



ASSESSMENT REPORT

Extensive programme assessment

**Bachelor of Business Administration in
Hotel Management**

Full time

Hotelschool The Hague

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Full time

Hotelschool The Hague

Isat registration: 39245

Hobéon Certificering BV

Date

26 January 2012

Audit panel

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1. GENERAL AND QUANTITATIVE DATA

Institution	
Name of the institution	Hotelschool The Hague
Status of the institution	publicly funded
Outcome of the institutional quality assurance assessment	not applicable, mono-sectorial institute

Nomenclature of the programme according to CROHO		
Isat registration number	39245	
Orientation of the programme	Higher professional Education (HBO)	
Level of the programme	Bachelor	
Degree	Bachelor of Business Administration in Hotel Management ¹	
Number of credits (ECs)	240 (four-year programme)	
Branches	The Hague/Amsterdam	
Mode(s) of study	Full-time	
Relevant research readers	4 – (i) City Hospitality and City Marketing, (ii) Strategic Pricing and Revenue Management, (iii) Human Resource Development, (iv) Personality	
Educational staff : Student ratio	1 : 20.8	
Average number of contact hours by phase of study ²	Phase 1	(60EC) 52% on average = ca. 874 hrs.
	Phase 2	(90EC) 20% on average = ca. 505 hrs.
	Phase 3	(90EC) 21% on average = ca. 529 hrs.

¹ The Hotelschool The Hague awards graduates a Bachelor of Business Administration in Hotel Management, however – especially in an international context – the programme is commonly referred to as 'Hospitality Management'. This term reflects the broader scope of the programme that caters for the entire Hospitality Industry. In this report the terms 'Hotel Management' and 'Hospitality Management' are applied interchangeably.

² A contact hour is defined as the unit of time (60 minutes) a student is offered lecturer-supervised education.

Intake, progress and graduation									
Intake	Number of students	Propaedeutic within:		Diploma within:					
		1 year	2 years	2 years (IFT)	3 years (IFT)	4 years	5 years	6 years	7 years
Feb '04	150	16 (11%)	65 (43%)			1 (1%)	58 (39%)	103 (69%)	112 (75%)
Sep '04	332	86 (26%)	155 (47%)		18 (5%)	120 (36%)	117 (53%)	223 (67%)	
Feb '05	152	31 (20%)	49 (32%)			2 (1%)	62 (41%)	93 (61%)	
Sep '05	343	124 (36%)	202 (59%)	1 (0,3%)	22 (6%)	142 (41%)	216 (63%)		
Feb '06	153	37 (24%)	66 (43%)			21 (14%)	80 (52%)		
Sep '06	291	105 (36%)	210 (72%)		19 (7%)	114 (39%)			
Feb '07	153	1 (1%)	116 (76%)			9 (6%)			
Sep '07	273	60 (22%)	186 (68%)		28 (85%)				
Including IFT	33			6 (18%)					
Feb '08	162	1 (1%)	93 (57%)						
Sep '08	283	2 (1%)	51 (18%)		11 (24%)				
Including IFT	46			1 (2%)					
Feb '09	160	21 (13%)	86 (43%)						
Sep '09	291	47 (16%)							
Including IFT	51								
Feb '10	163	2 (1%)							

2. SUMMARY JUDGEMENT

Intended learning outcomes

The programme's intended learning outcomes are based upon a solid analysis of stakeholders' demands and work field requirements. They certainly meet international standards and break ground in hospitality management programmes of higher professional education, both in the Netherlands and abroad.

Therefore the panel's judgement on this standard reads 'excellent'.

Curriculum

In line with the intended learning outcomes, the driving force behind the curriculum are clearly the requirements of the global Hospitality Industry: the programme puts a strong focus on vocational practice and presents to students a well-balanced variety of theoretical knowledge, the application of acquired knowledge and the practicing of both operational and behavioural skills. This is all done in an apt learning and teaching environment. The programme is coherent in its 'horizontal' interaction between courses, learning activities and modes, and the different pathways, as well as in its 'vertical' built that, in the view of the panel, evokes a step-by-step progression in student's command of the profession, eventually leading to the mastery of all final qualifications.

In discussion with students the panel learnt that the newly designed curriculum is considered feasible: it challenges students to work hard, but does not lead to overwrought.

The school has a research centre in place that is gradually evolving into a meaningful unit for educational research in the field of hospitality management. Good examples were presented by the school of the centre's current impact on the hospitality programme.

However, distinct marketing of the research centre within the Hospitality Industry is recommended, and should aim at the execution of more work field based and industry funded research. The panel is of the opinion that the research centre could very well play a key-role in the further development of the programme and the strengthening of the school's international future position.

The panel considers the International Fast Track a sensible way to facilitate students with substantial and relevant prior learning.

Therefore the panel's judgement on the Curriculum reads 'excellent'.

Staff

In the past years teaching staff members have experienced an increasing workload, due to the revision of the curriculum. As the redesign has almost been concluded now, the workload is returning to normality. The panel commends the staff for the fruitful results.

The panel considers the teaching staff above-average. They are well-qualified, quality-driven and well-motivated. And those interviewed made a strong, positive impression on the panel. Many students testify they are inspired by their lecturers. Staff numbers and student-lecturer ratios throughout the programme are quite sufficient. The execution of the HR performance cycle is done properly. The panel has seen good examples of how performance interviews have led to individual training of staff members.

Therefore the panel's judgement on the Staff reads 'excellent'.

Services and facilities

The housing and availability and quality of the facilities of the Hotelschool The Hague are in keeping with the educational and didactical approach of the programme: classrooms, outlets, restaurants, media and resources centre, Skotel, all of these accommodate competency learning and contribute to the adoption by the students of the school's quality standards. In the opinion of the panel, and from the perspective of external guests, the Skotel is slightly outdated and needs some refurbishment to keep up with up-to-date standards. The management is aware of this, but has understandably given priority to the relocation of the Amsterdam branch and will address the improvement of the Skotel in the near future.

The panel has observed an open door policy amongst lecturers and an effective system of individual tutoring of students.

Taking into account all of the findings within this range of standards, the panel considers three elements within these standards to outweigh the others. These comprise (i) the excellent design and execution of the programme, (ii) the outstanding quality of the teaching staff and (iii) the well-equipped learning and teaching environment.

According to the panel all three of those aspects lie in the top band of similar Bachelor programmes within the Dutch education system and definitely meet the standards of similar hospitality management programmes across the globe.

Therefore the panel awards the Hotelschool The Hague an 'excellent' for its Services and Facilities.

Quality assurance

Although quality awareness is firmly embedded in the school's DNA, a solid and more formal quality assurance system has only come into place recently. The panel considers the choice of the management to give priority to the programme renewal operation a legitimate one, hence the next step for the school is to close the PDCA cycle.

The school has implemented a full and formal Quality Assurance System since 2010. The panel has seen various examples of quality awareness, both among the management and staff members, but also on the part of the students. It is quite evident that the school will optimise the formal QA system in the near future to enhance and support the quality driven culture within the school.

Considering the (informal) quality awareness that the panel has observed during the audit, it rates the school's Quality Assurance as 'good'.

Assessment and learning outcomes achieved

The school has a solid system of tests and exams in place in assessing the achievement of curriculum outcomes. It renders valid and reliable tests and examinations. Testing criteria/requirements are clear to the students. The teaching staff is conscious of and applies safeguards to manage the risk of so-called free-riding practices in team assessments. The work field is involved in the assessment of students' professional skills.

Hotelschool The Hague (HTH) has an effective and efficient Examination & Testing Committee that is composed and positioned as described in the 'Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek' (WHW).

The achieved learning outcomes, in terms of the final project reports definitely reflect the Higher Professional (HBO) level and the results of research assignments contain added-value to the professional field.

However, the assessment forms that come with the research reports lack transparency. Also the panel would like to see more detailed information on student's individual performance, especially as it concerns the final study phase. The school is aware of these flaws and has already taken measures for improvement to be implemented in the LYCAR course as part of the new curriculum.

Despite these slight imperfections and given the fact that the content level of the final projects is unquestionably of HBO level, and that the panel members adhere foremost great value to the actual output of the course the panel rates the assessment system and the attained learning outcomes in particular as 'good'.

Overall conclusion: good

In weighing up all of the above, the panel is quite impressed by the quality of what it has seen.

According to the panel members, it is first-and-foremost the achievements that count. And these are quite convincing: at the Hotelschool The Hague the panel has seen (i) a clear integrated range of qualifications directing appropriate standards for the entire programme; (ii) a well-designed and challenging curriculum that offers ample opportunities for individual students to bring out the best in themselves; (iii) professional, motivated and inspiring lecturers; (iv) a realistic and stimulating teaching and learning environment marked by sufficient practice-simulations and distinct facilities; and (v) a proper assessment system that renders fine results and, at the time of the audit, is partly under reconstruction. Although the grades reflect the right levels achieved, students' final assessment needs a few improvements, especially in the field of transparency of the assessors' judgements, but on the whole the achieved level is very good, not to say excellent.


However, to award an 'excellent' the panel is of the opinion that it should have been able to assess the learning outcomes of the new curriculum. For this, the audit came too early.

Taking into account all of the findings as they are, the auditors have concluded that the Bachelor of Hospitality programme of Hotelschool The Hague shows a quality that is at least very good both from a Dutch and an international perspective.

Considering that NVAO assessment rules prescribe that the final conclusion regarding a programme can only be "good" if at least standards 1, 3, 6, 9, 13, 14, 15 and 16 are judged 'good', and considering the fact that this is the case, the panel rates the overall programme of HTH as 'good'.

Subsequently the panel recommends the NVAO to award accreditation to the Bachelor of Business Administration in Hotel Management of Hotelschool The Hague.

Date 26 January 2012



Drs. W.G. van Raaijen
Chair



H.R. van der Made
Co-ordinator/Secretary

3. INTRODUCTION

Hotelschool The Hague (HTH) is a small university of professional education divided over two campuses. It is a so called mono-sectorial university of professional education. In the Dutch accreditation system this mono-sectorial character of the school automatically calls for an extensive accreditation assessment.

Distinctive features

Worldwide there are currently approximately 75 to 80 study programmes for future managers in the Hospitality Industry. The school concentrates on the 'upper' segment of the Hospitality Industry, future 'leaders' in particular. It operates in an international environment and therefore strives to create an international study and working community. The goal is to recruit 50% of its enrolment from abroad; currently international students form about 40% of the student population. As a consequence of the international composition of students and staff, the official language of the educational programme and the school is English. Graduates of HTH are in demand by reputable hospitality organisation all around the world.

Next to the international orientation of the school, it considers residential education as another distinctive feature of the HTH. With the relatively small size of the HTH, the panel experienced that students often commend the school's close-knit community. The Skotel, the training hotel and place of residence for first-year students, forms the nucleus in this respect.

Prior to the audit the school requested the panel to also assess 'internationalisation' and 'residential education' as two of its distinctive features.

The panel therefore in a separate section of this report laid down its judgement on the two distinctive features.

Previous accreditation, 2005 – 2006, and internal audit, 2008 – 2009

Hotelschool The Hague was accredited in 2005 and an internal audit was held in 2008.

These assessments identified a number of points that needed improvement. The school has provided the panel with an overview of outcomes of these audits and the follow-up actions taken by the school. One of the points identified in the 2005 accreditation was the absence of a formal quality assurance system.

Since its accreditation in 2005 the school has revised its curriculum thoroughly and started its newly designed programme in February 2008. At the time of the audit in 2011, the curriculum development had nearly come to full fruition. However, there were no new-curriculum-graduates yet; the midterm February 2008 intake would finish their fourth year February 2012. At the time of the audit these students were on the threshold of their final semester, which means that final results of the new programme could not as yet be assessed by the panel members.

In the past years the focus of the school has been primarily on the implementation of the new curriculum. Only after the completion of the curriculum design in 2010, the Hotelschool The Hague established a formal quality cycle. This means that at the time of the audit the panel was not able to assess the turn-out of the full six-year cycle.

The panel has scrutinized the design and yield of the new curriculum – as far as yet available – as well as the installed formal PDCA cycle. On top of that it has taken into consideration all results of previous audits and looked closely into the measures for improvement the school since then has taken.

4. JUDGEMENT PER STANDARD

4.1. Intended learning outcomes

Standard 1: The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation: As for level (bachelor or master) and orientation (professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

The learning outcomes of the Hotelschool The Hague programme are based on the national Beroep OpleidingsProfiel (BOP) ³. HTH participates in the Landelijk Overleg Hoger Hotelonderwijs⁴ and therefore has contributed to the design of this competency profile. Hotelschool The Hague acknowledges this bachelor profile, which was validated by the school's Industrial Advisory Board, as was confirmed during the audit by work field representatives and the minutes of Board meetings.

HTH has decided to place certain emphases in the BOP, and also to add certain items. The school felt these focuses and additions would do justice to the school's profile and were clearly made in consultation with the school's Industrial Advisory Board and work field representatives, with some of whom the panel spoke during the audit. The school's focus can be summarized as follows:

- A strong emphasis on international orientation
- A focus on management
- The addition of an extra competence on dealing with stakeholders
- Approaching the social, communicative competence and the self-steering competence as skills in which the student can excel in the various competences

The BOP

The national BOP, in combination with the additions described above, form the profile of a graduate from HTH: nine Professional Duty Competences (PDC) and two Professional Excellence Categories (PEC).

³ Competentieprofiel Hoge Hotelschoolonderwijs, 2004; Domeincompetenties Bachelor of Business Administration, 2005; Body of Knowledge & Skills Business Administration, 2008.

⁴ National consultations for hotel management schools

Professional Duties	
PDC1	Understanding the ins-and-outs of creating and providing hospitality
PDC2	Initiating and creating new hospitality products and services, independently, innovatively and enterprising
PDC3	Developing strategy, based on a vision to deal with changes / forces in the external hospitality business environment, including the strategic development of networks and relations
PDC4	Analyzing hospitality company policy issues, translating these to internal objectives, and making concrete plans for implementation at the level of a department or business function
PDC5	Analyzing financial performance, the internal hospitality environment, information and processes to strengthen coherence and interaction (reciprocity)
PDC6	Designing, controlling and improving organizational and hospitality business processes
PDC7	Dealing with the power and influences of (external) stakeholders, such as the owners, banks, regulators, distributors, clients, society, et cetera
PDC8	Optimizing human resources in light of the organizational strategy
PDC9	Developing, implementing and evaluating change processes
Excellence Categories	
PEC10	Putting to action and using social, communicative and language skills
PEC11	Putting to action and using the self-steering and intrapersonal skills

The panel has studied this set of competences that comprises the final qualifications of the programme and has concluded that the scope (both content wise and profession wise) as well as their Bachelor level relate very well to the Domain competences of the Bachelor of Business Administration (2005), the 'Competentieprofiel Hoge Hotelschoolonderwijs (2004) and the more recent Body of Knowledge & Skills BA (2008).

Moreover the panel is of the opinion that the competences reflect the school's idiosyncratic focus as set out previously; this holds predominantly for PDC7 (stakeholders), PDC8 and PDC9 (managerial), and PEC10 and PEC11 (international, social, communicative and self-steering competences).

Redesign

In the Landelijk Overleg Hoger Hotelonderwijs the current national profile is under discussion. HTH plays a key role in these talks on the professional profile. For example, Professional Duty 'Dealing with the powers and influences of (external) stakeholders' (PDC7) from the updated national profile was developed within the HTH on the basis of recent experiences gained in the professional field. Lecturers from the school realised that dealing with stakeholders with different interests is a professional duty in its own right and had not yet been covered in the other PDCs. Therefore, in co-operation with work field representatives an additional competence was introduced.

Confirmation that the school satisfies international requirements comes predominantly from the recognition, response and requests from the international work field and the positions now held by alumni. Many of them hold posts like Senior or General Hotel managers, Business Development Directors, Marketing Directors etc. The school has a high-quality, international network of placement training companies with whom it has maintained relations for many years. Examples of these are Air France KLM, Hilton, NH Hotels, LaPlace, InterContinental Chain, Hyatt Hotels & Resorts, Unilever, Sofitel Worldwide etc.

Students of Hotelschool The Hague are much sought after and are therefore often able to choose from several international work placement options in the four and five-star segment across the globe, confirmed students and work field representatives with whom the panel spoke.

