

hbo-master Master of International Hospitality Management Hotelschool The Hague

Initial accreditation

April 2nd 2013

Panel report

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1 Executive summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure, including programme documents, regarding a proposed professional master Master of International Hospitality Management at Hotelschool The Hague. 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 professional master of International Hospitality Management is a 13 month programme for students holding a Bachelor's degree in Hotel Management or in a related economic domain, with a junior or intermediate level of work experience. The master's programme aims to educate students to become successful hospitality leaders for the hotel industry or other service related industries. The programme is structured around a specific vision on hospitality and covers the three main areas of this vision: concept innovation, business development and change.

During the accreditation procedure, the Hotelschool The Hague (HTH) requested to change the name of the projected programme from Master in Hospitality Leadership to Master of International Hospitality Management. The panel endorses the argument of HTH that this new name is more appropriate within the hospitality field. It allows for the positioning and differentiation of the programme to remain unchanged, with a clear focus towards leadership. The panel considers this new name to cover the content and qualifications of the programme assessed in the current review procedure.

The panel assessed and reviewed the Master of International Hospitality Management. From the documentation, the panel had some questions as to what this programme envisions and to what extent the learning outcomes distinguish themselves from a bachelor's level. During the site visit, especially after hearing from teachers and alumni, it became increasingly clear that this master's programme is indeed of a higher level and builds on the competencies of the bachelor's programme. The discussion partners were able to clarify the distinguishing factor of this master, compared to other hospitality masters, with its focus on concepts and innovation.

The panel is convinced that there is a need for such a master's programme and considers the positioning of the programme well thought through. The distinguishing focus on leadership is acknowledged by industry experts and gives the programme a clear orientation. The learning outcomes are well defined, are at master's level and represent the expectations and desires of the professional field. The panel considers the master orientation and the Dublin Descriptors to be accurately reflected in the Body of Knowledge.

The programme has a strong connection with the hospitality industry and is therefore able to keep up with current developments. The curriculum was clearly developed towards achieving the intended learning outcomes and consists of a combination of hard and soft skills concerning each of the three main areas of the hospitality model. Research skills are adequately integrated into the programme.

An adequate didactic concept was used for the development of the programme, that ensures horizontal and vertical coherence through the use of different pathways. The panel appreciates the way the programme has incorporated cultural aspects and diversity among students into the learning environment, clearly supporting the intended learning outcomes.

The panel considers this programme feasible but very dense and intense, which requires having a secure and transparent intake procedure in place. Currently, the need for certain assessments (such as a GMAT test) is decided on a case-to-case basis. The panel strongly advises making the assessment procedure more uniform and democratic, to ensure equality in accessibility of the programme and to avoid study progress issues later on.

According to the panel, the programme is in full compliance with statutory requirements regarding the scope and duration of the curriculum, but it recommends increasing transparency regarding the allocation of credits.

Staff members are well equipped to teach this master's programme and the didactic support offered is appropriate. The panel has met a highly motivated, passionate team of teachers for whom this master's programme will provide opportunities to better live up to their full potential. It is therefore considered a good retainer, especially for PhD staff. HTH seems to succeed in creating an atmosphere where people feel comfortable and feel connected to the programme. The panel considers the envisioned staff- student ratio of 1:15 to be satisfactory.

The Hotelschool The Hague has a campus in The Hague and Amsterdam. The campus that will be used for the master's programme will be in The Hague. The facilities on the campus in The Hague are regarded as sufficient and the Villa is considered suitable for students to build the desired close-knitted student community. The library is currently insufficient for a master's programme but the panel realises it is hard to stock a master's library before the programme commences. It does however strongly recommend making the upgrading of the library a priority. The board of HTH has pledged resources towards this upgrade.

The panel has encountered a very intimate programme with proper facilities and a highly customized tutoring policy. It does recommend more safeguards in tutoring to allow more sensitivity regarding problematic situations that international students might encounter. The variety in background and nationality of the students and the small size of the group is recognised by The Hotelschool The Hague in the interviews. However, the formalisation of how the tutoring is done can be improved and cannot be done within the same system as the bachelors programme, which has a much higher number of students. The programme currently seems to lean on informal contacts to cover this shortcoming

HTH has a robust and adequate quality assurance system in place for the bachelor's programme. However, they envisage incorporating this system into the master's programme. This does not sufficiently take the smaller numbers of students into account, which requires a more qualitative approach to evaluation. According to the panel, the programme should adjust quality assurance procedures to these smaller numbers and formalise qualitative evaluation. It does believe the programme management will be able to improve this shortly.

The programme actively involves students, staff and industry in quality assurance. The panel suggests to also formalize the role of alumni in these procedures. The Exam

Committee was clearly aware of its prominent role in assuring the quality of assessment. The panel reviewed a limited number of assessments and regards the level suitable for a master's programme. The panel praises the applied character of the consultancy project that constitutes the thesis, which ensures a clear theoretical framework and covers all functional areas of the programme with a clear link to the professional competencies. The level of the thesis is regarded to be appropriate for a master's programme.

HTH guarantees that students will be able to finish the programme once started. The panel considers this guarantee sufficient.

The programme wishes to be registered under the CROHO-code for Economics. The panel agrees that this is a proper classification for this programme.

Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed programme Master of International Hospitality Management at Hotelschool The Hague.

The Hague, April 2nd 2013

On behalf of the Initial Accreditation panel convened to assess the Master of International Hospitality Management at Hotelschool The Hague,

Peter Verhoeven MBA
(chair)

drs. Suzanne den Tuinder
(secretary)

2 Introduction

2.1 The procedure

On 16th October 2013 NVAO received a request for an initial accreditation procedure including programme documents regarding the hbo-master Master in International Hospitality Management proposed by Hotelschool The Hague.

An initial accreditation procedure is required when a recognised institution wants to offer a new programme and award a recognised bachelor's or master's degree. To a certain extent, initial accreditation demands a different approach compared to the accreditation procedure for programmes already being offered. Initial accreditation is in fact an *ex ante* assessment of a programme, and a programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

NVAO convened an international panel of experts. The panel consisted of:

Chair: Peter Verhoeven MBA,

Members:

- Terri Eastaff;
- Hans Uijterwijk MEd Bed;
- Dr. Sjoerd Gehrels;

Student member: Joren Selleslaghs.

