets standard 3.

4.4 Standard 4: Curriculum; learning environment

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

Outline of findings

Constructive learning, contextual learning and collaborative learning are the most important educational principles that underlie the learning environment of the master Leading Hotel Transformation. As stated in the application document, constructive learning consists of activating and building upon previously acquired knowledge, thereby enabling students to gain new knowledge and solve complex problems. Contextual learning is based in a context that is well-known to the students and relevant to their future profession. The master programme therefore organises and executes more than 40 percent of curriculum components at an external location with active participation from industry partners. Additionally, students work closely with said partners during the final thesis phase. Lastly, collaborative learning involves active input from the professional field. Lectures are followed by interactive workshops in which representatives of the professional field and master students work together on possible solutions to real-world business cases.

The learning approaches adopted by the master Leading Hotel Transformation follow those already adhered to in the existing educational programmes at HTH. Student-centred learning was introduced in 2016 and encourages students to take responsibility for their own learning process, while lecturers focus on constructing authentic, real-world tasks which motivates student involvement and participation. From 2018 onwards, HTH also adopted design-based research learning, which prepares students to become informed problem solvers and innovators in the hospitality industry.

The application document describes several types of instruction, including interactive lectures, master classes and guest lectures, workshops, leadership training, coaching and online courses to prepare for course or further skills development. The lecturer decides which teaching method best suits the students and the subject matter, which may include roleplaying, mini case studies, poster presentations, tour guides, debates, or management and business games. The study load of the programme is equally spread over the four blocks, ensuring a well-balanced workload.

Programme language and name

In line with the international orientation of HTH, the master Leading Hotel Transformation is instructed in English. HTH substantiates its choice for an English-taught programme by arguing that the international labour market of the hospitality industry necessitates a strong command of the English language. The panel agrees with this choice.

Considerations

The panel is of the opinion that the teaching and learning environment is conducive to the realisation of the intended learning outcomes. It is positive about the learning environment in which students are encouraged to take responsibility for their own learning process, whilst working on real-world assignments and professional deliverables following a design-based research approach. The panel is convinced that the various types of instruction used throughout the master programme lend themselves to the implementation of its educational principles. The panel particularly values the ambition of the programme to execute a substantial part of the curriculum off-site. This will no doubt contribute to the envisioned contextual and authentic learning environment which is very suitable to this specific master programme. Given the international profile of HTH and its connections with the international hospitality industry, the panel agrees with the chosen educational language and name of the master programme.

Conclusion

The programme meets standard 4.

4.5 Standard 5: Intake

The curriculum ties in with the qualifications of the incoming students.

Outline of findings

The master programme is expected to be attractive for Dutch and international students and young professionals who have graduated from a Hospitality Management bachelor programme or studies in related fields, such as Tourism, Leisure and Facility Management. According to the application document, prospective students can be typified by their ambition to further develop and specialise themselves in focusing on transformation challenges in hotels. Based on intake research conducted in 2019, the programme expects to attract 40-45 students, of which 25 percent is expected to come from the HTH bachelor programme. Considering the international environment of HTH, the programme aims to have a balanced distribution between Dutch (60 percent) and international students (40 percent, of which 20 percent are non-EU citizens).

Candidates for the master Leading Hotel Transformation are selected on the basis of both quantitative and qualitative admission criteria, which are laid down in the programme-specific Application & Selection Regulation. Candidates are required to demonstrate:

- motivation and suitability for a position as a leader, pro-active manager or specialist in hotel transformation and innovation in the broader hotel industry;
- academic suitability to complete the programme;
- proven English language proficiency to a C1 standard in speaking, writing, reading and listening skills;
- proven relevant professional work experience, preferably in the hotel industry. Academic internships are admissible as work experience, provided they take place in a service-related industry.

Application files consist of standard documents such as relevant diplomas and transcripts, a CV, proof of English language proficiency, two reference letters (academic and professional) and a letter of motivation. A selection committee, consisting of four members, pre-selects applicants on the basis of their submitted documents. Afterwards, selected candidates are invited for a personal interview and, if considered applicable, will be asked to write a motivational essay. The selection procedure as a whole is focused on whether the candidate possesses a combination of IQ, EQ and AQ skills that are highly valued in the programme.