Businesses offering placement opportunities frequently visit the school to present themselves to students. Feedback from companies with regard to the students and their performance shows that they distinguish themselves through their professional attitude and their drive towards operational and service excellence. Students demonstrate outstanding quality awareness. 'This clearly reflects the quality driven culture in the school,' says one of the work field delegates during the audit. 'One of their outstanding features is surely their social and communicative competence.' Another work field representative adds: 'The new curriculum really sits. It incorporates the know-how that the industry needs. Corporate governance, pricing and sales structures is exactly what is happening in the current environment.'

Considerations and Judgement

As for Bachelor's level and the professional orientation, the panel is of the opinion that the programme's intended learning outcomes not only tie in nicely with the Dutch qualifications framework, but from an international perspective definitely meet the requirements currently set by the professional field and the discipline with regard to the contents of the programme. On top of that the school has added a distinctive focus to its profile with regards to dealing with stakeholders and developing interpersonal and intrapersonal skills; these in particular turn it into a set of final qualifications which the panel considers above average compared to what it has seen elsewhere in the world.

Therefore it awards an 'excellent' for standard 1.

4.2. Curriculum

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Explanation: The curriculum has demonstrable links with current developments in the professional field and with the discipline.

Findings

The school has developed a curriculum that offers a well-balanced practice in professional skills as well as the acquisition of current knowledge. The design of the programme shows three phases (phase 1: year 1; phase 2: 1,5 year; phase 3: 1,5 year) and it comprises five pathways: placement, integrative, conceptual, skills and personal development. The development of skills, both in the field of professional practice and scientific research is chiefly encouraged in the *placement pathway*, the *integrative pathway* and the *skills pathway*.

Skills in the field of professional practice

Prior to and during the audit the panel has had a close look at the design and content of the curriculum. The panel ascertains that the programme was clearly developed in consultation with the work field. The Hospitality Industry provided input for realistic, professional products, assignments, cases and assessment criteria, of which the panel has seen many examples on display during the audit. Here are a few examples that the panel has seen:

- In the Managing Change course (IPC, Phase 3) a fictional merger between KLM/Air France and JAL is the case from which students learn to manage complex change processes. Actual information from the earlier merger of KLM and Air France is used and, as students confirmed, guest lectures are given on a regular basis by speakers who were involved in either this or other mergers.
- In the Communicating Challenging Messages course (Optional course, Phase 3) students practice dealing with generation conflicts and cultural differences. The student assumes the role of a junior manager for instance in a hotel in India where he has a conflict with an experienced manager. The actual structure of the curriculum is such that parts can easily be adapted to new developments in the work field. This allows HTH to integrate current trends and themes in the courses. For instance the Phase-3 Business Model Innovation course 'Dealing with Stakeholders' deals with the current theme sustainability, but it can easily be changed should new trends emerge. Besides realistic, professional simulations, the teaching staff also use real-life cases. For instance when students work for a 'real' client and are also guided and assessed by that client. In the 2010-2011 academic year students developed a complete business model for Stayokay. Next year Mövenpick Hotels & Resorts will be used as the case company. Students will also work for/with external clients in Launching Your Career. The company can be different for each student in this final stage of the course, but clearly falls within the range of high-end companies within the Hospitality Industry.

Outlets

Furthermore the curriculum shows a vast number of practical components: students at different levels learn to work (together) in the outlets and go on international work placements. In their first year students are required to live on the school's campus: the Skotel, which in fact is a hotel simulation. During this year, each student is scheduled to work as Hotel Manager at least twice for a one week period. The school also has practical outlets in the field of Housekeeping, Restaurants, Kitchens, Hotel reception and Room division.

In preparation for working in outlets and work placements, students follow sessions to train them in various skills. The panel commends the school for its choice to get future leaders to gain experience in performing the actual work carried out in the Hospitality Industry, as opposed to a more theoretically based approach. For this purpose, at the beginning of the programme HTH puts the emphasis on basic skills such as cutting skills, serving skills, dealing with complaints and receiving guests. The students then apply these skills during their work placement period of practical training at the beginning of the second academic year.

As they progress through the programme the students also develop skills such as conversation techniques and management skills. The students are supposed to apply these skills in the Managing an Outlet (Phase 2) and Launching Your Career courses (final graduation stage). Panel members during the site visit experienced the apt application by students of these skills, of which their mastery in general the panel considers to be above average.

Both students and staff members with whom the panel spoke during the audit see added value in working with real-life cases: 'It really generates a high level of motivation and with real-life cases and data the courses are more authentic and appealing,' says one of the lecturers. Staff members are aware of the input that is required of them in order to ensure that in the future students will also work on the basis of real-life situations. 'To keep our cases updated we establish and maintain contact with a variety of different businesses to collaborate with,' says one of the lecturers.

Guest lecturers

Hotelschool The Hague offers master classes in several Integrative Professional Duty Courses (IPCs). While these master classes have the same subject matter they are quite separate from the assignment or course. Students use them as input for their project assignments. The Capita Selecta course consists exclusively of a series of master classes (six). Students taking this Optional course take part in at least five master classes and subsequently complete a final assignment. These master classes are related to professional practice topics and are open to all other students and staff members. A few examples of master classes that the HTH has organized in recent years:

- Mrs Rowena Lodder, Cluster Director of Human Resources Hilton Schiphol and Hilton The Hague, 'Professional Development Plan' Trend or Necessity?;
- Mr Tjalling Smit, Director E-commerce KLM, 'The impact of Social Media on Current MKT strategy';
- Mr Dim Hemeltjen, Director M2Leisure, 'How to build a concept';
- Mr Hein van Beek, Director Quality Lodging, 'Less is More'.

Students with whom the panel members spoke during the audit were positive about the professional contribution of the guest lecturers to their projects: 'Guest lecturers very often present expertise from the industry or discuss new developments that fuel our projects.'

Research

Research is not offered as a separate course at HTH but is integrated in various courses. Very often final assignments of courses comprise some desk or field research and the composition of a report. The panel has inspected some of the final course assignments during the audit and was positive about the standards of the applied research conducted by the students.

The school has the 'Research Methods for Business Students'⁵ on the menu in the 'Designing and Managing the Operation' course to get students to conduct their research studies in a methodically sound manner. In the 'Launching Your Career' course (final stage of the study) one of the learning objectives is the completion of a hospitality management research/consultancy project. And in 'Wine Studies' some research is done into wine backgrounds.

HTH has quite a few lecturers (8) in Research Methods, that either hold a PHD or a Masters.

⁵ Research Methods for Business Students, M. Saunders, A. Thornhill & P. Lewis

Hotelschool The Hague's Research Centre, which has only come into operation since the beginning of 2010 (first Research Chair established in 2004), offers students the opportunity to conduct research that matches the course they are following, not only in terms of content but also from a technical research point of view.

Many lecturers are also involved in the different research groups⁶, some of whom were on the lecturers' panel in the audit. The outcome of this research is used to supplement and keep the educational programme up-to-date, one example being the Advanced Pricing Management course (IPC, Phase 3). In this course the Strategic Pricing and Revenue Management Lecturer has introduced a simple, direct price research technique (PSM).

Students conduct empirical/primary research into the lowest and highest price between which a selling price can be fixed, the lecturer uses the data and experience with the instrument for publication and for the further exchange of knowledge and utilisation in the work field. The students learn more about pricing from the customer's perspective and the behavioural science theory on which it is based. One of the next steps in the collaboration between the Research Centre and the programme will be the introduction of indirect price researching techniques such as conjunct analysis. This analysis tool forms part of the research chair's line of research. In PSM as well as in conjunct techniques the work field may be involved in teaching and research (i.e. demand-driven). One of the Readers gives an example of how the school is trying to get the industry to play a role in the fuelling of the research projects: 'I will meet shortly with Marriot management staff to evaluate projects that I did with them. It's all about revenue management and we organized an internet platform to discuss and rank issues online. This ranking will lead to topics for research projects that will be carried out in collaboration with Marriot.' Also other partnerships are being looked at, but research collaboration of HTH with the industry is still in its infancy.

Professional literature

The panel has looked into both the required and recommended literature of the courses and has come to the conclusion that internationally-recognised professional literature is used for all courses.

In quite a few courses the students themselves must search actively for appropriate resources. The Media Centre of Hotelschool The Hague, which the panel paid a visit during the audit, provides both staff and students access to a collection of journals, magazines and papers, these are available in hard copy and digital copy online. In consultation with the various lecturers and expertise teams the information specialists of the Media Centre search actively for relevant and up-to-date professional literature and assist students and staff members in searching the available Business and Hospitality data banks. Both students and staff members on the audit panel expressed their content with the quality of these facilities. Students give an annual award to the school's best performing supporting service department. In 2011 this award was won by the Media Centre.

Safeguards

The Education Board, consisting of the three phase managers amongst others, is responsible for the execution of the educational process. They monitor their phase of the course, mainly with regards to quality and content, study load and organizational issues. They act on the basis of their own teaching experiences as well as on the basis of course evaluation results.

Core teams are responsible for safeguarding course content. The expertise teams are responsible for identifying and drawing attention to trends and developments in the field of a specific Professional Duty. Working with expertise teams only started in the 2010-2011 academic year. The panel has great expectations of this development and assumes there should be an increase in the added value of both phase managers/teams and core teams over the years.

⁶ The school has four Research Chairs in place: i) City Hospitality & City Marketing; ii) Strategic Pricing and Revenue Management; iii) Human Resource Development, iv) Personality.

Considerations and Judgement

The panel has identified, both in the school's documentation and the various panel interviews, that the curriculum is clearly linked with current developments in the professional field: the work field has a distinct input into the programme, both through formal contacts, through lecturer networks and through the frequent performances of guest lecturers. This all has led to a curriculum that rightly focuses on the professional duties, knowledge and skills combined, required by the top-level hospitality managers the school is aiming to provide to the industry.

With the practical outlets the school has created an inspiring learning and teaching environment which consistently encourages student's studiousness. It has put practical tuition in the heart of its curriculum. Notwithstanding all practical course components, the programme as a whole is solidly founded on internationally recognized and up-to-date theory, highly relevant to the hospitality discipline. The panel considers this solid combination of highly relevant professional in-school practice simulations and up-to-date academic training as clearly exceeding common practice within similar hospitality management programmes.

Therefore the panel rates Standard 2 an 'excellent'.

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Explanation: The learning outcomes have been adequately translated into attainment targets for (components of) the curriculum. Students follow a study curriculum which is coherent in terms of content.

Findings

Transfer of PDCs into learning outcomes

The school has founded its curriculum on the goals formulated in the PDCs. As indicated in Standard 1 these PDCs are an interpretation and – in some ways, as described previously – an enhancement of the current National Professional Educational Profile. HTH has set out each PDC in concrete terms: a description is formulated for each PDC, indicating the matching knowledge units, skills or attitudes that are part of the curriculum. When combined, these concrete descriptions of all of the PDCs constitute the Body of Knowledge (BoK) which was used by the school as the basis for developing the educational programme and the various courses.

For example PDC 1 'Understanding the ins and outs and creating and providing hospitality' is elaborated on as a set of processes, products and duties which includes the following:

- Organising the guest cycle ('pre-arrival', 'arrival and stay', 'departure'), the goal being to fulfil the needs, demands, objectives, wishes and expectations of (potential) guests;

Subsequently these processes and duties have been worked out as specific units in the BoK, such as:

- Social Hygiene (listening skills, dealing with complaints, assertiveness, etc.)
- Cross-cultural Communication (Onion model, being receptive to other cultures, inside the Onion: measuring cultural differences on the basis of Hofstede's models, etc.)

These and other elements were combined, resulting in the course Dealing with International Guests. This course transformed the specific units into assessment criteria which are described in the course guide.

The panel has ascertained that each PDC is adequately represented in the correct phase in order to achieve the final attainment level. The school also ensures that each PDC is presented in the various learning pathways, so that it caters to different styles of learning, e.g. PDC 6 'Designing, controlling and improving organisational and hospitality business processes' is seen in all phases, three of the five learning pathways and in ten courses, in three Essential courses (EsCs) as well as an Integrative Professional Duty Course (IPC) as a main focus, and in seven courses it supports the main focus (Practical Education as well as IPCs).

The panel has studied the learning goals (referred to as criteria) of each course and has established that these learning goals cover all of the final qualifications.

Horizontal and vertical coherence

Horizontal coherence/alignment of subject matter is realised within each phase. Thanks to the integral concept with the five pathways, subject domains benefit the Professional Duties and are therefore offered as an integrated part of the course. The curriculum is not structured on the basis of subject domains, but on professional situations. The programme shows a clear link between practice and theory, and in-school and out of school (placements) activities. The panel is impressed by the elaborate design of the curriculum.

Vertical alignment of the subject matter is achieved through the Professional Duties that recur in the different phases. As far as level, depth and breadth are concerned, the courses focusing on a specific PDC are aligned with each other and the panel has identified that learning goals show increasing complexity and require a higher level of independence and responsibility as the student progresses through the programme. In phase one (year 1) the emphasis is on performance, when students are trained to 'do the existing well', in phase 2 (year 2 and 3) a more tactical approach is required when students are supposed to 'improve the existing' and in phase 3 (year 3 and 4) strategic management principles are explored and students are expected to 'search for new combinations'.

Additionally, the school ensures alignment by offering the Optional courses collectively. This means that students are able to choose from a group of Optional courses that focus on the same PDC. The subject matter dealt with in the courses does differ but is interrelated through the PDC.

The students with whom the panel spoke during the audit very much appreciated the content of the new curriculum, but sometimes find it hard to see through its structure. 'Lecturers are very approachable and helpful though. If you get lost, their doors are always open,' says one of them. This remark about the transparency of the curriculum matches the actions taken by the school to organize info sessions on the curriculum at the beginning of each phase and to solve timetable issues among lecturers (also see Standards 12 and 14).

Safeguards

The school has a number of teams in place that are involved in monitoring and safeguarding the programme content or subject matter. At course level, the subject matter is monitored and safeguarded by the *core teams* that meet on a regular basis. Between the courses within a phase this is monitored and safeguarded by the *Phase Manager* and the entire *Phase team*. A Phase meeting is held in the fourth week of every Block. The content between courses in the Phases is monitored and safeguarded for each PDC by the *expertise teams*.

At a higher level, the *Curriculum Committee* has an overall view of the entire curriculum. It evaluates and – if applicable – redesigns the curriculum on the basis of student and lecturer evaluations, as well as the input from the various teams. 'We get input from the core teams, from the expertise teams, the examination committee as well as from the QA committee, which is one of our most important stakeholders. We safeguard the content of the programme and the Body of Knowledge,' explains the Committee Chair during the audit. 'As a result of our work the 'Managing an Outlet Course' has changed in the sense that more practice was added.' In due course the HTH would not just get the Industrial Advisory Board to play a role at the more abstract level, but also at course level. At the time of the audit the school was preparing to take actions in this field.

Considerations and Judgement

HTH has transferred its final qualifications into corresponding learning goals for each of the courses. These learning goals have been cut down in a set of processes, products and duties and together they cover all of the programme's final qualifications. Courses and learning activities are clearly interrelated, both horizontally and vertically, thus giving excellent coherence to the entire curriculum.

The school has effective safeguards in place to guarantee full coherence and alignment of curriculum components, thus enabling students to attain the intended learning outcomes of the programme.

Therefore the panel rates Standard 3 an 'excellent'.

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.

Explanation: The teaching concept is in line with the intended learning outcomes and the teaching formats tie in with the teaching concept.

Findings

HTH's Hospitality Management programme is competency based. Its final attainment levels are described in the form of Professional Duties (tasks, processes, projects, skills, etc.). These are derived directly from the work field and was done in order to bring the educational programme as much as possible into line with professional practice. The didactical concept of HTH was clearly developed with this aim in mind. The purpose of it is to ensure that students have really mastered the various components of the Professional Duties. In order to achieve this, the choice was made to shape the educational programme to facilitate practice with real situations in the hospitality world. During the site visit the panel has attended classroom sessions and practicals (outlets) that were very much in tune with the entrepreneurial learning concept and clearly encouraged students to come to grips with their professional duties. Therefore the panel takes the view that the HTH has done an outstanding job in implementing its teaching concept.

Both students and lecturers with whom the panel spoke showed great enthusiasm for the concept of 'learning in real-life situations'. 'Cases that we work on and discuss come straight from the industry and are very realistic,' says one of the students. 'Also the outlet shifts in school are very real and you learn a lot in a short period of time.' Additionally, in student evaluations between 64 to 76% of the students express their satisfaction about the relevance to the industry of assignments and cases. The panel has seen quite a few of the (project) assignments and cases that lecturers use. The quality of what it has seen supports the evaluation outcomes: panel members found the assignments and cases both up-to-date and relevant.