On behalf of the NVAO, dr. Thomas de Bruijn was responsible for the process-coordination. The external secretary, drs. Suzanne den Tuinder, drafted the experts' report. Drs. Lisette Winsemius, Policy Advisor NVAO, was present during the site visit as observer.

The composition of the panel reflected the expertise deemed necessary by NVAO. (Annex 1: Composition of the panel). All the panel members signed a statement of independence and confidentiality. The panel based its assessment on the standards and criteria described in the NVAO Initial Accreditation Framework (Stcrt. 2010, nr 21523).

The panel members studied the information file regarding the programme (Annex 3: Documents reviewed). Their first impressions were discussed in a conference call on January 15th 2013. The panel discussed remarks within the accreditation framework and formulated the items to be clarified during the site visit. The external secretary drafted these items into a questionnaire to be used during the site visit. This questionnaire was sent to the applicant, together with a request to provide additional information. This additional information was received by the panel on February 8th 2013. The panel held an additional preparatory meeting on the day prior to the site visit. The site visit took place on February 13th 2013 at Hotelschool The Hague in The Hague (Annex 2: Schedule of the site visit).

The panel formulated its preliminary conclusions for each standard immediately after the site visit. These are based on the findings of the site visit, and build on the assessment of the programme documents. On February 28th 2013, the draft version of this report was finalised by the external secretary, taking into account the available information and relevant

findings of the assessment. On March 17th 2013, the NVAO received a request from Hotelschool The Hague to change the name of the programme into Master of International Hospitality Management. On March 26th 2013, the draft version of the report was modified by the secretary to incorporate the panel's advice towards this request. Where necessary the panel corrected and amended the report. On April 3rd the report was sent to the Hotelschool the Hague for a verification of factual details. On April 11th the Hotelschool replied that the representation of facts in the report is accurate. The panel then confirmed the report as it had been finalised on April 2nd 2013.

2.2 Panel report

This report starts with the executive summary. The next chapter, after this introduction, provides a description of the programme including its position within Hotelschool The Hague and within the higher education system of the Netherlands. The panel presents its assessments in the fourth chapter. For each standard the panel offers an outline of its findings, considerations and a conclusion. The *outline of the findings* are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's *considerations* are the panel's subjective evaluations regarding these findings and their respective importance. The *considerations* presented by the panel logically lead to concluding assessments.

The last part of this report provides a table containing an overview of the panel's assessment of each standard.

3 Description of the programme

3.1 Overview

Country	The Netherlands
Institution	Hotelschool The Hague, Hospitality Business School
Programme	Master of International Hospitality Management
Level	Master
Orientation	Professional (hbo)
Degree	Master of International Hospitality Management
Location(s)	The Hague and Amsterdam
Mode of study	Full time
Field of study	Economics

3.2 Profile of the institution

Hotelschool The Hague (HTH) is a mono-sectorial, publicly funded university of professional education, specialised in hotel management. HTH was founded in 1929 by HORECAF, the employers' organisation in the hotel and catering industry, and has campuses in The Hague and in Amsterdam. The Hotelschool is a small, autonomous and independent institute with approximately 1,900 students and 180 lecturers and instructors. Currently, international students form about 40% of the student population

3.3 Profile of the programme

The professional master Master of International Hospitality Management is a master programme of 75 ECTS with a duration of 13 months that is offered as a full time programme.

During the accreditation procedure, the Hotelschool The Hague (HTH) requested to change the name of the projected programme from Master in Hospitality Leadership to Master of International Hospitality Management. The panel endorses the argument of HTH that this new name is more appropriate within the hospitality field. It allows for the positioning and differentiation of the programme to remain unchanged, with a clear focus towards leadership. The panel considers this new name to cover the content and qualifications of the programme assessed in the current review procedure.

HTH defines International Hospitality Management as *“a result driven, people-centred style of leadership which focuses on the development of hospitality concepts that are innovative, make a significant contribution to business and are implementable”*. This vision on hospitality leadership - including aspects of Concept Innovation, Business Development and Change - is placed at the centre of this master's curriculum. The programme offers hospitality education for future professionals, either in or outside the hospitality industry.

A master's programme is not new to Hotelschool The Hague, as they have had a master's programme organized and executed in close partnership with the RSM-Erasmus University Rotterdam (i.c. Master's in Hospitality Management). In 2012 both partners decided to change their strategic routes, upon which HTH decided to replace the scientific master's programme with this professional master programme of International Hospitality

Management. While the previous master had an emphasis on scientific research, this new professional master has a clear focus towards the professional field.

The programme is spread equally over 5 blocks. It commences with a Starting Conference, and ends with a Closing Conference. Two of the courses, “Business Research Methodologies & Thesis Intake” and “Hospitality Leadership Journey” are spread over several blocks. All other course have a duration of one block, including the thesis.

The programme plans to start offering this programme in August 2013.

4 Assessment per standard

This chapter presents the evaluation of the sixteen NVAO Initial Accreditation standards by the assessment panel, alongside the standards' criteria. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the conclusion of the panel.

4.1 Standard 1

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

Outline of findings

Hotelschool The Hague (HTH) developed a leadership model for this master's programme of International Hospitality Management, which serves as a basis for the intended learning outcomes of the programme. In this model, hospitality vision forms the centre, surrounded by thought leadership, people leadership and task leadership. According to the model, these main elements of leadership are connected through the areas of Business Development, Concept Innovation and Change. These three areas, together with additional hospitality leadership skills, are translated into five Professional Competencies, which form the backbone of the programme. The Dublin Descriptors were applied as a framework for the specification of these five competencies into the Body of Knowledge, in which the intended learning outcomes of the programme were formulated.

For the development and determination of these professional competencies, the design team of the programme consulted members of industry and representatives from other leading Hospitality Master's Programmes several times throughout the development phase. Students from the bachelor's programme told the panel they were also involved in the programme from the beginning.

The Board of Directors explains that the distinguishing factor of this master, compared to other hospitality masters, is its focus on concepts and innovation. They consider other master programmes to be management programmes, with a focus on managing organisations using existing hospitality concepts. They explain that this new programme focusses on leadership, while its perspective on leadership is not so much in leading people, but in stimulating a drive towards innovation in people within an organisation, enabling the development of new concepts in relation to hospitality perspectives. The Board's aim is to educate people who are capable of taking the lead and of boosting organisations to become innovative. These people need to be able to bridge the gap between the strategic and operational level and engage and motivate people to enhance their own creativity.

