

Stenden Hogeschool

Tourism Management (HTRO)

Limited Study Programme Assessment

Introduction

This is the assessment report of the bachelor of Tourism Management (HTRO, Dutch abbreviation) degree programme offered by Stenden Hogeschool. The assessment was conducted by an audit panel compiled by NQA commissioned by Stenden Hogeschool. The panel has been compiled in consultation with the study programme and has been approved prior to the assessment process by NVAO.

In this report Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (6 December 2010) and the *NQA Protocol 2011 for limited programme assessment*.

The site visit took place on the 25th and 26th of April 2012.

The audit panel consisted of:

Mr. D.H. Sloan (chairperson, representative discipline)

Mr. G.E. van Keken, PhD (representative profession/discipline)

Ms. M.P. Groen (representative profession)

Ms. M. Wijers MSc Strategic Marketing (student member)

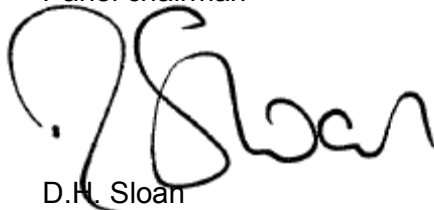
Ms. rs. P. Göbel, NQA-auditor, acted as secretary of the panel.

The study programme offered a critical reflection; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2011*. The panel studied the critical reflection and visited the study programme. Mr. Sloan was not able to take part in the site visit and was represented by a senior auditor from NQA. Mr. Sloan took part in all other panel activities. The Critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

The panel declares the assessment of the study programme was carried out independently.

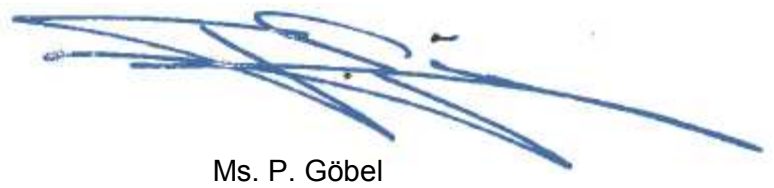
Utrecht, November 2012

Panel chairman



D.H. Sloan

Panel secretary



Ms. P. Göbel

Summary

The International Tourism Management programme (ITM) of Stenden University for Applied Sciences prepares students for future managerial functions in the national and international tourism industry. Graduates will start working in positions such as planning assistant, reservations coordinator, (assistant) product manager, marketing and communication officer. After some years of experience they will change to positions like product manager, office manager, e-commerce manager, sales manager, operations manager or self-employed entrepreneur

The panel has assessed the quality of the bachelor degree programme International Tourism Management of Stenden and comes to the overall judgement that the programme is **satisfactory**.

Intended learning outcomes

The programme commits itself to the profile described in the PCP (*Tourism and Recreation Manager, Professional Training Profile*, November 2009). According to ITM the future tourism manager should

- balance people, planet and profit;
- develop self-confidence, a flexible attitude and a flexible skills base;
- be highly skilled to get things done and be service minded;
- be an entrepreneur.

The PCP consists of a set of ten competences and a Body of Knowledge. The competences are derived from competences for all BBA programmes, from the generic HBO domain, the domain of Commerce and tourism. The panel finds the profile and the competences that form the basis of the ITM programme relevant to the domain of tourism. The profile and the competences are nationally accepted by all tourism programmes.

The panel would have liked to see more results from international benchmarks especially as ITM characterises itself as an international programme with English as the principle language. The international context is emphasized in the mission statement of ITM. The panel judges the intended learning outcomes as **satisfactory**.

Learning environment

The panel has seen a coherent programme with modules built up of different building blocks. The contents of the programme are useful to prepare students for the tourism industry. The students and staff have a good awareness of the competences. The panel is satisfied that the Body of Knowledge is covered by the modules. In the old programme everything was organised within a module. The panel has seen that ITM is now aiming at more coherence between modules (learning lines). An example of such a development is the research element in the programme. The panel is pleased with the research line and the work of the associate professors. The panel would like to suggest to ITM to take into account some recent developments in the tourism industry as tourism is more and more connecting with other fields like retail, art or agricultural.

The translation of competences into module objectives is clear from the module descriptions, but ITM could improve the clarification of the overall relationship between competences, different levels of competences, module objectives and testing criteria.

The panel is satisfied that students secure appropriate placements. It would like to advise ITM to reconsider the structure of the industrial placement. In its current form it is not possible to guarantee comparability and consistency of achievements in the development of the competences and management skills on the required level.

The panel is satisfied with the quality of staff and the quality of the facilities although the library could do with some additional literature.

The panel is convinced that ITM offers students an interesting programme preparing them for positions in the tourism industry. The panel judges the learning environment as **satisfactory**.

Assessment and learning outcomes achieved

The panel has seen an assessment system in progress. ITM applies different tests to measure the competences and the knowledge of the students. The newly introduced progress test is a valuable asset to the programme and a good example of how quality can be assured.

