

**B International Hotel Management  
NHTV Breda University of Applied  
Sciences**

*Report of the extensive programme assessment  
15 and 16 May 2012*

Utrecht, The Netherlands  
September 2012  
[www.AeQui.nl](http://www.AeQui.nl)  
*Assessment Agency for higher Education*

 *This document is best printed in duplex.*

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## Summary

On 15 and 16 May 2012, the bachelor programme of International Hotel Management NHTV was inspected by an assessment committee of Aequi. 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 quite young. In a short period of time, the programme has obtained a really high level and it is still possible to continue the growth.

### 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 of 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).

### Facilities

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 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 international employees. The exchange of lecturers with foreign partner universities is also stimulated, as well as participation in international congresses, seminars and workshops.

### **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 three 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'.

On behalf of the entire review committee,  
Utrecht, September 2012



mr. K.S. Visscher  
Chair



A.J.C. Van Noort MScMC  
Secretary

## Overview

The judgements per standard are presented in the table below.

Standard	Judgement
<b>Intended learning outcomes</b> 1. Intended learning outcomes	Good
<b>Curriculum</b> 2. Orientation of the curriculum 3. Contents of the curriculum 4. Structure of the curriculum 5. Qualifications of incoming students 6. Feasibility 7. Scope and duration	Good Good Good Good Good Satisfactory
<b>Staff</b> 8. Effective staff policy 9. The staff is qualified 10. The size of staff	Good Good Good
<b>Services and facilities</b> 11. Accommodation and infrastructure 12. Tutoring and student information	Good Good
<b>Quality assurance</b> 13. Evaluation of the programme 14. Measures for improvement 15. Programme committees, examining boards, staff, students, alumni and the professional field are actively involved	Good Good Good
<b>Assessment and learning outcomes achieved</b> 16.1 Assessment system 16.2 Achieved learning outcomes	Good Good
<b>General conclusion</b>	Good
<b>Distinctive quality feature: internationalisation</b>  Vision on internationalisation Learning outcomes Teaching and learning Staff Students	Awarded  Satisfactory Satisfactory Satisfactory Satisfactory Satisfactory

## **Colophon**

### **Institute and programme**

NHTV Breda University of Applied Sciences  
Mgr. Hopmansstraat 1, 4817 JT Breda  
Telephone (076) 533 22 26  
Status institution: publicly funded  
Result of institutional assessment: not applied for

Programme: International Hotel Management  
Level: Bachelor  
Distinctive feature: internationalisation  
Number of credits: 240 EC  
Nomenclature: Bachelor of Business Administration  
Location: Breda (Sibeliuslaan)  
Mode of study: fulltime  
ISAT: 34411  
Data on intake, graduates and drop-outs: see attachment 3.

Responsibility for the quality of the programme: ms. G. Osinga, dean of the Academy  
Contact with regard to the quality of the programme: ms. N. de Leeuw  
Email: [leeuw.n@nhtv.nl](mailto:leeuw.n@nhtv.nl) / T. (076) 533 22 03

### **Assessment committee**

mr. K.S. Visscher, chair  
Dr. M.P. Mobach, domain expert  
J.P. van der Ree, domain expert  
Prof. M.J. Riley, domain expert  
W. Tantrum, domain expert  
W. Ledder, domain expert  
D. Ramondt, student member  
A.J.C. van Noort MSc, secretary

The assessment committee was presented to the NVAO. NVAO approved of the composition of the committee.

The assessment was conducted under responsibility of  
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## Introduction

NHTV Breda University of Applied Sciences positions itself as an independent international institution in Higher Education and Research, with a focus on the development of academic knowledge and the promotion of sound professional practice. NHTV has a strong commitment to making a positive contribution to society.

### The institute

The following mission statement is part of the NHTV's Strategic Plan 2009-2012: "NHTV seeks to make a contribution to society by training young people to become responsible professionals, capable of operating efficiently in a **globalising** work and knowledge environment, in conjunction with international industry players. The institute aims to inspire and challenge both students and staff to develop their talents to the fullest, to integrate knowledge and skills and apply these to society, as professionals or academics, in an excellent and sustainable manner".

This mission statement is translated into three strategic spearheads: internationalisation, academic development and excellence.

Internationalisation: NHTV prepares its students for careers with international perspectives.

Academic development: NHTV only invests in academic programmes that are not (yet) taught elsewhere in the Netherlands. The strength of NHTV lies in making knowledge applicable.

Excellence: the linkage between education, research and industry leads to the continuous innovation of education, which gives graduates a competitive edge in the labour market. It also leads to knowledge development, which allows NHTV to evolve into a valuable partner for the industry.

Through five Academies, both this strategic orientation and the cross cutting themes are implemented through educational programmes, knowledge output and cooperation with the following professional fields: Digital Entertainment, Hotel & Facility, Leisure, Tourism, Urban Development, Logistics and Mobility.

The Academy of Hotel Management and Facility Management (further: AHFM) offers two programmes: International Hotel Management (further: IHM) and International Real Estate and Facility Management (further: IREFM). AHFM makes a distinction between three groups of stakeholders: students, staff and industry. The Academy described how the three spearheads are related to each group of stakeholders.

Both programmes of the Academy, IHM and REFM, are fully taught in English and overlap to a great extent with regard to staff, facilities, didactical principles and organisation.

### The programme

IHM can be followed within one of four different tracks:

- Regular **programme** (4 years);
- Fast track programme (3 years), for pre-university students (VWO or German Hochschulreifezeugnis);
- 3 years programme for students who have successfully completed a vocational education in hotel management (MHS/HOM level 4);
- A track offered in cooperation with the vocational **programme** in Hotel Management at 'De Rooi Pannen' in Tilburg. In this track, HAVO graduates first complete 2.5 years at 'De Rooi Pannen' and then 2.5 years at NHTV IHM.

The goal of the programme is to educate young professionals in the international industry of hospitality, who are able to **independently analyse** complex problems, acquire knowledge to this end and are able to justify their development to the field's stakeholders.

## **The assessment**

NHTV Breda University of Applied Sciences has assigned AeQui VBI to perform a quality assessment. In close co-operation with NHTV, AeQui has convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme has taken place. In this meeting, the program for the site-visit and the interviewees were determined, see attachment 2. Two weeks prior to the site-visit, NHTV announced the open consultation to students and staff. One member of the staff has used this possibility.

The assessment committee has made a selection of theses over the last two years, and has reviewed these theses. The results of this review were input for discussions during the site-visit. The committee assessed in an independent manner; at the conclusion of the assessment, the results were presented to representatives of the programme. The concept of this report was sent to the representatives of the programme; their reactions have led to this final version of the report.

## Intended learning outcomes

The intended learning outcomes are listed in the national competency profile. The first competency of this profile is specific for Hotel management, the others are a combination of general BBA competences and a competency of the domain of Commerce. The competencies are clear for lecturers as well as for students and reflect the bachelor's level. The Academy has links with the professional field in different ways and on several levels. There is a clear relation with the Dublin Descriptors, so the qualifications clearly represent the bachelor level.

### 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.*

### Links with professional practice

The national Professional and Educational profile of 2004 is used as a starting point. The industry was intensively involved in creating this profile. In total, the competency profile which NHTV uses, is a combination of seven general BBA competences, one competency from the domain of Commerce (but it has been validated that this competency directly corresponds to the profession of hotel manager), and two generic competencies applicable for all domains within the Economic sector. One competency ('creating experiences by delivering hospitality') is uniquely specified for the education of Higher Hotel Management.

The industry was involved in creating the competency profile. The Academy strives for continuous and close collaboration with the industry. The assessment panel thinks the Academy succeeds in alignment with the industry on several levels and using different routes. For example, the Academy is involved in several strategic (international) cooperation networks like the European Hotel Managers Association (EHMA) and the Association of Food & Beverage Management (AF&BM). In some of these networking platforms students are involved as well.

There is an industry advisory board, which meets twice a year. Although the members have international experience, the assessment panel is of the opinion that the programme would benefit from it when one of the members actually came from abroad. Due to cultural differences, this would add a different point of view which can be very beneficial.

More examples of relations with the industry are regular meetings with hotels from the region Breda and relevant stakeholders like Koninklijke Horeca Nederland, the "Hilton Class" (in which talented students are offered a variety of training and development opportunities on top of their regular programme), the involvement of professionals from the industry as external assessors in assessments 2, 3, and 4, (international) placements, exchange possibilities for students and staff, company presentations from international hotel chains to prepare students for their 2<sup>nd</sup>/3<sup>rd</sup> year placement, and 6 guest lectures by large hotel companies to prepare 3<sup>rd</sup> year students for their graduation.

According to the HBO Monitor 2010 and the NSE survey 2011, students think the programme is a sufficient base to start as a professional in the industry (3.6 on a 5 point scale, HBO Monitor) and the programme offers a good preparation for a professional career (3.9 on a 5 point scale, NSE). Students are satisfied with the way the programme offers them a good preparation for the industry (7.1 on a 10 point scale).

The Academy continuously updates the curriculum in close collaboration with the industry, which is shaped as previously described (a non-exhaustive enumeration).

At this moment, the national committee of the Dutch higher Hotel Management schools is finalising a revision of the Professional and Educational profile. For instance, in the new profile there is more and an explicit focus on sustainability and finance. The new profile will be combined with an up-date of the curriculum and will be integrated in 2013. A special project leader will be assigned to this project.

Students consider the programme to be up to date: according to the students the programme ties in with current developments in the industry (NSE: 4.1 on a 5 point scale).

### **Concrete**

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. For each level three task performance conditions were defined: complexity, transfer and responsibility. For every combination of competency and level, an example to explain roles and actions, and an example of a professional product are used.

For the assessment panel it is clear that these terms are well related to the programme. During the programme, the student reflects on his development by writing reports about the competency level he has reached. The assessment panel read several of these reports in which the student has to prove he has developed a competency by reflecting on complexity, transfer and responsibility. According to the assessment panel, the competencies, including the clarification by three levels and task performance conditions, are very concrete for the students. Because of this method, students are well aware of the competencies. This is positive, according to assessment panel. It provides the student with something to fall back on during the programme.

### **Dublin Descriptors**

The assessment committee was presented a table by the Academy in which the relationship between the Dublin Descriptors and the ten competencies was shown. The assessment committee is convinced that the learning outcomes correspond to the Dublin Descriptors at bachelor level.

Students are generally satisfied with the level of the programme. In the NSE Survey 2011 this item scored a 4.0 on a 5 point scale.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the intended learning outcomes to be **good**. The qualifications are well defined. There is a clear relation with the Dublin Descriptors. In addition to the national competency profile, NHTV added its own competency, after discussing this with the professional field.

The industry advisory board represents international working experience, yet there is no representative from abroad. The assessment panel thinks this is no necessity considering the international experience of the members of this advisory board, but would nevertheless 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. According to the assessment panel, the competencies, including the clarification by three levels and task performance conditions, are very concrete for the students. Because of this method, students are well aware of the competencies.

## Curriculum

The assessment committee believes that the IHM programme is thorough. The links with the professional field are good, and this is reflected in the curriculum, which offers a nice integration of theory and practice. In all four years, there is focus on research, which ties in with the related spearhead of NHTV's vision. The design of the programme is good. In each year, another didactical concept is used. The choice of the different concepts is well thought out and useful, according to the assessment panel. Within the structure of the programme, complexity builds up and over the years students become more self-steering, eventually leading to the fourth year, which is demand driven. The committee believes the programme is structured in accordance to the vision and appreciates this very much.

### Orientation

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

The professional industry is involved in the industry advisory board and in creating the competency profile, as was described in standard 1. The international industry is also explicitly present in all years of the curriculum and in different roles. According to the assessment committee, this provides the students with many opportunities to acquire relevant and current practical knowledge.

In the first year for instance, student conduct interviews with industry professionals and they visit several companies during field trips. There is also a study trip abroad and students go on a four-week orientation placement.

In the second year, students write advisory reports for several companies, which they visit as well. During the second year, an international study trip is organised and at the end of the second year and the beginning of the third year, students complete a six-month placement abroad (mandatory).

During the second part of the third year, students visit companies abroad during a study trip.

In their fourth year, students do a graduation work: students may opt for a final placement or choose to collaborate with the industry on a research project, participate in a research project within the Academy, follow a Double Degree programme abroad or do a Minor.

Besides students visiting the industry, the professional field is invited to the classroom. Throughout the first three years, there are guest lectures on a regular basis.

The industry is also involved in testing: the industry is invited to attend first and second year presentations and provide students with feedback. During second year themes, the advisory reports that the students write for companies are subsequently evaluated by the companies as well.

Professionals from the industry are also involved in assessment 2, 3 and 4 as external assessors.

Furthermore, several of the staff members are involved in industry projects providing students with additional opportunities to showcase their work to the industry. Hospitality @ Work also plays an important role. It is a third money stream activity which uses and bundles the Academies broad expertise within consultancy projects. The aim of the Academy is not only to exploit and share expertise, but to simultaneously gain knowledge as well. The students benefit from the projects as well through research, internships and other practical projects.

Since the last visitation, the programme has increased the share of financial management in the programme. This was a recommendation of the assessment committee six years ago and the follow-up of the programme is efficient, according to the current assessment committee. However, after speaking to students, alumni, lecturers and the industry advisory board, the assessment committee got the impression that financial management has a more isolated position within the programme than is meant by the Academy. The Academy offers a specific course focussed on financial knowledge and on the other hand integrates financial knowledge in most themes. Nevertheless not all students see the relevance of financial knowledge. The assessment committee thinks financial management should have

a broader perspective. Understanding project feasibility and the management of budgets has become more important, so with more focus on the practical application of financial management, it will have a broader perspective and will also be more embedded in the curriculum. That is how the relevance will probably become clearer to students and implicitly, the interest of students for financial aspects will grow.