Considerations

The panel considers the admission requirements to be appropriate in light of the programme's level and discipline. During the interviews, the panel came to the understanding that the programme management has a very clear idea of what type of prospective students it wishes to attract. Emphasis is placed on motivation-based criteria, with the idea that passion and heart for the hotel industry are crucial for students to successfully complete the master programme and continue their professional career in the hotel industry. The programme management wishes to attract students who are willing to stay in this industry, since a minority from the existing bachelor programme remains active in the hotel industry after graduation. The panel commends this ambition. Having examined the admission requirements, the panel recommends the programme management to consider the further specification of norms attached to admission criteria, which can be both quantitative and qualitative, to be certain these are the same across all judges and can be made explicit to candidates. Overall, the panel is of the opinion that there is a thorough and well-thought out admission and selection procedure in place which will allow the programme to select the most suitable students.

Conclusion

The programme meets standard 5.

4.6 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.

Outline of findings

Based on the application document, the master Leading Hotel Transformation has sufficient and properly qualified staff to deliver the programme. The staff-student ratio is expected to be 1:16. The

panel had access to the LinkedIn pages of all course leaders and had an interview with several lecturers during the site visit.

The teaching staff of the master Leading Hotel Transformation consists of eleven course leaders, nine of whom are HTH employees. The two remaining course leaders are visiting professors. A majority of the course leaders holds a PhD degree or is currently in the process of obtaining one. HTH highly values an international orientation in order to provide an international education community. International work experience is therefore an important criterion for selecting new staff members. Other professional criteria that are deemed essential are being passionate and knowledgeable about their respective field of expertise, a love for student-teacher interaction, the ability to create an inspiring, open and energised learning and development environment, and the ability to manage courses well. These four professional criteria are carefully monitored via the PDCA cycle, participation in class, and conversations with students.

In preparation for the site visit, the panel had some trouble understanding the relationship between teaching staff and Hospitality Research Centre personnel. In conversations with programme management and lecturers, it became clear that those involved in the master programme are also affiliated with the Hospitality Research Centre. Several course leaders, for instance, are core team members of the Hospitality Research Centre. This led the panel to questions regarding the continuity and interaction among teaching staff. It noted that lecturers spoke very energetically about their own courses, but did not necessarily address the programme as a whole. The panel understood that a dialogue amongst lecturers was only in place within the context of formal meetings within the Hospitality Research Centre where the master programme would be put on the agenda. When asked, the representatives of the quality assurance unit acknowledged that it takes some convincing to have lecturers – who are all experts in their own subfield – consider how the various courses are connected and how their specific course fits the profile of the master programme.

HTH stimulates the professional development of its lecturers by offering them an extensive professionalisation programme. For example, there is an onboarding programme in place for new recruits and staff members are given to opportunity to apply for a training course via the Personal Development Plan (PDP) twice a year. For the master Leading Hotel Transformation specifically, some lecturers will act as the ‘buddy’ of a course leader as a way to become familiar with the master programme community and train them to become future active lecturers in the master programme. Lecturers are stimulated to visit career markets, international conferences and companies to regularly connect with hospitality industry professionals.

The contact between lecturers and industry partners extends itself to the classroom where students get to work on real-life business cases. The programme furthermore aims to involve many guest lecturers who can share their expertise related to a particular topic in the form of a workshop, followed by a comprehensive Q&A session. Such is the case for example in the course ‘Sustainable leadership of the hotel ecosystem’, where a guest lecture will present a case study and, in relation to this, will discuss the perspective of an external stakeholder. In the future, HTH wishes to invite inspiring alumni to share their experiences with students, as they can give them an insight into what can be achieved within five to ten years after graduating from the programme.

Considerations

The panel has established that the current teaching staff are qualified for the realisation of the curriculum in terms of content and educational expertise. The panel particularly appreciates the strong international orientation of the staff and found in its conversation with the lecturers that they showed a high level of motivation and passion. The number of lecturers is sufficient. HTH has a strong structure in place to ensure that durable contacts between the teaching staff and the hospitality industry are established and used to the benefit of students in the master programme. The panel applauds the deployment of industry professionals and alumni in the programme to share their expertise and act as role models for students. The crossover between the Hospitality Research Centre and programme staff was sufficiently explained during the site visit.