The programme is targeted at people who have an affinity with hospitality, who will contribute to hospitality and innovation in the service industry at large. The international professional field confirmed that hospitality is becoming a more substantial part of the business model in other service industries such as banking, insurance and health care. They explained that service industry is looking for major differentiators and hospitality can

play a major role in “memorable hospitality experiences”. The hospitality mind-set is highly regarded in and outside of the hotel industry, and the professional field clearly considers this programme to be suitable for non-hotel industry as well.

Industry representatives told the panel they felt that the competitive advantages of master graduates over bachelors was based on the higher level of abstraction in conceptual thinking and systemic thinking. They believe that this master’s degree will help fast track careers and allow a more corporate, innovative position regarding customer relations both within and outside of the hospitality industry.

In the discussions, students of the bachelor’s programme seemed eager to obtain this master’s title. In their opinion, this master will deepen their knowledge. Furthermore, they appreciated the programme’s clear focus on industry.

Considerations

From the documentation, the panel had some questions as to what this programme envisions and to what extent the learning outcomes distinguish themselves from a bachelor’s level. During the site visit, especially after hearing from teachers and alumni, it became increasingly clear that this master’s programme is indeed of a higher level and builds on the competencies of the bachelor’s programme. The discussion partners were able to clarify the distinguishing factor of this master, compared to other hospitality masters, with its focus on concepts and innovation.

The industry experts articulated the need for the programme and for the curriculum. The work field convinced the panel that the orientation of the programme is correct, for the hotel sector as well as for other sectors such as the health care industry and the insurance industry. The panel appreciates the strong connection between this master’s programme and the HTH’s highly esteemed bachelor’s programme, which fortifies its content.

The panel considers the intended learning outcomes to be well defined, to be at a master’s level and to clearly address the elements of the HTH hospitality model. These learning outcomes represent the expectations and desires of the work field and include both hard and soft skills. The main distinction of the programme, the focus on hospitality leadership, is acknowledged by the work field as realistic and desirable. The international work field was clearly content with the aimed learning outcomes. The panel considers the master’s orientation of the programme to be accurately reflected in the Body of Knowledge and Skills (BoKS) and sees the Dublin Descriptors addressed in this BoKS.

Conclusion

The panel assesses standard 1 as satisfactory.

4.2 Standard 2

The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Outline of findings

HTH has installed a Programme Board which can be accessed by students and by faculty members for consultation. Board members are invited to help ensure that topics in the programme remain up to date and to actively challenge that. In addition, there is a Satellite Board, consisting of industry members willing to tutor students during certain assignments and to help them connect with the industry.

The HTH founded a research centre six years ago for its bachelor's programme. Currently, four research professors are involved in this research centre. They are responsible for taking the lead in the development of courses for the master's programme and for the applied academic level of the outcome of professional products of the different courses. Professors interviewed conveyed to the panel that they were very much involved in this master's programme and are very aware of the importance of developing applied research competencies throughout the programme.

The curriculum includes a research track throughout the programme with a focus on research methods. Research skills are an integral part of all courses and students are expected to apply research techniques through analysis projects such as assessing quality of hospitality, conducting in-depth interviews, doing literature research. The quality level of performed research is part of the assessment criteria for each course.

Programme developers explained to the panel that internationalisation is reflected in all courses, through the international community of students. They believe the multicultural and multidisciplinary student community offers an excellent opportunity to create a learning environment where students can learn from and build upon each other's diverse backgrounds. Cross cultural understanding is therefore incorporated throughout the programme, for instance by consistently confronting students with their own (cultural) biases and by challenging these biases.

In the design phase, it was decided not to add electives to the programme due to practical boundaries encountered by the small group of 16-24 students. Programme management adds that developing extracurricular personal ambitions throughout the year is encouraged, such as proficiency in a third language.

Considerations

According to the panel, the HTH considers it of eminent importance to have a very strong relationship with the hospitality industry. The programme therefore has a sound professional basis and is strongly related to current developments in the professional field through the Satellite Board and the Programme Board.

The programme does not consider a mixture of cultures amongst students as an obstacle for learning. On the contrary; they incorporate this diversity into the learning environment, making it an added value to the programme.

The panel considers the development of research skills to be adequate for professional practice. The research centre, with its four lecturers, guarantees a strong research base.

Conclusion

The panel assesses standard 2 as satisfactory.

4.3 Standard 3

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

Outline of findings

The five Professional Competencies derived from the hospitality model have been developed into a Body of Knowledge and Skills (BoKS) in which the knowledge, skills and attitudes are described, using the Dublin Descriptors as a framework. This BoKS was assessed by internal stakeholders and the professional field and has served as the basis for the development of the individual courses. Course leaders are responsible for course design, content and quality. They develop the content of the course, based on the outlines of the BoKS.

Coherence in the programme is safeguarded by a strong didactic structure that ensures horizontal and vertical integration and alignment throughout the curriculum. According to members of industry, the programme clearly reflects the hospitality mind-set and ingredients that they would desire in such a master, such as a digital component. They see strategic thinking and systemic thinking reflected in this programme.

Teachers explain that their vision on the content of the programme is not so much towards teaching management theories, but towards providing students with tools to let innovation derive from the organisation itself, through teaching insights on hospitality and on how to lead and boost organisations. They consider this to be the surplus of hospitality leadership over hospitality management. According to teachers, every course is impregnated with this vision on leadership. A course on digital technology for instance, offers an integral approach on transferring the business philosophy into websites and other IT-tools, but simultaneously focusses on the added value those tools can have for e.g. channel management or other areas of the business.

Considerations

The panel feels that the programme was developed with the intended final qualifications in mind and that it has translated these into corresponding learning goals for the individual courses. The panel considers the programme to be fully coherent and to cover all of the programme's intended learning outcomes. It sees that the three main areas of the hospitality model are covered well in the programme through a combination of soft and hard skills in each of the courses.

The panel has reviewed some of the study materials and is convinced of their quality in that respect.

Conclusion

The panel assesses standard 3 as satisfactory.

4.4 Standard 4

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

Outline of findings

The didactic concept of the programme was built on the successful didactic concept of the HTH's bachelor's programme. This concept is based on five learning pathways that each have a specific didactic character and are divided into placement, integrative, conceptual, skills and personal development pathways. For each of the five professional competencies, the aim is that courses working towards that competency are offered in different pathways, which ensures didactic diversity. The focus of a course with its underlying assignments, determines the main course structure.