Students are satisfied with the involvement of the industry. They made that clear to the assessment panel during the site visit. According to the assessment committee, the recent initiative of the Career club is an interesting addition for the students. The Career club was set up by students for students, but lecturers can take part in it as well. Within the Career club, students arrange their own guest lectures by industry professionals and they organise meetings with regard to certain present-day topics. Lecturers and industry professionals are invited to join these meetings as well, which creates interesting opportunities for networking. The assessment committee considers the Career club to be an asset for students within the programme, but also thinks this represents the attitude, ambition and eagerness to learn of IHM-students from NHTV in general.

Alumni say they chose for the hotel management programme of NHTV because of the international focus of the curriculum. They like the fact that the programme is fully taught in English. They also liked the fact that this Academy has great ambition. Students experienced this ambition mostly in the creativity and many opportunities within the programme. They say in comparison to other Dutch hotel management programme, NHTV provides a programme that is less traditional. Besides that, the programme has a people driven focus. Students learn to look at things through a human perspective and alumni say this is a distinctive aspect in comparison to other hotel schools. Alumni experienced that this people driven focus is appreciated in the professional field.

The HBO monitor supports the impression of the assessment panel: the linkage of the programme to the industry received a 7.5 score (on a 10 point scale). This is above the mean of the national levels (7.3). Students say they feel everything they do and

learn has a link to the industry, whether it is a fictitious project or a project for an organisation. They are in constant contact with people from the industry, so the students say. Especially the projects they do for commissioners from the industry are very inspiring.

Students also like the fact that the programme focuses on facility management elements. They experience that the fact that lecturers teach in both the facility management and the hotel management programme is an asset for both programmes. Despite the fact that the IREFM and IHM programmes are structured in a similar manner, the content of the programmes differs. This is what the students told the assessment committee. The assessment committee was able to confirm this after studying the study guides and literature.

Within the programme and in line with the NHTV-wide spearheads, Academia and Education are linked, also in favour of the industry. NHTV tries to increase its international presence and purposely uses research and publications to reach that goal, because taking part in international projects also creates opportunities to publish in international journals. That is how NHTV (amongst other things) wishes to build and expand its international reputation. It starts with crossing one border (doing projects in Germany and Belgium for instance), but the ambition of NHTV is to broaden that perspective step by step.

The focus of the research programme is on enabling students to acquire the skills necessary to gather, analyse and communicate information for the purpose of decision making. Methods and techniques that are taught can be applied to both academic and professional problem solving. A first introduction to the 'Methods and Techniques of research' (MTR) programme is made in the propaedeutic phase and consists of, for instance, the basics about report writing and statistics. However, the biggest part of the MTR programme is taught in years two, three and four. During the second year, students practice preparing, conducting and analysing a quantitative research project. In the third year, this will be a qualitative research project, including writing a research report. In the fourth year, 'Experience Days' are organised for students on placement, which include sessions on research

methods. Students can also opt for a research programme or study as part of the graduation phase. In addition, an advanced methods and techniques programme is offered to fourth year students.

Also worth mentioning is Sibelicious, the student Company. The following areas are part of Sibelicious:

- Reception hall with reception desk
- Service Desk
- Executive meeting rooms
- Board room
- Catering facilities
- Restaurant
- Kitchen
- The Smit & Dorlas coffee corner
- Grand Cafe
- Food & Wine Theatre

Sibelicious offers the students a variety of practical and real life experiences in house. During the first year, students work in Sibelicious as employees (kitchen brigade as well as restaurant service). During the second year, students work as managers/hosts in Sibelicious and coordinate the kitchen brigade and restaurant service teams, one of the several outlets within Sibelicious. The assessment committee likes the fact that during the first two years of the programme, the students gain experience in the working industry within the school and in several professional roles.

The assessment panel thinks the current research programme is sufficient. There are two associate professors related to the Academy, who focus only on doing research and embedding research in the programme. One associate professor (of the two mentioned) is responsible for the link with industry. There are also four different roles for lecturers, varying in the amount of research they conduct (more about this in chapter four, paragraph 8 (staff policy)). This research structure made a good impression on the assessment committee.

The nature of the research projects is appealing according to the assessment committee. For instance, Hotel Concepts NV adopted NHTV's expertise in the field of Customer Relationship Management, with the primary goal to support the design and development of a new CRM software module, enabling the personalised service for and communication with loyal hotel customers. A lecturer and a 4<sup>th</sup> year student were involved and the

graduate student also wrote his Master Piece on the discussed topics.

Another example is the cooperation with the Rezidor Hotel Group, that asked the Academy to run a number of pilot management projects in its hotels in Brussels and Antwerp. In total, five students graduated on these research and consulting projects.

Students feel that they are learning methods and techniques for practical based research. They also feel able to critically judge practical based research (both 3.7 score on a 5 point scale, NSE Survey 2011).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the orientation of the curriculum to be **good**. The industry is involved in the curriculum in many ways, both within the school and outside of the school. Students get many opportunities to have contact with the professional field. The programme ties in with recent developments.

The research and techniques programme offers students all they need to do practical based research. The programme prepares the students well in case they would like to continue their studies with a master's programme.

Both the Academy and the programme are quite young. In a short period of time, the programme has accomplished a lot and there are opportunities to continue this growth. The industry is well involved in both the content of the programme and the assessments. The assessment committee thinks the curriculum is original, which is appreciated. The downside can be that this originality creates difficulties with regard to the comparability of this programme with other (foreign) programmes. The assessment committee was happy to learn that the Academy is aware of this hypothetical problem and tries everything to prevent this from happening, as internationalisation and the promotion of it are taken very seriously.

### Contents

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

In order to offer a coherent programme, the curriculum is organised in three phases that are

explicitly related to the three levels of competencies. After the first year, students reach the first level. After the third year, students reach at least the second level. After completing the graduation phase (the fourth year), students reach the third and final level.

To guarantee that students have a sufficient level of knowledge and skills before they participate in an assessment, all summative assessments have conditional requirements. In this way, the Academy ensures that students have a sound knowledge and skills base before they participate in an assessment. Besides gathering proof to show that all competencies are mastered at level 3, students work on creating a 'Master Piece' in the fourth year. The Master Piece is the product on which a student wants to be assessed during assessment 4 and could be a research project, a logbook or a professional product.

The research project is a report describing a particular research project that the student conducted during graduation. The student follows conventions of academic research and uses scientific research methods.

The logbook is a report demonstrating through the description and analysis of situations, events and projects, how the student has acquired specific managerial skills during his fourth year placement. The purpose of the logbook is to show that the student knows what it takes to be a good manager. The student describes situations and analyses them using theories and models and reflects on them.

The professional product is a detailed report of a particular project that the student undertook. This project could have been part of a placement or a project that the student undertook individually during the graduation phase.

During the tailor made fourth year, students are free to choose the environment in which they wish to develop themselves to reach the graduation level and to produce their Master Piece. The choices for the students are various: a traineeship at a(n) (inter)national organisation, enrolling in an academic programme inside or outside NHTV (minor or exchange), working in a research and/or consulting team in collaboration with one or more lecturers of the Academy.

The Academy provided the assessment committee with an overview of the relation between the

competencies and the themes of the whole programme. This overview convinced the assessment committee that all competencies are equally spread over the four years of the programme. All competencies are addressed in all phases. By speaking to lecturers and students, the assessment committee got the impression that there is a clear build-up in the level of the competencies, enabling students to gradually develop their competencies to an increasing level of complexity, transfer and responsibility. For their reflection reports, students have to reflect on the development of their competencies. They do this on the basis of the terms complexity, responsibility and transfer. Because students have to do this every study year, they say that they are well aware of all of the competencies. Whenever they make a product or have an experience in the professional field, they immediately think of how this could relate to the competencies.

Students evaluated the coherence of the curriculum with a 7.4 (on a 10 point scale, HBO monitor 2010).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the contents to be **good**. There is a strong relationship between the competencies and the content of the programme. There is a clear build-up in the level of competencies. The coherence of the curriculum is clear to the students.

## Structure

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

The vision on learning consists of linking the three stakeholders (students, lecturers and industry) to the three strategic spearheads of NHTV. This vision is translated into the educational concept in which each ensuing academic year has a specific focus. The focus of the first year is to acquire basic knowledge, skills and attitude. In the second year, the focus is on understanding and application. The focus in the third year is on analysis and integration. In the fourth year, the focus is on specialisation and graduation. Several didactical methods are used during the programme, like problem based learning, project based learning, practical learning and Virtual Action Learning (VAL).

Problem based learning is the didactical method for the first year. Students discuss practical situations within a relatively small group and work together in a group on related theme assignments as well.

The second year has Project based learning as its didactical base, resulting in a concrete project assignment, commissioned by the industry and based on theoretical elements of the theme. What the assessment committee likes about this concept is the fact that it creates a continuous interaction between education and profession; knowledge, skills and attitude of students become more and more applicable to the industry.

At the end of the second year and the beginning of the third year, the students go abroad for their placement. From the second year students are provided with themes in which the didactical concept of Virtual Action Learning is used. VAL is a modern way of training that works with ICT and new media, and complementary meetings on site. The VAL-concept constructs knowledge through virtual learning interaction. A virtual platform offers students opportunities to learn to solve problems together, ask questions, argue about propositions, appreciate each other, improve each other's products and finally choose the best products. The aim is to learn and produce together, supported by activating (virtual) methods. The student himself gives meaning to what he experiences (self-steering and own responsibility). Contacts with colleagues (learning together) play a central role.

Students told the assessment committee that they appreciate VAL. They can work on the VAL projects whenever they want and wherever they like. Despite the fact that the students work on the project by themselves, they feel they work together because of the feedback they receive within their community. Because all students have different backgrounds, they feel they can learn a lot from each other. Only after the deadline has passed, students provide feedback to each other. This feedback has to be in-depth. Afterwards, the best practices will be discussed. Students find this very informative.

The final phase of the programme is fully demand driven and is made up according to the individual interests and development needs of the student, in order to eventually bring all competencies to level 3.

Based on the content of the programme, the increasing complexity of assignments and the various didactical methods that are used over the years, it is clear to the assessment committee that the level of self-responsibility increases and the role of the guidance changes from supply-driven to demand-driven. The level of staff support remains continuous as this change takes place. The assessment committee thinks that the Academy succeeds very well in this approach. It helps the students to develop an independent, responsible and self-steering attitude which is appreciated by the industry. Therefore, based on the interviews and examination of the underlying documentation, the assessment committee assesses the structure to be **good**.

### Incoming students

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

The Academy applies a selection procedure, as it admits a limited number of students every year in order to maintain a small scale education, guarantee the quality of the students and decrease the number of students that have to quit their study. Approximately 150 students can be admitted annually and the Academy selects these students itself.

Applicants are required to submit their CV and a motivation letter. After these are received, each candidate does an English level test, an online Work & Leadership style test and a selection interview. Affinity with the hospitality industry and proven work experience in this industry are also taken into account during the selection.

Prospective first year students are offered an optional online 'brush up' course to increase their knowledge of financial management. This course takes place during the summer break, before the start of their actual study.

The NSE 2011 results show that students are satisfied with the way the programme ties in with the students former education: 3.3 on a 5 point scale (mean of national levels is 3.4). Students feel at

home within the programme (score 4.1) and say the programme meets their expectations (score 3.8).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. Students are content with the curriculum and how it fits their qualifications. According to the assessment committee, the admission procedures are fine and the selection of students is profound. The positive consequence is that the dropout rate is rather low.

### Feasibility

*Standard 6: The curriculum is feasible.*

Until the start of academic year 2011-2012, the EC's within the programme were awarded based on the outcome of assessments, namely 60 EC for assessment 2, 120 EC for assessment 3, and 60 EC for assessment 4. This has changed: nowadays in the first year programme each theme is linked to a number of ECs. In the Academic year 2012 – 2013 the themes of the second year will also be linked to a number of ECs (and so on). In this way study progress becomes clearer. The assessment committee endorses the new procedure, and also takes into account that it will probably be motivating for the student to monitor his progression. Other advantages are that the study load of themes becomes more transparent and the programme becomes more comparable with other international programmes. This enables cooperation on an international level.

In the Teaching and Exam Regulations, several conditional requirements are set for assessments, the second/third year placement, the third year course 'Strategy and Communication' and graduation. One of these constraints is the Binding Study Advice (BSA) that states that students have to leave the Academy if they have not received 60 ECs by the end of their first year. The other conditional requirements do not imply that students have to leave the Academy, but they will be delayed.

Online evaluations and the outcome from Round Tables consistently show that the programme deals with significant peaks in workload, especially during

the second year. Students and alumni are rather satisfied with the workload, according to student satisfaction surveys. Compared to other Hotel Schools in the Netherlands, the Academy scores the lowest on some items. 32% of the students considers the study load (on average 33 hours a week according to the survey) too high. 7 % of the students considers it to be too low. Students spend many hours studying, but in general they are okay with that. It also lies in the didactical concept that is used: students are responsible for their own learning path. The impression the assessment committee got is that there is a peak in the workload in the second year but apart from that, the workload is heavy but seldom too heavy. So, the number of ECs appears to be real: students must work for their credits.