Real-life learning

Judging from the description of the programme components and what discussion partners conveyed to the panel members, all courses within the curriculum are based on real-life or lifelike learning situations. The basic ingredients of the educational programme are therefore always realistic as seen in the professional assignments and products. E.g.: In the Managing an Outlet course (Phase 2) students are responsible for managing the school's outlets such as Le Mangerie, Front Office or Housekeeping during a 10-week period (purchasing, menu planning, scheduling, supervising first-year students, etc.).

Courses are distributed over five learning pathways, each learning pathway has its own, specific didactical character. For example: in the Integral Learning pathway the students work out a detailed sales plan over a period of 10 weeks in the Managing Sales & Distribution course (Alternative IPC, Phase 3), while in the Conceptual Learning pathway in the Revenue Management course (EsC, Phase 2) each week a different case is analysed and compared with the other cases.

The combination of courses that students follow is coordinated in such a way that all the courses are interrelated. Working and learning in several pathways at the same time achieves the diversity in learning forms that is desired to facilitate multi-faceted learning: for instance, a student might follow Strategy Development with 9 ECs (IPC), Corporate Social Responsibility with 3 ECs (Alternative EsC) and Business English 3 (Training). The combination of working in a group on a professional duty, examining the theory on an individual basis and learning a language, provides diversity in teaching methods, content and learning outcomes, that do not only encourage learning, but is also highly appreciated by the students.

'I feel very comfortable here at school,' says one of the foreign students. I like the concept of entrepreneurial learning. Lecturers give clues, but you have to find out for yourself. In that way you learn to be inquisitive and to solve things independently. If you have questions you can always get back to lecturers for help'.

Last but not least, teaching staff are trained to become more skilled in the application of different teaching methods that tie in with the adhered didactical approach (refer to Standard 8).

Considerations and Judgement

The intended learning outcomes are set out in terms of professional duties that are divided into tasks, processes, projects and skills. To reach full command of these professional duties the school has adopted a competency based didactical approach, which in the view of the panel has been implemented thoroughly. A variety of teaching methods is used and applied in accordance with course contents and learning objectives. Both lecturers and students very much support the didactical approach and highly appreciate the diversity of learning modes and experiences on offer.

Therefore the panel rates Standard 4 an 'excellent'.

Standard 5: The curriculum ties in with the qualifications of the incoming students.

Explanation: The admission requirements are realistic with a view to the intended learning outcomes.

Findings

On entrance the HTH applies selection criteria and mandatory requirements. Candidates from secondary education need a HAVO or VWO certificate that includes a second foreign language and Economics or Management & Organisation. If the candidate has no second foreign language at level 2, a certificate with at least level A2 of the Common European Framework of Reference for Languages is required. If the student has not followed Economics or Management & Organisation then his/her level in these subjects will be tested during the selection day. Candidates from senior secondary vocational education may also attend a selection day: work experience in the Hospitality Industry is an advantage, as also is experience abroad.

Foreign candidates (more than 40% of the student population) must produce a certificate that offers entrance to a Bachelor programme. In order to safeguard the quality of student intake, The Netherlands Organization for International Cooperation in Higher Education and Research (NUFFIC) assesses the level of school certificates at the request of the school.

Hotelschool The Hague selects students on motivation, attitude, talent and suitability for the industry. During the selection procedure, the school therefore looks at how the candidates present themselves on the basis of Professional Duty Category 1: Understanding the ins and outs of creating and providing hospitality.

Over the years the school finds that the level of language skills among HAVO pupils has deteriorated. Should this be confirmed over the coming years, Hotelschool The Hague is considering to offer preparatory language courses or advising future students on how to make up for this deficit.

Fast track students

With regards to the fast track students, the school organises an intensive summer course to prepare them for a 'swift start'. The majority of those students are slightly older, have already more sense of responsibility and know exactly what is expected of them, say lecturers. To enter the programme they should have had already a lot of work experience and at least 2 years of experience in the industry. 'My fast track year had an intake of about 55 students, also from many different nationalities,' says one of the FT students on the panel. 'I found the courses easy to comprehend, but the work load was quite heavy. Phase 2 courses were more of a personal trigger to me and in phase 3 a lot of strategic thinking was involved. Quite challenging,' he said. 'By and large FT students do not experience problems with their transfer from secondary education to HTH.'

During the panel interview students confirmed that admission requirements were consistently applied. None of them have experienced any problems in getting 'on board'. 'If you need help, you can take extra classes to remediate deficiencies. And student counselling is available at any time you need it,' says one of the students.

Similar to the FT students, regular students in their first year also consider the content of the curriculum as 'a lot of information', but not too difficult to overcome.

Considerations and Judgement

The HTH is able to select applicants on the basis of their suitability for the industry and on the basis of formal admission criteria. These criteria have been set out clearly in the school's brochure and on the school's website. The panel considers the criteria and the way they are applied during a selection day highly realistic in view of the objectives of the course. The panel has established that students with required previous education do not experience any obstacles to follow the programme.

Therefore with regard to Standard 5 the panel awards an 'excellent'.

Standard 6: The programme is feasible.

Explanation: Factors pertaining to the programme and hindering students' progress are removed as far as possible. In addition, students with functional disabilities receive additional career tutoring.

Findings

The programme management identifies factors that impede study progress through three different sources: course evaluations, personal tutors and study counsellors. Factors hampering progress on course level are mostly resolved during the course itself. 'I had some issues with Strategy Development,' says one of the students from abroad, 'but I could always ask my lecturer for extra help. He was very helpful and this made me eventually pass the course.'

More personal problems are solved in collaboration with the study counsellor and personal tutor. The students with whom the panel spoke were very positive about the contributions of study counsellors and personal tutors to guide them through the problem and to help them solve personal issues that hamper study progress.

Any structural factors that might prove to be problematic are identified and analysed by the departments or committees concerned. One example in this respect is English, the school's official language.

Many Dutch students appear to have difficulties with reading, writing and summarising in English during the first Phase of the programme. In that case students take an English test to find out whether remedial measures are necessary. If so, students are offered extra lessons. However, it is considered student's own responsibility to make up arrears. This also applies for other subjects. 'I failed the Finance course twice and had to make up for this myself,' says a student, 'Otherwise I would have had to use a voucher' (see below).

Another example of student guidance that was put forward by the school is a student's ability to study independently in the Skotel. This aspect of residential education is an excellent opportunity to learn to work and live together. Communication and social skills are effectively developed in this environment, as the panel members have experienced themselves. However, studying independently can be difficult for some students at the Skotel. Nevertheless, the school provides adequate time and opportunity for students to study, thus allowing them to overcome this problem themselves. As one of the students put it: 'It is a tough programme that involves a lot of effort, but we are all in the same boat and living and working together is good for your social life, but on the other hand we are all aware that you have to sit down and study at regular times. Group work can have a positive effect on that.'

A third example in this field concerns the location where students are given practical training in relation to successfully passing the preliminary phase in year two. Given that those students who have not yet achieved all 60 ECs in the first year go on work placement, they only have six months' time to catch up on those parts of Phase 1 where they have fallen behind. For some students this period can sometimes be a little too short; therefore the school always advises students to catch up on Phase 1 before accepting a placement for practical training. Students say that rounding up Phase 1 before taking up a work placement, makes them well-prepared for practice and enhances their study results.

Students that first started in the new curriculum (January 2008) have had to be a little more patient. Not all structural aspects of the first Phase did always run smoothly. Also, certain aspects were unclear for this group and they could only be informed as far as the curriculum had been developed at that point.

Management and lecturers are aware of the fact these 'guinea pig' students have experienced hurdles that may have hampered their study results. During the audit students of the fourth year testified that 'the school had always maintained close contact with them by holding forums on a regular basis in which agreements were made regarding concerns and problems'. By-and-large students of the first new curriculum intake were satisfied about their study and the willingness of the management to resolve arising problems.

Study duration and study load

HTH policy on study duration is to provide several specific instruments to motivate students to keep delays in completing their study to an absolute minimum. Two instruments that the school has in place are the '*Requirement to Discontinue the Programme (RDP)*' regulation and the *voucher system*.

In the first year of the programme the students' progress is monitored carefully, both on the basis of study results and student's in-class and professional performance. At the end of the second block of the first year, all students receive either a letter of encouragement or a warning, based on their results (i.e. achieved ECs). At the end of the first year all students who have not at least acquired 45 ECs will be issued with a Requirement to Discontinue the Programme unless there are circumstances outside the student's control that have been instrumental in the student not having achieved what he should have achieved.

At the end of the second year, all students must have passed the full preliminary programme (all courses of the first-year programme). If not, then he or she will yet be issued with an RDP.

The school also works with a voucher system: each student is given two vouchers for the whole (4-year) programme. All students may follow a course once only and sit an examination twice per academic year. Students can use a voucher to follow a course for a second time or re-sit an examination for a third time. The panel in combination with a strict application of the examination admission requirements, considers the voucher system a good incentive for students who need to 'repair' arrears without losing time.

Both from the documentation that the panel had received before the audit and the various discussions during the audit, the panel members gathered that lecturers require a lot of effort on the part of their students. 'They are very demanding, but also very inspiring,' says one of the students. In other words, students are required to work hard. By and large students say they spend 30 to 35 hours per week on their study.

Nevertheless students in general do not appear to have problems that hamper their studies. Since the 2010-2011 academic year the school started to measure the programme's study load per course and figures show a satisfaction rate of 60 to 65% (3.4 to 3.5 on a five-point-scale) with regards to the study load. The school has study load figures available both at the block-level and at the course level. So, if need be, action can be taken related to single courses.

Policy on disabled students

Because of the nature of the industry and the programme itself, students with a disability are relatively scarce at Hotelschool The Hague. The most common disability is dyslexia. Other disabilities are so scarce that drawing up an explicit policy for them is considered inefficient. HTH has therefore formulated a policy on disabled students in general terms and leaves room for the wishes / demands of individual students with a disability. The panel upholds this view.

The Examination Committee responsible for implementing this policy assesses requests from students on an individual basis and ensures that the student is able to sit examinations.

Considerations and Judgement

The school has a system in place to detect factors that impede study progress. It offers opportunities for students to make up arrears and to remove obstacles, also referring to student's own responsibilities.

Students say and surveys show that students appear not to have problems that hamper their studies.

The school has a written policy in general terms on the guidance of disabled students.

The panel therefore rates Standard 6 as 'excellent'.

Standard 7: The programme meets statutory requirements regarding the scope and duration of the curriculum.

Explanation: Scope and duration of a bachelor programme (professional orientation) equal 240 ecs.

Findings

The programme, with 240 European Credits, takes four years to complete. Each year consists of two semesters, and each semester consists of two blocks. In terms of study, each block is equally important: 15 ECs.

Considerations and Judgement

The panel has inspected the overview of programme components and the number of ECs awarded per teaching unit and has concluded that the programme is consistent with a four-year Bachelor's course of 240ECs.

Therefore the panel defines the programme in full compliance with statutory requirements regarding the scope and duration of the curriculum.

4.3. Staff

Standard 8: The school has an effective staff policy in place.

Explanation: The staff policy provides for the qualifications, training, assessment and size of the staff required for the realisation of the programme.

Findings

The school has a well organised personnel administration in place. The management rightly considers this a prerequisite to develop the qualitative side of personnel policy. The school has defined 12 core processes for its personnel policy, set out in a document that was on display during the audit. Among other things it describes the execution of the following key processes in the school's HRM:

- Recruitment & Selection of personnel
- Performance, assessment and rewards
- Training and education

Recruitment and Selection

When a position becomes vacant, the HR Department plays a coordinating role by assisting the department/superior concerned throughout the entire recruitment and selection procedure. This ranges from wording the text for the vacancy advertisement to helping with the screening of the first CVs, organising appointments and tests, if relevant, checking references, maintaining timely contact with all parties and finally, arranging all formal matters. The management says HTH has a wide appeal: 'If we have a vacancy, the Hotelschool can always count on a response from a large number of high-quality candidates, even if the economy is booming'.

The school has a transparent recruitment and selection procedure in place. With regards to lecturers the school applies formal criteria like a master's degree and for instructors the school requires a bachelor's degree. For both the school demands extensive and high-level work experience.

At the time of the audit, 100% of the lecturers were in possession of an HBO qualification or higher. From the résumés of the teaching staff members and an overview of their qualifications, the educational level of the teaching staff presents as follows:

Percentage level of education for lecturers			
	Current percentage HTH	Target percentage HBO 2013	Target percentage HTH 2013
Bachelor	19%	27%	7%
Master	64%	64%	73%
PhD	17%	9%	20%

The table shows that 81% of the lecturers have an academic background, which in this field puts HTH at the forefront of higher professional education in the Netherlands. For 2013 the HTH has even projected a much higher target percentage of academically qualified staff than agreed upon nationally (70%). The panel very much approves of this policy. A well-balanced teaching staff, with both academically trained lecturers and instructors that foremost are well grounded in the profession definitely fit the bill best for the HTH.

Performance, Assessment and Rewards

The HTH has an annual performance and assessment cycle in operation. Twice a year interviews with all staff members are held as standard. Managers/superiors are provided with all policy information and the relevant forms, which are used to prepare and conduct the interviews, by the HR Department. The outcome of these interviews is stored centrally, any financial changes are entered into the salary system and possible follow-up actions are started. HR also plays an initiating role (policy) and a coordinating role (implementation) with regard to performance and assessment.

The panel has inspected a few performance and assessment reports of staff members. These showed a clear focus on lecturers' performance on the basis of student evaluations and, if need be, measures for improvement in terms of training and further schooling.

Training and education

Policy on the training and education of personnel is pursued by the HTH on three different levels:

1. Across the entire organisation, obligatory for all (educational) staff members (for example Didactic Skills & English for Staff);
2. Education & development of individual employees (for example master's courses and Birkman Certification); and
3. Exchange & expansion of knowledge (for example SHARE and visiting congresses).

On average an HBO school strives to invest 1.8% of the total personnel costs in education and development. Hotelschool The Hague has been structurally investing a higher amount; for example, this was 3.2% in 2010.

HTH has drawn up several guidelines and rules for each learning pathway. In 2010 and 2011 all members of the teaching staff received internal training (3 days) in these guidelines and rules which are related to the different teaching methods, tests, types and duration of contact. All lecturers and instructors follow this course. The groups were last trained at the beginning of September 2011 and teaching staff members that joined in the panel discussions responded enthusiastically to these training sessions. From 2012 onwards all new instructors and lecturers will follow this training.

Next to the internal training Didactics the Hotelschool provides the training 'Didactische Vaardigheden' (12 days) to all new instructors and lecturers. Until November 2011 the Wageningen University provided this training, from November 2011 onwards the school has decided to outsource this training to the Centrum voor Nascholing Amsterdam (UvA/ HvA). It will still contain basic didactical skills that match the didactical concept of the school.

In view of enhancing staff members' academic qualifications, time (and budget) is allocated to educational staff members who take a masters or doctoral study, e.g. two days a week to carry out doctoral research or one day a week for a master degree course.

HTH also puts emphasis on safeguarding the basic knowhow of the didactical concept among its staff, and deepening and broadening its implementation. This all takes place through master classes which are offered internally. In the academic year 2011-2012 the master class programme includes 'Developing a Case', 'Assessing / Using Criteria', 'Free Riding' and 'Brain-friendly education'. Working with the (new) didactical concept is a major change for lecturers and instructors, as teaching staff confirmed. But the panel observed a readiness-to-change amongst staff members and from the panel discussions no sense of arose. Hence, the panel is of the opinion that the school management should be commended for putting the right amount of time and energy into keeping the teaching staff's attention focussed on the concept so far.

Also, from the panel interview, it became clear that the school continues to see this as a priority and will give lecturers and instructors both the time and the space to develop in this area. Educational staff members with whom the panel spoke confirmed this pro-active and inspiring attitude of the school management.

Employee satisfaction

In the 2010 employee satisfaction survey that the panel has seen, it stands out employees are proud of the school. They would recommend the school as an employer if asked, and hope to continue their relationship with the school for many years to come. The satisfaction survey was held among three groups: staff, lecturers and instructors. Instructors and staff are very satisfied with their employer, the group of lecturers differed on some points. During the audit it became clear that as a result of the reorganisation lecturers were asked to make an extra effort and this during a period when times were difficult in terms of finance. This pressure of work, plus the feeling that there was insufficient recognition from the school management for their efforts, is probably the reason for this outcome, say staff members.