Courses are offered as interactive lectures, master classes, workshops, training or intervision, depending on the subject matter and objectives of the course. Judging from the information file, all courses are based on professional assignments that ensure realistic or life-like learning situations. Students work on professional assignments and professional products, directly derived from the professional field.

Another distinctive aspect of the didactic concept is the small scale learning environment the programme offers. The programme strives for a true mixture of people, internationally, with a wide range in working experience and educational background and brings them together in a very intense small scale setting of 16-24 students. According to the programme developers, this highly contributes to the learning experience of students. This community offers a learning environment where students can gain from each other's diverse experiences.

Considerations

According to the panel, there is an adequate concept behind the didactic approach of this programme. Horizontal and vertical coherence are ensured through the different pathways and there is a fair balance between in-class teaching, lectures and hands on student involvement in assignments.

The panel thinks highly of the way the programme has incorporated the cultural aspects and diversity among students in the learning environment, clearly supporting the intended learning outcomes. The small groups enable them to put this concept into practice throughout the 13 months in every aspect of the programme

Conclusion

The panel assesses standard 4 as satisfactory.

4.5 Standard 5

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

Outline of findings

The Hotelschool considers it of high importance to have a proper mixture of students from different educational, social and cultural backgrounds, in order to create cross cultural exposure within the group. They are aiming for people with a hospitality or a non-hospitality economic profile with a junior or intermediate level of working experience (1-5 years). Internship can be considered as work experience, which allows students from bachelor's programmes to access this master immediately after graduation.

On top of general admission requirements such as previous education, the programme selects candidates based on ambition, drive and talent in making a difference through hospitality. Selection is based on assessment of the candidate's general intellectual and academic level, their level of English, motivation and ability to make a positive contribution to the class and programme. Furthermore, the candidate's personality will be assessed and the candidate's attraction to hospitality or service related working environments is evaluated.

These criteria are assessed in a selection procedure that is not clearly defined yet. Currently, a combination of a GMAT test, personality, motivation and formal leadership test, essay writing and in-depth individual interviews are considered. During the site visit, discussion partners indicated that the necessity of tests will be decided on a case-to-case basis. For example, GMAT tests will only be compulsory for applicants when Nuffic cannot provide sufficient information on the value of a diploma.

In case of a deficiency in a cognitive assessment outcome, the student is offered the opportunity to compensate this through summer courses, prior to entering the programme. These summer courses must be completed with a pass.

In the opening conference, active participation is required to pass and obtain this course's EC. Students that aren't participating and clearly lack motivation will be asked to leave the programme.

Currently, there is one scholarship to be offered to a Dutch student which will cover programme fees and cost of living. Programme management has drawn up a list of contacts to further investigate possibilities for scholarships by private companies. In addition, they are exploring possibilities to give partial or full discounts on tuition to excellent students.

Considerations

In order to guarantee a proper exit level of graduates, the panel considers it crucial to secure the entry level of candidates and have a uniform and transparent assessment procedure in place. This will prevent problems during the course later on, as the intensity of the programme does not allow for corrective measures. According to the panel, the current assessment procedure does not sufficiently qualify as uniform and transparent, as required assessment methods are individually decided upon. This causes an unequal playing field for students.

However, the panel acknowledges that the suggested assessment methods are indeed appropriate and that they have a clear connection with the learning outcomes of the programme. The panel therefore classifies the intake procedure as suitable, but strongly recommends standardizing the selection requirements and uniform intake assessment.

The panel wishes to emphasize that the opening conference should not be used as a selection method and that students who participate in this conference have already been admitted and paid their fees. It does however acknowledge the importance of mandatory participation for this conference to ensure a proper start of the programme.

In order to make the programme more accessible and more democratic, the panel encourages further developing scholarship opportunities.

Conclusion

The panel assesses standard 5 as satisfactory.

4.6 Standard 6

<i>The curriculum is feasible.</i>

Outline of findings

The programme consists of 75 ECTS and has a duration of 13 months. The credits are spread equally over five blocks of ten weeks. Asked about the relation to the more common 60 ECTS for a master's programme, programme management emphasized that they consider the 75 ECTS necessary to obtain the envisioned exit level. Bachelor's students and alumni told the panel they appreciate the opportunity this programme offers to finalize the programme within 13 months, even if this means the programme is very intense.

All 75 ECTS are mandatory to complete this master, and even though 60 ECTS is enough by law to obtain a master's degree, it will not suffice for this particular programme. No compensation is allowed.

Students are allowed one resit per assessment, which means that two fails for a particular assessment will result in a requirement to discontinue the programme.

According to the OER, students with disabilities will get the opportunity to participate in courses and sit the exams. HTH will make the adaptations necessary for individual circumstances.

Considerations

The panel considers this programme of 75 ECTS to be ambitious and very intense, with limited flexibility for students to hold a part-time job or become involved in any extra-curricular activities during the course of their studies. However, the panel does consider the programme to be feasible within 13 months (instead of the more common 10-11 months) and acknowledges that bachelor's students and alumni recognise the advantages of such a compact and intense programme. HTH has had positive experiences with a 13 months 75 ECTS programme in their previous master's programme.

The panel emphasises once more the importance of a comprehensive intake for this very dense programme, as failure would be dramatic, especially for international students. Proper tutoring and guidance throughout these 13 months will be crucial.

The panel considers the disability policy to be realistic. As the Hotelschool intends to improve the Villa prior to the start of the programme, the panel suggests considering adding a ramp to the entrance.

Conclusion

The panel assesses standard 6 as satisfactory.

4.7 Standard 7

The programme meets statutory requirements regarding the scope and duration of the curriculum.

Outline of findings

The study load of the programme consists of 75 ECTS, which exceeds the compulsory 60 ECTS for a master's degree.

Considerations

The panel defines the programme in full compliance with statutory requirements regarding the scope and duration of the curriculum. However, the number of credits allocated to certain courses, such as the opening and closing conference and the leadership journey, is not always clear to the panel and should be better justified. The panel is convinced that the total study load of 75 ECTS is realistic for this programme, but recommends making the basis for the allocation of credits more transparent.

Conclusion

The panel assesses standard 7 as satisfactory.