For individual students with disabilities there is a specific, tailor made policy. For these students there are special trainings in study methods.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the feasibility to be **good**. The programme is not easy, students must study disciplinedly to keep up with the pace, but the students are willing to work this hard because of the many opportunities they have within the programme to do what they like to do, due to the didactical concept. By linking a number of ECs to all themes, the students have more insight in the workload throughout the year. Especially since the workload in the second year can be high at times, the assessment committee values the phased implementation of this new procedure.

### Scope and duration

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

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be satisfactory.

IHM is a four-year, full time bachelor course with a total of 240 EC. Therefore, the programme meets the statutory requirements.

## Staff

The assessment committee has met an enthusiastic team of lecturers. The staff student ratio has a positive base. The staff policy of NHTV has a strong focus on the professional and academic development of the lecturers. The policy is well executed, and will lead to an increasing number of master's degrees and PhDs among the lecturers. The quality of the lecturers is good. The staff has strong relations to the professional domain. They show dedication to the programme and the students.

### Staff policy

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

NHTV human resource management policy is based on the policy paper "NHTV HRM-beleidsnota", which focuses on a multi-annual strategy that is in line with the general NHTV strategic plan. Within this general policy, individual academies have the opportunity to define specific indicators for quality assessment and performance of staff.

At the operational level, the staff policy includes annual performance and feedback interviews with all staff levels, and when staff moves from temporary into permanent lecturing positions. Interviews and staff incentive schemes are based on clear and verifiable indicators, including evaluation from students.

As a part of staff policy, another important measure is the fact that an Associate professor has been appointed and a research strategy has been formulated. Part of the research strategy is that four different roles have been designed for all lecturers from scale 11, in which the amount of research varies. Role 1 implies that the lecturer relates to most recent publications in his industry and he applies this to education and knowledge transfer in general. Within role 2 knowledge development is science and practice oriented, and produces resultants that meet the standard for professional research. In role 3 the lecturer develops knowledge that is scientifically grounded and practice oriented. He produces results that meet scientific standards and/or criteria for professional output. Role 4 is about doing fundamental research; de lecturer produces results that meet high scientific and academic standards. Knowledge development is concept driven.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. 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, which will lead to an increasing amount of master's degrees and PhDs among the staff.

### Staff is qualified

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

In order to maintain its position as a leader in Hotel Management education in the Netherlands, the Academy has a policy for staff learning and professionalization, as well as for hiring more academic and professional staff. 66% of the teaching staff has a master's degree and 17% of the staff is at PhD level. These numbers are impressive, according to the assessment committee, and considerably exceed the national level (55,2% and 7,7% respectively)

By the end of 2012, 80% of NHTV teaching staff needs either to obtain a master's degree or be at a master's level. By the end of 2016, all lecturers should have a master's level or higher. Therefore, the minimal requirement for all new lecturers is a master's level. Before 2013, 20% of educational staff should have obtained a PhD.

As a result of the research strategy, NHTV is the leading applied research university in the Netherlands in the fields of hotel and facility management.

NHTV not only invests in the development of the teaching staff, but also in the development of managers, by offering a Management Development programme for all managers and a Management Talent Programme for high potential employees.

According to the assessment committee, the team of lecturers is professional and enthusiastic. Students value the professionalism of lecturers too, as well as their relationship to the professional domain. Lecturers are easily accessible, according to the students. Due to the didactical concept, the lecturers become less steering as the study progresses; they give the students tips and suggestions. Students say this stimulates and inspires them.

According to the NHTV employee satisfaction survey 2010, employees are satisfied (a 7.0 score on a 10 point scale). The staff scores significantly high in surveys among students and alumni. Compared to other Dutch Hotel Management programmes, the NHTV-programme scores consistently above average. The most positive points, according to students (NSE 2011), are the commitment of lecturers to students (3.8 on a 5 point scale), the expertise of lecturers (3.9) and the industry knowledge of the lecturers (4.1).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. The staff is enthusiastic, there is a cohesive team. The lecturers show commitment to the programme and the students. All lecturers have a strong relation to

the domain. The number of lecturers with a master's degree or PhD considerably exceeds the national level.

There is quite some overlap in the teams of IHM and IREFM: many lecturers teach within both programmes. The assessment committee thinks this is valuable for both programmes as well. Elements of facility management can be very relevant in the hotel and hospitality industry, and hospitality issues can be relevant in facility management. For instance, hospitality is a topic within IHM and it is relevant for facility management with regard to hospitals and service within hospitals. According to the assessment committee, both teams, and therefore both programmes, benefit from each other's expertise.

### **Size of staff**

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

The Academy has 54 FTE employees, divided over 75 people. 48 staff members are available for education and educational support. The staff student ratio is 1:17 including all support and management and staff from the learning company Sibelicious. Staff student ratio excluding management and support is 1:19.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the size of staff to be **good**. According to the assessment committee, the staff student ratio is favourable in comparison to the national average (1:23).

## Services and facilities

The assessment committee is very content with the good general services and facilities. The student company Sibelicious is an eye catcher among the facilities, according to the assessment committee. There are enough workstations available for students. The library is attractive and has current offering. The information is timely and appropriate. The tutoring is generally good and if a student indicates that he needs additional guidance he will get it.

### Accommodation and infrastructure

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

The IHM programme is offered at the NHTV-location 'Sibeliustaan', which is a partly new and partly renovated building. With the opening of the new building in 2008, the student company 'Sibelicious' started operating as well. Sibelicious, which consists of a reception hall with reception desk, a service desk, executive meeting rooms, board room, catering facilities, restaurant, kitchen, The Smit & Dorlas coffee corner, Grand Cafe, Food & Wine Theatre, offers the students a variety of practical and real life experiences in house. The assessment committee was impressed by this facility and considers it to be a big asset to the programme. For the assessment committee, it was nice to see that students are extremely proud of Sibelicious and the fact that they run it themselves.

According to the assessment committee, 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, like Hilton, Starwood, Accor and Eden. In this way, the Academy is able to let the students experience different concepts of hotel management. There is free Wi-Fi access throughout the building.

The library is also a silent study area and offers an extensive physical collection of up to date and relevant books, reports, theses and AV materials and also grants full access to major online databases. These databases include all important full text Dutch and international e-journals and magazines for Hotel and Facility management. Using their personal portal

to the website, students have access anytime and anywhere.

The library regularly organises curriculum integrated training sessions on (academic) information skills, including copyright issues, for both employees and students.

The NHTV International Office helps foreign students with their applications for residence permits and registration procedures in the municipality of Breda. Furthermore, the International Office provides support during the first weeks after the students' arrival, by introducing them to companies offering rooms for rent.

Feedback from students indicates that students are satisfied with the facilities offered. They feel the building enhances the feeling of a small scale education. The Academy's building is not near the centre of Breda, so when students have a free hour, they often stay at school. This, in combination with the small scale of the Academy, results in students getting to know one another quickly. Students say this leads to a positive atmosphere in which they feel at home.

The opening hours of the building are restricted, but since students have access to the website of the library 24/7, they do not consider this to be a problem. The assessment committee agrees. Yet, the committee would like the Academy to reconsider opening hours when the influx of students from abroad increases.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses the accommodation and

infrastructure to be **good**. According to the assessment committee, the facilities are generally modern and up to date. Sibelicious accommodates gastronomic experiences and practical education and is an asset to the programme.

### Tutoring and student information

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

The roles of the coaches and the content of the coaching session change during the curriculum. During the first and second year, coaching mostly takes place in small groups. 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. The coach also monitors the study progress of the student and signals problems. Study career coaching includes workshops (for instance about study skills and preparation for assessments) and individual sessions between student and coach.

First year students also have a 'buddy': a second year student, assigned to a first year class, who helps and advises the class or an individual student on varying topics concerning study and life as a student. The assessment committee likes this 'peer coaching system'; it offers students with questions and problems a lower threshold in comparison to speaking to the study career coach or a lecturer.

During their 6 months placement abroad, the second year students also have a placement coach. In the third and fourth year, coaching students is based on the particular learning demands of each student. There is no longer a study career coach, but there is a placement coach, a coach in the theme Strategy and communication and a graduation coach. In the third and fourth year, monitoring and steering the study progress is no longer the responsibility of a coach but of the student.

Special coaching is offered for specific groups of students, for instance the MHBO-students who completed vocational education in hotel management and now follow the three-year programme.

The student counsellor of the Academy is available for students who need more specialised guidance, for instance because of personal problems.

For individual students with disabilities, there is a specific, tailor made policy. For these students, there are special trainings in study methods.

After meeting students and alumni, the assessment panel is convinced that the students are able to be self-steering. Their own responsibility towards their study career path increases as the study proceeds. The assessment committee thinks the coaching ties in with the didactical concept of each year and bolsters the students in a good manner.

Students are satisfied with the quality of the coaching, according to the NSE 2011. NHTV scores a 3.9, the mean of the national levels is a 3.5.

Several communication channels are used to provide students with information, like the student information system Osiris, the electronic environment N@t-school, announcement screens, social media etc.

At the start of each academic year, all new students participate in an introduction week. Special attention is paid to international students during the first week of the programme by means of additional meetings and information.

On average, results from the NSE-survey indicate that the students are not completely satisfied. Especially on time communication about changes in schedules gained the lowest appreciation (2,9 on a 5 point scale).

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. Student information is adequate, although changes in schedules are announced rather late, according to the students. NHTV is trying to improve this by the introduction of one portal for all communication channels and communication by means of screens throughout the building. According to the assessment committee, other scores do not indicate that information is provided insufficiently.

The staff is dedicated, which results in good coaching and tutoring of the students. Because of the good coaching, in combination with taken steps to provide information to the students on time, the assessment committee thinks it is justifiable to assess this standard to be **good**.

## Quality assurance

The assessment committee has seen that the quality care system of NHTV is thorough. Evaluations take place structurally. The evaluations lead to implementation of improvement measures. All stakeholders are involved in the evaluation system.

### Evaluation of the programme

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

NHTV uses standards and systems enabling a systematic and continuous quality improvement process. This system follows the PDCA cycle, that targets (Plan), executes (Do), tests whether plans are realized (Check) and, if necessary, prepares corrective actions (Act).

At institutional level, responsibility for quality assurance lies with the Board of Governors. At the level of Academy, this responsibility lies with the Academy director, who is advised and supported by the curriculum committee and educationalists. Control functions on quality assurance within NHTV are organised at the level of the unit called 'Research and Educational Office'.

To assess quality of education, strategic policies approved by NHTV Board of Governors are guiding, next to multi-annual and annual plans prepared at Academy level. The strategic plan 2009-2012 is guiding annual budgets and management agreements between the Board of Governors and each of the Academy Directors.

The Academy Director annually derives objectives and associated activities from the strategy of the Academy, as aligned with NHTV corporate strategy. Subsequent implementation and monitoring are the responsibility of the programme manager, who analyses levels of accomplishment and proposes actions for improvement. The Academy Director and programme managers (together the Management team) are responsible for implementation of annual plans and budget control.

Each staff member is assessed annually through one performance and one assessment interview, to be held with one of the members of the Management

team of the Academy. Besides this, all themes are evaluated by students annually, including questions on individual staff, quality of teaching and communication.

The results of the theme evaluation will be discussed by the theme managers to their team. The most important results will be reported to the students. The theme manager also writes a theme improvement plan for the next study year. The curriculum committee checks the alignment of the suggested improvements with the learning outcomes and didactical vision of the programme. After approval of the improvement plan by the curriculum committee, the theme manager creates the new fact sheet of the theme. The fact sheet is discussed in the curriculum committee to ensure that the approved improvements are indeed incorporated in the fact sheet. Before the start of the theme, the theme manager sends the test(s) of the improved theme to the testing committee, including the fact sheet and a test blue print. The testing committee checks the alignment of the learning goals in the fact sheet, the learning goals in the blue print and the test. The assessment committee highly appreciates this structured method of improving the programme.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. The assessment committee is convinced that the system of quality care is well organised. It is executed thoroughly, structurally and periodically.

### Measures for improvement

*Standard 14: The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets.*

The accessibility of lecturers is quite good, according to the students. According to the assessment, the staff is capable of and willing to implement measures for improvement rapidly. The Academy also showed this by the measures of improvement that were taken since the last NVAO accreditation. The testing of knowledge of foreign languages for instance, needed adjustment. Nowadays, foreign languages have become part of the conditional requirements for the assessment. In year 1 (and since academic year 2012-2013) the languages have their own Credit points and are therefore truly considered to be one of the themes of the curriculum (which you have to pass in order to get sufficient credit points). The assessment committee thinks this new procedure is an adequate measure.

Another point of criticism during the last accreditation focused on the Food and Beverages facilities. The panel thought they were sufficient, but the facilities were regarded just the minimum of what could be regarded as acceptable. In December 2008, the new building was officially opened. Part of the new building was the student company Sibelicious, which is responsible for all facilities and gastronomic experiences, and which gives the Academy the opportunity to offer all practical courses in-house. The accreditation committee is enthusiastic about these facilities. The committee experienced Sibelicious at first hand, by enjoying diner in the restaurant after the first day of the two-day site visit. Both kitchen brigade and restaurant service consisted of a team of first year students, who were coordinated by second year students. The food was delicious, the service was not flawless (which the assessment committee thought was rather charming), but stood out by the friendliness and hospitality.

Both examples are improvements that are well incorporated in the programme, according to the assessment committee.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. The management and lecturers of the programme have the ambition to continuously improve the programme. Therefore, actions are taken to improve the programme on an annual basis. The programme

has shown flexibility in making adjustments in the programme as a result of evaluations with stakeholders, for instance students. This attitude is a reason for students to choose NHTV.

