

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor Hoger Hotelonderwijs en strekkende tot het toekennen van het bijzonder kenmerk 'Internationalisering' aan de hbo-bachelor Hoger Hotelonderwijs van de NHTV Internationale Hogeschool Breda.

	Gegevens	
datum	Naam instelling	: NHTV Internationale Hogeschool Breda
10 april 2013	Naam opleiding	: hbo-bachelor Hoger Hotelonderwijs (240 ECTS)
onderwerp	Datum aanvraag	: 18 december 2012
Besluit accreditatie hbo- bachelor	Variante opleiding	: voltijd
Hoger Hotelonderwijs van de NHTV Internationale Hogeschool Breda	Locatie opleiding	: Breda
(001218)	Datum goedkeuren panel	: 3 april 2012 (000334)
uw kenmerk	Datum locatiebezoeken	: 15 en 16 mei 2012
2012-510	Datum visitatierapport	: september 2012
ons kenmerk	Beoordelingskader	
NVAO/20130454/SL	Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO alsmede voor de beoordeling van het bijzonder kenmerk Internationalisering (Stcrt. 2010, nr 21523).	
bijlagen		
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Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen panel.

On 15 and 16 May 2012, the bachelor programme of International Hotel Management NHTV was inspected by an assessment committee. The overall judgement of the committee is good. The committee also recommends the granting of the distinctive quality feature 'internationalisation'.

The programme is characterized as an ambitious, highly practical and internationally focussed four-year bachelor with a total study load of 240 EC. The programme pays a lot of attention to the professional development of both students and teachers. Students appreciate the programme not only for its quality and international focus but also for the open atmosphere, small size, accessibility of teachers and the personal approach. The industry especially praises the programme for the enthusiastic, pro-active, self-responsible and motivated attitude of the students and alumni, and is closely involved in the development and implementation of the programme. The Academy and the programme are

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Intended learning outcomes

The assessment committee assesses the Intended learning outcomes to be good. The qualifications are well defined and there is a clear relation with the Dublin Descriptors. According to the learning outcomes and the competency profile, the assessment panel thinks that, in general, the Academy succeeds in alignment with the industry on several levels and using different routes. In order to be able to translate the competencies into the curriculum, the Academy has redefined the competencies in concrete terms by formulating three levels of competency. According to the assessment panel, the competencies, including the clarification by three levels and task performance conditions, are very concrete for the students.

Curriculum

The assessment committee assesses all standards pertaining to the topic Curriculum to be good. The assessment committee thinks the curriculum fully taught in English is original in comparison with other national and international hotel management programmes. The programme has a people driven and strongly international focus which is appreciated by the professional field. The industry is involved in the curriculum in many ways, both within the school and outside the school, as well as with regard to the content of the programme and the assessments. Students get many contact opportunities with the professional field and the programme ties in with recent developments. The research and techniques programme offers students what they need to do practical based research. There is a strong relationship between the competencies and the content of the programme and there is a clear build-up in the level of competencies. Therefore, students experience a clear coherence and are well aware of the competencies. The didactical concept is diverse and fits the development of the students during the programme. It stimulates the self-steering abilities and self-responsibility of the students. Because of this, students experience a rather high study load. However, the assessment committee thinks the workload is heavy but seldom too heavy.

Staff

The assessment committee assesses all standards pertaining to the topic Staff to be good. The team of lecturers is professional and enthusiastic. Students also value the professionalism of lecturers as well as their relationship to the professional domain. The lecturers show commitment to the programme and the students. Many lecturers teach within the programmes of International Hotel management and Real Estate and Facility management. The assessment committee thinks this is valuable for both programmes. Elements of facility management can be very relevant within the hotel industry and vice versa. There is a firm staff policy within NHTV. According to the assessment committee, this policy involves a large investment in the professional development of the staff. The staff student ratio is 1:17, including all support and management. This is favourable in comparison to the national mean (1:23).

The assessment committee assesses all standards pertaining to the topic Facilities to be good.

The assessment committee is very content with the good general services and facilities. The lecture halls, classrooms, rooms for group work and silent study room suit the didactical concept of problem based and project based learning. The lecture rooms are well equipped with modern tools. Class rooms are decorated and sponsored by large national and international hotel groups. The student company Sibelicious offers the students a variety of practical and real life experiences, and is an eye catcher among the facilities. Several communication channels are used to provide students with information. At the start of each academic year, all new students participate in an introduction week. Special attention is paid to international students. Each first and second year class has its own study career coach, who both guides students in their development and acts as a first contact person for students. In the third and fourth year, coaching students is based on the particular learning demands of each student. For specific groups of students, special coaching is offered. For individual students with disabilities there is a specific, tailor made policy.