At the end of the fourth year students should have achieved all the competences at the bachelors level. Students can show their competences during the internship and the individual research project. Some competences are shown in the dissertations others are dealt with during the internships. As mentioned before the internships do not always provide the surroundings where students can practice or show the required competences.

The panel is satisfied that the level achieved in the dissertations represents the bachelor level although the panel finds it difficult to trace where all ten competences, especially the ones in the internship, are assessed at bachelor's level. The panel therefore advises ITM to reconsider the fourth year programme in order to create a more balanced programme.

The panel is satisfied that students are adequately graded. Supervisors discuss students' performances of the dissertations which results in a grade. The panel had difficulty in interpreting the appraisal sheets, because there is little room for comments. The panel would like to advise ITM to adjust the appraisal forms to make them more transparent for internal and external reviews. The panel judges the assessment and learning outcomes achieved as **satisfactory**.

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1 Basic data of the study programme

Administrative data of the study programme

1. Name study programme as in CROHO	Tourism Management (HTRO)
2. Registration number in CROHO	34410
3. Orientation and level study programme	Hbo-bachelor
4. Number of study credits	240
5. Graduation courses / 'tracks'	
6. Variant(s)	Fulltime
7. Location(s)	Leeuwarden
8. AD study programme*	
9. Registration number in CROHO	
10. Previous year of audit visit and date decision NVAO	Previous visit: 5 October 2006 Decision NVAO: 11 December 2007

*) Associate Degree, if applicable

Administratieve institutionale data

11. Name institute	Stenden Hogeschool
12. Status institute	Funded body for higher education
13. Result institute audit	

Quantitative data regarding the study programme

See Annex 2, 3, 4 and 5.

2 Assessment

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. The final judgement concerning the study programme will be presented in chapter 3.

Standard 1 Intended learning outcomes

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

Findings

The Tourism Management programme prepares students for future managerial functions in the national and international tourism industry. Graduates will start working in positions such as planning assistant, reservations coordinator, (assistant) product manager, marketing and communication officer. After some years of experience they will change to positions like product manager, office manager, e-commerce manager, sales manager, operations manager or self-employed entrepreneur (*Tourism and Recreation Manager, Professional Training Profile*, LO L&TM, November 2009) (PCP¹). The International Tourism Management (ITM) programme at Stenden University commits itself to the profile described in the PCP. According to ITM the future tourism manager should

- balance people, planet and profit;
- develop self-confidence, a flexible attitude and a flexible skills base;
- be highly skilled to get things done and be service minded;
- be an entrepreneur.

In the PCP a set of ten competences (annex 5) is mentioned as well as a Body of Knowledge. ITM's programme "is based on the competences defined for all BBA programmes from which the programme derives its general management orientation. Additionally, the inter and intrapersonal competences are drawn from the generic HBO Domain in order to enable the future professionals to communicate efficiently, reflect and constantly learn from experiences. The competence focusing on matching demand and supply is taken from the HBO Commerce Domain and represents the commercial orientation of the programme (profit). In order to clearly distinguish the programme from pure commerce, the tourism specific competence focuses on the balancing of the (...) profit with the people and the planet. The PPP orientation forms the basis of the programme's strong focus on sustainability." (*Tourism Futures, Critical Reflection for the limited programme assessment of the programme Tourism Management (Hoger Toeristisch en Recreatief Onderwijs)*, Stenden

¹ Professional Competency Profile as the document is referred to.

University, Leeuwarden, 2012). Sustainability and professionalism are the core values of ITM and are, according to ITM, embedded throughout the curriculum².

The PCP was developed in close consultation with representatives of the industry. The ANVR, HISWA and RECRON validated the outcome on behalf of the national tourism perspective. The PCP was also discussed with ITM's own advisory board, consisting of several tourism and leisure industry representatives, also from overseas, assuring the international credentials of the programme. The board agreed with the profile and the competences. For further academic and industry validation ITM consulted two experts in their field. ITM translated the competences into the existing programme, described in the Course Document (*Course Document, International Tourism Management, Hoger Toeristisch Recreatief Onderwijs (HTRO), CROHO: 34410 (Full time), (Working Paper), 25 February 2010 (updated 19 January 2011), Stenden University, International Tourism Management*).

In the PCP a table is shown in which the Dublin Descriptors, that represent the bachelor level, are related to the ten competences, as well as to elements in the curriculum of the tourism programmes. ITM does not make use of a competence breakdown to indicate different levels of the competences students should achieve during the years. The panel suggests that ITM could try to formulate levels of the competences to better track the development of students' competences from year to year.

In June 2012 ITM received the outcome of two forms of benchmarking the programme in which it participated with leading, international Tourism Management programmes; with the University of the Balearics in Spain and through membership of THE-ICE (international Centre of Excellence in Tourism & Hospitality Education). An international benchmark will be addressed in the next revision of the PCP which will be finished in 2014. The panel is encouraged to see that ITM is preparing for an audit by ICE. A positive outcome of this will indicate that it has a strong international orientation.