### Active involvement of stakeholders

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

In addition to the structural student evaluation of every theme, other parts of the programme, like assessments and placements, are evaluated by students as well through online surveys. Also Round Tables are organised regularly: representatives from each class discuss the positive and negative points from a certain period of time within their year. Round tables are organised to gather qualitative information, to give students the opportunity to give their opinion and to clarify quantitative results of the online theme surveys.

The Academy has recently been audited by the United Nations agency of World Tourism Organisation (UN-WTO). As a result, in November 2011 NHTV received the TEDQUAL-certificate for five years, indicating that the quality of the programme is recognised within the international field of hospitality.

Other types of evaluations that are used are the national HBO-monitor (for alumni), the Employee Satisfaction questionnaire, the International Student survey and the Nationale Studenten Enquête.

External assessors, graduation coaches and placement coaches are involved in evaluations through meetings and interviews. Input about the quality of the programme is acquired in meetings with the industry, the educational committee and the advisory council.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **good**. All stakeholders are involved in regular evaluations.

## Assessment and achieved learning outcomes

The assessment committee has seen that the programme has an assessment system. The Academy uses a variation of testing methods. Tests are also closely related to practice and the industry. The graduation works represent the 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.

### Assessment

*Standard 16, part 1: The programme has an adequate assessment system in place.*

#### Testing policy

NHTV has developed an NHTV-wide testing framework (October 2010) which safeguards and improves the quality of testing. This framework describes the testing policy, the composition and use of the Board of Examiners and the tasks of the testing committee. Within this NHTV-wide testing framework, the Academy has developed its own testing policy (July 2011), which will be effective for three years. After that time, it will be revised and if necessary rewritten. The testing policy is set out by the Board of Examiners and has been approved by the Academy's management team and the NHTV Board of Governors.

A mandatory element of the testing policy is the testing plan per programme, which establishes when, where and how the standard achieved by each student is to be tested. Therefore, the testing plan is only valid for one year **and** will be adjusted annually (before the following academic year). The curriculum committee determines the type of test. Then, lecturers will develop the tests. They received **several** trainings for this. During the last two to three years, all study days were addressed to developing tests. The next step in the process, implemented in Academic year 2011 – 2012, is that the testing committee looks at the quality of the test beforehand. When the testing committee does not approve of the test, the lecturer receives feedback and has to make the necessary adjustments.

The specific characteristics of the didactical concept of the Academy were leading in formulating the Academy's testing policy. What will be tested and how, ties in well with the competency profile, in the

opinion of the assessment committee. Assessments fulfil a vital role in the curriculum: the assessments test knowledge, attitude and skills as one integrated whole. In addition to that, there are separate tests for measuring the student's knowledge, skills and attitude, which are linked to a specific theme if possible.

The assessment committee appreciates the fact that the Academy uses a variation of testing methods. Tests are also closely related to practice and the industry. That is why it is good that the Academy involves the industry in the testing as well.

After the tests have been taken, there will be an analysis of the questions and this might have a consequence for the cut off score. So far, this analysis was only carried out with regard to multiple choice tests. The assessment committee thinks it would be recommendable to do this with open ended tests as well.

The examination board is mainly focussed on the quality of the tests, which the assessment committee appreciates, as this should have priority. Next to this the examination board provides input to determine the quality of the testing policy and testing procedures as well, just to make sure there are no gaps or overlooked items. In order to maintain objectivity within the examination board the Academy will hire an external party at the start of the new academic year 2012/2013.

In accordance to the law 'Versterking besturing', the task and responsibilities of the Board of Examiners have officially changed. Therefore, there is a NHTV-wide regulation available for all Boards of Examiners of the NHTV. The Academy has developed new procedures, like the new set-up of the Teaching and Exam Regulations, and all Academy staff was

involved in several study days concerning the new testing policy. The assessment committee thinks both the approach and the execution were thorough and well done.

The Board of Examiners, which is assigned by the Board of Governors for a three-year period, directly reports to the Board of Governors in meetings, which take place on a regular basis, and in an annual report.

The Board of Examiners uses the Teaching and Exam Regulations (TER) as its framework for the decisions concerning the end level of students.

The curriculum committee is responsible for maintaining the overview of all tests throughout the curriculum and for ensuring that all learning objectives are tested. Decisions about the curriculum that have consequences for the TER for upcoming academic years are communicated to the educational committee, which has been charged by the management team with the task of creating the TER. The curriculum committee consists of staff (programme managers, lecturer, study career coach and educationalist) and the educational committee consists of both lecturers and students.

The Board of Examiners has delegated the task of controlling the quality of tests to the testing committee, which is responsible for validating all summative tests. The Board of Examiners and the testing committee evaluate periodically.

In order to ensure the alignment between the different parties involved in the organisation of testing, every committee has at least one member that is also member of one of the other committees. Of course, theme managers, lecturers and coaches are involved in the organisation of testing as well. The testing policy describes several roles, such as assessor, test constructor and evaluator. Each teaching staff member could fulfil one of these roles.

The assessment committee is impressed by the way in which the testing policy is structured within the Academy. Close cooperation between the several committees is safeguarded by the linking pin construction, which the assessment committee considers to be smart.

### **Quality control of testing**

The testing committee plays a central role in the process of quality control, since the committee validates all summative tests. Before a test can be

used, it needs to be approved of by the testing committee, which uses screening lists for several types of tests. In case the test does not meet the criteria of the screening list, the testing committee discusses the improvement points with the lecturer and supports the lecturer in improving the quality of the test. Afterwards, the testing committee analyses the results of the tests together with the theme manager.

The testing committee reports directly to the Board of Examiners on the quality of the tests. The Board of Examiners is always consulted when there are peculiarities concerning test results. The Board of Examiners discusses these results or peculiarities with the management team and, if applicable, with the curriculum committee.

The Board of Examiners assesses the final level of the graduates at random by perusing the assessments and reflection reports of the students themselves and by judging all assessment forms. They also safeguard the level of the assessors by applying selection criteria on the one hand and offering them training frequently on the other hand.

### **Transparency**

If students failed a test, they can see their work or speak to the lecturer to receive feedback on their work.

Student's evaluations are used in order to further ensure the quality of testing as well. All themes are evaluated, including several items on the quality of testing. NSE scores indicate that criteria for testing could be more clear to students (3.2 on a 5 point scale). The way the testing fits the content of the programme received a slightly higher score: 3.4. The level of difficulty of testing was evaluated a 6.9 on a 10 point scale.

Former student evaluations indicated that it was not always clear for students beforehand what the test would look like, what the criteria were and which learning goals were tested. The Academy took measures to improve this, in which they succeeded well according to the assessment committee. For instance, every theme starts with a kick off lecture in which the learning goals are clarified. There are also fact sheets of every theme, which now puts more

emphasis on testing. It is also mandatory for each theme manager to include sample questions or a formative test. When a student passes his test, he can still take a resit if he wants to try to get a better grade. The highest grade will be the final grade.

In addition to the evaluation of the testing within a theme, assessments are occasionally evaluated by both students and representatives from the industry as well.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this part of the standard to be **good**. It is clear to the assessment committee that there is great awareness of the importance of the quality of testing throughout the whole organization. The measures that were taken to improve the transparency of testing for the students are adequate. The tests itself represent good quality and the right complexity. Development and checks of tests are done well and the board of examiners operates well too. They already acknowledged that the check of the testing policy itself is important as well. According to the assessment committee, the board of examiners addressed this issue and prioritized it properly by planning this review at the beginning of the new academic year.

### Achieved learning outcomes

*Standard 16, part 2: The programme demonstrates that the intended learning outcomes are achieved.*

Throughout their first three years, students are being prepared for the independent and self-reflective (research) work they will produce in the fourth year. Graduation takes place by writing a Master Piece and a competency development reflection. Not only Complexity, but also Transfer and Responsibility (CTR) determine the baseline level. As described before, the Master Piece is either a research project, or a logbook, or a professional product. A logbook must not be mistaken for a diary. Therefore, in the logbook there also is a strong link between theory and practice: students must make a clear connection between the professional practice and theoretical methods and concepts.

The differences between the three types of Master Piece are necessary in order to build motivation and allow students to both build competency and serve the industry, by choosing a topic that can contribute and is in line with new developments. So, during the fourth year, students work individually on acquiring pieces of proof for the ten competencies at level 3. Students can fill in the route to this end level themselves. Students like this. They have to steer their own activities with regard to the competencies. The effect is that students ask themselves continuously whether an action that is taken contributes to a competency or that additional steps have to be taken. Students say they feel responsible for their own study path and graduation. Taking responsibility and succeeding stimulates their confidence and motivation and makes them aware of their own qualities. They also learn what their shortcomings are, which is not nice to experience but they feel it is nonetheless valuable to know this before they enter the professional field. Students all feel that this graduation process can be quite a challenge at times, but they see how it benefits their development as a professional and they value that. The assessment committee was impressed by the way the students could express the pros and cons of this process. This in itself shows the value of this special graduation process as well.

A reading committee that consists of two independent lecturers assesses the competency development report in which the student has to prove that he masters all ten competencies at level 3. This means that the competency level of the student already needs to be assessed as sufficient before being invited for the interview, otherwise the student cannot participate in the assessment interview. The assessment interview is conducted by two external assessors and one internal assessor. The focus in the assessment interview is merely on judging the quality of the Master Piece. The student receives a grade, based on his Master Piece on the one hand, and the interview on the other. The weight of both elements differs in determining the final grade: the Master Piece accounts for 70%, the interview accounts for 30% of the grade. Whenever the three assessors do not agree on the final grade, the Board of examiners makes the final decision.

Regardless of the type of the Master Piece, all of them use the same assessment criteria. The

assessment committee received a copy of the criteria and thinks these are relevant and transparent. Because of the fact that the logbook is developed during a placement, without some sort of final product (for instance a consultancy report), the supervisors of the students at their placement company have to fill in verification forms. These forms are used so that the supervisor must confirm that the student actually accomplished the tasks he described in the logbook.

All external assessors were trained so that they would be able to understand the exact content and context of the competencies and to determine the level of the competencies that the student has reached. Every eight weeks there is a meeting for all internal assessors to exchange experiences and ask questions ('interviews').

After graduation, approximately one third of the alumni will find a job in the hospitality industry. Others find jobs in banks or recruitment agencies or work in the field of event and conference management. Around 50 out of almost 600 alumni have followed a master's programme, 12 students have started their own business.

In the HBO-monitor, alumni indicate that they are satisfied with the relevance of the IHM programme for their current job. 90% of the respondents from the visitors of the Alumni Day indicated that they would choose IHM again if they had the chance to do so.

The end level of the students is also appreciated by the industry. Two external assessors are involved in the assessment interview of assessment 4, to ensure that the end level of the students is continuously checked with the industry.

According to the industry advisory board, IHM students are proactive, independent, involved, creative, have excellent foreign language skills, have a great responsibility and are flexible in their projects. This results in them being appreciated. Within the programme, the link with industry is strong and the education is therefore practically and

theoretically up to date with respect to developments.

Students and alumni are very enthusiastic about the fact that the last year is fully demand driven. This means that the students can customize this last year in accordance to their own strengths and topics of interests. Of course the competency profile is steering, because the students have to prove that what they want to do in the last year ties in with the competency profile. It nonetheless provides them with an opportunity to specialize themselves, which also implicitly enhances their job opportunities after graduation. The fact that the students can choose from three different types of Master Piece fits within the policy to keep the last year demand driven. After speaking to students and lecturers, the assessment committee has learned that the operational execution of this policy works well. Therefore, the assessment committee has great appreciation for it. It helps the students to develop an independent, responsible and self-steering attitude, which will be useful in the professional field.

The assessment committee has also read many of the graduation works. Its general impression is that the level of the graduate students is good. Although it is clear that there are three assessors who grade the graduation works, it was unclear how the final grade was determined, because the assessment committee only received the final grade. However, the assessment committee thinks that the grading is realistic. The assessment committee also found that the research skills are clearly appropriate for the bachelor level. The subjects of the theses are all relevant and up to date.

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this part of the standard to be **good**. The graduation works represent the 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.

## ***Distinctive quality feature: internationalisation***

Based on the interviews and examination of the underlying documentation, the assessment committee grants the distinctive quality feature 'internationalisation' to the programme International Hotel Management. According to the assessment committee, the overall NHTV vision on internationalisation is well translated into a vision on internationalisation for the Academy. This has led to the formulation of several verifiable objectives for the programme that are evaluated on different levels on a regular basis. The academy takes internationalisation seriously within the programme, according to the assessment committee. This is proven by the fact that all competencies are put in an international context. Through a combination of elements, a learning environment is created in which these international and intercultural learning outcomes can be reached. For instance, the influx of students from abroad to create an international classroom, the use of projects and cases from the international industry, lecturers from abroad and a mandatory placement abroad. Internationalisation is a part of all elements of the curriculum and it is visible in all themes of the programme. International and intercultural aspects are a part of the assessments of all themes as well. Therefore, students and lecturers experience internationalisation at all times within the programme, which the assessment committee values.

### **Vision on internationalisation (standard 1)**

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

#### **Criterion 1a: Shared vision**

*The programme has a vision on internationalisation. This vision is supported by stakeholders within and outside the programme.*

The programme has a policy on internationalisation. This policy is supported by stakeholders within and outside the programme.

The assessment committee assesses this criterion to be **satisfactory**. The overall NHTV vision on internationalisation is translated into a vision at Academy's level, supported by the management, lecturers, students and professional field, which is represented in the industry advisory board.