That being said, the panel found insufficient evidence that the programme has a solid recruitment plan

in place that ensures the continuity of the master Leading Hotel Transformation in the future. While the lecturers the panel spoke with were enthusiastic and passionate about their own courses, the panel was unable to establish how they intend to work together as a team to collectively deliver this programme and continuously work on its improvement. Synergy between the involved staff members is currently lacking, whilst this could make the programme flourish. There needs to be a structure in place where teaching staff can systematically interact. The panel therefore judges that the standard is partially met.

Conclusion

The programme partially meets standard 6.

4.7 Standard 7: Facilities

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

Outline of findings

The master Leading Hotel Transformation will be offered at the modern Amsterdam HTH campus, where students can make full use of existing facilities and services. These include lecture halls, classrooms, study spaces, a Media Centre, computer facilities, and a service and helpdesk. HTH food and beverage outlets play an important role in creating a real-world learning environment. All classrooms are equipped with either a smart-projector or a smart screen. Workspaces for students have varied set-ups and offer possibilities for individual and group work. As the panel understood from the students it spoke with, the opening hours of the building are somewhat limited. Students can make use of various online communication (and collaboration) platforms, such as Office365 for education, Skype for Business and Microsoft Teams. The facilitation of students with an impairment is laid down in the Student Charter. During a tour of the facilities, the panel got the impression that the building was rather crowded. In response to this observation, the programme management clarified that the current allocation of room is not always done effectively, which leads to a higher occupancy rate on some weekdays. HTH would have no problem in facilitating additional master students, considering the average amount of contact hours and the fact that more than 40 percent of teaching activities will take place off-site.

HTH has its own Media Centre in which students have access to the physical and digital resources they need to prepare assignments, conduct research and produce deliverables. These include a limited amount of technology-driven, socio-economic, and business-oriented academic databases. During the site visit, the panel learned that HTH invested in providing access to additional digital resources for the start of its existing MBA programme in International Hotel Management. No such investment has been made for the master Leading Hotel Transformation, but students will have access to all mandatory literature.

Considerations

Based on the information in the application document, tour of the facilities and discussions with staff members and students, the panel is of the opinion that the facilities made available for the master Leading Hotel Transformation are adequate. Although master students will not be working in one of the hospitality outlets on campus, the panel understands that the presence of these outlets adds to the ambience at HTH and might provide research opportunities for students. Considering the current occupancy rate, the panel advises programme management to improve its use of existing facilities and to continuously monitor the workplaces available to students. The panel understands additional digital resources were made available for the start of its MBA programme and finds that such an effort would be needed for the master Leading Hotel Transformation, so as to further facilitate students in their research conducted during the Final Thesis phase.

Conclusion

The programme meets standard 7.

4.8 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.

Outline of findings

Tutoring in the master Leading Hotel Transformation will be modelled after that of the existing MBA programme in International Hotel Management. As described in the application document, the programme management invests in a safe and secure learning and development environment. Before the start of the programme, students will be connected with one another through Facebook. The Opening Conference in the first week will help support the development of a tight-knit and dynamic community of students, lecturers and programme management from the very beginning. To this end, the programme management will organise various activities, such as a boot camp, study visits, informational and informal activities.

Lecturers fulfil the role of tutor during classes and programme representatives are present during and after classes so they are easily approachable. The informal interaction amongst students individually, within the group, and with programme representatives, is considered key to small-scale programmes like the master Leading Hotel Transformation aims to be. In addition to informal interaction, three tutor meetings will be scheduled for each master student. During these meetings, the overall well-being of the student is discussed as well as their study progress and possible areas where the programme or student can improve.

Information for master students is available via internal HTH websites: Osiris for information on study progress, myhotelschool.nl for schedules and other course information, assessment forms and relevant documents such as the Education and Exam Regulations, and the intranet for general information. Digital resources are easily accessible. In preparation for the site visit, the panel was provided with several relevant documents, such as course syllabi, the HTH Student Charter, and the programme Study Guide. It found these documents comprehensive and transparent. Student can turn to an on-campus service desk for practical questions and they have access to an IT helpdesk for questions related to network access, printing, e-mailing and internet use.