4.8 Standard 8

The programme has an effective staff policy in place.

Outline of findings

The HTH's Human Resources department has an initiating and a coordinating role regarding performance and assessment of staff. Staff policy includes evaluation, staff satisfaction and teacher training. Staff members are evaluated by their direct superiors through performance and assessment interviews.

The HR department plays a coordinating role in recruitment by assisting the department throughout the entire recruitment and selection procedure. All new teachers are offered an external ten-day didactic skills course, offered by Centrum voor Nascholing Amsterdam. All teachers are required to complete this course. In addition, an internal didactic training is provided for every new group of employees. In this course the ins and outs of the didactic concept are taught, and faculty can practice their skills and develop learning materials. Specific assessment training is also included in this course.

On an annual basis, HTH organises employee days where workshops are offered, for instance on how to make a proper assessment. All employees are required to take an English test and proficiency in English is monitored by the HR department. English for Staff courses are provided to help faculty staff professionalize their language skills. There is a platform for sharing knowledge and experience on a large number of subjects through SHARE workshops. According to the Programme Board, the percentage invested in education and development of staff is higher than the national average.

Management considers this master's programme as an opportunity for their staff to develop themselves. They explained that as HTH faculty has a high level of qualification, it is important for staff to be challenged on a higher level through this master's programme. Especially PhD staff feel more recognised in teaching a master's programme, and hence are motivated by it.

The excitement and enthusiasm of bachelor staff to be able to teach in the master's programme stood out during the site visit. Teachers also consider this master's programme as an opportunity to develop themselves at a higher level. Students acknowledged that some teachers currently might not be living up to their full potential and would be very eager to teach a master's level.

HTH seems to succeed very well in retaining staff, as 80% of staff that was employed at HTH in 2001, is still involved in 2011. They feel this master's programme makes a positive contribution to their retention strategy. Furthermore, the Programme Board members from industry indicated that they believe that the master's programme may attract more quality PhD's to HTH.

Considerations

The panel has a positive impression of staff policy and considers the didactic support as appropriate and up to standards. The panel has seen a very passionate team of teachers for whom this master's programme will provide an opportunity to live up to their full potential. This master will instigate an uplifting for staff and, according to the panel, will prove to be a good retainer. HTH apparently succeeds in creating an atmosphere where people feel comfortable and feel connected to the programme.

Conclusion

The panel assesses standard 8 as satisfactory.

4.9 Standard 9

The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

Outline of findings

HTH determined that for the master's programme all core educational employees involved should hold a PhD. A substantial part of the faculty of the master's programme works in the professional field. Currently, about 30% of staff has an international background and through this master's programme they intend to attract even more highly qualified international faculty.

For each course, there is a course leader responsible for content, level, didactics and assessment. These course leaders are supported by guest professors, lecturers and experts from the professional field who can provide lectures, workshops or coaching. During the site visit, the panel reviewed CVs of staff and faculty involved in the master's programme (including guest professors), the training and education policy, and other documentation regarding didactics and recruitment.

Considerations

The panel has reviewed the CVs of course leaders and other faculty of the master's programme and believes these to be up to standards. Staff members are well equipped to teach hospitality subjects on a master's level, both through their didactic background and their domain specific expertise. The panel has seen a good mixture in teaching staff regarding experience, degrees and nationalities.

Teachers were very convincing and inspirational in their replies and seem extremely motivated to start with this master's programme.

Conclusion

The panel assesses standard 9 as satisfactory.

4.10 Standard 10

<i>The size of the staff is sufficient for the realisation of the curriculum.</i>

Outline of findings

The master's programme has an estimated staff –student ratio of 1:15, based on 21 students. Smaller groups will not affect the number of fte used for the programme and will therefore result in an even lower ratio. In case the number of intake exceeds 24, management indicates that they would rather start a second group than extend the size of the first group.

Existing supporting departments of HTH will also support the master's programme, which means an extension of their work. According to the information file, the school's financial situation is healthy, which enables investments to be made in additional manpower when needed. HTH realises it has a wide appeal among candidates and can always count on response from a large number of high quality candidates in case of a vacancy.

Considerations

The committee considers a staff student ratio of 1:15 to be satisfactory and is of the opinion that the programme applies sufficient staff to execute this master's programme.

Conclusion

The panel assesses standard 10 as satisfactory.

4.11 Standard 11

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

Outline of findings

During the site visit, different discussion partners addressed the importance of a close-knit community for this master's programme. To this purpose, the programme has ensured its own space for master's students within the environment of HTH, in the Villa. Here a hospitality environment will be created that facilitates master students in self-study, meetings for group assignments, meetings with coaches and faculty and informal get-togethers with peers. An improvement plan for this Villa is currently in preparation. In addition, master students can use all facilities of the two HTH campuses.

HTH has had a campus in The Hague for over 80 years. In August 2012, an additional campus was opened in Amsterdam. The board expressed its clear intention for this master's programme to remain in The Hague. If circumstances demand lectures are conducted in Amsterdam, for instance for guest speakers, the possibility to incidentally use the Amsterdam campus exists. Management emphasized, however, that master's students will remain together as a group and will not be split up between different locations, nor would they have to do a severe amount of travelling between the two locations.

As a result of the growth of the Research Centre, HTH has invested in an expansion of resources in the forms of books and periodicals. There is direct access to approximately 4,000 (applied) academic journals. Through a membership of SAGE, a wide range of publications in the field of hospitality is available to the master's students.

During the site visit, the panel noticed that there is not yet a dedicated library in place for the master's programme and that the common library lacks sufficient hard copies of scientific literature as required by a master's programme. Asked for library investment plans, the programme board emphasised that there is a provision for extra investment in the budget, but they acknowledge it is not concretised yet. However, the board has pledged resources towards an upgrade and assured the panel that a library up to master's standards will be available once the programme commences.

Considerations

According to the panel, the facilities in The Hague, as a central point, are very suitable for this programme and the Villa allows for students to build a community and be close to their teachers. The Hotelschool provides for all the digital facilities necessary for this programme.

The library is not yet up to master's standards. There is a necessity for students to have access to something more complete than what the panel has seen during the site visit. The panel strongly advises to make the establishment of a master's library a priority and suggests offering a separate section for Master's students to ensure proper access.

However, the panel is convinced that there is enough knowledge and awareness amongst staff of what is required. Moreover, there already are adequate structures in place to set up such a library and they do already have access to appropriate databases.