NHTV's overall objective for 2013 is to be an international institution in the first place, and a Dutch institution in the second place. This affects the heart of NHTV and as such, internationalisation is a central force in shaping organizational processes and activities. From this overarching objective, in 2010, the Board of Governors together with the Academy Directors have formulated a set of specific internationalization objectives:

Deepening and intensifying the international forms of collaboration with the education sector as well as industry;

Increasing the quality of the educational offerings, facilities, study environment and student intake.

There is an international office, which works hierarchically, directly under the Board of Governors. The International office takes care of all affairs concerning student mobility and has links with coordinators from all Academies of NHTV. NHTV-wide, the organization is changing from a national to an international organisation, which stimulates internationalisation in the programmes as well. This is created for instance through international partnerships. Because NHTV is a so called theme institution, all programmes of all Academies are connected to each other. This implies that partnerships with universities from abroad have an impact on several Academies. This is also why the service of the International office is centralized within the organization.

The International office coordinates and arranges international partnerships with other universities. Partnerships with the industry are a concern of the Academies. In the selection of the partner universities, quality has priority. Therefore, a quick scan with 20 questions has to be filled in beforehand. The profile of the university and the nature of the programmes are also checked, in order to determine the added value of the partnership and whether the partnership ties in with the strategic plans of NHTV.

The overall NHTV vision is translated and implemented at academy level. This is done firstly, by formulating the academy's mission, which is 'to make a contribution to society by training young people to become responsible professionals in hotel management, capable of operating efficiently in a globalising work and knowledge environment, in conjunction with international industry players'. The academy also actively pursues the internationalisation of its education in order to enhance the international and intercultural competencies of students, to improve the quality of both education and research, and to improve the Academy's (inter)national reputation. In order to meet these objectives the Academy uses the following tools:

Education in English;

Credit mobility;

Recruitment of foreign students;

Internationalisation of the curriculum;

Internationalisation of staff;

International knowledge sharing;

International research activities.

By the end of 2012, NHTV will issue its new strategic plan, including an internationalisation policy. The Academy is already able to identify and define some spearheads for the years to come (2013-2016). First, the focus lays on enhancing exchange opportunities for students. Second, the recruitment of international students is considered vital for the internationalisation policy of the Academy. Third, the Academy further explores internationalisation of the curriculum, for instance the development and implementation of the concept of 'the international classroom' as well as the continuing development of cross cultural competencies for students and staff.

#### **Criterion 1b: Verifiable objectives**

*The vision on internationalisation includes verifiable objectives*

The assessment committee assesses this criterion to be **satisfactory**. The programme had verifiable objectives, including an action plan on how to achieve the objectives.

The Board of Governors and the management team of IHM have established performance indicators for monitoring internationalisation strategies, in consultation with supporting services such as the International Office and Marketing &

Communications. The performance indicators involve the influx of students from abroad, lecturers recruited abroad, a minimum of three months obligatory experience abroad upon graduation for all students and intensifying partnerships. The performance indicators are formulated in a verifiable manner according to the assessment panel. The performance indicators identified have also been made concrete in the form of an action plan.

#### **Criterion 1c: Improvement-oriented evaluations**

*The vision on internationalisation is evaluated periodically and this evaluation forms the basis for improvement measures.*

The assessment committee assesses this criterion to be **satisfactory**.

The vision and its translation into the IHM programme are evaluated at several levels. First, the management of the Academy has quarterly meetings with the Director of International Affairs in order to gear all international activities to the targets and performance indicators as stated in the international strategy.

Second, the Academy's officer of international affairs has meetings with the management every six weeks to discuss progress and topical issues regarding for instance international student affairs and prospective international collaboration. The officer of international affairs is also in charge of benchmarking the policy both in and outside NHTV. To that effect, the Forum for internationalisation (FORINT) was founded in 2011, to create an NHTV-wide platform where ideas and best practices are shared. The assessment committee appreciates this initiative.

In terms of benchmarking results at the level of NHTV, in 2008 and 2012, a survey was held among international students about the international character of the NHTV. This was done as part of the reassessment of the strategic goals regarding internationalisation and is reflected in the strategic plan.

The NSE survey is another instrument that is used for monitoring the international aspects of the programme. NHTV uses additional items for this annually held survey, in order to evaluate the satisfaction of the students with the internationalisation of the programme. NHTV also publishes figures on international mobility yearly.

Third, at the level of the programme the internationalisation strategy is reviewed annually through meetings with course management, lecturing and coaching staff. Input for these meeting is gathered from evaluation of international aspects on a theme level. Each theme manager has to indicate how their theme contributes to the international aspects of the curriculum and what will be improved for next academic year to incorporate internationalisation even further. The improvement plans are approved by the curriculum committee, which explicitly takes into account whether all themes together add up to a truly international programme.

The assessment committee is convinced that the Academy evaluates the policy on internationalisation on different levels and in different ways. The evaluations take place on a regular basis. Improvement plans are written based on these evaluations. All in all, the assessment committee has seen that the Academy takes internationalisation of the programme very seriously.

### Learning outcomes (standard 2)

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

#### Criterion 2a: Intended learning outcomes

*The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its vision on internationalisation*

The assessment committee assesses this criterion to be **satisfactory**.

In order to prepare students for their careers in an international context, the ten competencies of the competency profile are all continuously put within an international context. The international context is created by giving international examples, using international literature and by the involvement of international industry. The fact that the programme puts all of the competencies in an international perspective is appreciated by the assessment committee. In this way, everything that takes place within the programme is related to internationalisation.

Additionally, the Academy has formulated a set of international learning outcomes per theme. These learning outcomes were divided in several categories by the programme, for instance: cross-cultural understanding and awareness, trends and developments within the international industry, international procedures, regulations and standards, and work experience in an international context. According to the assessment committee, all of these categories are relevant and all of them are identifiable within the programme.

The assessment committee was presented a very detailed overview of the programme, containing information about the relation between internationalisation and the content of the programme. For each theme it was clarified what the international content of that particular theme was, how this was linked to the competencies, what the specific learning goals on internationalisation were and how it was tested (you will find more information about this in the next paragraph: 2b Student assessment). The assessment committee values the effort of the programme to give this detailed information about how the policy on internationalisation is translated into specific learning outcomes with regard to internationalisation.

Students told the assessment committee that, because of the many international elements in the programme, like the placements abroad, the international study exchange, the international projects, the company visits, study trips, international lecturers and international literature, their experience is that the programme is very internationally focused. The programme meets all of their expectations in that perspective. For the same reason, they would choose this programme again if they had the choice and would strongly recommend it to prospective students. The fact that students have the opportunity to customize the fourth year according to their wishes and interests also created extra international possibilities. One of the IHM alumni told the assessment committee that he visited three countries for his graduation project. He found three sponsors to realize this project.

#### Criterion 2b: Student assessment

*The methods that are used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes*

The assessment committee assesses this criterion to be **satisfactory**.

As was described in the previous paragraph, the overview of the programme which was presented to the assessment committee also indicates how the learning goals on internationalisation are tested within each theme. The assessment committee saw for instance that for themes with learning goals on acquiring knowledge about international standards, trends and developments or on cross-cultural theory, multiple choice tests mainly are used. For learning goals that focus on applying cross-cultural skills or acting within an international environment other types of tests are used, like the appraisal during placement by the international company supervisor or peer-evaluation during project groups. Students also have to work on projects in which they apply their acquired knowledge to either fictitious or real-life international oriented companies. For some themes, international companies are involved as commissioner of these projects as well.

The assessment committee thinks that the testing methods that are used match the type of learning goals. There is no overall assessment of internationalisation as such, but the assessment committee thinks this is quite logical looking at the way in which the competencies are formulated and the way in which the programme is designed. All competencies have an international context and internationalisation is also part of all the themes in the programme. Therefore, (sub)components of internationalisation are demonstrably and explicitly tested at the end of each theme. The assessment committee likes this way of interweaving internationalisation within both the programme and the student assessments.

#### **Criterion 2c: Graduate achievement**

*The programme can demonstrate that the intended international and intercultural learning outcomes are achieved by its graduates*

The assessment committee assesses this criterion to be **satisfactory**.

The international industry is explicitly involved in testing the end level of the students. The final test involves an assessment of students by three assessors, two of whom are professionals working in

the international industry. During this assessment, each student is tested based on level 3 of all ten competencies. As all of the competencies are placed within an international context, students demonstrate that they have reached the international and intercultural learning outcomes when they pass the assessment. According to the assessment committee, this is an adequate way of demonstrating that the international learning outcomes are achieved by the graduates.

Regarding internationalisation, the professional work committee thinks it is good that the program is fully taught in English and that there are good ties with the international industry. Graduates often work abroad after graduation.

### **Teaching and learning (standard 3)**

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

#### **Criterion 3a: Curriculum**

*The content and structure of the curriculum enable the achievement of the intended international and intercultural learning outcomes*

The assessment committee assesses this criterion to be **satisfactory**.

By the overview of the programme that was provided to the assessment committee, it became clear that international aspects are integrated in every aspect of the curriculum. The way in which this is done, is mostly by relating it to practice. On the one hand, the student is obliged to have a minimum of 6 months of experience abroad when he reaches his graduation. On the other hand, examples from the industry are used within the themes and placed in an international perspective. In addition to that, content is used that is based on theories and models that are known and used worldwide.

Theoretical concepts and even trends, like for instance sustainability, are used in an international perspective. In many countries, the meaning of sustainability differs. These different meanings can be used as an example of cultural differences. In the first year, there is also quite some theory in the

programme on cultural differences. In the second year, the students experience these differences in the professional field, for instance through study trips and placements. The students create awareness of the fact that the Netherlands is a small country. Dutch people have to merge with other cultures in order to gain and maintain prosperity. This is just one of the many reasons why it is important for the students to be aware of cultural differences.

Another aspect worth mentioning is the fact that the programme was awarded an accreditation from the United Nations World Tourism Organization (UNWTO), according to the standards of their Quality Assurance Programme for Tourism Educational Institutions (TedQual). This UNWTO TedQual programme is the only quality certification at the international level within the global tourism education and is meant to support the improvement of the quality of tourism education, training and research programmes. There are no other Dutch hotel schools that have this certificate.

The assessment committee appreciates the way in which internationalisation is integrated into the curriculum. The assessment committee has seen a variety of examples of how this was done. The TedQual certification is a great reward for the actions the programme took to create an international programme.

Regarding the international content of the curriculum, representatives from the industry advisory board stated that the IHM students are more aware than other Hotel Academies of globalizing contexts and international developments.

### **Criterion 3b: Teaching methods**

*The teaching methods enable the achievement of the intended international and intercultural learning outcomes*

The assessment committee assesses this criterion to be **satisfactory**.

Themes differ in the way the content is taught during the theme and how this contributes to internationalisation. For instance, in some themes international guest lectures are organised, informing the students on the experiences of professionals working abroad. Other themes incorporate international companies as commissioners for the

case assignment or organise field trips to international companies.

As there are students from abroad (the programme tries to increase the influx) 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. To some, differences in cultural background are frustrating, but in the International Classroom Approach, differences are seen as a crucial input for learning. Through mutually reflexive processes, students gradually develop cultural awareness and sensitivity. A diverse portfolio of international culture deepens the experience. Because of its international nature, this contextual awareness and understanding is an essential learning outcome for any future professional to operate in the international hospitality domain.

The assessment committee appreciates the fact that within each theme, the international classroom concept is used, augmented by other specific didactical methods, varying per theme. Apart from that, the programme is fully taught in English.

Despite the fact that the programme is fully taught in English, in accordance to the policy, it appears that outside the classes, it is appealing for Dutch students to communicate in Dutch. So, within the programme everything is in English, but at informal moments students (and lecturers) speak Dutch to each other. The assessment committee thinks the Academy should prevent this from happening. But on the other hand, it does not happen a lot in comparison to the amount of time in which communication (speaking and reading) takes place in English.

### **Criterion 3c: Learning environment**

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes*

The assessment committee assesses this criterion to be **satisfactory**.

The programme is fully taught in English. All themes explicitly make use of international companies and aim to let students acquire knowledge of relevant international subject matter. Within the school, projects and case assignments are used, and outside the school, students go on excursions to international companies and do international study trips. Students also do a placement abroad (mandatory). Students acquire knowledge on changing perspectives and different cultures by interacting with foreign fellow students. Students also learn from international lecturers. Non-Dutch students get extra coaching in order to let them feel at home and support them in their integration in Dutch society. All these aspects together have led the assessment committee to the conviction that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. The students agree. NSE results show that students are satisfied with the extent to which the programme is linked to the international industry (7.6 on a 10 point scale). Students agree that during the programme, they learn to empathise with other cultures (3.9 on a 5 point scale). Students are also satisfied with the opportunities that are offered within the programme to perform activities abroad (8.1 on a 10 point scale).

#### Staff (standard 4)

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

##### Criterion 4a: Staff composition

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes*

The assessment committee assesses this criterion to be **satisfactory**.

When attracting new staff, recruitment from abroad is included. In case of equal suitability for a vacancy, preference is given to international candidates. The majority of 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. Guest lecturers and external assessors also contribute to the programme on a regular basis. The

assessment committee thinks the composition of the staff is adequate to facilitate the achievement of international and intercultural learning outcomes.

##### Criterion 4b: International experience and competence

*Staff members have sufficient international experience, intercultural competences and language skills*

The assessment committee assesses this criterion to be **satisfactory**.

16 people are considered international employees. The definition of an international employee is that he/ she is born outside the Netherlands and has lived abroad for a minimum of ten years before his/her 20<sup>th</sup> birthday; or has worked and lived outside the Netherlands for a minimum of 5 years. This is over 25% of the total staff members, embracing 9 different nationalities in total. English fluency is a prerequisite to be engaged in the programme.