The school has recently set up a system to monitor the total staffing costs. The cost of teaching staff is constantly coordinated by Educational Management, Finance & Control and HR on the basis of an estimate of what level of staffing is needed to execute all elements of the programme. This leads to an hourly budget per course that is determined and managed by Educational Management. This approach and the underlying assumptions (including how much time certain teaching activities cost) are determined in consultation with employees and the Representative Advisory Council. In practice, both management and lecturers say that the assumptions are realistic and practicable. 'Every year lecturers discuss the tasks for each phase with their phase managers and I must say that with regards to the workload things are clearly improving,' says one of the lecturers on the panel.

Following the results of the satisfaction survey, the management has taken measures for improvement in terms of extra personnel, a stronger focus on people management and the quality of education and culture. As stated above, lecturers on the panel suggested that these measures have already had their effect. At the time of the audit HTH presents staff/student ratios and an overview of student contact hours (see §1 General and Quantitative Data), which the panel considers above average compared to similar education and very much in tune with the school's didactical concept.

Additionally, in the panel interview students showed their satisfaction about the number of staff available, both at lectures, at the practical outlets and for one-on-one coaching (also see Standard 10).

From the school's satisfaction survey the panel gathers that staff members are generally satisfied with personnel policy (6.96). Employees are the most satisfied with work content and perspectives (7.36) and resources and safety (7.65). Terms of employment also score well at 7.11. A number of these aspects are among the ten most highly-rated aspects of the whole survey. The outcome of the panel discussions confirmed these figures: 'The atmosphere in the school is a very inspiring and stimulating one,' says one of the lecturers. 'One of the reasons is surely that we are not overly managed. There is a nice balance between freedom and structure.' During the audit most employees indicated that they see little potential for improvement. One exception is the aspect of career opportunities in the school. On a ten point scale lecturers in Phase 1 and 2 scored career opportunities with 5.2 and 5.8 respectively. The panel thinks that (further) involvement in research activities, which for some lecturers may lead up to a PhD, might perhaps enlarge their career perspectives.

Considerations and Judgement

The school policy with regards to the qualifications of the teaching staff excels the general policy within Higher professional education in the Netherlands. More than 80% of the staff have an academic background and the school has adopted ambitious target figures. HTH has an adequate training policy in place; the management has an open eye for the needs of the staff with regards to the implementation of the new curriculum. HTH executes a solid performance and assessment cycle with a clear focus on staff development. HTH has a clear policy for student/lecturer ratios.

The panel considers these ratios above average and very apt for competency based education. If measures for improvement in the field of personnel management are needed, the management has shown the readiness to take them following up evaluation results.

Thus, the panel rates Standard 8 an 'excellent'.

Standard 9: The staff are qualified for the realisation of the curriculum in terms of content, educational expertise and organisation.

Explanation: The actual expertise available among the staff ties in with the requirements set for professional or academic higher education programmes.

Findings

HTH aims at appointing lecturers/instructors who are not only highly qualified but who can also draw on a wealth of operational industry-gained experience; the school is aware of the fact that lecturers and instructors who know the ins and outs of the industry also know which forces are at play in difficult times.

All lecturers and instructors at Hotelschool The Hague are highly qualified and have experience in business and/or are still working in the industry on a part time basis. Hotelschool The Hague has a relatively large percentage (17%) of lecturers with a PhD (see previous section). This percentage is higher than the target figure of 9% for higher education in 2012. Approximately 25% of the lecturers match teaching with work in the industry, or they carry out commercial assignments on a regular basis. Prior to working for the Hotelschool, and after a thorough training, the instructors in the various outlets have had many years of practical experience in well-known companies in the Hospitality Industry, quite a few of them contributed to companies at the top-end of the industry: nine of the current Food and Beverage instructors have worked in companies with a Michelin star. The panel has gone through the CVs of the teaching staff and these all show extensive experience in the industry.

During the audit, both in the panel interviews and in teaching sessions, panel members have encountered highly motivated and skilled staff, most of them seasoned industry veterans.

Student satisfaction

Student satisfaction speaks for itself and shows figures that clearly match the panel's experience in the audit interviews and when attending lectures and practicals. The school's internal student evaluations show that between 71% and 83% of the students are satisfied about the way lecturers/instructors demonstrate expertise and thorough knowledge. The same goes for lecturers' didactical skills. 'Many of them are very motivated and illustrate their lectures with numerous examples of real-life practice. They also use audio-visuals to liven up their lectures,' say students on the panel.

Considerations and Judgement

Staff members are well-equipped to teach hospitality management. Both from their CVs, the classroom visits and the audit interviews the panel has concluded that lecturers and instructors possess the actual expertise to execute the programme. Many members of the teaching staff have qualifications and bring in up-to-date expert knowledge and skills of high standing. Students are very pleased with the way lecturers and instructors demonstrate their expertise and working knowledge of the Hospitality Industry. Also students appreciate lecturers' didactical approaches and skills.

Therefore the panel rates Standard 9 an 'excellent'.

Standard 10: The size of the staff is sufficient for the realisation of the curriculum.

Findings

To execute the programme HTH has 173 staff members, educational staff and support staff included. The educational staff comprises 89.94 full time equivalents. Support staff total 61.65 fte.

As stated before the educational staff/student ratio is 1 : 20.8, which according to the panel members, connects superbly with the school's didactical principals.

Both students and lecturers express their satisfaction about the staff size. 'Staff members in or outside lectures are always available,' say students on the panel. Also in the field of student counselling students are quite content with the time available.

In order to lessen the increased workload created by developments in the curriculum, the school temporarily appoints freelance lecturers. Freelancers are also used on a regular basis in the case of illness, pregnancy or commercial assignments. In all the school has a pool of 30 freelance lecturers available, who also replace colleagues who are allowed time off to study (see Standard 8).

Because of these measures, the pressure of work has become a lot better, confirmed several lecturers on the panel.

From what it has gathered during the audit the panel concludes that the severe work load is primarily caused by the staff's commitment to the curriculum redesign and implementation project. Therefore work pressure is presumably a temporary issue. As the implementation phase had nearly ended at the time of the audit, the panel expects work pressure to level out and stabilise in the near future. The lecturers with whom the panel spoke by and large shared this view.

According to the management the school's financial situation is healthy. This offers the opportunity for HTH to invest in additional manpower when there is a need (illness, projects, etc.). From the interviews with lecturers and students the panel concludes that the management brings in additional manpower if so required.

Considerations and Judgement

HTH applies sufficient staff to execute the programme. This includes both educational and support staff. Lecturer/student ratios facilitate a smooth execution of the competency based programme and therefore ties in nicely with the didactical concept. The school has a pool of freelance lecturers available for replacements on a temporary and/or regular basis; the management is sensitive to deploying extra manpower if needed.

In the audit the panel established that the pressure of work is gradually diminishing. It is confident that it will further diminish when the curriculum revision and implementation operation has come to an end.

Both students and lecturers are satisfied about the size of the staff.

Therefore the panel rates Standard 10 an 'excellent'.

4.4. Services and facilities

Standard 11: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

The approach taken by Hotelschool The Hague to simulate and integrate professional practice into the study programme also applies to the facilities. When entering the school, visitors/employees do not feel that they are inside a school, but rather in a restaurant, a brasserie, a hotel lobby or a hotel room. The school has the following facilities:

- Working areas (classrooms)
- Outlets (see below)
- Rooms for educational support
- Public areas
- Office space

The outlets are considered crucial elements in HTH's concept. In the outlets students gain experience and knowledge in the different aspects of the profession and learn and practice the basic skills of the operational processes.

As the panel members have experienced themselves during an elaborate tour around the school's premises, a real life working environment is simulated in all of the outlets. Every aspect of actual operational management is to be found here: from making reservations to payment and from staff members/fellow students as customers to customers from outside.

Hotelschool The Hague houses the following outlets and departments:

- Reception
- Housekeeping
- Brasserie Zinq
- A la carte restaurant Le Début
- Lunch and dinner restaurant Le Mangerie for students and staff
- Le Café
- The (training) hotel Skotel as part of the learning and living community of students and the departments
- Banqueting
- Room Service Departments

The design and interior decoration of the hotel rooms and restaurants is done in close collaboration with hotel chains Les Halles/La Place and suppliers from the Hospitality Industry. The Student Plaza and the Media Centre in The Hague provide work areas fitted out with PCs connected to the student network for 150 students. The Amsterdam branch has similar facilities, although adapted to fewer students.

The Media Centres in both locations offer the following facilities:

- PCs with access to the school network (also wireless connections), applications, electronic learning environment Myhotelschool.nl and Internet
- Study areas; individual, group, quiet rooms and computer areas
- Information: physical (books, journals, magazines, DVDs, CD-ROMs, placement and project reports) and digital (Media Centre resources)
- Other services: photocopiers, scanners, printers and DVD equipment

The larger part of the Media Centre's collection focuses especially on information in the field of the international Hospitality Industry. The rest of the collection is directly related to the courses on offer as part of the programme. The whole collection consists of 26,000 books and 150 magazines/journals in various languages. The audio-visual collection comprises 1,700 CD ROMs, CDs and DVDs. The Media Centre has over 2,700 work placement reports and 1,500 graduation project reports.

HTH's Media Centre has its own website platform in place for all digital information such as online magazines, international Business and Hospitality databanks, practical and management placement reports, reports from relevant branch organisations and auxiliary study material to supplement the required literature. The panel is extremely positive about the width and depth of the resources available.

For 2012 HTH will establish a repository in which digital versions of reports, articles and publications by students, lecturers and lectors will be made available. With the introduction of this repository, the school aims to keep up with developments in an increasing number of schools of higher education that are setting up their own repositories and sharing knowledge in order to ensure that research results do not become lost or that research studies are doubled. The panel commends the school management for this initiative.

Hotelschool The Hague has a wireless network at both locations. This means that students also have access to all applicable digital information in the public domain. On top of that information is communicated via and made available through the school's intranet, myhotelschool.nl. In this digital environment the students are able to access information about the programme, examinations, grades and timetables. The students with whom the panel spoke were very content about the level of these facilities and the support given by the Media Centre staff.

The panel has established that there are more than enough work areas and classrooms. Students on the discussion panel did not complain about the capaciousness of the school, although some found The Hague campus busy at times, but never overcrowded. Rooms are timetabled for the more theoretical lessons. However, when working in groups the students make use of work areas which are not reserved for lecturers with their groups.

The most frequently used classrooms are equipped with a multimedia projector which is connected to a PC with sound. This means that students and lecturers always have access to the Internet and other multimedia applications. For classrooms not equipped with a multimedia projector the lecturer can reserve a (mobile) multimedia projector plus PC. For larger meetings the school has an auditorium available which is equipped with up-to-date facilities for light, sound and projection.

From what panel members have observed and heard from the management, the same points of departure at the Amsterdam campus as well as at The Hague apply. In this respect the panel did not detect any disparities between The Hague and Amsterdam students. All educational activities can take place on either location and all facilities meet the required standards. The present Amsterdam building is, however, a temporary solution; at the beginning of 2011 the school signed a contract for a new location in Amsterdam-West. The panel has seen drawings of the Amsterdam branch's new interior and paid a visit to the building-site during the audit. From September 2012 the Amsterdam location of HTH will be housed in a completely renovated building with all the necessary rooms and facilities.

At the same location, preparations are underway for the opening of a large commercial hotel. The panel learned that all parties see good opportunities for intensive collaboration. This new location also meets the requirements to provide sufficient facilities for the proposed growth of 400 additional students.

Considerations and Judgement

Both the school's accommodation and infrastructure blend in very well with the educational concept of the school. HTH has all the facilities available for students to come to grips with their hospitality management skills within the school. The panel is impressed by the way the school has implemented vocational practice into its curriculum and facilities accordingly. The panel thinks they are of an outstanding quality.

Classrooms offer enough space and are well-equipped with modern audio-visual facilities. The school has a wireless network in operation on both locations. A wide variety of applicable resources is available, both online and through the Media Centre. Students' access to information networks is most competently and enthusiastically supported.

Overall the panel considers the services and facilities of HTH of a very high quality; this holds especially for the distinguishing properties of the outlets, which in the eyes of the panel members tie in superbly with the competency based curriculum of the school. It therefore rates Standard 11 excellent.

Standard 12: Tutoring and student information provision further students' progress and tie in with the needs of students.

Findings

Tutoring is part of Hotelschool The Hague's didactical concept in the Personal Development Pathway. The school does not consider individual student counselling the only answer to help students complete the programme successfully. Therefore the school has also implemented a student tutoring programme. The tutoring is used to reveal and remedy factors that impede the student's study. The Phase 1 'Improving My Performance programme' has three main aspects: Personal Tutoring, the Birkman Test, and the Toolbox.

- *Personal tutoring*: all students are allocated a personal tutor for their first year. This person then remains the student's personal tutor for the whole four years. A student can at any time contact his tutor for questions and advice;
- *Birkman test*⁷: all students must complete the Birkman test in their first weeks at the school. Subsequently they attend two feedback and information sessions in which they are made aware of some of their personal strengths and weaknesses and how this could affect their studies and their ability to work together with others.
- *Toolbox*: there are certain skills in which students must be proficient in order to complete the programme successfully. In this context, students must take tests in English, basic maths and basic computer skills. The school knows from experience that students who are lacking in these skills tend to have difficulties with the programme; they are tested at the outset, given advice on how to rectify their deficiencies and if possible given self-study material in order to improve their skills in the relevant area.

In the second Phase of the programme, the students can inform their personal tutor of their needs. In this Phase it is the student himself that initiates tutoring. However, HTH has plans to offer a more extensive programme to students, so that they will have more support during the second Phase of the programme. A list of options is currently being developed so that students can choose the tutoring they need.

The personal tutoring in Phase 2 has already been defined, but not implemented as yet. According to the management this will be done from the 2012-2013 intake.

In Phase 3 of the programme, students draw up a Career Launching Plan in which they must explain their plans after they graduate, identify the skills and knowledge they need to achieve that goal and make plans to implement it as part of the final graduation course Launching Your Career. The panel has attended a preparatory session for the Career Launching phase and has seen numerous examples of Career Launching Plans. It considers this cluster of activities an effective tool for structuring student's final study phase and to set goals for the future. In final phase of the study, as a part of the Launching Your Career Plan, The Birkman test is completed by the students for the second time to enable them to obtain a good picture of their strong and weak points and the progress they have made. To help students in their process they are allocated a mentor who coaches them in the writing and implementing process of their career launching plans. Students of the final phase with whom the panel members spoke were very enthusiastic about the way they were guided through their final tasks.

Both Hotelschool The Hague campuses have a student counsellor whose task it is to assist students with personal problems and difficult situations. A progress coordinator is also

⁷ The Birkman Method is an integrated assessment and report system that analyzes and describes individual needs that drive and motivate workplace behaviour. When needs (defined as the expectations one has about how relationships and situations should occur) are met, they drive behaviour in positive and productive directions.

available; this staff member coordinates the activities of the personal tutors and monitors the students' general progress, especially the progress of those students lagging behind in their studies.

Provision of Information to students

As stated before Hotelschool The Hague operates a digital platform where all information for students can be found: myhotelschool.nl. Each course has its own worksite on which the materials and results are posted. The course guides are available on this site as well as all the content and administrative information relating to the courses. Schedules/ timetables are also available at myhotelschool.nl. Students can search for information per department (procedures, forms, statute, etc.) and everyone has their own digital workspace.

Although the digital platform looks quite transparent with regards to content and navigation, the school is of the opinion that the actual structure of myhotelschool.nl could be improved as they have experienced that some students find it hard to get to the right information quickly. In addition to this platform, the Student Support Centre (responsible for student administration and planning) also plays a role in communication and providing students with information. This office is where the students can go for all their questions to be answered face-to-face or by telephone during opening hours and via email 24/7. The students on the panel were very content about the way the schools deals with their queries.

In their Critical Self Reflection and during the audit both management and teaching staff said that students are not yet sufficiently informed about the didactical concept, and therefore it's added value is not quite done justice. The school will therefore widen its communication in the study guide and also provide a more active form of communication. The students will be given a presentation about the concept during the introduction day for Phase 2.