Conclusion

The panel assesses standard 11 as satisfactory.

4.12 Standard 12

Tutoring and student information provision bolster students' progress and tie in with the needs of students.

Outline of findings

Student tutoring is based on individual needs to help students complete the programme successfully. Students with personal problems can turn to the Study Counsellor.

Discussion partners explain that in a small group, one can detect relatively early if a student is falling behind and then take appropriate measures. Having a good dense filter of entry in place will ensure highly qualified and motivated students, which will limit the need for intense tutoring and enable focusing on cultural and (inter)personal issues.

For the cultural aspects of tutoring, peer tutoring is used. The programme strongly encourages that students, especially international students, find a peer (a bachelor student or alumnus) to guide them through the first months. There is an overlap of one month between starting students and leaving students, which will also be utilized for cultural peer tutoring. In this way, an incoming Chinese student can, for example, be connected to an almost graduated Chinese student for cultural guidance. HTH has experience with a similar group setting, which also had a wide variety in students' backgrounds and only had two drop-outs due to motivational problems in the last 11 years.

In addition to study progress related tutoring, the programme also offers students a Satellite Board. This board consists of industry members willing to tutor students during certain courses or assignments and help them connect with the industry.

In the digital environment of the school, myhotelschool.nl, students are able to access information regarding the programme, courses, examinations, grades and timetables. Students can approach the Service Desk with questions, complaints and problems. Alumni and students told the panel they were satisfied with the information facilities.

Considerations

The panel has encountered a very intimate programme with proper facilities and highly customized tutoring policy. This small scale and peer to peer tutoring will probably be highly effective for most students. However, some (overseas) students tend not to be very vocal about cultural or personal issues, especially when peers are around. The panel therefore recommends more safeguards that allow for more sensitivity to problematic situations which international students might encounter, in addition to the tutoring procedures already in place.

The panel regards the information provision as appropriate for this programme.

Conclusion

The panel assesses standard 12 as satisfactory.

4.13 Standard 13

The programme is evaluated on a regular basis, partly on the basis of assessable targets.

Outline of findings

The formal quality system of HTH is recorded in a six-year cycle, in which all evaluation tools and stakeholders are included. Courses, lecturers and programmes are evaluated and the system includes student satisfaction research, complaint analysis, intake and exit analysis etc.. The school has set standards for items that are measured in the evaluations. For the master's programme, HTH has decided only to be satisfied with scores of 4.0 and higher on a five-point scale. The results are reported back to the responsible persons involved, such as the programme manager. According to the information file, the master's programme perfectly fits into this school-wide plan and structure.

In addition to this formal quality assurance programme, the programme manager will tackle any occurring day to day problems in the master's programme using more informal evaluations, such as regularly having 'hallway conversations' with students in the Villa. There will be a close relationship between the programme manager and students, which will allow for issues, for instance with faculty, to be dealt with almost instantly. In the discussions, programme management conveyed that these informal evaluations might even be regarded to be more important than the formal quantitative evaluations for this programme. Short term quality assurance leans on these informal contacts.

Considerations

HTH has a quality assurance programme in place for their bachelor's programme, which the panel considers suitable for a programme of the size of this bachelor's programme. From the discussions it became clear that HTH wants to incorporate the master's programme in this existing structure, using the same tools as employed for the bachelor's programme. Although the panel considers the system intrinsically adequate, it does not regard it to be functional for a small scale master's programme of this level. The panel believes that customization of this programme on a more qualitative level is needed due to the small number of students.

Currently, management does envisage discussing the quality of lectures and teachers with students, but it is not transparent who contributes to what, when and where, and who has a mandate to take actions deriving from these evaluations. None of this is formalized in quality procedures.

According to the panel, the quality assurance procedure for this master's programme needs a much more qualitative approach. The panel strongly suggest refining the current procedures and formalising qualitative evaluation such as panel discussions, sitting in at lectures etc.. The panel is of the opinion that the discussion partners realise what needs to be done and will be able to improve this shortly.

Conclusion

The panel assesses standard 13 as unsatisfactory.

4.14 Standard 14

Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.

Outline of findings

According to HTH, the close-knit community and the high level of involvement of students, staff and graduates act as a catalyst for dialogue and discussion about the school. Students are regularly involved in the quantitative evaluation of courses, faculty and assessment. The entire curriculum is evaluated by students upon graduation. The quality of the study programme is regularly evaluated by internal and external faculty through discussions and meetings. Employee satisfaction and workload is evaluated twice yearly.

Alumni have a role in guiding new students and therefore are an informal source of quality assurance as well. However, they are currently not included in the evaluation of the content of the programme. The quality assurance managers acknowledge that alumni involvement could play a much more prominent role and that currently too little is done to actively and formally involve alumni.

HTH has a long-standing history and reputation in the international hospitality industry and academic world, which has resulted in an extensive network in the professional field. These experts are regularly consulted for feedback and advice on issues regarding quality assurance. Every three years, the members of this network are asked to evaluate their current professional field and how this is mirrored in the content of the programme. They are also asked to evaluate the quality of graduates and help sharpen the Professional Competencies by reflecting on its relevance.

The Programme Board, which includes staff and members of industries, meets twice a year to reflect on the programme. Content issues that flow from evaluations will be presented to this board.

The Exam Committee is consulted by students and staff in case of assessment quality issues and has a mandate to reject assessments that do not meet the quality standards. The Exam Committee is supported in this role by the Assessment Committee. Members of this Assessment Committee are appointed by the Exam Committee. All assessments will eventually have to pass the Assessment Committee prior to the assessment taking place. If students or staff do not agree with the decisions of the Exam Committee, they can appeal to the Board of Appeal. According to programme management, the Exam Committee has a final say when conflicts of interest between management and assessments occur. This is supported by examples of some past decisions the Exam Committee made that management didn't agree with. The Exam Committee is in the process of looking for an external member.

The Education Committee primarily deals with the programme's academic qualities. Two staff members of the master's programme will be added to the HTH Education Committee. Currently there is no allocation for master's student members on this committee, but programme management realises that this is compulsory by law and will ensure master's student representation once the programme commences.

Considerations

The recently composed Exam Committee was clearly aware of its prominent role in assuring the quality of assessment. The panel understands from the discussions that this Committee is independent in its decisions and has the ultimate say in failing or passing a student. The panel is convinced of the actual independence of this board. The panel does encourage adding an external representative shortly.