Because the Academy has strong partnerships with a number of international universities, exchange of lecturers can be arranged and is also stimulated. Several lecturers conduct research at foreign universities and give lectures at partner institutes, for instance in the UK, the USA, Germany and Finland. Lecturers from international partner universities also contribute to the NHTV-programme as well as other guest lecturers.

The assessment committee thinks the share of international experience is clearly present within the staff. The fact that international lecturers are also invited into the programme is a valuable addition.

##### Criterion 4c: Services provided to staff

*The services provided to the staff (e.g. training, facilities, staff exchanges) are in line with the staff composition and facilitate international experiences, intercultural competences and language skills*

The assessment committee assesses this criterion to be **satisfactory**.

Lecturers experienced that the level of English of the staff has increased over the past few year. All lecturers are at least on a C1 level (spoken English) and are supported by an English coach-on-the-job in

producing study materials, communication within the organisation and during lectures.

Participation in international congresses, seminars and workshops is facilitated financially and logistically. NHTV wide information as well as ICT services are provided bilingually. All information from and within the Academy itself is only in English.

A NHTV-wide survey among international employees has indicated that more attention must be paid to the support provided to new international employees to get acquainted and acculturate with the NHTV.

### Students (standard 5)

Based on the interviews and examination of the underlying documentation, the assessment committee assesses this standard to be **satisfactory**.

#### Criterion 5a: Student group composition

*The composition of the student group (diversity of national and cultural backgrounds) is in line with the programme's vision on internationalisation*

The assessment committee assesses this criterion to be **satisfactory**.

For a proper implementation of the International Classroom concept, the programme aims for a diverse population of cultures and backgrounds. In the academic year 2011-2012, inbound diploma mobility in the first year of the programme was 14.37% involving 28 international students from 18 countries, namely Belgium, Germany, Bulgaria, China, Estonia, Ethiopia, Philippine, Litouwen, India, Indonesia, Kenya, Letland, Russia, Sweden, Slowakia, Zimbabwe, Kambodya, United Kingdom. The influx of students from abroad increased during the last couple of years. During the programme however, the number of students from abroad diminishes. For instance, in academic year 2011-2012, 9.62% of the 4<sup>th</sup>-year students was international. In comparison: total inbound diploma mobility at NHTV was 11% and at universities of applied sciences in the Netherlands, it was 10%. The Academy aims for an influx of 40% of students from abroad in the upcoming years. The assessment committee supports this goal as this will clearly benefit the concept of the International Classroom.

#### Criterion 5b: International experience

*The international experience gained by students is adequate and in line with the programme's internationalisation vision*

The assessment committee assesses this criterion to be **satisfactory**.

International experiences are gained at home, by means of the international classroom concept, and the input of visiting professors, international guest lecturers and internationally experienced staff. The assignments also have an international orientation.

International mobility is most strongly included in the curriculum, through a mandatory international placement of six months and yearly study trips abroad.

The assessment committee thinks this is in line with the vision of the programme on internationalisation. The assessment committee appreciates the fact that all students do a mandatory international placement of at least six months.

#### Criterion 5c: Services provided to students

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and in line with the composition of the student group*

The assessment committee assesses this criterion to be **satisfactory**.

To ensure international students are well informed prior to arrival, they are provided with a wide range of information through, for example, the guide for international students and links to websites related to studying in the Netherlands.

To facilitate and strengthen inbound mobility, NHTV organizes a preparatory course (half-year or one-year). This course is offered to prospective students who require additional knowledge and language training for admission. Besides upgrading English language skills, this course helps to acquire sufficient knowledge about Dutch culture, ICT skills and specific domain knowledge, to enable a smooth admission to the programme.

Prior to the start of the academic year, the International Office and the International Student Association Compass organize an introduction,

especially for incoming students. During these days, students get acquainted to NHTV, the city of Breda and the practicalities associated with living in the Netherlands. During the specific introduction programme of the Academy (InterSib) at the start of the academic year, the first steps are taken to integrate Dutch and international students.

In case of social or psychological problems, foreign students can seek assistance and guidance with the international student counsellors, who have specific expertise to address issues resulting from the international context or entailing cross-cultural dimensions. The group of international students also has their own coach within the Academy, who is explicitly assigned to help them with all kinds of matters and to support them in the integration within the Dutch system. The coach regularly meets with these students.

Activities undertaken by International Office range from information provision, assessment of foreign qualifications, assistance with visa procedures, allocation of student grants, mediation for student housing, coordinating crisis management, etc.

An internal survey in 2009 showed that on average more than 85% of the international students are (very) satisfied with the International Office, the Library (Mediatheek), Service Desk and ICT helpdesk. The elements measured were: 1) efforts made to help international students; 2) communication in English; 3) accessibility; 4) level of international orientation.

Accommodation and catering received a lesser score than the services mentioned above. Accommodation services have since been strengthened. For example the number of rooms, for which the International Office acts as a mediator, has increased to a total of 222. With this supply, the International Office is able to provide service to approximately one third of the international students. Based on the proposed action plan 'StudentHousing@Breda', in 2014, student accommodation in Breda will have expanded to 1,000 units.

A number of improvements was also implemented for catering (broader and more exotic offer, hot meals, longer opening hours).

Students who are going to study abroad for a while within an exchange or Double Degree programme are prepared and supported in a number of ways. For instance, they have access to experience reports with information about the destination, the receiving institute, the programme and courses, educational methods etc. Students who are going on their international placement are also prepared. The Placement Office organises several meetings to inform students about the destinations and the required preparations for an international placement. In addition to that, presentations from several international hotel chains are organised to support students in their choice for their placement.

The assessment committee thinks 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.

## ***Attachments***

## Attachment 1 Assessment committee

### I Overzicht panelleden en secretaris

Naam (inclusief tituluur)	Rol (voorzitter / lid / student-lid / secretaris)	Domeindeskundige (ja / nee)
Dr M.P. Mobach	lid	ja
J.P. van der Ree	lid	ja
Prof M.J. Riley	lid	ja
W. Tantrum	lid	ja
W. Ledder	lid	ja
Mr K.S. Visscher	voorzitter	nee
D. Ramondt	studentlid	nee

### II Secretaris/Coördinator

A.J.C. van Noort MScMC	Gecertificeerd oktober 2010	
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### III Korte functiebeschrijvingen panelleden

1	Mark Mobach is lector Facility Management bij de Hanzehogeschool Groningen
2	Jan Peter van der Ree is General Manager van het Grand Hyatt Istanbul
3	Michael Riley is emeritus professor of the University of Surrey, in the fields of organisational behaviour
4	Wayne Tantrum is chairman of EuroFM
5	Wim Ledder is partner bij Skenn B.V. te Rotterdam
6	Karina Visscher heeft vele jaren ervaring als manager in hoger onderwijsorganisaties en tevens ervaring als voorzitter van visitatiecommissies
7	Dennis Ramondt studeert Honors Bachelor Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht

### IV Overzicht deskundigheden binnen panel<sup>1</sup>

Deskundigheid	De deskundigheid blijkt uit:
a. deskundigheid ten aanzien van de ontwikkelingen in het vakgebied	<p><b>De heer Riley</b> is emeritus professor at the University of Surrey, in the fields of organisational behaviour. Also, he is a Visiting Professor Emirates Academy, Dubai.</p> <p><b>De heer Mobach</b> is lector Facility Management bij de Hanzehogeschool Groningen.</p> <p><b>De heer Ledder</b> is partner bij Skenn B.V. te Rotterdam en tevens voorzitter van de beroepsvereniging Facility Management Nederland.</p>
b. internationale deskundigheid	<p><b>De heer Van der Ree</b> werkt als general manager voor Hyatt in Istanbul. Tevens werkte hij in vergelijkbare functies in Azië en Duitsland.</p> <p><b>De heer Riley</b> is emeritus professor at the University of Surrey, in the fields of organisational behaviour. Also, he is a Visiting Professor Emirates Academy, Dubai</p> <p><b>De heer Tantrum</b> is chairman of EuroFM (European Facility</p>

<sup>1</sup> N.B. De secretaris is GEEN panellid

	<p>Management Network)</p> <p><b>De heer Mobach</b> is a member of the scientific advisory board of the International Facility Management Association (IFMA)</p> <p><b>De heer Ledder</b> werkte bij organisaties die een internationale oriëntatie hebben (Ministerie van Buitenlandse zaken, diverse financiële instellingen)</p>
c. werkvelddeskundigheid in het voor de opleiding relevante beroepenveld	<p><b>De heer Van der Ree</b> werkt als general manager voor Hyatt in Istanbul. Tevens werkte hij in vergelijkbare functies in Azië en Duitsland.</p> <p><b>De heer Tantrum</b> was general manager Facility Management for Siemens AG (till 2008). Nowadays he is independent FM and business consultant for New World Sustainable Solutions Limited</p> <p><b>De heer Ledder</b> is partner bij Skenn B.V. te Rotterdam en tevens voorzitter van de beroepsvereniging Facility Management Nederland.</p>
d. ervaring met het geven en ontwikkelen van onderwijs op het desbetreffende opleidingsniveau en deskundigheid ten aanzien van de door de opleiding gehanteerde onderwijsvorm(en) <sup>2</sup>	<p><b>De heer Riley</b> is emeritus professor at the University of Surrey, in the fields of organisational behaviour. Also, he is a Visiting Professor Emirates Academy, Dubai</p> <p><b>De heer Mobach</b> is lector Facility Management bij de Hanzehogeschool Groningen</p>
e. visitatie- of auditdeskundigheid	<p><b>Mevrouw Visscher</b> heeft diverse visitatiecommissies voorgezeten. Tevens volgde zij met succes de NVAO-opleiding tot secretaris.</p>
f. studentgebonden deskundigheid	<p><b>De heer Ramondt</b> studeert studeert Natuurkunde, Wiskunde, Politicologie en Sociologie aan het University College Utrecht. Hij vervult momenteel een bestuursfunctie bij Utrecht University Model United Nations, en was student assessor bij het faculteitsbestuur.</p>

<sup>2</sup> Hieronder worden bijvoorbeeld verstaan afstandsonderwijs, werkplekgerelateerd onderwijs, flexibel onderwijs, competentiegericht onderwijs of onderwijs voor excellente studenten.

## **Curricula Vitae**

### **Mark Mobach**

Mark Mobach studied Business Administration (MSc, PhD) at the University of Groningen and the University of Stockholm. Between both studies he worked as a management consultant at the University Medical Centre Groningen, after which he worked as a staff member at the Faculty of Economics and Business of the University of Groningen. Since 2011 he is an associate professor in Facility Management at Wageningen University and since 2012 he is also employed as a professor in Facility Management at Hanze University of Applied Sciences in Groningen. He initiated several research projects, many of them in the field of health care.

Mark participated in numerous courses both in and outside the Faculties he worked for. He is an experienced teacher in Management and Organization Theory and Systems Theory. He has worked with business students, international business students, technical business students, and pharmaceutical students. Mark is currently involved in Facility Management (Wageningen University, Hanze University).

Although he has a strong interest in all parts of the topics within the field of Management and Organization, the research expertise of Mark strongly relates to organizational topics surrounding facilities, especially the meeting of facilities with organization and technology and its impact on performance. During the last fifteen years Mark conducted management studies in the design and innovation of facilities, combining perspectives from, for instance, Management and Organization Studies, Systems Science, Facility Management, Environmental Psychology, and Social Medicine. In this context, Mark studies such issues as how organizational spaces influence people in and around organizations, how these interdisciplinary spatial configurations can be understood and used for the better of organizations. He has also interest in the possibilities of using virtual worlds for that purpose.

Mark is a co-founder of the Facility Management Research Network Netherlands and member of the scientific advisory board of the International Facility Management Association (IFMA) for the World Workplace Conference 2012. Mark is furthermore actively involved in various projects in Facility Management and is also an invited speaker to various conferences and master classes relevant to the field.

### **Education**

1999 -Doctorate (cum laude), Faculty of Management and Organization, University of Groningen; main subjects: soft systems methodology, development of customer services in health care. Supervisors: Prof. dr. J.J. van der Werf and Prof. dr. Th.F.J. Tromp

1993 -Master's degree, Faculty of Management and Organization, University of Groningen; subject: organizational change with facilities

### **Main Activities**

2012 - present -Professor in Facility Management, Hanze University Groningen

2011- present -Associate professor in Facility Management, Wageningen University

1998-2012 -Assistant professor in Business Administration, University of Groningen

1993-1994 -Management consultant, University Medical Centre Groningen

1993 -Master student in Business Administration, University of Stockholm

1988-1992 -Master student in Business Administration, University of Groningen



## **Michael Riley**

### **Education**

**PhD** Department of Sociology, University of Essex 1989

**MA** Labour Studies, University of Sussex and the Institute of Manpower Studies, 1977  
Comparative European Industrial Relations, Labour Economics, Manpower Planning, Organisational Psychology

### **National Diploma in Hotel Management**

Manchester Polytechnic, 1963 (Three-year full-time course in hotel management)

### **Work Experience**

**Emeritus Professor** University of Surrey 2010

**Adjunct Professor** University of Canberra 2009

**Visiting Scholar** La Trobe University, Melbourne 2009

**Professor of Organisational Behaviour** University of Surrey, 1998 to present

**Director of Postgraduate Research** University of Surrey 1994-2008

**Senior Lecturer in Management Studies** University of Surrey, 1995 to 1998

**Lecturer in Human Resource Management** University of Surrey, 1979 to 1995

**Manager International; research** Institute of Personnel Management, UK 1977-79

**Personnel and Training Manager** Hilton International, London, 1970-76

### **Summary of Current Responsibilities**

#### **Teaching**

Research: Director of PhD programme 1994-2008

Postgraduate:

Organisational Behaviour, Research Methods

Undergraduate:

Organisation Behaviour, Human Resource Management, Industrial Relations

### **External Appointments**

National Economic Development Office, Committee on Productivity. Survey Adviser to the Committee 1991-93.