Considerations

According to the panel, the tutoring and provision of information to students are conducive to their study progress and tie in with their needs. The panel understands that the described tutoring approach has proven successful in the existing MBA programme offered by HTH and is therefore convinced that students of the master Leading Hotel Transformation will feel well-supported by an intensive guidance system, which strongly emphasises the importance of a safe learning and development environment. The small-scale nature of the programme allows for high quality support services tailored to individual student needs, which the panel finds positive. The information provision of the programme is extensive and adequate.

Conclusion

The programme meets standard 8.

4.9 Standard 9: Quality Assurance

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

Outline of findings

HTH has an internal quality assurance system through which its educational programmes are periodically evaluated: the Hotelschool The Hague Quality Management Model. This model is built upon five pillars: (1) the Hotelschool's own standards, based on its purpose, mission, and vision, (2) the ESG 2015, (3) the Certiked Model (based on ISO 9001), (4) the standards of NVAO, THE-ICE and CeQuint, and (5) the BKO 2016-2022 (HBO Quality Assurance for research). It is aimed at continuous improvement and development at all levels. Control processes are monitored by the HTH Heart Rate Monitor, in

which PDCA cycles at various levels of the organisation (institutional, programme, department, course and people) are represented.

HTH has a number of advisory bodies in place that play an important role in its quality assurance system. At HTH, the programme committees are integrated within the central Co-Determination Council (CDC), which combines the legal responsibilities of both co-participation bodies. The CDC consists of an equal number of students and employee representatives who are democratically elected. It offers advice to the Board of Directors on matters concerning the school's management, such as the implementation of and amendments to the Education and Examination Regulations of the various educational programmes. Employee members consist of teaching staff, instructors and administrative staff. Student representatives comprise of students from both campuses at all stages in their education. During the site visit, the panel learned that the current student representatives only consist of bachelor students due to the two-year appointment term. In conversation with the panel, the CDC representative said that an amendment could be made to allow a one-year term for master students. The panel established that representation of the master Leading Hotel Transformation is currently ensured by staff members of the CDC. The panel agrees with the CDC-amendment as the input from the master student(s) is essential for their representation.

The Industry Advisory Board, consisting of representatives and alumni from the international hospitality industry, advises the Board of Directors on the alignment of the curricula with industry. During the site visit, the panel learned that the Industry Advisory Board was consulted in setting up the programme. The master Leading Hotel Transformation will also have an active network of participating guest lecturers, offering additional value for quality assurance through their multi-faceted feedback.

An important part of the quality assurance system are course evaluations conducted cyclically after each block. Students are invited to give anonymous feedback on the courses of a specific block. Following the evaluation period, outcomes are communicated with the students, lecturers, the Programme Director, Board of Directors and the Board of Trustees, so as to initiate relevant improvement measures. The Education & Quality Support Office helps staff and management to facilitate and support evaluations and curriculum improvements. The panel understood that the master programme has its own Coordinator, whose responsibility is to monitor the implementation and execution of improvement measures.

Considerations

The panel considers that the master Leading Hotel Transformation has an adequate quality assurance system in place, which follows the existing quality management system of HTH. With the support of the Education & Quality Support Office, the programme is able to organise effective periodic evaluation activities, the outcomes of which provide input for its development and improvement. The panel is of the opinion that the Coordinator Master Programmes will play a vital role in this quality control process. The quality assurance system explicitly foresees the involvement of different stakeholders, including the CDC, staff, students, alumni and industry professionals. The panel was pleased to hear that industry representatives have been and will remain involved in the further development of the programme. This ensures alignment of the curriculum with the needs of the hospitality industry.

Conclusion

The programme meets standard 9.

4.10 Standard 10: Student assessment

The programme has an adequate system of student assessment in place.

Outline of findings

As described in the application document, the Exam Committee is responsible for ensuring the quality of diplomas through quality in assessments and assessment procedures. The Exam Committee determines, in an objective, professional and independent manner, whether a student fulfils the requirements regarding the knowledge, understanding and skills necessary to award the degree. It consists of four members, including one external member, and is supported by an official secretary. The Exam

Committee formally appoints the examiners. Lecturers must have a Basic Examiner Qualification to be assigned the role of examiner.