The school intends to augment this by including a presentation for Phase 3 students and by providing information to first-year students upon arrival about the important aspects of the learning programme. These actions for improvement match some of the comments which students made in the panel discussions: 'For some it may sometimes be difficult to see through the structure of the programme and to find one's way without any introduction. This needs to be fine-tuned,' suggested some of them.

Considerations and Judgement

The school has an elaborate and effective system of tutoring in place as part of the Personal Development Pathway. Not just individual counselling is available, but also scheduled tutoring classes are used to detect and overcome students' deficiencies. Tutoring does not only focus on remedial teaching but also incorporates activities that aim at facilitating student's personal growth. The panel is particularly impressed by the extensive coaching during the final (Launching-Your-Career) phase of the study.

Students are well-provided with all necessary information to follow their study. In this field the school has a digital platform as well as a Student Support Centre in place. Prior to the audit the school had already detected a slight flaw in the student information on the didactical concept of the programme and had therefore designed proper measures for improvement that tie in very well with students' needs and will be implemented at the next intake.

On the basis of these considerations the panel rates this Standard an 'excellent'.

4.5. Quality Assurance

Standard 13: The programme is evaluated on a regular basis, partly on the basis of measurable targets.

Explanation: The school ensures the quality of the intended learning outcomes, the curriculum, the staff, the services and facilities, the assessments and the learning outcomes achieved through regular evaluations. The school also collects management information regarding the success rates and the staff-student ratio.

Findings

Throughout the school, when touring around the premises, attending classes, practical outlets or during the discussions sessions, panel members sensed the presence of a quality ethos. Next to the fact that the school has implemented a formal quality assurance system in 2010, quality awareness seems to be embedded in the DNA of the school.

The redesign and restructuring process of the entire curriculum was based on extensive consultation with stakeholders including students, staff and the work field. According to the panel participants, curriculum innovation and process evaluations were carried out constantly. As soon as something new was developed it was tested, evaluated and improved.

Now that the curriculum development has reached the final phase, the school has introduced a more formal quality assurance system. At the time of the audit the school had finished designing this formal Quality Assurance Cycle and has been executing it since 2010. Therefore the panel did not have an overview of all evaluation results nor did it see the yield of the full PDCA cycle. However, some evaluation results, especially on course level, and –if need be– their transfer into measures for improvement were already visible.

Six-year cycle

The formal quality system as part of the School's Quality Assurance Plan that was on display during the audit, is recorded in a six-year cycle. All evaluation tools and stakeholders (see Standard 15) are included in this cycle. Periodic evaluations take place on a regular basis. Per evaluation the population, subjects, form and frequency are stated in the Quality Assurance Plan. The owners are also named, as well as the person responsible for the evaluation, the person responsible for its execution, and to whom feedback must be given.

Four Dimensions of Quality

The school distinguishes four dimensions of quality, namely: the quality of the educational programme results, quality of the internal organisation and the quality of the educational process and relational quality.

- The quality of the educational programme results is all about the output from the programme. This is measured by evaluating the examination and tests part of the programme, evaluating the satisfaction of alumni and their employers, and by establishing benchmarks.
- The quality of the internal organisation relates to the evaluation of the quality of the internal organisation as experienced by students during the course of their studies. This includes administrative processes, complaints handling and IT support. It is measured by means of course and programme evaluations.
- The quality of the educational process concerns all the means employed by the school to ensure that students achieve the required graduation level. This is also evaluated through course and programme appraisals and it involves an appraisal of the employees.
- In relational quality the focus is on how the student is treated as a human being before, during and after his study. This is done by evaluating the programme and by questioning alumni.

Starting in 2010-2011 the Quality Assurance Committee (QAC – see below) reports annually at dimensional level, i.e. all results are brought together for the purpose of examining results that are related to the same dimension. Subsequently, an overall analysis is drawn up on each dimension and presented to the management.

The panel has been given insight into the details of the quality assurance cycle and the evaluation forms that are used. From this overview and the set of evaluation forms in use, the panel concludes that the programme is evaluated on a regular basis. Evaluations include the curriculum, the quality of the staff, the services and facilities, the assessments and the learning outcomes achieved.

Roles & responsibilities

The school maintains a Quality Assurance Committee which is responsible for safeguarding the quality cycle. This committee gives support to owners and executors where needed, helps with the development of measuring instruments, conducts measurement analyses and reports on the results and findings to the management. The panel has discussed quality assurance issues with members of the QAC and ascertained that the committee members are aware of their role and have expertise in the field of QA management.

The owners (e.g. departmental managers or educational managers) are responsible for the quality of the part under evaluation (e.g. a department or course). They are also responsible for initiating the measurement according to plan and making improvements on the basis of the outcome. The persons responsible for taking the measurement are not only accountable for distributing the measuring instrument or organising meetings, but also for the actual quality of the instrument. The school has arranged the composition of the relevant evaluation bodies responsible for executing evaluations, in such a way that it maintains an adequate degree of objectivity which adds to the reliability of the information resulting from the evaluations.

Standards & targets

The school has set target figures as part of the quality system. It has adopted standards for matters/items that are measured on a five-point scale: a strength ≥ 3.5 , a challenge 3.0-3.4 and a weakness < 3.0 . The school applies these standards currently for course evaluations. This means that the core teams receive the results and can immediately see what the outcome is in relation to the standard/norm. The school intends to develop this further so that it can be used for all other quantitative evaluations.

Target figures at management level have not yet been set. HTH is currently working on finalising the Balanced Scorecard. After these target figures have been established, verifiable targets will be set by the owners responsible. This will be done on the basis of the results and feedback from periodic evaluations. The panel supports these actions.

Considerations and Judgement

A year before the audit the school had introduced a full and formally organized Quality Assurance Cycle. An overview of this cycle shows that the programme and all parties involved are evaluated on a regular basis. Evaluation forms have relevant questions and evaluations are based on measurable targets.

Although the school has a solid Quality Assurance System in place, it was yet too early for the panel to measure the full breadth and depth of the results of the system. Had it seen the overall results, the panel might probably have awarded this Standard an 'excellent', but as it is, also considering that the school has an intrinsically driven focus on quality, the judgement 'good' is certainly applicable.

Therefore the panel rates Standard 13 'good'.

Standard 14: The outcomes of these evaluations constitute evidently the basis for measures for improvement that contribute to the attainment of the targets.

Findings

In line with the findings described under Standard 13 so far the implementation of improvement measures that help to raise the level of quality have had a slightly informal character. The panel understands that, as the context in which the programme is facilitated is relatively simple and limited in terms of size; this enables the aspect of quality to be improved at an informal level. With the quality-driven culture the panel has observed throughout the school, improvements are made quite naturally. However, the danger is always present that less emphasis is put on following formal procedures and systematic documentation processes. Therefore in 2010 the school installed a separate Quality Assurance Committee (QAC); one of the main duties of which is to uphold the formal quality system as defined under Standard 13.

On the basis of the outcome of the evaluations, owners fill in a Change Overview that lists the improvements and where they can be seen. For example: after the lecturers' evaluation of the Second Business Languages courses the core teams decided to modify the teaching materials to bring them more in line with the didactic concept and the professional duties. In the old material there were assignments for presentations and discussions about current (non-hospitality) subjects.

These have been replaced by role-plays which are specifically related to the professional situation. The background of these changes and where they can be found is described in the Change Overview that presented to the panel members.

Another example: each support department is evaluated on the basis of a standardised discussion once a year. In Block B 2010-2011 one of these departments was the Student Support Centre (SSC). One of the outcomes was that the timetable structure was not very clear for colleagues. Therefore SSC investigated whether there were other structural options in their planning system. A new suggestion was proposed to a representative group of colleagues. After their consent, the management has decided the new structure will be implemented as of the academic year 2011-2012.

Recent improvement measures with regard to study success

Another example of the school's alertness for improvements is demonstrated by the fact that the school was not particularly content with its highest success rate after eight years of study (86.3% graduated students) and that, after five years, the Hotelschool occupied a middle position with a success rate of 59.6%. The school analysed the causes for this moderate to good success rate and detected that it had everything to do with how the programme was organised. A number of years ago it had no criteria in place for the progress from preliminary phase to the main phase and students were allowed to re-sit examinations five to seven times. The school recognised that the study tempo would need to increase with a view to reducing the average study duration. The school has been taking up this challenge over the last few years and as a result of this the preliminary phase must now be completed within two years and to progress through the programme the student must have attained a minimum of 45 ECs.

Additionally, the rule was introduced that students are now allowed only two opportunities a year to sit the examinations (also see Standard 16). Recent figures show that these measures are becoming effective. While the average study duration is on the decrease, the number of drop-outs is increasing and that has an adverse effect on the success rate. These measures, plus the fact that students will have to become accustomed to this more stringent approach, should result in a first-year drop-out rate of approximately 10% (currently 12-13%).

Giving an account of changes in courses, departments, etc., in writing is new for the school. At the time of the audit the system and tools still had to be integrated into the school's annual cycle. With regard to courses this means that in March/April of each academic year the core teams will record what was improved and why. Also for other owners of evaluations this safeguarding process must still become a permanent part of standard operating procedures.

Considerations and Judgement

The school has a quality assurance system in place that provides for measures for improvement if the outcomes of evaluations do not meet the standards (see Standard 13). However, given the recent implementation of the QA system, the panel could not assess all outcomes of the PDCA cycle in operation yet. It has however seen some evaluation results and follow-up actions, particularly on course level, that show clear and adequate measures for improvement. The panel therefore concludes that the school uses outcomes of evaluations effectively to improve the programme.

Therefore the panel judgement on Standard 14 reads 'good'.

Standard 15: Programme committees, examining boards, staff, students, alumni and the relevant professional field are actively involved in the school's internal quality assurance.

Findings

The panel has established that the Quality Assurance System of the HTH provides for an active involvement in the school's internal quality assurance of all parties involved. Programme committees, examining boards, staff, students, graduates and the relevant professional field are, and partly will be, actively involved in the programme evaluations.

Students

From the overview of the Quality Assurance Cycle it becomes clear that students are involved on a regular basis in the evaluation of courses, lecturers/instructors, practical training and work placements. The students with whom the panel members spoke during the audit confirmed being questioned and interviewed regularly about the programme. Students upheld that satisfaction surveys regarding the implementation of the whole programme and organisation are carried out per block by the Board of Directors in the form of lunchtime meetings. The school also uses registered complaints from students as a source for quality assurance. Newly graduated students are asked to give a holistic evaluation of Hotelschool The Hague after the graduation ceremony.

Students who prematurely terminate their studies are asked to fill in an exit questionnaire on how they experienced the programme and why they have chosen to terminate their studies at Hotelschool The Hague. The panel has inspected some of those questionnaires that had been filled in by ex-students. Questions and answers are relevant and students do not seem to quit their study for the wrong reasons, like study feasibility issues or disinformation on study entrance.

Students on the panel confirmed that they are also able to give unsolicited feedback and suggestions for improvement through the Student Council.

Staff

The quality of the study programme is evaluated on a regular basis by lecturers and instructors by means of discussions and meeting structures. These evaluations are formally scheduled in the Quality Assurance Cycle: employee satisfaction and workload is evaluated twice yearly. The functioning of employees is evaluated by their direct superiors by way of performance and assessment interviews. Panel members have inspected a few accounts of these performance and assessment interviews. Measures for improvement, both on the personal level and the institutional level are part of these interviews.

Employee satisfaction surveys on the implementation of the whole programme and organisation are carried out per block by the Board of Directors in the form of lunchtime meetings.

Hotelschool The Hague departments are evaluated once a year by the relevant department employees and by other departments in focus meetings. The panel has seen accounts of these meetings and commends the school for these highly fruitful sessions.

Representative Advisory Council, Examination Committee, & Education Committee

Students and staff are represented on the Representative Advisory Council (RAC) and play an active part in monitoring internal quality. Minutes of RAC meetings confirm this. Students and staff are also represented in the Education Committee; a committee which primarily deals with the programme's academic qualities. The Examination Committee is consulted by students and staff to address issues of assessment quality. Both the Examination Committee and Education

Committee, on the basis of the Quality Assurance Cycle, are invited to attend a focus meeting twice a year to discuss the programme.

Alumni & Employers

HTH has an alumni network. Every three years the members of this network are asked to evaluate their current work field and how it mirrors the programme's content. Employers of alumni are also asked every three years to evaluate the quality of the graduates in terms of curriculum content. The work field members with whom the panel spoke confirmed being asked for regular input.

Work field

Every year the Industrial Advisory Board of HTH evaluates the programme with regards to level, relevance and content. Currently, the school is seeking for a new international composition of the Industrial Advisory Board, that fully matches the international aspirations of the Hotelschool.

Fellow institutes

A benchmark study on other national and international colleges and universities is conducted every three years as part of the QA cycle. This study, which was on display during the audit, also includes aspects of internal quality assurance.

Guests

As described under Standard 2, the programme comprises outlets where students both learn and gain work experience at the same time. E.g. in the school restaurants guests from outside can book tables for dinner. That is when students have to deal with real guests. HTH also carries out random Guest Satisfaction Surveys among outlet guests from outside the school. These surveys offer a realistic insight into the level of service that students have demonstrated during guest visits.

Communication to stakeholders

Quality issue owners are responsible for communicating the results and actions required for making improvements. The standard procedure is to send out a short memo to the stakeholder when the results are known. A more extensive memo follows after the results have been analysed and the (initial) improvements have been made.

For students, this is communicated in the Student News; for the employees via the Staff News. The committees and departments involved in an evaluation are informed separately.

Graduates, employers and the work field are informed via the platform from which the evaluation has been conducted (meeting, email, alumni magazine Alma, etc.). The school is looking into the possibilities of providing feedback to guests through the website.

Considerations and Judgement

The design of the QA Cycle incorporates all relevant stakeholders. However, so far the school has carried out evaluations in a more informal way and as of 2010 as part of the formal QA Cycle. Again, the panel has not been able to judge on the full implementation of the QA system, the results of all evaluations being transferred into measures for improvement, and the formal involvement of all stakeholders.

On the other hand, the panel has observed that all relevant stakeholders have in the past, in a more informal way, contributed to the development of the school curriculum. Moreover the initial results of the QA Cycle that were on display during the audit were truly inspiring confidence. The implementation of the QA system therefore was a last step to formalise what is largely already done.

Therefore the panel rates standard 15 as 'good'.

4.6. Assessment and learning outcomes achieved

Standard 16: The school has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation: The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in subsequent programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

System of tests and assessments

The didactical concept of entrepreneurial learning implies that in many courses (IPCs) students carry out teamwork in which they are free to organise the processes themselves.

The courses and testing methods were developed on the basis of assignments and products that professionals in the work field deem appropriate within the Professional Duty Category concerned. For example, assessment is based on an implementation plan, a budget or a business plan. Criteria have been formulated for each assignment/ product. The panel members have inspected a variety of test papers from students and consider them of the right (hbo) level.

As a formative assessment the students receive feedback during the courses and they discuss the assignments with lecturers and instructors. Students are given a quantitative assessment (grade) at the end of the course. Next to that they receive qualitative feedback. Depending on the type of course this can be in the form of oral and/or written feedback or an examination review.

A number of years ago students were allowed to re-sit examinations five to seven times. This appeared to have a study-prolonging effect (see Standard 14); therefore the school in 2008 decided to allow students to sit each test only twice.

Teaching staff and management are aware that assessment of teamwork always poses the question of how to deal effectively with the aspect of free-riding. The panel has inspected a number of reports that were based on teamwork, not in the least the final project reports, and concluded that individual student performance was always measured next to team performance (e.g. in the form of a detailed activity logbook and individual student performance evaluations). The panel is highly favourable about an even stricter individual performance assessment in the new curriculum and was glad to learn that in the new curriculum students' final research assignments will be completely individual, in some instances only research data and instruments can be shared, but student's performance is always assessed on the basis of the individual research report. The panel considers this a major improvement.

HTH has developed an assessment toolbox with a variety of instruments to be used by the lecturers for the different types of courses. The panel is positive about the quality of these instruments.

Additionally lecturers and instructors are trained in testing and assessing students. This is done by means of an extensive Didactic Skills course at Wageningen University & Research Centrum (WUR). Lecturers and instructors are also trained internally, specifically in testing and assessment methods suitable for the didactical concept. The lecturers with whom the panel members spoke said that the training programme offered by the school had really helped them to reinforce their assessment skills.