IMI Institute Luzern, Switzerland External examiner MBA programme 2000-2006

London Arts University. School of Marketing and Communication. External Examiner 2004-2006

Euro-Arab University, Granada Spain: teaching of research methods and organisational behaviour 2001-2004.

Emirates Academy, Dubai Visiting Professor 2010 to present

## Wayne Tantrum

Wayne is an FM professional and business consultant who has undertaken a variety of executive management assignments. He is currently Chairman of EuroFM. ([www.eurofm.org](http://www.eurofm.org)) and has introduced them to a number of operational excellence programmes. He has excellent and extensive European networks.

Previously he ran the Siemens FM estates strategy for 6 years as General Manager with an annual turnover of £45m. He managed 688m<sup>2</sup> or 7393sq feet of rentable space across 238 locations providing service provision support for hard and soft services. He introduced them to how good FM & estate asset management is essential for operational excellence using modern ways of working, sustainability, supplier engagement, space utilisation and other transformational initiatives. During this time he developed programmes to streamline supply partners and ensure they were appropriate and cost effective. He also established effective reporting regimes, with clear communication of targets and outcomes to all stakeholders.

He has a proven track record across sales and bid management helping Interserve win the Defra account (£750m 15 years). He has capabilities across programme and project management especially in the area of outsourcing where he identifies and focuses on key deliverables. He is adept at making strategic and time critical decisions delivering programmes and projects on time and within budget.

He also specialises in embedding sustainability into organisational strategy. He has good understanding of both the Carbon Disclosure Project and the Carbon reduction commitment efficiency scheme and how to get the best out of these. He has successfully introduced a variety of behavioural change and transformational initiatives that have helped organisations be seen as “thought leaders” in this space.

## Education

HNC (Electrical Engineering)	Crawley Collage Technology	1987
ONC (Electrical Engineering)	Crawley Collage Technology	1985

## Work Experience

European Facility Management Interserve PLC	Chairman	2010 – Present
	Vice chairman	2008 – 2010
	Account Director (Defra)	2009 – 2010
	(Interim) Managing Director	2008 – 2009
Siemens PLC	Group Sustainability Director	2008 – 2010
	General Manager FM	2002 – 2008
	Sales Director (A&D)	1993 – 2002

**Karina Visscher** heeft rechten gestudeerd aan de Universiteit van Leiden (1997). Zij is vervolgens werkzaam geweest bij de rechterlijke macht en heeft in 1999 de overstap gemaakt naar het onderwijs. Zij is gedurende tien jaar verbonden geweest aan de Leidse Onderwijsinstellingen. In haar functie als businessunit manager bepaalde zij de productontwikkelingsstrategie en marktpositie van haar businessunit. Zij was eindverantwoordelijk voor de initiatie, realisatie, innovatie, kwaliteit en actualiteit van een groot aantal opleidingen, variërend van korte functiegerichte cursussen tot middelbare en hogere beroepsopleidingen en master studies. Vanuit deze positie heeft Karina niet alleen kennis verworven van de gehele beroepskolom, maar ook aan de wieg gestaan van de invoering van een aantal onderwijsvernieuwingen zoals het competentiegerichte onderwijs in combinatie met afstandsleren. In 2009 heeft zij “Visscher & Van Noort Educational Services” mede-opgericht. Daarnaast heeft zij verschillende keren opgetreden als panelvoorzitter bij visitaties.

**Dennis Ramondt** studeert momenteel aan het University College Utrecht, en verwacht dit jaar zijn honors bachelor te halen in Natuurkunde, Wiskunde, Politicologie en Sociologie. Naast de studie is hij actief onder andere als student-assessor bij het faculteitsbestuur, in het studentenmedezeggenschapsorgaan ASIC, en hij is bestuurslid bij UUMUN. Van 2007 – 2008 verbleef hij in het Verenigd Koninkrijk en volgde een taalopleiding aan het Princess Helena College.

## ***Attachment 2 Program of the assessment***

Day 1: 15 May 2012

- 09.00 – 10.30    Arrival of committee and internal meeting
- 10.30 – 11.00    Board and management  
Introduction, purpose and program of the assessment  
Nico van Os (Board of Governors)  
Daphne Heeroma (Management Team)  
Gienke Osinga (Management Team)
- 11.00 – 11.45    Show cases of both programmes  
Simen Kooi  
Stan Josephi
- 11.45 – 12.30    Internal officers  
Distinctive quality feature  
Antoon Ceuleers  
Marlie van Dun
- 12.30 – 13.30    Lunch, documentation review
- 13.30 - 14.30    Alumni  
Connection between programme and professional field, examination and intended learning outcomes, internationalisation  
Frank Verstraeten, HM  
Iris van de Beek, HM  
Casper Breedveld, HM  
Marleen Peppelman, HM  
Sigrid van der Pluijm, FM  
Frans van Eersel, FM  
Marcel Broumels, FM  
Kriz Scheeres, FM
- 14.30 – 15.00    Open consultation  
Lieke Sauer, alumna HM-programme and currently employee of NHTV
- 15.00 – 16.00    Representatives of the professional field committees  
Connection between programme and professional field, examination and intended learning outcomes, internationalisation  
T. van der Linden  
H. Wassing  
B. Olthof  
H. Wibbens
- 16.00 – 16.30    Associate professors  
Applied research, role and position in the programme

- 16.30 – 17.00 Internal meeting of the committee, document review
- 17.00 – 17.15 Feedback of preliminary findings, focus points for the next assessment day
- 17.15 – 18.15 Guided tour  
Tour through facilities  
Dennis Pietersen, 4<sup>th</sup> year student HM

Day 2: 16 May 2012

- 09.00- 09.15 Arrival of committee
- 09.15 – 10.30 Teaching Staff  
Intended learning outcomes, programme, examining, quality of staff, internationalisation  
Simen Kooi  
Eric Andersen  
Marc Stierand  
Stan Josephi  
Marjolein Meeuwissen  
Aletta Wietsma  
Wendy van Dijk
- 10.30 – 11.15 Delegation examining board, testing committee  
Exam policy, examining, testing and learning outcomes achieved  
Frank Melissen (curriculum committee)  
Janneke van Hoek (Board of Examiners)  
Marjolein Rienties (curriculum and testing committee)  
Tim van Leeuwen (Board of Examiners and educational committee)
- 11.15 – 11.30 Internal meeting committee
- 11.30 – 12.30 Students FM, year 1 – 3 (including a delegation of the programme committee)  
Programme, testing, quality of staff, internationalisation  
Luuk Timmermans (3FM)  
Chris Ehring (2FM)  
Ramona Verhees (2FM)  
Frederik Nieuwenhuizen (1FM)
- 12.30 – 13.30 Lunch and documentation review
- 13.30 – 14.30 Students HM, year 1 – 3 (including a delegation of the programme committee)  
Programme, testing, quality of staff, internationalisation  
Lars Heesbeen (2HM)  
Konstantin Asmanov (2HM)  
Nadine van Aalst (2HM)  
Charlot Bohme (2HM)  
Jitte de Vries (3HM)

- 14.30 – 15.30    Students FM and HM, year 4  
Programme, testing, quality of staff, final results, internationalisation  
Stijn von der Fuhr (FM)  
Ingrid van Gils (FM)  
Annebel Ross (FM)  
Carlijn Stolwijk (HM)  
Liselot Homburg (HM)  
Thomas Dijst (HM)  
Marjolein van Loon (HM)
- 15.30 – 17.15    Additional research, formulating conclusions
- 17.15 – 17.30    Feedback of findings and conclusions

### Attachment 3 Quantitative data

#### HHO Aantallen per 01-10-2011

Collegejaar	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012	
<b>totaal aantal studenten op 1/10</b>	<b>402</b>		<b>411</b>		<b>461</b>		<b>471</b>		<b>503</b>		<b>541</b>		<b>599</b>	
aantal man	152	37,8%	150	36,5%	156	33,8%	159	33,8%	169	33,6%	175	32,3%	192	32,1%
aantal vrouw	250	62,2%	261	63,5%	305	66,2%	312	66,2%	334	66,4%	366	67,7%	407	67,9%
aantal eerstejaars (incl. Post-instroom)	124	30,8%	132	32,1%	152	33,0%	139	29,5%	165	32,8%	148	27,4%	174	29,0%
aantal tweedejaars	88	21,9%	93	22,6%	101	21,9%	122	25,9%	111	22,1%	151	27,9%	140	23,4%
aantal derdejaars	80	19,9%	90	21,9%	90	19,5%	90	19,1%	116	23,1%	108	20,0%	143	23,9%
aantal vierdejaars	73	18,2%	67	16,3%	84	18,2%	73	15,5%	66	13,1%	84	15,5%	86	14,4%
aantal vijfde- en ouderejaars	37	9,2%	29	7,1%	34	7,4%	47	10,0%	45	8,9%	50	9,2%	56	9,3%
Aantal geslaagden in het jaar	91	22,6%	63	15,3%	87	18,9%	102	21,7%	91	18,1%	90	16,6%		
Gemiddelde studieduur geslaagden	4,19	jaar	4,33	jaar	3,92	jaar	3,96	jaar	4,07	jaar	4,21	jaar		
aantal studiestakers	35	8,7%	37	9,0%	52	11,3%	48	10,2%	45	8,9%	48	8,9%		
Gemiddelde studieduur studiestakers	1,31	jaar	1,43	jaar	1,60	jaar	1,84	jaar	1,56	jaar	1,77	jaar		

COHORT	2005		2006		2007		2008		2009		2010		2011	
<b>aantal eerste inschrijving propedeuse</b>	<b>124</b>		<b>132</b>		<b>151</b>		<b>141</b>		<b>165</b>		<b>148</b>		<b>173</b>	
aantal man	44	35,5%	38	28,8%	45	29,8%	47	33,3%	51	30,9%	42	28,4%	52	30,1%
aantal vrouw	80	64,5%	94	71,2%	106	70,2%	94	66,7%	114	69,1%	106	71,6%	121	69,9%
propedeuse rendement na 1 jaar	66	53,2%	97	73,5%	94	62,3%	86	61,0%	112	67,9%	110	74,3%		
propedeuse rendement na 2 jaar	92	74,2%	99	75,0%	116	76,8%	110	78,0%	122	73,9%				
uitval eerste jaar (excl. omzwaaiers)	29	23,4%	30	22,7%	33	21,9%	28	19,9%	38	23,0%	28	18,9%		
uitval na twee jaar (excl. omzwaaiers)	33	26,6%	42	31,8%	37	24,5%	32	22,7%	46	27,9%				
<b>Totale uitval cohort op 31/08/2011</b>	<b>37</b>	<b>29,8%</b>	<b>47</b>	<b>35,6%</b>	<b>45</b>	<b>29,8%</b>	<b>36</b>	<b>25,5%</b>	<b>46</b>	<b>27,9%</b>	<b>28</b>	<b>18,9%</b>		
<b>Totale uitval opleiding 1ste jaar (incl. omzwaaiers)</b>	<b>35</b>	<b>28,2%</b>	<b>36</b>	<b>27,3%</b>	<b>36</b>	<b>23,8%</b>	<b>35</b>	<b>24,8%</b>	<b>43</b>	<b>26,1%</b>	<b>31</b>	<b>20,9%</b>		
<b>Uitval herinschrijvers na 1ste jaar</b>	<b>7</b>	<b>5,6%</b>	<b>16</b>	<b>12,1%</b>	<b>10</b>	<b>6,6%</b>	<b>4</b>	<b>2,8%</b>	<b>6</b>	<b>3,6%</b>				
( binnen vier jr na herinschrijving opl.)														
opleidingsrendement na 3 jaar	16	12,9%	23	17,4%	26	17,2%	17	12,1%						
opleidingsrendement na 4 jaar	74	59,7%	54	40,9%	74	49,0%								
opleidingsrendement na 5 jaar	78	62,9%	73	55,3%										
opleidingsrendement na 6 jaar	84	67,7%												
<b>Totaal rendement cohort op 31/08/2011</b>	<b>84</b>	<b>67,7%</b>	<b>73</b>	<b>55,3%</b>	<b>74</b>	<b>49,0%</b>	<b>17</b>	<b>12,1%</b>						

postpropedeuse rendement na 4 jaar		77,9%		52,9%		62,7%									
postpropedeuse rendement na 5 jaar		82,1%		71,6%											
postpropedeuse rendement na 6 jaar		88,4%													
<b>Tot. postprop. rendement 31-08-11</b>		<b>88,4%</b>		<b>71,6%</b>		<b>62,7%</b>									
Diploma behaald bij:															
Hoger Hotel Onderwijs	79	94,0%	70	95,9%	72	97,3%	17	100%							
Facility Management			2												
Management toerisme	3	3,6%	1	1,4%											
Vrijetijdsmanagement	1	1,2%	1	1,4%	1	1,4%									
Overig NHTV-opleiding	1	1,2%			1	1,4%									
<b>nog student op 31/08/2011</b>	<b>3</b>	<b>2,4%</b>	<b>12</b>	<b>9,1%</b>	<b>32</b>	<b>21,2%</b>	<b>88</b>	<b>62,4%</b>	<b>119</b>	<b>72,1%</b>	<b>120</b>	<b>81,1%</b>	<b>173</b>	<b>100,0%</b>	

2. Teacher -student ratio achieved: 1 / 19

3. Average amount of face-to-face instruction per stage of the study programme:

Year 1: 24

Year 2: 14

Year 3: 10

## **Attachment 4 Final qualifications**

### **1. Creating experiences by delivering hospitality**

This involves:

Providing services in a hospitable and flexible way, in interaction with the guest  
 Developing services with regard to the primary hospitality processes

Operations

Steering and coaching employees in the field of delivering hospitable services  
 Solving problems with guests and/or employees (mutually)  
 Developing a hospitality concept

### **2. Developing a vision on external developments also through active networking**

This involves:

Recognising, keeping up with, and analysing relevant developments in the external environment  
 Confronting with internal analysis  
 Developing vision and strategy  
 Building personal contacts within the professional community

Operations

Analysing relevant developments in the external environment  
 In this process, selecting the relevant work models oneself  
 In this process, devising one's own working process  
 If necessary, directs employees  
 Shaping deliberations with and reports to the various stakeholders  
 Formulating strategic alternatives  
 Giving advice as to which alternative is the best  
 Accounting to the various stakeholders for the choices made  
 Building a relevant personal network

### **3. Creating functional plans**

This involves:

Translating one or more strategic goals into functional goals  
 Operationalisation of functional goals in a work plan (budget).