The Exam Committee gives a mandate to the Assessment Committee for the operational work on safeguarding the quality of assessments. The Assessment Committee consists of four members and is assisted by the same secretary as the Exam Committee. It monitors assessment quality by pre-screening and post-screening assessments according to a set screening schedule. Feedback is given to the course leaders and programme management. During the site visit, it was unclear to the panel how the Exam Committee verifies the work done by the Assessment Committee. A member of the Exam Committee told the panel that such verification does not take place, because he considered the work of the Assessment Committee as a delegated responsibility of the Exam Committee. This was later corrected by programme management who stressed that there are regular meetings between the chairs of both committees.

The system of assessment of the master Leading Hotel Transformation is in line with the HTH assessment policy. The school drafted a general assessment policy which is based on the vision that assessment should be 'for learning' instead of 'of learning'. This requires timely and constructive feedback that develops the learner's capacity for self-assessment. Another focal point of the vision on assessment is that they are given in a well-balanced way, so as not to overload students with summative assessments. The assessment practice of educational programmes is structured according to the guiding principles of transparency, fairness, reflectiveness and responsibility/accountability.

At a cursory level, the intended learning outcomes of the master Leading Hotel Transformation have been operationalised in a wide variety of assessment methods and corresponding assessment criteria. Assessment methods used within the master programme include written research papers, written exams, advisory reports, business products, reflection reports, client presentations and portfolios. During the site visit, the panel studied a number of assignments for the master programme. It concludes that all assignments are at an appropriate level. As for the other curriculum elements, it can be wise to choose a single rationale to underpin all assignments. The syllabi presented to the panel included clear assessment matrices, indicating weightings dedicated to the different learning goals of the course as well as the intended learning outcomes of the programme as a whole. The design of all forms of assessment is always checked by the Assessment Committee for validity, reliability, fairness, transparency and feasibility prior to being administered. In its discussions with programme management, the panel learned that the four-eye principle is only used for assessing the final thesis. The thesis is defended before a panel of at least two examiners and an industry representative to ensure the applied element of the master programme. The industry representative does not take part in the grading process. Regular assessments are typically assessed by one examiner, unless a student requests a second opinion.

Considerations

The panel has established that the master programme has a sound and transparent system of assessment in place. It is characterised by a wide variety of assessment methods and provides sufficient insight into the relationship between the intended learning outcomes and learning goals of a given course. The assessment of the final thesis is clearly designed, and its quality is guaranteed by having it done by two examiners, whilst the involvement of an industry professional guarantees its relevance to professional practice. Having noted that regular assessments only involve one examiner, the panel is of the opinion that the programme should also have a policy in place to permanently safeguard the objectivity of all student assessments. It is precisely in a small community such as that of the master Leading Hotel Transformation that subjective colourings of judgement based on personal preferences may lurk. Here, the fresh perspective from a second pair of eyes would be of added value.

The rules and regulations for exams and assessments of the master's programme are clearly described in the Education and Examination Regulation. The panel established the Exam Committee of HTH has the necessary level of independence. The way the Exam Committee fulfils its tasks are in line with the legal tasks described in Higher Education and Scientific Research Act (Dutch: WHW). The panel did have trouble understanding the relationship between the Exam Committee and Assessment Committee. Despite the fact that the Assessment Committee functions under the formal responsibility of the Exam

Committee, this apparently was not clear to all committee members and had to be clarified by programme management during the site visit. The panel is of the opinion that such a delegated responsibility should be clearly formalized in the Assessment Policy of HTH and adequately internalized by committee members. Taking into account these considerations, the panel judges that the standard is partially met.

Conclusion

The programme partially meets standard 10.

4.11 Conclusion

The panel concludes that the programme meets the standards 1, 2, 4, 5, 7, 8 and 9, and partially meets the standards 3, 6 and 10. The application documents, the programme materials on site and the discussions with HTH delegations have provided the panel with a comprehensive view of the programme.