Validity of tests

One of the ways for the school to safeguard the validity of tests is by aligning the professional products and criteria with the work field. Also tests and assessments are developed and carried out using the so called four-eye principle. Reliability of assessments of professional products and assignments is assured by working with various assessors to discuss a number of products for each block with a core team. The test criteria are transparent for the student: the panel members have ascertained that criteria/requirements are clearly indicated and explained in the course guide and teaching materials.

Rules and guidelines relating to grading, awarding ECs and re-sit procedures are contained in the course guide for each individual course. Between courses there appears to be quite a variety of procedures applicable. The school seeks to work towards a clear and unambiguous policy that goes for all courses; during the audit the Examination Committee said it is currently working on this policy.

Students express their satisfaction about the quality of assessments based on course content. Evaluation figures show that the student satisfaction rate increased from 50 to 70% after evaluating and implementing course changes.

Involving professional practice

Professionals are also involved in assessing students in courses where real-life cases are used. These professionals are kept informed by the lecturers concerned by means of briefings about course content, goals and assessment criteria.

As work field representatives confirmed in the audit, professional practice is becoming increasingly involved in Launching Your Career. At present only the graduation companies are involved in assessments, but it is the school's aim in the long term to form a pool of external assessors from the industry for this final course. By doing this the school expects to increase the aspect of reliability given that these representatives of the industry are independent. To prepare them for their assessment jobs, these assessors will also be given training.

Formal regulations on testing

HTH has an Examination & Testing Committee that holds a position and has powers as described in the Wet op het Hoger onderwijs en Wetenschappelijk onderzoek (WHW) (Higher Education and Research Act). The duties performed by this committee have been documented in a policy and the most recent changes in the WHW are being implemented at the time of the audit. The Students' Statutes and the Study Guide (Education & Examination Regulations) contain regulations and procedures concerning testing, the Examination Committee and the Appeal Board.

Assessment of final learning outcomes

Until recently, as a result of the old curriculum, two products had to be produced to ascertain whether students had achieved the final level. The first one was a team assignment (3-4 students) to formulate recommendations for the management of an existing organisation. The second part of the graduation phase was and still is a period of management work placement lasting a minimum of 19 weeks. During this work placement the emphasis is on managerial tasks in particular.

At the time of the audit final assessments were still conducted under the previous curriculum. The new curriculum has been slightly adapted with respect to the graduation phase, the results of which were still underway and could therefore not be evaluated by the panel members.

Team assignment

The management recommendations had to be backed up by (field) research, figures on economic, demographic and industry-specific developments and trends. One example of such advice is the answer to the question 'At which location should a certain hospitality chain open a

new venture?'. Questions such as why that particular location, how to realise/organise it, what investments are involved, what are the turnover and profit expectations, and what are the risks, must be answered partly on the basis of data that have been gathered through field research and/or by other means.

The assignment must be carried out in such a way that all aspects of the management profession are utilised: strategic insight, formulation of a business case, financial know-how, marketing, knowledge of the business, organisational know-how, etc.

This part of the graduation stage is concluded with a presentation for the client, who has the opportunity to ask questions and is officially presented with the research/ recommendations at the end of the presentation.

Work placement

For the management work placements students can choose from numerous placement opportunities. Many different positions are filled in a wide variety of organisations. The school has provided an overview of work placement companies that ranges from the Bitburger Braugruppe GmbH to the Caledonian Hilton Hotel in Edinburgh, and from the Accor/Sofitel Asia Pacific to Park Hyatt in Melbourne. During the placement the student is supposed to participate fully in the day-to-day operations of the company and his role must be clearly set out. The student must analyse the strengths and weaknesses of the company, reflecting on the organisation, the environment in which the organisation operates, the internal organisation and his role therein as a trainee, his tasks and responsibilities, and how he interprets and/or performs them. The panel has seen work placement reports of students that showed interesting and in-depth SWOT analyses of companies. The placement company evaluates the student three times; at the beginning of the placement, half way through, and at the end. The school, in consultation with the work placement company determines the final mark for student's work placement performance.

The placement is completed by writing a management report drawn up in accordance with the established lines. The panel has inspected these guidelines and considers them in accordance with generally accepted criteria for the writing of management reports.

The report is read and assessed by two lecturers and found 'defendable' or not. The assessment takes place on the basis of a defence lasting 45 minutes in which the student answers questions put forward by the two lecturers. The grade for the report and defence, plus the (external) grade for the period of placement, determine the final grade. From what it has seen the panel members concluded that written feedback on student reports could be more elaborate and the substantiation of grades could still be improved upon. However, these improvements were already demonstrated in the assessment forms of the so called career launching plans as part of the final study phase in the new curriculum (see below).

New curriculum

When the new curriculum was developed the school established that the approach set out above to ascertain whether the student had achieved the desired level also needed to be readjusted. The main aim was to give the student more freedom to determine his own graduation phase, what he/she wishes to achieve, research, learn and experience, what activities he/she wants to undertake and with what type of organisation, for how long and where.

Therefore the school introduced the new 'Launching Your Career' graduation course. The students themselves choose what professional product(s), corresponding with their personal graduation phase, they will produce. The student draws up a Career Launching Plan (CLP) in which he/she, on the basis of the Birkman test, the school's PDCs and workshops, among other things, describes where he/she currently stands and which career path he/she has in mind. How the student plans to begin his/her career is described in this plan and sets out the graduation phase. The student receives guidance in formulating this plan from a Career Coach and it is then assessed by a committee.

The panel has seen a couple of career launching plans and finds them properly structured documents that clearly fit the purpose of getting students to set their goals for the final phase of the study. Also clear comments and instructions of examiners are given on the accompanying assessment forms.

During the graduation phase the student receives coaching /guidance from the Career Coach as well as Content Experts. The final assessment is conducted by the Coach and Expert as well as professionals from the field. The panel agrees with the set-up of this final exam, using multiple assessors. The assessment is conducted on the basis of the formulated (individual) criteria, linked to the PDCs (final goals regarding content) and the Dublin Descriptors (bachelor level). The panel has seen good examples of how students have linked their individual learning goals to the PDCs and the bachelor level indicators.

The school proudly refers to the HBO-monitor which states that 48% of HTH students take up their first appointment at management level. The panel considers this significant given the fact that it is one of the school's main goals. From both the staff panel, the alumni and the student panel the auditors gathered that the final phase of study very often flows quite seamlessly into the start of a professional career in many different management positions around the world. Many students are offered a permanent position with the company where they carried out their practical management training. For example one of the students did an internship as Restaurant Manager at the Raffles hotels Phnom Penh and now is the Front Office Manager at Raffles Praslin Seychelles, another one did her internship as a training coordinator at Hilton Nederland, became the HR agent at Hilton Amsterdam and now holds a position as HR Manager at Hilton Amsterdam.

The school organizes alumni gatherings in the Netherlands and abroad. Alumni with whom the panel spoke refer to these gatherings as meetings that make the circle complete; the discussion partners gave the panel the impression that everyone senses the feeling of 'belonging' that gives more gratification than a study programme alone.

Panel assessment of final level

The school provided a complete list of graduates over the last two academic years. This list contained the names of the students, the student numbers, the graduation dates, the names of the examiners and the results achieved in the final study phase.

Prior to the audit the expert panel members selected and assessed 16 final assignment reports. Selections were made randomly and differentiated by grades achieved. Also completed and signed assessment forms were included to give panel members insight into the standards used by the examiners. A list of the final projects as evaluated by the panel members is included in annex V of this report.

In addition the panel members also looked into some of the final project reports that were on display during the audit.

Judgement

The panel members are unanimously positive about the content level of the project reports they have evaluated. All of them appeared to be well-structured and substantial accounts of applied research assignments of which the results and recommendations are generally relevant and clearly add value to the work placement company.

Research methods and instruments are substantiated and both desk and field research are being applied. In general the consulted literature is substantial and exceeds the regular literature list.

Quite a number of project reports were put in Dutch, usually grammatically correct and neatly written, but rather awkward for the English speaking panel members to read. The panel is of the opinion that given the international focus of the school, final reports should actually be written in English or at least contain English management summaries.

The panel members also agreed with the marks given: a six is clearly a six and the panel's assessment of project reports never varied more than 0.5 with the school's assessment.

Students are very much aware of the standards by which they are judged. The school has a clear instruction manual in place to guide students through their final study phase. However, the assessment of the final project reports lacks transparency. The assessment forms hardly give any information on how the assessors have come to their final judgements and also some more detailed information on student's individual performance is required. The panel considers these distinct measures for improvement.

The school is aware of these points of improvements and intends to redesign the assessment forms for the final phase of the new curriculum. The panel would gladly have evaluated these, but to materialize this the audit came too early.

Considerations and Judgement

The school has a solid system of tests and exams in place. It renders valid and reliable tests and examinations. Testing criteria/requirements are clear to the students. The teaching staff is conscious of and applies safeguards concerning free-riding issues during team assessments. The work field is involved in the assessment of students' professional skills.

HTH has an Examination & Testing Committee that is composed and positioned as described in the WHW.

The achieved learning outcomes, in terms of the final project reports are definitely of HBO level and the results of research assignments contain added-value to the professional field.

However, the assessment forms that come with the research reports lack transparency. Also more detailed information on student's individual performance, especially in the final phase, is required. The school is aware of these and has taken measures to improve these aspects for the Launching Your Career course in the new curriculum.

Given the fact that the content level of the final projects that the panel has evaluated is quite excellent, and 'the proof of the pudding is in the eating', the panel – in weighing up the lack of transparency in the assessment forms on the one hand and the excellent quality of the course outcomes on the other, rates Standard 16 as good.

5. DISTINCTIVE FEATURES

In addition to the regular accreditation assessment and prior to the audit the school submitted an application for the acknowledgement of two distinctive features: 'Residential Education' and 'Internationalisation'. During the accreditation audit the panel assessed these features along the lines and criteria of the NVAO assessment framework for distinctive features. The results of this assessment are outlined below.

5.1. Distinctive feature 1: Residential Education

Criterion 1

Distinguishing nature: *The distinctive feature distinguishes the institution or programme from other relevant institutions or programmes in the Dutch higher education sector.*

Explanation: The institution or programme demonstrates that the distinctive feature has a distinguishing but not necessarily unique nature *vis-à-vis* relevant institutions or programmes in the Dutch higher education sector.

The panel has established that Hotelschool The Hague distinguishes itself from its 'competitors' through a relatively smaller annual first year enrolment plus the fact that it specialises in providing one academic programme only. This intensive programme - Bachelor in Business Administration of Hotel Management - is designed to develop the student into an all-round hospitality professional who is valued highly by the Hospitality Industry as well as employers in other sectors, as is confirmed in alumni surveys and in panel discussions with work field representatives. This is also demonstrated by the fact that Hotelschool The Hague qualified for the pilot run of 'Ruim baan for Talent', a project launched by the Dutch Government to identify the best providers of higher education in the country and enable them to distinguish themselves from other providers in the quest to promote excellence and the development of top talent in higher education.

Personal skills

One of the emphases in the Professional Duty Categories (see Standard 1) is on the approach to the social, communicative competency and the self-steering competency as skills which enable the student to excel in the various competencies. According to the panel this ensures that within the other professional duties it is not only about deepening but also broadening knowledge and skills. The panel has established, as can be derived from the assessment of Standards 1 to 6, that these professional duties are therefore interwoven throughout the entire curriculum:

- PEC10 Putting social, communication and language skills into practice
- PEC11 Putting self-steering and intrapersonal skills into practice

Criterion 2

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

Explanation: The assessing panel indicates which standard(s) it regards as relevant to the realisation of the feature and why. The judgement must demonstrate the operationalisation of the distinctive feature for the relevant standard(s). If a distinctive feature spans several standards in the framework in question, the judgement should provide a concrete and complete assessment of the feature for all standards concerned.

Hotelschool The Hague is a small-scale school offering two buildings at The Hague campus that are used exclusively by the Hotelschool students; the school building and the Skotel. The Amsterdam campus also has two buildings, but when the relocation takes place in 2012 it will have one building only, that covers all facilities necessary to provide for residential education.

Curriculum

The curriculum has a strong focus on real life learning. The school runs outlets in which the students gain experience and learn during their studies. Guests, from both inside and outside the school walls, are received in these outlets with the purpose of providing real life training and simulations to students.

The panel members have attended several practicals taking place in the outlets and have observed that the instructors operate in a highly professional manner and strive to create an open and constructive atmosphere in which feedback to one another is 'comme il faut' and effective. The HTH curriculum is very intensive, as both lecturers and students confirm. Students not only follow numerous workshops, training sessions, master classes and interactive lectures, but they also receive individual or group coaching in many of the courses. Contact between lecturers/instructors and students is also described by students as very intensive.

Also, students work together on assignments in many of the courses. All assignments, of which the panel members have inspected quite a few, are related to professional practice, which is where information and study materials can be found. Moreover key cases for practice are updated annually.

Students reside in the Skotel during their first year. Living together with other students is one of the components of the curriculum, thus establishing a link between this social context and the programme's Professional Duty Categories. Two students with different nationalities share a room during the whole of the first year and share a unit with eight other students, thus placing residential education explicitly in an international context also.

Hotelschool The Hague finds it important to monitor the students' personal development. This is why students take the Birkman test, both at the start of the programme and the beginning of the final phase. As both students and lecturers confirm this test provides insight into the key qualities, personality and points that need working on and shapes student's individual targets as well as individual programme items. The outcome of the Birkman test, for example, is used to determine group composition. By taking the test twice a greater insight is gained into the students' progress. This helps the student to map out a plan for the (near) future, as the panel has identified both in the panel discussions and the samples of 'Launching Your Career' plans it has seen.

According to the panel these findings demonstrate that the content of the programme and the extra-curricular activities are of such nature that they clearly contribute to the attainment of the level and scope indicated by the intended learning outcomes (Standard 3). Moreover the panel has established that HTH provides intense and intensive education with a relatively high number of contact hours (see Section 1 'General and Quantitative Data'). This also leads to a high level of involvement both on the part of the teachers and the students, as well as between students (Standard 4, also see below 'Staff').

Intake

The panel finds the Hotelschool The Hague's admissions procedure intensive. Candidates are interviewed three times during a single selection day. These interviews focus particularly on social skills. Suitability for the industry (attitude) is the focus in the interview with a representative of the industry, and knowledge and motivation are the focus in the interview with the lecturer.

Candidates also complete a group assignment in which teamwork skills are examined and they are observed throughout the whole day. Motivation and suitability for the industry weigh heavily in the decision-making process, as can be gathered from the interview assessment forms that panel members inspected during the audit.

The panel therefore considers the course in full compliance with the intake criterion related to the distinctive residential education feature (standard 5).

Staff

The panel has established that the body of lecturers at HTH is, in general, more highly qualified than the national average. The staff-student ratios at HTH are good and very much tie in with the school's didactic approach. Panel members have established that there is a close bond between the students and lecturers/instructors, many of whom have served the Hospitality Industry for many years and can therefore set high standards. E.g. the social factor is demonstrated in the lunch room, where everybody sits together. Lecturers/instructors and students clearly know each other by name and see each other at different times throughout the curriculum. This aspect of the school and the curriculum is highly appreciated by the students, as became clear in the audit interviews. Students and lecturers/instructors work together outside the curriculum as well, for example on research projects, hospitality related competitions/contests, etc. Also, many initiatives taken by students (student associations) for charity, award ceremonies and dinners are highly valued and have the school's support. As has already been described under Standard 9 and 10 of the accreditation section of this report both the quality and quantity of lecturers and instructors is up to the mark beyond any doubt.

Facilities

The school has its own premises in The Hague and from 2012 it will also have its own premises in Amsterdam. Many of the rooms in the school buildings are designed to accommodate (small) groups. For example, the Student Plaza, the coaching rooms located in front of the lecturers' rooms, classrooms and the Media Centre. As many participants in the audit referred to, the school also has a flourishing student association (the housing for the association is facilitated by the school) which contributes to the feeling of a professional community. On the basis of what it has observed the panel considers the school facilities in full concord with the requirements of the assessment framework for residential education.

Success rate

Figures published in the HBO-monitor May 201074 show that the Hotelschool has the lowest percentage of dropouts after the first year (8%) and also the lowest interim dropout rate after three years. It is also evident from this report that the school has the highest success rate after eight years of study (86.3% graduated students). Not only are the graduating student figures good, the HBO-monitor shows that 47% of HTH students go on to work at management level (national average is 42%). 65% of HTH students obtain a permanent position, compared to a national average of 51%. On top of these figures the panel has spoken both alumni and work field representatives and has seen numerous testimonies of students that hold high-end positions in the hospitality industry. Moreover the panel members have established that the Professional Duty Categories 10 and 11 are part of student's final assessment. It therefore considers the programme in compliance with the additional criteria to Standard 16, as indicated by the assessment framework for residential education.