Quality assurance

The assessment committee assesses all standards pertaining to the topic Quality assurance to be good. NHTV uses standards and systems enabling a systematic and continuous quality improvement process. This system follows the PDCA cycle and is translated to the Academy where objectives are formulated and being evaluated. The system of quality care is well organized and executed thoroughly, structurally and periodically at the Academy. The Academy is capable of and willing to implement measures for improvement rapidly and has shown flexibility in making adjustments in the programme as a result of evaluations with all stakeholders.

Assessment and learning outcomes achieved

The assessment committee assesses all standards pertaining to the topic Assessment and learning outcomes achieved to be good. The specific characteristics of the didactical concept of the Academy are leading in the Academy's testing policy. The Academy uses a variety of testing methods. Tests are also closely related to practice and the industry. The testing policy is well structured according to the assessment committee. The testing committee, which directly reports to the Board of Examiners, plays a central role in the process of quality control, since the committee validates all summative tests. The tests in itself represent good quality and the right complexity. The graduation works represent bachelor's level. Grading is realistic and the research skills are clearly appropriate for the bachelor level. The subjects of the graduation works are relevant and up to date.

Recommendations

Besides these positive findings, there are some improvements to be recorded. These issues are mainly seen as space for further improvement and do not affect the overall assessment. The industry advisory board represents international working experience, yet there is no representative from abroad. The assessment panel would like to recommend this, because it will be beneficiary to the international and intercultural focus of the learning outcomes and programme. Structural contacts with professionals from outside Europe would make a nice addition as well.

The assessment committee thinks financial management should have a broader perspective. Understanding project feasibility and the management of budgets has become

Pagina 4 van 10 more important and thus with more focus on the practical application of financial management for students the relevance will probably become more clear. After tests have been taken, there is an analysis of the questions. This analysis is only executed with regard to multiple choice tests. The assessment committee thinks it would be recommendable to do this with open ended tests as well. According to the assessment committee the grading is realistic, but it can be easier to determine the final grade by using a clearer and more comprehensive form.

Distinctive quality feature Internationalisation

The assessment committee is of the opinion that the distinctive quality feature 'internationalisation' should be awarded to the programme International Hotel Management. The assessment committee assesses all standards pertaining to the distinctive quality feature 'internationalization' to be satisfactory.

Vision on internationalisation

The overall NHTV vision on internationalisation is translated into a vision at Academy's level, which is supported by the management, lecturers, students and professional field represented in the industry advisory board. The vision is translated into concrete objectives as well as an action plan to achieve the objectives. The Academy evaluates the policy on internationalisation on a regular basis and on different levels and in different ways. Based on these evaluations, improvement plans are written.

Learning outcomes

In order to prepare students for their careers in an international context, the ten competencies of the competency profile are all continuously put in an international context. The international context is created by giving international examples, using international literature and through the involvement of international industry. In addition to this, the Academy has formulated a set of international learning outcomes per theme. For each theme a variety of testing methods is used to test the diversity of learning goals in general and the learning goals on international aspects in particular. In the final test at level 3, students show they have reached the international and intercultural learning outcomes.

Teaching and learning

The assessment committee has seen that international aspects are integrated in every aspect of the curriculum. Theoretical concepts and trends are used in an international perspective. There is also quite some theory in the programme about cultural differences. Subsequently, students experience these differences in the professional field, through yearly study trips and a six-month placement abroad. As there are students from abroad within the programme, the didactical method of the International Classroom is used. Students work in mixed groups (of both Dutch and non-Dutch students) in varying settings, such as project work, problem based learning, lectures, workshops and the in-house company Sibelicious. Due to the mix of international students, as well as lecturers, it is possible to use the dynamics of the interaction between all participants.

Staff

The composition of the staff is adequate to facilitate the achievement of international and intercultural learning outcomes. The teaching staff has international working experience, either from working abroad for a significant period of time or from working within a large international company in the Netherlands. Furthermore, 16 people are considered

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Students

For a proper implementation of the International Classroom concept, a diverse population of cultures and backgrounds is necessary. In the academic year 2011-2012, inbound diploma mobility in the first year of the programme was 28 international students. The Academy aims for more and the assessment committee supports this. International experiences are gained by means of the international classroom concept, internationally experienced staff and a mandatory international placement of six months. The services provided to the students are adequate. They tie in with the needs of both Dutch students going abroad as well as students from abroad who come to study at NHTV.