The panel considers the master Leading Hotel Transformation to be a relevant programme, offering a timely opportunity to adequately prepare young hospitality professionals for the complex and challenging environment of the fourth industrial revolution. The intended learning outcomes tie in with the level and orientation of the programme; they are geared towards the expectations of the professional field, the discipline and international requirements. The orientation of the master programme strikes a good balance between research and professional skills that are relevant to the objectives of the programme and the hotel industry. Although the panel is satisfied with the content of individual curriculum components, it has not been able to identify the underlying structure of the curriculum. This led to questions about the order in which courses are offered and their progression, the increasing complexity of assignments and the chosen allocation of study credits. Therefore, the panel judged Standard 3 as partially met.

The panel is of the opinion that the teaching and learning environment is conducive to the realisation of the intended learning outcomes. It particularly values the ambition of the programme to execute a substantial part of the curriculum at external locations with active participation from industry partners. The admission requirements are appropriate in light of the programme's level and discipline. The panel has established that the teaching staff is qualified for the realisation of the curriculum in terms of content and educational expertise. That being said, the panel found insufficient evidence that the programme has a solid recruitment plan in place that would ensure the continuity of the master programme in the future and therefore judged Standard 6 as partially met. According to the panel, the facilities made available for students are adequate and the tutoring and provision of information to students are conducive to their study progress.

The master programme has an adequate quality assurance system in place, which follows the existing quality management system of HTH. The panel was pleased to hear that representatives of the professional field will remain involved in the future development of the master programme, as this will continue to ensure the curriculum's alignment with the needs of the hospitality industry. The panel has established that the master programme has a sound and transparent system of assessment in place, which is characterised by a great variety of assessments. Having noted that regular assessments only involve one examiner, the panel is of the opinion that the programme should also have a policy in place to permanently safeguard the objectivity of these assessments. Furthermore, the panel noticed that the relationship between the Exam Committee and the Assessment Committee was not clear to all committee members and believes that such a delegated responsibility should be clearly formalized. Based on these considerations, the panel judged Standard 10 as partially met.

The panel concluded that it is convinced of the quality of the professional master Leading Hotel Transformation, taking into account the shortcomings on the three standards described above. All in all, the panel assesses the quality of the programme as conditionally positive.

The conditions that the programme must meet within a period of two years are:

1. The programme needs to formulate a shared rationale that underpins the curriculum design, paying attention to the order in which courses are structured, progression of course content, increasing complexity of assignments, and the transparent allocation of study credits.
2. The programme needs to have a solid recruitment plan in place to ensure the continuity of the master Leading Hotel Transformation. In addition, there needs to be a structure in place where teaching staff can systematically interact and therefore be collectively responsible for the content and quality of the full master programme.
3. The programme needs to have a policy in place to permanently safeguard the objectivity of all student assessments. In addition, the delegated responsibility between the Exam Committee and the Assessment Committee should be clearly formalized in the Assessment Policy of HTH and adequately internalized by the committee members.

4.12 Recommendations

The panel has also made some recommendations, which are meant for further improvement of the quality of the programme:

- Having examined the admission requirements, the panel recommends the programme management to consider the further specification of norms attached to admission criteria, which can be both quantitative and qualitative, to be certain these are the same across all judges and can be made explicit to candidates.
- Considering the current occupancy rate of the building, the panel advises programme management to improve its use of existing facilities and to continuously monitor the workplaces available to students.
- The panel understands additional digital resources were made available for the start of its MBA programme and finds that such an effort would be needed for the master Leading Hotel Transformation, so as to further facilitate students in their research conducted during the Final Thesis phase.

4.13 Qualification and field of study (CROHO)

The panel advises to award the degree Master of Arts to the professional master Leading Hotel Transformation. The panel supports the program's preference for the CROHO field of study 'Economics'.

5 Overview of the assessments

Standard	Assessment
Intended Learning outcomes <i>Standard 1: 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</i>	Meets the standard
Curriculum; orientation <i>Standard 2: The curriculum enables the students to master appropriate (professional or academic) research and professional skills.</i>	Meets the standard
Curriculum; content <i>Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.</i>	Partially meets the standard
Curriculum; learning environment <i>Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.</i>	Meets the standard
Intake <i>Standard 5: The curriculum ties in with the qualifications of the incoming students.</i>	Meets the standard
Staff <i>Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.</i>	Partially meets the standard
Facilities <i>Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.</i>	Meets the standard
Tutoring <i>Standard 8: The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.</i>	Meets the standard
Quality Assurance <i>Standard 9: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.</i>	Meets the standard
Student assessment <i>Standard 10: The programme has an adequate system of student assessment in place.</i>	Partially meets the standard
Conclusion	Conditionally positive

Appendix 1: Schedule of the site visit

The panel visited Hotelschool The Hague on 10-11 March 2020 as part of the external assessment procedure regarding the professional master Leading Hotel Transformation.