Judgement

The relatively small scale, its mono-sectorial character, the educational staff-student ratio and the intensity of the programme with a clear focus on practice simulations is provided in an environment where students, during their first year, live and learn. This set of qualities gives the programme its 'flavour' and 'characteristics' that clearly stand out compared to similar bachelor courses in hospitality management throughout the Dutch higher education sector.

In addition, the school's focus on the training of the social, communicative competency and the self-steering competency, both of which are considered extremely important in the Hospitality Industry, enable HTH students to excel in the various professional competencies.

The programme as well as the excellent learning environment, that incorporates first class and committed teaching staff, facilitate students' development into an all-round hospitality professional who, for a long time, has been valued highly by the Hospitality Industry.

From this the panel concludes that the programme meets the criteria of the applicable NVAO assessment framework and therefore should be rewarded the distinctive feature of 'residential education'.

5.2. Distinctive feature 2: Internationalisation

Criterion 1

Distinguishing nature: *The distinctive feature distinguishes the institution or programme from other relevant institutions or programmes in the Dutch higher education sector.*

Explanation: The institution or programme demonstrates that the distinctive feature has a distinguishing but not necessarily unique nature *vis-à-vis* relevant institutions or programmes in the Dutch higher education sector.

HTH frames 'Internationalisation' as 'The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.'⁸

Hotelschool The Hague considers itself as an international community with ties across the whole world. The panel members have established, and to a certain degree experienced themselves (some panel members either studied at HTH themselves or were in the distant past connected with HTH from an international perspective), that the school's view on this point is correct. Due to the fact that professional hospitality practice is internationally oriented and the graduates' work field spans across the globe, Hotelschool The Hague reflects this clearly in its organisation and programme.

According to the panel both the school's vision and implementation of internationalisation goals contribute significantly to the strategic differentiation of Hotelschool The Hague. One of the four pillars of the school's 2008-2012 strategy is internationalisation. The strategy of Hotelschool The Hague is always explicitly shared with the employees, is spoken of at staff meetings and is the starting point for departmental plans. The school management, for example, is consciously working on the recruitment of international colleagues and students and has target figures in place in this respect. The departments of M&C/SSC and HR (responsible for the intake of students and acquisition of employees respectively) reports periodically to management about the international composition of the school community; all employees are then informed.

At the time of the audit 40% of the student population were international recruits and 26% of the teaching staff. The school strives for a 50/50 division between Dutch natives and foreign students and lecturers alike. This mixed population naturally enhances an internationally oriented environment that indeed uses English as the obvious 'lingua franca'. In the opinion of the panel this clearly intensifies the international atmosphere within the school community, as all individual panel members have experienced during their two-day stay at HTH. In the light of the distinguishing nature criterion, the panel did not see any similar programmes in the Dutch higher education sector that have such a clearly implemented focus and practice on internationalisation. It therefore considers the programme in full compliance with this criterion.

⁸ Knight, 2008, as cited by Dittrich and Frederiks, 2010

Criterion 2

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

Explanation: The assessing panel indicates which standard(s) it regards as relevant to the realisation of the feature and why. The judgement must demonstrate the operationalisation of the distinctive feature for the relevant standard(s). If a distinctive feature spans several standards in the framework in question, the judgement should provide a concrete and complete assessment of the feature for all standards concerned.

(Intended) Learning outcomes

The Professional Duty Categories, obviously formulated in English, are completely internationally oriented and not only targeted at knowledge and skills, but also at attitude. The focus on the latter means that HTH graduates can hold their own in different cultures, as the alumni with whom the panel members spoke clearly demonstrated. Also from students' final project reports that the panel assessed prior to and during the audit a defined international orientation and/or contextualisation arises. As the panel experienced, HTH graduates can indeed be found all over the world, often in the company where they completed their last work placement.

The panel therefore concludes that the programme meets the requirements of internationalisation with regards to both Standard 1 and Standard 16. The set of final qualifications of the course is included in the annexes section of this report.

Teaching and learning

The educational programme is entirely in English, as the panel members have observed when attending several classes and group meetings; Dutch and foreign nationals are mixed in each cohort and in each group. The school uses international cases and assignments. The criteria on which assignments and examinations are assessed have been tested, not only with the Dutch work field, but also with hospitality managers from renowned international firms. Students go on work placement twice during their study, mostly abroad. All students follow a second foreign language within the regular programme in order to increase their scope of action and their ability to communicate with more colleagues and guests. In addition to this, apart from the language lessons, attention is also given to intercultural differences. Students actually experience these differences themselves given that they live in a unit with different cultures during their first year and also work together with students from different backgrounds during the whole period of study. The students with whom the panel spoke considered this an important feature of their hospitality study. Therefore the panel concludes that within the framework of Standards 2 and 3 it has seen the application of the internationalisation criteria.

Staff

Hotelschool The Hague has many international staff members and employees with international experience. With 170 staff members originating from more than 25 different countries, Hotelschool The Hague has an internationally represented workforce. The majority of lecturers and instructors have worked for several international hotel chains, in the Netherlands or abroad. Due to the fact that many employees have worked in the Hospitality Industry they are able to draw on their own international experience in the lessons, which they often do, students say. All lecturers speak English. Non-natives should at least perform at B2 level, if required they are urged to follow an English course to achieve this level. Related to Standards 8 and 9 the panel concludes that the programme complies with the distinctive internationalisation feature criteria.

Services

All information furnished to students is in English. This means that not only official documents, certificates, memos and other communications (digitally as well as on paper) are in English but also other materials available in the Media Centre are international, all lessons and meetings with lecturers and instructors are conducted in English and all assignments and examinations must be written in English.

From the start of the new Launching Your Career course students are also obliged to write their final research report in English, which was not always the case in the old curriculum. The panel finds this an obvious improvement given the fact that the entire programme context is an international one.

The panel established that communication with employees throughout the school is also in English. Internal training is in English. For external training not given in English, alternatives are sought in the Netherlands or abroad.

The panel is of the opinion that in offering its services the school has a clear international focus and therefore considers Standard 12 in tune with the criteria for the distinctive internationalisation feature.

Students

HTH says that at the beginning of 2011 a total of 56 different nationalities were represented among the students. The school believes that a diversity of nationalities is prerequisite for the learning process and, from what the panel has observed, this commitment is indeed honoured, for example, the recruitment of personnel and students is specifically done abroad. From the very first day of the programme a mix of nationalities is obligatory in groups. This starts with the allocation of rooms at the Skotel. Additionally, students from different nationalities are mixed for many of the group assignments.

The panel has established that the school clearly provides an international environment that accommodates both international and Dutch students. The school distinctly strives to attain equal numbers of Dutch and foreign students, thus contributing to the enhancement of its international character. The panel therefore concludes that the school's implementation of Standard 5 definitely complies with the distinctive internationalisation feature.

Judgement

The school adheres to a clear vision on the aspect of 'internationalisation' within its programme and school community. The panel has established that the school acts according to its vision and has a policy in place to implement and control valuable international features into both its learning community and the curriculum. HTH has a wide number of ties across the whole world and the school population has a well-balanced number of lecturers and students, both from the Netherlands as well as from abroad.

The intended learning outcomes of the programme imply an international focus. This focus is reflected in the outcomes attained by students, as panel members were able to conclude from the variety of internationally oriented project reports they have assessed.

Teaching and learning is done in an international setting, in English and in mixed groups of multi-cultural composition.

The majority of lecturers and instructors have a broad international experience and bring in international cases and worldwide practice. They are all required to have a good command of English.

During its stay at HTH the panel members have experienced the school as a truly international community with a variety of nationalities, some of whom entered the course because of its strong international focus.

Therefore the panel concludes that both the the programme meets the criteria of this standard and therefore should be rewarded the distinctive feature of 'internationalisation'.

6. OVERALL CONCLUSION

The panel was foremost impressed by the school as a community in which social life, realistic hospitality practice and scholarly learning are combined and offered in such a well-structured manner. The curriculum clearly serves as a backbone to guide students through an interesting and challenging programme that has all the features needed to cater for proficiency:

- A set of demanding and inspiring final qualifications, that have a clear international focus;
- A programme that fully ties in with competency based learning in an international and multi-cultural setting, as adhered by the school;
- An extremely good balance between theory and practice, with solid training both inside and outside of the school walls;
- An experienced and encouraging staff that safeguards the presence of international high-end professional hospitality craftsmanship;
- High-quality services and facilities that will even become better when the Amsterdam branch opens up in 2012 and, subsequently, the Skotel outlet will have been renovated to state-of-the-art level;
- A recently developed QA system that will definitely formalize the school's more informal approach to quality assurance so far;
- An output that undoubtedly reflects HBO level.

Both the school's internalised quality drive and culture, as well as its recently modernised product, show ambition and, in the eyes of the panel members, could eventually lead to an 'excellent' rating. This could definitely have been the case now, had the panel been able to see the full results of the installed QA system and the yield of the new curriculum. However, the audit came too early to measure these outcomes.

Therefore, in tune with the NVAO assessment rules, the panel's judgement on the entire programme reads 'good'. It recommends the NVAO to extend the programme's accreditation for another six years.

7. RECOMMENDATIONS

Alongside the audit the panel members made a few observations that might be of interest to the school. They are lined up here as suggestions and recommendations for improvement.

Related to topic 1 (4.1): intended learning outcomes

- At the time of the audit the school is in between Managing Directors. Thanks to the presence of clear ownership of the curriculum and the highly motivated staff, the school organization and its stakeholders do not appear to be affected as yet by the change of leadership. However, the panel is of the opinion that in the long run it may affect the school's outstanding (global) position and, hence, its community. Therefore, the panel recommends to appoint within a set timeframe a new figure head to take over leadership and to develop further strategies, that should at least imply 'the (inter)national impact of the research centre' and 'the branding (marketing) and positioning of the school in an international perspective'.

Related to topic 2 (4.2): curriculum

- The intensive language courses taught at HTH last only 8 weeks. Language courses that stretch out over a longer period of time may be more effective and may probably result in students being able to actually speak the language, as was suggested by several students with whom the panel spoke. Given the fact that applied knowledge of languages is of such importance in the industry, the panel recommends the school to consider the possibility of introducing more substantial language courses.
- Hotelschool The Hague has four research groups in which several lecturers are involved. These groups conduct a great deal of (partly internationally oriented) research and, as the school maintains, these groups of researchers are establishing themselves gradually in international research circles. An issue that was raised during the audit was the impact of the research centre on the industry and co-partnerships, i.e. the acquisition of research assignments (partly) funded by the industry. Although the intentions were there, this had not yet come to fruition. The panel recommends the school to develop a strategy to raise industrial co-funding for research. Given the fact that the school has a strong network in the Hospitality Industry it should be possible to find industrial sponsors for applied research projects.
- Although the teaching of research techniques and methods is certainly part of the programme in an implicit/integrated way, the panel would recommend a more structured approach to research, in a way that a clear research pathway becomes visible. The research centre could clearly be involved in this. Also the swift involvement of students in the research groups should be considered, as discussion partners already suggested during the audit.
- Some of the students brought up the issue of organizing a platform for guidance of students who want to continue with a master's degree programme at Erasmus University. The panel recommends the school to look into this demand closely.

Related to topic 3 (4.3): staff

- During the audit most employees indicated that they see little potential for improvement. One exception is the aspect of career opportunities in the school. On a ten point scale lecturers in Phase 1 and 2 scored career opportunities with 5.2 and 5.8 respectively. The panel recommends the management to investigate whether (further) staff involvement in research activities, that for some lecturers may lead up to a PhD, might perhaps enlarge their career perspectives.

Related to topic 4 (4.4): services and facilities

- None

Related to topic 5 (4.5): quality assurance

- The panel has detected a number of bodies/content driven committees that seem to partly overlap in tasks, like Education Committee, Education Staff, Education Board, Curriculum Committee. Also, committees like the Examination Committee and QA Committee are not represented in the organization chart. The panel recommends to either reorganise the number of committees, bearing in mind that at the present stage of development they seem to play a key-role in the wide support amongst the community members for the curriculum changes, or place them in the formal organization chart.

ANNEXES

ANNEX I Overview of judgements

Overview of judgements on the Bachelor of Business Administration in Hotel Management	
Standards	Judgements
Intended learning outcomes	
Standard 1: Intended learning outcomes	excellent
Curriculum	
Standard 2: Orientation of the curriculum	excellent
Standard 3: Contents of the curriculum	excellent
Standard 4: The structure of the curriculum	excellent
Standard 5: Incoming students	excellent
Standard 6: Feasibility of the programme	excellent
Standard 7: Scope and duration of the curriculum	in order
Staff	
Standard 8: Staff policy	excellent
Standard 9: Quality of the staff	excellent
Standard 10: Size of the staff	excellent
Services and facilities	
Standard 11: Housing and infrastructure	excellent
Standard 12: Tutoring and information	excellent
Quality assurance	
Standard 13: Evaluations	good
Standard 14: Measures for improvement	good
Standard 15: Involvement of stakeholders	good
Assessment and learning outcomes achieved	
Standard 16: Assessment system and learning outcomes achieved	good
Overall judgement	good

ANNEX II The course's learning objectives and outcomes

Courses of the new curriculum followed by students, ultimately lead to the attainment of a certain level of proficiency in carrying out professional hospitality management duties. These professional duties (NB the term replaces the concept of end-term and competence) can be considered a meaningful and realistic unit of a multiplicity of vocational tasks and activities. It is assumed that psychomotor (e.g. individual/group communicative-social) and affective (e.g. attitude, reactive) skills are not professional duties of their own accord, but are crucial to the actual quality outcome of executing professional duties in the international Hospitality Industry.

Based on HCIMA's (1994)⁹ division of core responsibilities in hospitality:

- managing operations to ensure customer value and satisfaction;
- ensuring profitability, continuity and growth of the business;
- maintaining employee performance;
- the management of others and the self, and an adaptation of the work of Verreck et al. (2004) on professional competences of hospitality managers, we developed the following nine categories of professional duties and two categories of professional excellence in hospitality management to arrange and organize the curriculum:

Nine Professional Duty Categories and two Professional Excellence Categories

PDC1 Understanding the ins-and-outs of creating and providing hospitality

PDC2 Initiating and creating new hospitality products and services, independently, innovatively and enterprising

PDC3 Developing strategy, based on a vision to deal with changes / forces in the external hospitality business environment, including the strategic development of networks and relations

PDC4 Analyzing hospitality company policy issues, translating these to internal objectives, and making concrete plans for implementation at the level of a department or business function

PDC5 Analyzing financial performance, the internal hospitality environment, information and processes to strengthen coherence and interaction (reciprocity)

PDC6 Designing, controlling and improving organizational and hospitality business processes

PDC7 Dealing with the power and influences of (external) stakeholders, such as the owners, banks, regulators, distributors, clients, society, et cetera

PDC8 Optimizing human resources in light of the organizational strategy

PDC9 Developing, implementing and evaluating change processes

PEC10 Putting to action and using social, communicative and language skills

PEC11 Putting to action and using the self-steering and intrapersonal skills

Each Professional Duty/Excellence Category (PDC/PEC) is elaborated on the following elements:

- Focus: what is the primary focal point of the PDC/PEC
- Central question: what is the central question a managers needs to ask him/herself when working within this PDC/PEC
- Main Stakeholders: what are the most important stakeholders a manager has to deal with within this PDC/PEC
- Specific Professional Duties, Processes and Projects: the more specific tasks, duties, projects and processes that specify this PDC/PEC
- Professional products: mid-term and end products that could be a result of performing the duties within this PDC/PEC. Also, a number of potential *educational products* is indicated: general templates or forms of products which you can use for a specific professional product assessment: Proposal, Plan, Report, (set up of a) System, website, a product or a service, an event, plan of approach, research plan, evaluation plan, conversation, presentation, debate, poster, film/DVD, scenario, article, brochure, schedule, proposal, demonstration, game, menu, SOP's, recipe.