The programme actively involves industry in the construction and evaluation of the programme in a number of ways, which ensures a relevant and up-to-date curriculum. Staff and students are actively involved in the development and evaluation of the programme, although under standard 13 the panel recommended a more formalised qualitative approach to these evaluations. Currently, alumni are not involved in the quality assurance of the programme in any way. Involving alumni can be of great potential, not only in assuring quality but also in promoting the HTH and its master's programme, in enabling networks and in assuring strong ties with the industry. The panel therefore recommends making alumni formal stakeholders in the quality assurance of the programme, for instance by consulting class representatives on a regular basis. The programme needs to add master's student representatives to the Educational Committee.

Conclusion

The panel assesses standard 14 as satisfactory.

4.15 Standard 15

The programme has an adequate assessment system in place.

Outline of findings

According to the assessment policy, the specific form of assessment depends on the type of course (pathway). In the integrative courses, for example, students work on assignments throughout the entire block, whereas in the conceptual courses students practice during the block and are assessed at the end of the course. During the year, peer review is increasingly awarded a more prominent role in assessment. Students are allowed one resit.

Faculty provides guidelines on how to develop an assessment, which is also addressed in the didactic training courses. For each course, the type of assessment, assessment criteria, procedure and form are described in the course guide. During the site visit, the panel had access to several assessments and assessment forms and to theses from the previous master's programme.

A separate course, running over several blocks, prepares students for the final thesis, which consists of a real-life consultancy project in which evidence based advice, recommendations

and solutions need to be developed. The faculty of the research centre will actively partake in the thesis coaching and will monitor and safeguard this process.

The assessment criteria for the thesis are extracted from the Body of Knowledge and Skills. In the thesis assessment form, all these elements are represented and criteria are formalised for what is considered to be insufficient, sufficient, good and excellent.

The Exam Committee explains that, as the thesis is a real life project, these consultancy projects can differ immensely. To assure an appropriate and comparable level, it is assessed beforehand whether the project is sufficiently complex and whether all Professional Competencies and all three elements of hospitality leadership are reflected in the project. The company where the project is carried out is asked to determine whether the consultancy project will actually add value to the company and how feasible this is. This input is used by the assessors in assessing the thesis.

Considerations

Based on the information file and discussions with the Exam Committee, the panel is convinced that there are adequate structures in place to ensure the quality of assessment. The panel regards the programme faculty as highly qualified, with extensive experience in assessment. The panel has scrutinized some case studies and finds the level of assessment appropriate for a master's programme.

The panel praises the applied character of the consultancy project of which the thesis consists, while ensuring a clear theoretical framework, covering all functional areas of the programme with a clear link to the professional competencies. It regards the level of the thesis as appropriate for a master's programme.

Conclusion

The panel assesses standard 15 'Assessment' as satisfactory.

4.16 Standard 16

The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.

Outline of findings

The master's programme qualifies as non-government funded education and is expected to show positive exploitation results in the long term. HTH's objective is for initial costs to be amortized within 5 years. The Board of Directors states that HTH is able and prepared to invest in the start-up phase and to cover initial losses. HTH guarantees students, once they have started the master's programme, the opportunity to join courses that are part of the master's programme, including exams.

Considerations

The exploitation results are budgeted based on a minimum intake. There was no doubt in any of the discussions that this minimum intake will be feasible. The panel therefore is

convinced that HTH is in a position to cover the costs related to the implementation of the programme. HTH guarantees that students will be able to finish the programme once started. The panel considers this guarantee sufficient.

Conclusion

The panel assesses standard 16 as satisfactory.

5 Overview of the assessments

The panel presents its assessments per standard, as outlined in chapter 4, in the following table.

Standard	Assessment
<i>1. The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements</i>	Satisfactory
<i>2. The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.</i>	Satisfactory
<i>3. The contents of the curriculum enable students to achieve the intended learning outcomes.</i>	Satisfactory
<i>4. The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.</i>	Satisfactory
<i>5. The curriculum ties in with the qualifications of the incoming students</i>	Satisfactory
<i>6. The curriculum is feasible.</i>	Satisfactory
<i>7. The programme meets statutory requirements regarding the scope and duration of the curriculum.</i>	Satisfactory
<i>8. The programme has an effective staff policy in place.</i>	Satisfactory
<i>9. The staff is qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.</i>	Satisfactory
<i>10. The size of the staff is sufficient for the realisation of the curriculum.</i>	Satisfactory
<i>11. The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.</i>	Satisfactory

<i>12. Tutoring and student information provision bolster students' progress and tie in with the needs of students.</i>	Satisfactory
<i>13. The programme is evaluated on a regular basis, partly on the basis of assessable targets.</i>	Unsatisfactory
<i>14. Programme committees, examining boards, staff, students, alumni and the relevant professional field of the programme are actively involved in the programme's internal quality assurance.</i>	Satisfactory
<i>15. The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.</i>	Satisfactory
<i>16. The institution guarantees students that they can complete the entire curriculum and makes sufficient financial provisions available.</i>	Satisfactory
Conclusion	Satisfactory

The programme wishes to be registered under the CROHO-code for Economics. The panel agrees that this is a proper classification for this programme.

Annex 1: Composition of the panel

Peter Verhoeven (chair) holds an MBA from INSEAD and graduated in Hotel Administration from Hotelschool the Hague. He has an extensive experience in the services industry and has always worked in an international environment. Peter Verhoeven began his career in operational positions at Golden Tulip International in Africa and at Gran Dorado (now Center Parcs) in the Netherlands. After spending ten years at Disneyland Paris in senior leadership roles such as Director of Business Solutions (Marketing, Sales & Business Development), he joined Avis in the United Kingdom as Group Director of Sales for Europe, Africa, Middle East and Asia. In 2007, Peter Verhoeven began with Accor as Managing Director in the Netherlands (52 hotels). He then was promoted Chief Operating Officer of Accor Germany (336 hotels) from 2009 until 2013. Since 2013 Peter Verhoeven holds the position of Chief Operating Officer (COO) Ibis brands Europe (approximately 1600 hotels) at Accor S.A. in Paris.