Day 1: Tuesday 10th March 2020

12:00 – 14:00	Preparatory meeting panel (<i>closed meeting</i>)
14:00 – 14:15	Short presentation new programme
14:15 – 14:45	Tour of the buildings and facilities
15:00 – 18:00	Preparatory meeting panel (<i>closed meeting</i>)

Day 2: Wednesday 11th March 2020

08:45 – 09:00	Welcome
09:00 – 10:00	Programme management and designers curriculum
10:15 – 11:15	Staff including the programme committee
11:30 – 12:00	Representatives of the board of examiners
12:00 – 12:30	Representatives of the professional field
12:45 – 13:15	Representatives of the quality assurance unit
13:15 – 14:00	Lunch and meeting panel (<i>closed meeting</i>)
14:15 – 14:30	Extra session with programme management
14:30 – 16:30	Final panel meeting (<i>closed meeting</i>)
16:30	Presentation of initial findings

Appendix 2: Documents reviewed

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 - o Appendix 1: Macro-efficiency report
 - o Appendix 2: Letter CDHO audit result (June 2019)
 - o Appendix 3: Hotelschool The Hague Institutional Plan “Creating Hospitable Futures Together 2018-2023”
 - o Appendix 4: Professional Master Standard, Vereniging Hogescholen
 - o Appendix 5: Assessment Framework for Higher Education
 - o Appendix 6: Professional and Educational Profiles 2017-2023
 - o Appendix 7: Educational Framework Hotelschool The Hague
 - o Appendix 8: Education and Examination Regulation (EER) Ma LHT
 - o Appendix 9: Overview Course Leaders Profiles
 - o Appendix 10: Letter CDHO ‘Engels als voertaal’
 - o Appendix 11: Nadere uitwerking criteria BKKI (januari 2018)
 - o Appendix 12: Study Guide of the Programme
 - o Appendix 13: Student Charter Hotelschool The Hague
 - o Appendix 14: Assessment Policy Hotelschool The Hague
 - o Appendix 15: Application and selection regulation
- Documents made available online:
 - o Main document Leading Hotel Transformation
 - o Overview adjustments main document
 - o Course syllabus: Strategic Foresight
 - o Course syllabus: Digital developments in for the hotel industry
 - o Course syllabus: Sustainable leadership of the hotel ecosystem
 - o Course syllabus: Design Based Research
 - o Course syllabus: Personal Leadership
 - o Course syllabus: Innovation and business in hotels
 - o Course syllabus: Circular thinking in the hotel ecosystem
 - o Course syllabus: Sustainable leadership of internal stakeholders
 - o Course syllabus: Transformation of the hotel ecosystem
 - o Course syllabus: Guest experience in the hotel industry
 - o Course syllabus: Writing your thesis
 - o Course syllabus: Final Thesis
- Documents made available during the site visit:
 - o Assessment examples and grading rubrics of several courses, including the Final Thesis and related courses
 - o All scientific articles, books and literature mentioned in the course syllabi

Appendix 3: List of abbreviations

Ba	bachelor's degree
CDC	Co-Determination Council
EC	European credit point
ESG	European Standards and Guidelines for Quality Assurance in the European Higher Education Area
hbo	Professional higher education
HTH	Hotelschool The Hague
Ma	master's degree
MBA	Master of Business Administration
NVAO	Accreditation Organisation of the Netherlands and Flanders
PDP	Personal Development Plan
PEP	Professional and Education Profile
wo	Academic higher education
WHW	Higher Education and Scientific Research Act

The panel report was written at the request of NVAO following the peer review of the new MA programme Master Leading Hotel Transformation of Hotelschool The Hague, Campus Amsterdam

Application no.: 008968



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