⁹ HCIMA: Hotel Catering and International Management Association (now Institute of Hospitality)

ANNEX III Overview of the bachelors programme

	placement pathway	integrative pathway	conceptual pathway	skills pathway	pers. dev. pathway					
phase3	Career Launching Plan (CLP) Launching Your Career (LYCAR)									
			Strategy Development(S DE)	Managing Change (MCH)	Corporate Social Responsibility (CSR)	Growth Through Acquisition (GTA)	Second Business Language 3 (2LAN3)	Business English 3 (ENG3)		
			Business Model Innovation (BMI)	Contract Catering Tender (CCT)	Capita Selecta (CSA)		Communicating Challenging Messages (CCM)	Training Staff (TSF)		
			Wine Studies (WST)	Advanced Pricing Management(A PM)						
phase 2	Practical Placement (PP)	Managing an Outlet (MO)	Annual Planning Cycle (APC)	Revenue Management(R M)	Designing & Managing the Operation (DMO)	Second Business Language 2 (2LAN2)	Business English 2 (ENG2)			
			Quality Management(Q M)	Initiating New Concept(INC*)	Making Financial Decisions (MFD)	Managing Innovation & Technology (MIT*)				
			Aligning Business & Information (ABI)	Wild Card Innovation (WCI*)						
phase 1	Practical Education (PE)		Exploring & Structuring (E&S)	Checking In (CHIN)		Creating Business Value (CBV)	Second Business Language 1 (2LAN1)	Business English 1 (ENG1)	Improving my Performance (IMP)	Professional Attitude Skotel (PSA)
			Dealing with International Guests (DWG)		Running a Business (RIB)					

ANNEX IV Programme of site-visit
Programme 28th of September 2011 – day one

Time schedule	Audit component and auditees	Topics
08.30 – 10.00	Tour of the Amsterdam branch Karin Voskamp	<ul style="list-style-type: none"> ▪ visit to the Amsterdam branch and drive by location of new building
11:00 – 11:15	Reception in the Hague Harm Noordhof & Clemens Berendsen	<ul style="list-style-type: none"> ▪ Welcome to the school in Le café
11.15 – 12.45	Lunch meeting	preparatory meeting (The Hague) and lunch
12.45 – 13:30	Tour of the School Student Ambassadors	<ul style="list-style-type: none"> ▪ accommodation and facilities (e.g. multi-media centre / library, IT facilities, student tracking system)
13.30 – 14.15	Board of Directors Harm Noordhof, a.i., Clemens Berendsen	<ul style="list-style-type: none"> ▪ mission & strategy ▪ developments in professional field ▪ market position / competitive position ▪ education performance / success rate ▪ interaction with professional field / customer relationship management ▪ international focus ▪ (applied) research & development ▪ personnel management / staff policy ▪ quality assurance
14.15 – 14.30		panel retrospective
14.30 – 15.15	Education Management Clemens Berendsen Jan Willem van Brouwershaven Titia Leutscher Martin Klomp Lisette Meijer Sjaak Smit	<ul style="list-style-type: none"> ▪ 'old' and 'new' curriculum ▪ involvement professional field ▪ intrinsic backbone of the programme's ▪ contents ▪ distinctive features of the programme ▪ practical components ▪ learning assessment (methods, standards, ▪ parties involved, scoring & feedback) ▪ tutoring ▪ (applied) research & development ▪ education performance / success rate
15.15 – 15.30		retrospective and the examination of additional documents
15.30 – 16.00	Exam Committee Maryna Jooste Ilse Wurffel Ina Groen	<ul style="list-style-type: none"> ▪ quality assurance learning assessment ▪ authority of the examination board ▪ relation to the management ▪ assessment: involvement of the professional field ▪ assessment expertise
16.00 – 16.15		retrospective and the examination of additional documents

Time schedule	Audit component and auditees	Topics
16.15 - 17.00	Consultation Hour	<ul style="list-style-type: none"> students or staff members are invited to bring forward issues to the audit panel
17.00 - 17.30	Quality Assurance Lydia Uyterlinde Roeland Kers Spiros Gropas	<ul style="list-style-type: none"> evaluation results measures for improvement involvement stakeholders internal monitoring and reporting
17.30 - 18.00		evaluation of the day/prep of next day

Programme of 29th of September 2011 – day two

Time schedule	Auditees	Topics
08.15 - 08.30		internal consultation and preparation
08.30 - 09.30	Educational Staff Anna de Vissers Amundson Fred de Vries Sylvia Paoletti Martin Lewison Iris Maas Xuan Huynh Cees Lam Rob Nierse	<ul style="list-style-type: none"> relation with / input from professional field developments in professional field international focus curriculum development contents learning assessment tutoring enhancing professionalism workload
09.30 - 09.45		internal consultation
09.45 - 10.45	Students (1st - 2nd - 3rd - 4th year) Mieke Verduijn Emil Ivanov Frans Andree (Fast Track) Fanne Scheere Mihnea Bucur Ellen Schmid Ila Kyzil Travecedo Lieve Kooijman	<ul style="list-style-type: none"> quality of lecturers information and communication facilities learning assessment / feedback tutoring (incl. practical periods) feasibility and workload educational facilities final projects
10.45 - 11.00		internal consultation
11.00 - 11.45	Research Jean Pierre van der Rest Karoline Wiegerink Debbie Tromp Larissa Koupriochina	<ul style="list-style-type: none"> research activities impact on the programme involvement of lecturers and professional field results
11.45 - 13.00	Lunch meeting	internal consultation and lunch
13.00 - 14.00	Exhibition classes	attending of classes / practicals
14.00 - 14.15		internal consultation
14.15 - 14.45	Curriculum/Education Board Deborah Verschoor Lisette Meijer Jan van de Kreeke	<ul style="list-style-type: none"> interaction with the management role in quality assurance degree of student participation in the school's decision making
14.45 - 15.00		internal consultation

Time schedule	Auditees	Topics
15.00 – 15.30	Alumni / Field representatives Arnoud van Delft 3 Alumni that are also work field contacts Floris Licht (2003) Vivian van Eijsden (2002) Ron van Herpen (1999) 1 Curatorium member Michael Levie	<ul style="list-style-type: none"> ▪ overall quality of the programme & its graduates ▪ practical relevance of curriculum ▪ involvement in quality assurance
15.30 – 16.00	Discussion partners depending on the issues to be elaborated upon	<ul style="list-style-type: none"> ▪ pending issues if applicable from panel or BOD
16.00 – 17.00		making the overall judgement
17.00 – 17.30		<ul style="list-style-type: none"> ▪ brief feedback to the school

List of Hotelschool participants in order of the programme

Name	Education		Position
Karin Voskamp	HBO	Hotelschool	Director of Operations
Harm Noordhof	WO	Theologie	President Board of Directors
Clemens Berendsen	WO	Bedrijfseconomie	Member of the Board of Directors
Jan Willem van Brouwershaven	WO	Business Administration	Educational Manager Phase 1
Titia Leutscher	WO	Psychologie	Educational Manager Phase 2
Martin Klomp	WO	Education	Educational Manager Phase 3
Lisette Meijer	WO	Onderwijskunde	Educational Advisor
Sjaak Smit	LBO	Geschiedenis	Skotel Manager
Maryna Jooste	WO	Int. Hospitality Mgmt	Lecturer in Finance
Ilse Wurffel	WO	Duits	Lecturer in German
Ina Groen	MAVO	MAVO	Instructor RD-Front Office
Lydia Uyterlinde	MBO	Middelbare Hotelschool	Student Support Centre Officer
Roeland Kers	HBO	Hotel Management	Lecturer in Operations Management
Spiros Gropas	WO	Operation Research	Lecturer in Marketing
Anna de Vissers Amundsen	HBO	Hotel Management	Lecturer in Marketing
Fred de Vries	WO	Bedrijfseconomie	Lecturer in Finance
Sylvia Paoletti	WO	MBA	Lecturer in Finance
Martin Lewison	PHD	Business Administration	Lecturer in Finance
Iris Maas	WO	Talen & Culturen	Lecturer in Spanish
Xuan Huynh	HBO	Hotel Administration	Instructor F&B Management
Cees Lam	HBO	Lerarenopleiding	Coordinator RD-Operations
Rob Nierse	WO	Vergelijkende Taalwetenschappen	Lecturer in Training Management Skills
Jean Pierre van der Rest	PHD	Business / Manag Economie	Chair in Hospitality Business/Educational Manager
Karoline Wiegerink	PHD	Bedrijfseconomie	Lector City Marketing
Debbie Tromp	PHD	Psychologie	Lecturer in Research Methods
Larissa Kouprichina	WO	Master Hosp. Management	Lecturer in Finance
Deborah Verschoor	WO	Gezondheidswetenschappen	Lecturer in Training Management Skills
Jan van de Kreeke	LBO	Consumptieve Techniek	Coordinator F&B Operations
Arnoud van Delft	WO	Rechten	Lecturer/Manager Alumni Affairs/Student Counsellor

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the school's documents prior to the audit.

An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community correctly and timely. No students or staff members attended the open consultation session.

During the site-visit the audit panel members spoke randomly to students and attended a number of lectures and practicals.

ANNEX V Documents examined

List of documents examined

- Critical Reflection, Management Review 'Passport to the World of Hospitality'
- HBO Monitor 2010
- BoK Business Administration, 2008
- Domeincompetenties en Illustraties Business Administration, 2005
- Competentieprofiel Hoge Hotelonderwijs, 2004
- Minutes of the Landelijk Overleg Hoger Hogelonderwijs
- Education Plan
- Policy Plan Curriculum Committee
- Professional Duties Hotelschool The Hague
- Overview of Placement Companies provided by the Placement Office
- List of work field contacts
- Overview of Network Hotelschool The Hague
- List of Members of the Industrial Advisory Board
- Policy Plan Industrial Advisory Board
- Curriculum Development 2006-2010
- Project plan Redesign Phase 1
- Design Team Report Phase 2 and 3
- Didactics Manual for Staff
- Course descriptions and a sample of course materials
- Course Guides, including Improving My Performance, LYCAR
- Study Guide 2010-2011
- Policy on Study Counselling and Personal Tutoring
- Overview of Master classes 2010-2011 and 2011-2012
- Info on Research Chairs
- Policy Plan Research Centre
- Literature list
- Admissions policy and selection procedure/criteria
- Various policy documents on duties and responsibilities of core and expertise teams
- Cross-section of tests and exams
- Samples of real life cases and project assignments
- Accreditation Decision NVAO HTH, 2006
- Overview results Accreditation 2005-2006
- Conclusions Internal Audit, 2009
- Quality Assurance Policy, 2011
- Course Evaluations 2010-2011
- Voucher system policy
- Exam Committee policy
- HR policy and departmental plan 2011
- Training and Education policy / Staff performance, assessment and rewards policy
- Recruitment and Selection policy
- Didactic skills map
- Satisfaction Survey
- Various documents on Course budgets, Education Budget Division and Staff-student ratios
- Facilities Policy
- Documentation new Amsterdam Campus
- Change overview old-new curricula
- Examples of various surveys

List of final projects examined¹⁰

561501
561033
552074
542554
562522
562211
562505
562512
571113
571051
572014
571123
572075
572143
572124
681313

Additional documents examined

- Several Career Launching Plans, which represent the first phase of the LYCAR course. Final outcomes were not available at the time of the audit.
- Additional final project reports.

¹⁰ Following NVAO regulations student enrolment numbers have been denoted here. For reasons of privacy names of students and projects are known to the panel members and panel secretary only.

ANNEX VI Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	work field	discipline	International	student-related
<i>chair</i> Willem van Raaijen	X	X			X	
<i>expert</i> Daneel van Lill	X	X		X	X	
<i>expert</i> Terri Eastaff			X	X	X	
<i>expert</i> Peter Verhoeven			X	X	X	
<i>student</i> Renée van der Reep						X

Succinct CVs of panel members and secretary/co-ordinator

1	Drs W.G. van Raaijen	<p>Willem van Raaijen is a partner at the Hobéon Assessment Agency and an experienced lead auditor. He has chaired numerous audit committees of higher professional education since 2004.</p> <p>Van Raaijen has working knowledge of the design, execution and examination of competence-based education and workplace-related teaching.</p>
2	Prof D. van Lill	<p>Daneel van Lill is the Executive Dean of the Faculty of Management at the University of Johannesburg. He has been the director and professor for the School of Tourism and Hospitality of the University of Johannesburg, South Africa and the School of Tourism, Hospitality and Sport of the Central University of Technology, Free State, South Africa. He has been extensively involved in designing and developing curriculums in Hospitality Management. He has also chaired the South African Association of Hotel Schools.</p> <p>Van Lill has taught in Hospitality Management programs, addressed conferences as a key note speaker, published a great many articles and is a regular contributor to conferences in the tourism and hospitality sectors, he has also served as editor for Europe and Africa for the Journal of Revenue and Pricing Management.</p> <p>Prof Van Lill has teaching, as well as research and management experience in Higher Education, both in South Africa and Germany. He has been involved in quality audits and accreditations of higher education programmes internationally.</p>
3	Mrs T. Eastaff	<p>Terri Eastaff is the 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.</p> <p>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.</p>

4	Mr P. Verhoeven, MBA	Peter Verhoeven followed the Bachelor's Degree in Hotel Administration at Hotelschool The Hague (graduation 1992). At present he is the Chief Operating Officer at Accor Hospitality Germany and a Board Member of the Accor Foundation. He has management experience in The United Kingdom, France, The Netherlands and Germany.
5	Mrs R.L.M. van der Reep, MA	Renée van der Reep holds both a Bachelor's and Master's degree in German Language and Culture. She is a 4 th -year student of the Bachelor in Business Administration (BBA) in the Saxion Hospitality Business School of Saxion University of Applied Sciences.

The panel composition was validated by the NVAO on 14 April 2011.

Panel Secretary / co-ordinator

Mr H.R. van der Made	Date of certification: 30 September 2010
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Declarations of independence / confidentiality



Declaration of Independence and confidentiality to be submitted prior to the assessment of the programme

The undersigned (name and home address):

drs. W.G. van Raaijen
p/a Lange Voorhout 14
2514 ED The Hague

Has been asked to assess the following programme as chairman:

Bachelor of Business Administration in Hotel Management

Application submitted by the following institution:

Hotelschool The Haque

- Hereby certifies to not maintaining any (family) connections or ties of a personal nature or as a researcher / teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense;
- Hereby certifies to not having maintained such connections or ties with the institution during the past five years;
- Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, institution of NVAO;
- Herby certifies to being acquainted with the NVAO code of conduct.

Place: The Hague

Date: 5 September 2011

Signature:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: PROF DANIEL VAN LII

HOME ADDRESS: 87 SECOND AVENUE
LINDEN 2195
JOHANNESBURG
SOUTH AFRICA

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

THE HOTEL SCHOOL THE HAGUE

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

THE HOTEL SCHOOL THE HAGUE

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER, TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS; ✓

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO; ✓

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: JOHANNESBURG DATE: 21 FEBRUARI 2011

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: TERRI EASTAFF

HOME ADDRESS: 8. GEES FARM CLOSE
YARDLEY HASTINGS
NORTHAMPTON. NN7 1HS
U.K.

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT /
~~SECRETARY~~

Accreditation from the NVAO (Accreditation
Organisation of the Netherlands & Flanders)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Hotelschool The Hague
Brusselse laan 2, 2587 AH The Hague

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Denham
Bucks
England*

DATE: *16 February 2011*

SIGNATURE: *M. E. O. R. Y.*



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Peter Verhoeven

HOME ADDRESS: Achterweg 9
1862 xH Bergen
The Netherlands

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Hotelschool The Hague, the Netherlands

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *München, Germany* DATE: *16.3.2011*

SIGNATURE:

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Renée van der Reep

HOME ADDRESS:

Kolkstraat 32
7607 JN, Almelo

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

NVAO Accreditation 2011 for Hotelschool The Hague

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Hotelschool 'The Hague'

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Almelo*

DATE: *29/03/2011*

SIGNATURE:

Declaration of Independence and confidentiality to be submitted prior to the assessment of the programme

The undersigned (name and home address):

H.R. van der Made
p/a Lange Voorhout 14
2514 ED The Hague

Has been asked to assess the following programme as secretary

Bachelor of Business Administration in Hotel Management

Application submitted by the following institution:

Hotelschool The Haque

- Hereby certifies to not maintaining any (family) connections or ties of a personal nature or as a researcher / teacher, professional or consultant with the above institution, which could affect a fully independent judgement regarding the quality of the programme in either a positive or negative sense;
- Hereby certifies to not having maintained such connections or ties with the institution during the past five years;
- Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, institution of NVAO;
- Herby certifies to being acquainted with the NVAO code of conduct.

Place: The Hague

Date: 5 September 2011

Signature: 