Operations

Operationalisation of a given functional goal in a work plan (budget) for a part of the functional unit (e.g. a menu plan, a direct marketing plan or a revenue plan).

### **4. Contributing to the development and implementation of HRM policies**

This involves:

Translating labour and other legal conditions into HRM policy (e.g. absenteeism policy)  
 Recruiting, selecting and appointing employees  
 Drawing up and/or adjusting job and/or competency profiles  
 Drawing up regulations for performance and assessment

Coaching and training employees  
Employee counselling in the case of dismissal and early retirement

Operations  
Translating labour and other legal conditions into HRM policy (e.g. absenteeism policy)  
Recruiting, selecting and appointing employees  
Drawing up regulations for performance and assessment  
Coaching and training employees

## **5. Organising, managing and improving business organisation processes**

This involves:  
Organising business or organisational processes.  
Managing these processes, partially by means of a Management Information System.  
Improving these processes.

Operations  
Organising and improving business or organisational processes

## **6. Procuring all necessary management information**

This involves:  
Determining which internal and external management information is necessary  
Arranging for the collection of relevant information to record in the MIS  
Analysing information from the MIS

Operations  
Determining which internal and external management information is necessary  
Arranging for the collection of relevant information to record in the MIS  
Analysing information from the MIS

## **7. Initiating change in a planned manner**

This involves:  
Analysing the difference between the existing and desired situation  
Determining the willingness and ability to change  
Determining the change strategy  
Drawing up an appropriate intervention plan

Operations  
Analysing relevant developments in the external environment  
In this process, selecting the relevant work models oneself  
In this process, devising one's own working process  
Formulating strategic alternatives and giving advice as to which alternative is the best  
Determining the willingness and ability to change (resistance, blockades, energy, skills, will, power, etc.)  
Determining the change strategy  
Drawing up an appropriate intervention plan

## **8. Developing and marketing innovative products and services**

Context

There is an idea or a problem with regard to the existing products / services on offer or hospitality concept. This may be at the level of the department, the organisation or the chain. (Or as an independent (small) entrepreneur). Market information with regard to the question or the problem is available.

The new concept has to be developed in co-operation with various parties involved.

### **9. Cooperating and communicating in teams**

Context

International hospitality business somewhere in the world. Management communication often in the English language and sometimes in the language of the country of residence. The hotel manager deals with:

Multicultural management team

Colleagues with different native languages and cultural backgrounds

Guests with different native languages and cultural backgrounds

With regard to 'working together', this involves:

Carrying out tasks / activities

Co-operating with colleagues

Giving and receiving feedback to and from colleagues

Accounting for one's own actions

Operations

Co-operating with stakeholders in a real, possibly international, context

Up-to-date and relevant personal network

Speaking, reading (target level C1) and reporting in English (target level B2) in a professional context

Speaking, reading (target level B2) and reporting in French or German (target level B1)

Speaking (target level B1), reading (target level B2) and reporting in French or German (target level B1)

Speaking (target level A2), reading (target level B1) and reporting in Spanish (target level A2)

### **10. Steering own professional and personal development**

This involves:

Planning enough time and room for personal development

Defining one's own strengths and weaknesses by means of the competency profile

Reflecting on one's own professional actions

Asking for active feedback to one's own professional actions

Formulating individual learning goals

Drawing up a PDP (Personal Development Plan)

Operations

Creating time and room for one's personal development

Defining one's own strengths and weaknesses based on the competency profile

Reflecting on one's own professional actions

Asking for feedback to one's own professional actions

Formulating individual learning goals

Drawing up a PDP

Competency 1 is uniquely specified for the education of Higher Hotel Management.

Competencies 2 through 7 are the general BBA competencies that apply for all programmes that lead to a Bachelor of Business Administration.

Competency 8 is one of the domain competencies for a Bachelor of Commerce, but it has been validated that this competency directly responds to the profession of Hotel Management.

Competencies 9 and 10 are generic competencies applicable for all domains within the Economic sector.

The Academy has redefined the competencies in three levels. For each level of all competencies three task performance conditions were defined: Complexity, Transfer and Responsibility.

Task Performance Conditions			
Competency level	Complexity	Transfer	Responsibility
1	Possesses and develops basic knowledge and skills, mainly to do routine work, gets instructions, follows directions of superior officer.	Possesses the necessary knowledge and skills to do routine work in an internal project or for an external commissioner.	Bears responsibility for one's own set of tasks, formulates goals, accounts for the progress of work.
2	Applies knowledge, works with guidelines and procedures in complex situations, explores issues of complexity in the work.	Possesses and develops extensive knowledge, skills, and some experience to operate in practice, and delivers good performances in various organisations.	Works in a result oriented manner, devises one's own courses, negotiates about these courses, accounts for choices, and weighs these choices from a time perspective.
3	Analyses problems, issues and trouble spots in complex situations, operates independently in practice, takes decisions, develops new procedures or new plans of approach, uses creativity in tackling and accomplishing assignments.	Analyses one's own situation, fills gaps in one's own knowledge via self-managed learning, acquires new skills where necessary, considers and deals with problems with a view that transcends that company or sector level.	Works in a proactive manner, at various levels and in a professional manner accounts for the collection of information, choices and formation of theory and the chosen solutions, both towards the commissioner and colleagues, is receptive to critical judgements by colleagues and fellow-professionals.

## Attachment 5 Overview of the programme

Year 1 International Hotel Management					
Supply (8 EC)	Study trip (2 EC)	Demand (8 EC)	Operations 1 (8 EC)	Placement (8 EC)	Business plan (8 EC)
Service points (2 EC)					
Study career coaching, including assessment 1 and assessment 2 (10 EC)					
English (6 EC)					
French, German or Spanish (or Dutch for foreigners) (3 EC)					
Supporting courses: Methods and Techniques + Cross-cultural training					
Year 2 International Hotel Management					
Imagineering	Management & Organisation	Operations 2	Theme week	Study trip	International placement
CRM	Organisation Theory				
Event management					
Service points					
Study career coaching					
English					
Supporting courses: Methods and Techniques + Cross-cultural training					
Year 3 International Hotel Management					
International placement			Strategy & Communication (including study trip)		
			Coaching: Personal development plan		
			French, German or Spanish		
			Methods and Techniques		
Year 4 International Hotel Management					
Individual graduation phase					

## Attachment 6 Documents

Critical reflection  
 Final projects of 15 students (specified information on the next page)  
 Competency profile NHTV International Hotel Management  
 Competency profile hoge hotelscholen 2004 (national profile)  
 Assessment reports  
 Placement reports  
 Research reports  
 Handboek 3<sup>e</sup> geldstroom  
 Process manual  
 Documents on selection procedure  
 Minutes of committees advisory council  
 minutes werkoverleg support overleg  
 Minutes testing committee  
 Minutes industry advisory committee  
 Minutes educational committee  
 Minutes curriculum committee  
 Minutes board of examiners  
 Information regarding student counseling  
 Service & facilities plan  
 Evaluation results  
 Hbo monitor  
 UNWTO.TedQual programma – audit report  
 Employee satisfaction report  
 Quality Assurance plan  
 Survey amongst international student about the international character of NHTV  
 Staff policy plan  
 Literature  
 Policy plan regarding research  
 Teaching & exam regulations  
 Testing policy of academy  
 Education policy plan  
 Studyguide 2011-2012  
 Factsheets of all modules of each year (1 – 4)  
 Teaching and Exam Regulations 2011-2012  
 CV's staff  
 Publication records staff  
 Contacts for placements  
 Overview members Industry Advisory Board  
 Overview external assessors  
 Overview industry throughout the curriculum  
 NHTV internationale strategie 2009-2012 uk  
 Overview of partner universities  
 Internationalisation at home  
 Literature lists of each year (1-4)  
 Diploma Supplement  
 International figures 2011 (incoming and outgoing international students)  
 Final projects, reviewed by the assessment committee:

Name student	Graduation year	Graduation track	Research description	Final mark
Bruckmann, K.	2011	Research	Can lean management be used to improve service efficiency?	8

Couwenberg, A.	2011	Minor/placement	Research on employee satisfaction amongst the employees of Center Parcs Limburgse Peel	9
Dörenberg, I.	2011	Placement	The set up and implementation of the health & safety plan for the two Starwood hotels in Amsterdam	7
Hollink, L.	2011	Research/placement	Business plan for Biesbos hotel; how to be more sustainable	8
Koopsmans, R.	2011	Premaster	Implementation criteria for performance management in growing ICT/Telecom organisations in the Netherlands	7
Rittinghaus, V.	2011	Placement	Internal branding for Hotel Kameha Grand, Bonn, Germany: Ignite their fire	10
Zijthoff, S. Ten	2011	Placement	Logbook Management position (Duty Manager) in the Eden Hotel Group	6
Bekman, R.	2011	Placement	Apply hotel & hospitality knowledge on 'birth hotels' in order to establish a high hospitality level	8
Ruiten, N. van	2011	Research project	Conducted research on different leadership styles in the hotel industry	6
Arnou, M.	2010	Placement	Revenue management voor NH Hotels	6
Colmbijn, K.	2010	Research project	Business plan for own company Plugged agency	8
Dingenouts, M.	2010	Placement	Advisory report on the loyalty program Gold Points Plus program for meeting planner	7
Gastel, T. Van	2010	Research project	Implementation of the integrated guest profitability management	8
Rey, N.	2010	Research project	Set up of NHTV Career club	7
Taselaar, N.	2010	Placement	Market research on career opportunities of future hotel employees	6

***Attachment 7 Declarations of independence***

## Declaration of independence and confidentiality

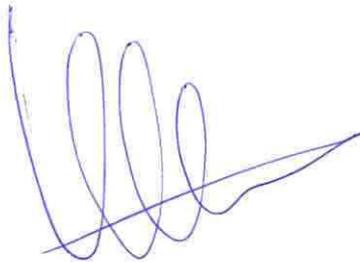
Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify 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
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

W. Ledder

Place:

Oud-Beijerland

Date:

14-5-2012

**Declaration of independence and confidentiality**

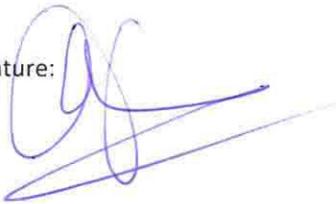
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- being acquainted with the NVAO code of conduct

Signature:



Full name:

A. van Noord

Place:

Leiderdorp

Date:

13 mei 2012

**Declaration of independence and confidentiality**

Prior to the assessment

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- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Karin Visscher

Place:

Breda

Date:

15-5-2012



**Declaration of independence and confidentiality**

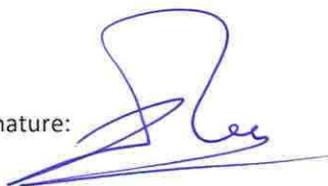
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- being acquainted with the NVAO code of conduct

Signature:



Full name:

JAN PETER VAN DER REER

Place:

Breda

Date:

15 MAY, 2012

## Declaration of independence and confidentiality

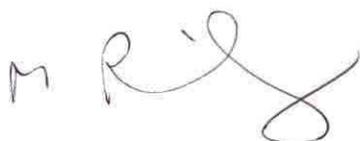
Prior to the assessment

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Hereby I certify 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
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Michael Riley

Place:

University of Surrey

Date:

15-5-12

**Declaration of independence and confidentiality**

Prior to the assessment

The undersigned has been asked to assess the programmes B International Hotel Management B International Real Estate and Facility Management, at NHTV Breda.

Hereby I certify 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
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

Dennis Adriaan Ramondt

Place:

Breda

Date:

15-5-2012

**Declaration of independence and confidentiality**

Prior to the assessment

The undersigned has been asked to assess the programme XXX of XXX as a expert/secretary.

Hereby I certify 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
- not having maintained such connections or ties with the institution during the past five years
- observing strict confidentiality with regard to all that has come and will come to my notice in connection with the assessment, insofar such confidentiality can reasonably be claimed by the programme, the institution or NVAO
- being acquainted with the NVAO code of conduct

Signature:



Full name:

WAYNE R. TANTRUM

Place:

UK

Date:

15-MAY 2012 to 16-MAY 2012.