All standards of the NVAO assessment framework are assessed positively and hence the review committee awards a positive recommendation for the accreditation of the programme as well as the distinctive quality feature 'internationalisation'.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel, in het bijzonder de aanbeveling om buitenlandse vertegenwoordiging in de werkveldcommissie toe te voegen.

Ingevolge het bepaalde in artikel 5a.10, tweede lid, van de WHW heeft de NVAO het college van bestuur van de NHTV Internationale Hogeschool Breda te Breda in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 5 februari 2013 naar voren te brengen. Bij e-mail van 26 februari 2013 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot een aanpassing in het besluit.

De NVAO besluit accreditatie te verlenen aan de hbo-bachelor Hoger Hotelonderwijs (240 ECTS; variant: voltijd; locatie: Breda) van de NHTV Internationale Hogeschool Breda te Breda. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

De NVAO verleent het bijzonder kenmerk Internationalisering aan de opleiding hbo-bachelor Hoger Hotelonderwijs (voltijd) van de NHTV Internationale Hogeschool Breda te Breda. De NVAO beoordeelt de kwaliteit als voldoende.

Dit besluit treedt in werking op 1 januari 2014 en is van kracht tot en met 31 december 2019.

Den Haag, 10 april 2013

Nederlands-Vlaamse Accreditatieorganisatie



R.P. Zevenbergen
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Standaarden	Beoordeling door het panel <i>voltijd</i>
1. Beoogde eindkwalificaties	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	G
2. Programma	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	G
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	G
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	G
	6. Het programma is studeerbaar.	G
	7. De opleiding voldoet aan wettelijke eisen met betrekking tot de omvang en de duur van het programma.	V
	3. Personeel	8. De opleiding beschikt over een doeltreffend personeelsbeleid.
9. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.		G
10. De omvang van het personeel is toereikend voor de realisatie van het programma.		G
4. Voorzieningen	11. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	G
	12. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	G
5. Kwaliteitszorg	13. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	G
	14. De uitkomsten van deze evaluatie vormen de basis voor aantoonbare verbetermaatregelen die bijdragen aan realisatie van de streefdoelen.	G
	15. Bij de interne kwaliteitszorg zijn de opleidings- en examencommissie, medewerkers, studenten, alumni en het afnemend beroepenveld van de opleiding actief betrokken.	G
6. Toetsing en gerealiseerde eindkwalificaties	16. De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	G
Opleiding als geheel		G
Eindoordeel		G

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E). Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Distinctive Quality Feature Internationalisation	1. Vision on internationalisation	V
	2. Learning Outcomes	V
	3. Teaching and learning	V
	4. Staff	V
	5. Students	V
Overall Assessment		V
Eindoordeel		Toegekend

Docent-student ratio	1 : 19	
Kwalificatie docenten	19% PhD 65% wo-ma	
Studielast	33 uur per week	
Contacturen	Propedeuse voltijd: 24 uur pw Tweede jaar voltijd: 14 uur pw Derde jaar voltijd: 10 uur pw Vierde jaar voltijd: individueel traject	
Rendement	<i>Uitval na het eerste jaar* / totaal op 31-08-11:</i> 2005: 28,2% / 29,8% 2006: 27,3% / 35,6% 2007: 23,8% / 29,8% 2008: 24,8% / 25,5% 2009: 26,1% / 27,9% 2010: 20,9% / 18,9% *inclusief omzwaaiers	<i>Rendement:</i> 2005: 67,7% 2006: 55,3% 2007: 49,0% 2008: 12,1%

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- Mr. K.S. Visscher, voorzitter, heeft vele jaren ervaring als manager in hoger onderwijsorganisaties en tevens ervaring als voorzitter van visitatiecommissies;
- Dr. M.P. Mobach, lid, lector Facility Management bij de Hanzehogeschool Groningen;
- J.P. van der Ree, lid, General Manager van het Grand Hyatt Istanbul;
- Prof. M. J. Riley, lid, emeritus professor of the University of Surrey, in the fields of organisational behaviour;
- W. Tantrum, lid, chairman of EuroFM;
- W. Ledder, lid, partner bij Skenn B.V. te Rotterdam;
- S. Ramondt, student-lid, student Honors Bachelor Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht.

A.J.C. van Noort Msc, secretary (gecertificeerd).