Terri Eastaff retired as Vice President Human Resources Europe at InterContinental Hotels Group. She is Honorary Visiting Fellow to Oxford Brookes University and has management experience across Europe, The Middle East & Africa within the Hospitality Industry. Mrs Eastaff is a fellow of the Hotel & Catering International Management Association and a member of the Chartered Institute of Personnel Development in the United Kingdom.

J.G. (Hans) Uijterwijk MEd BEd is a didactic expert and studied traffic and geography in Utrecht. He has worked in education for more than 40 years as a teacher, director and chair of the Board of Directors of ROC The Hague. He has been chair of the Board of Directors of NHTV in Breda for 14 years, until September 2012. He is co-author of ten books on hospitality. He is also author of the book "Model van een academische hogeschool" and expects to obtain a doctorate in December 2013 on a study towards "De wisselwerking tussen HBO-leiderschap en onderwijsbeleid".

Dr. Sjoerd A. Gehrels EdD MBA MSc started in Dutch higher education at Stenden University of Applied Sciences in 1989, after having served for ten years in the hospitality industry (1979 to 1988). Sjoerd Gehrels has been involved in a portfolio of responsibilities: lecturer in hospitality management and research, course leader for the Master in International Service Management, member of the Academy of International Hospitality Research, and internship supervisor for the East-Caribbean. In 2012 Sjoerd Gehrels completed his doctorate (EdD) at the University of Stirling in the UK. Before that he acquired master degrees at the University of Surrey (1999: MSc) and Oxford Brookes University (2004: MBA).

Joren Selleslaghs follows the Msc. in European Studies program at the Institute for European Studies of the Université Libre de Bruxelles. Prior to that, he graduated magna cum laude from the Vrije Universiteit Brussel studying Political Sciences and International Relations. He has done internships at The Hague Centre for Strategic Studies, the cabinet of a Belgian Member of the European Parliament and the External Relations department of the Belgian Permanent Representation towards the European Union. He was also the Belgian Youth Ambassador towards the United Nations in 2011-2012 and active as a development worker in Tanzania and Central America for UNICEF.

The panel was assisted by Thomas de Bruijn, Policy Advisor NVAO and Suzanne den Tuinder, External Secretary. Lisette Winsemius, Policy Advisor NVAO, was present at the site visit as observer.

Annex 2: Schedule of the site visit

The panel undertook a site visit on February 13th 2013 as part of the external assessment procedure regarding the programme Master of International Hospitality Management at Hotelschool The Hague.

Agenda:

08.30h	Arrival of panel at the Hotelschool
08.50h – 09.20h	Welcome and with Board of Directors and Master Programme Management Ms. Susanne Stolte – President of the Board of Directors Dr. Jean Pierre van der Rest – Director Research Centre & Master Education Dr. Karoline Wiegerink - Project Leader design MHL Mr. Pieter Boot M.HM – Project Member design MHL
09.30h - 10.15h	Session 2 – meeting with Master Faculty Ms. Deborah Verschoor – Chair Educations Committee, Dr. Ed Peelen - Faculty Dr. Rob Blomme - Faculty Mr. Jeroen Bosman MSc. HM - Faculty Mr. Sander Allegro - Faculty Ms. Larissa Koupriouchina MSc.HM - Faculty
10.30h - 11.00h	Session 3 – meeting with Exam Committee; Ms. Charlotte Leenders – Chair Exam Committee Mr. Arjan van Rheede – Member Exam Committee Ms. Daphne Dekkers - Member Exam Committee
11.15h – 12.00h	Session 4 – Meeting with Students and alumni from the Bachelor's programme Mr. Angelo Cipolat – Bachelor student HTH Ms. Ellen Schmid – Bachelor Student HTH Mr. Omar El Nayal MSc.HM – Alumnus Master 2011 Mr. Wiebe Smit MSc.HM – Alumnus Master 2011 Ms. Era Bakker MSc.HM – Alumna Master 2011
12.00h - 12.30h	HTH tour / Master facilities / Media Centre Dr. Karoline Wiegerink – Project Leader design MHL Mr. Pieter Boot M.HM – Project Member design MHL
12.30h – 13.30h	Closed Panel meeting and lunch, including inspection of documentation
13:30h – 14.00h	Session 5 – meeting with Quality Assurance Committee and Study Progress Coordinator

	<p>Mr. Jelle Veenstra – MT Member responsible for Quality Assurance</p> <p>Mr. Roeland Kers – Member Quality Assurance Committee</p> <p>Mr. Pieter Boot M.HM – Study Progress Coordinator</p>
14:15h – 15:00h	<p>Session 6 – meeting with Programme Board members & field experts</p> <p>Ms. Ingrid Eras - VP People Development & Staffing, EAME at Starwood Hotels & Resorts</p> <p>Mr. Robert Collignon MSc. & LL.M - Senior Vice President Brand & Customer Strategy Aegon</p> <p>Mr. Huub Strauss – Member of the Board of Directors of Argos Zorggroep</p> <p>Mr. Jeroen Plantinga M.HM - Senior Project Manager Tourism at Province of Flevoland</p>
15:00h – 17:15h	<p>Closed Panel meeting – second meeting with BoD / Programme Management</p> <p>Ms. Susanne Stolte – President of the Board of Directors</p> <p>Dr. Jean Pierre van der Rest – Director Research Centre & Master Education</p> <p>Dr. Karoline Wiegerink - Project Leader design MHL</p> <p>Mr. Pieter Boot M.HM – Project Member design MHL</p>
Ca. 17.30h –17.45h	<p>Brief feedback session / first impression by panel chair</p>

Annex 3: Documents reviewed

Programme documents presented by the institution:

- Information File Application for Initial Accreditation
- Appendices A1 – A9 and C1 – C3

Documents made available prior to the site visit, on request of the panel:

- Selection and Admission Policy
- Information on the evaluation of the Learning Outcomes
- Procedure thesis intake and thesis
- Consultancy proposal assessment form
- Thesis assessment form
- Assessment form reflection report
- Assessment form 30 minutes

Documents made available during the site visit:

- Appendices B1 – B59

Annex 4: List of abbreviations

BoKS	Body of Knowledge and Skills
ECTS	European Credit Transfer System
hbo	hoger beroepsonderwijs
HTH	Hotelschool The Hague
NVAO	Nederlands-Vlaamse Accreditatieorganisatie

The panel report has been ordered by NVAO for the initial accreditation of the programme
Master of International Hospitality Management of Hotelschool The Hague.

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