Considerations and conclusion

The panel finds the profile and the competences that form the basis of the ITM programme relevant to the domain of tourism. The profile, the competences and the translation in the Course Document were validated by the ITM Advisory Board. The profile and the competences are nationally accepted by all tourism programmes.

The panel regrets that only a limited international benchmark was done especially as ITM characterises itself as an international programme with English as the principal language. The panel would like to see the benchmark extended to programmes with English as the native language. The international context is emphasized in the mission statement of ITM.

Based on these considerations the panel comes to the judgement **satisfactory**.

² Since 2009 the ITM programme has had accreditation from DHO (Stichting Duurzaam Hoger Onderwijs) at two stars (adopted by NVAO as a special feature) and promoted to three stars in June 2012.

Standard 2 Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

Findings

Contents of the curriculum

The programme distinguishes three phases:

1. the foundation phase is the first year of the study and provides an orientation to the tourism industry and to the study itself. Foundation elements of tourism, management, organisational theory, marketing, research, business economics, business English and academic writing skills are included in the first year.
2. the main phase comprises years 2 and 3 and builds on the elements introduced in the first year. The emphasis is then on students' abilities to influence change, on exercising the management tools by which change can be brought about in an organisation and on developing research skills.
3. the graduation phase comprises two elements: industrial placements and dissertation.

Professionalism and sustainability are the core of ITM and together give direction to the content. In view of the international nature of tourism ITM includes tourism issues and management approaches from around the world in the programme. (*Tourism Futures, Critical Reflection for the limited programme assessment of the programme Tourism Management (Hoger Toeristisch en Recreatief Onderwijs)*, Stenden University, Leeuwarden, 2012).

Two years ago ITM introduced some major changes in the programme to gain more awareness of competences, to focus more on attitude and reflection and to introduce more professional products. According to the *Critical Reflection* the programme is now built up of a series of themed, multi-disciplinary modules. Each of the four module periods in a year represents 15 EC, divided into blocks of 3, 9, 12 or 15 EC. See annex 6.

In the module books the panel has seen a clear relationship between the competences (intended learning outcomes), the objectives of the module and the Dublin Descriptors. In these matrices the work forms and assessments are listed as well. According to the students all module books have the same structure. The panel is of the opinion that these matrices help students to understand what the aims of the module are in the context of the learning outcomes of the programme.

The building blocks that are comprised in the modules are based on the Body of Knowledge of BBA, Hoger Toeristisch & Recreatief Onderwijs/Tourism & Recreation Management 2009 (*Course Document*, International Tourism Management, Hoger Toeristisch Recreatief Onderwijs (HTRO), CROHO: 34410 (Full time), 25 February 2010, updated 19 January 2011).

The building blocks include for instance: business economics, marketing, HRM, strategic management, trends, tourism, research, leadership, quality assurance and communication skills.

From the module book 'Tourism Industry Operations' (second year, fourth period) the panel learned that the objectives as well as the context of the module in the tourism industry is made clear to students. The module is based on real-life tour operating and integrates elements of professional products of the tour operating industry. During this particular module students have to work on several cases and assignments. For the management skills, students are trained in job interview techniques. In this module a field trip is included. Students have to organise this field trip and must apply for the different positions beforehand. The module assessment consists of two group assignments, two individual assignments and active participation during case-based learning (CBL), a field trip and management skills. According to the students they get enough suggestions for literature and databases they can use, like books, articles from academic journals, trade publications and annual reports. The panel is content with the literature offered in the modules. In the library the panel would like to see more books and/or journals on entrepreneurship, ecotourism, retail and events.

An important element of the programme is the research part. In 2012 a new research line was developed (*'ITM Research', strategic Plan, April 2012*). In year one students are introduced to different forms of research; the focus is on qualitative methods. In year two the focus shifts towards quantitative methods. In year three groups of students do a research project in a company in preparation of the dissertation in the fourth year. The panel thinks highly of this approach, the results of which will be more apparent in a few years' time. Until recently each module contained some research elements, but a coherent line of research was still lacking.

According to ITM the involvement of academic research, the international orientation and the integration of the European Tourism Futures Institute (ETFI) requires the programme to focus on internationalisation, academic rigor and industry relevance. The ITM programme now offers a greater integration with the research groups of the associate professors and the work and networks of ETFI. Student research projects and assignments can be based on issues dealt with by ETFI and are in fact sometimes based on those issues. The panel was impressed by how the research is organised. Although not all effects are yet visible, the panel values the opportunities the link between the programme and research give and the involvement of students. Apart from tourism the panel hopes that the research will include other tourism related branches like transport, business services, retail and art/culture.

Within each module relevant skills for the tourism industry feature to demonstrate the acquisition of competences, including marketing plan, job description, management plan, guide book, resource inventory. The management skills and language programmes focus on developing written and oral skills. The programme offers four foreign languages: English, Spanish, German and French. The programme is delivered in English; this language is compulsory. Students choose one other language. The level of English isend of B2.

At the end of year four students have to be able to do the work of a starting professional. They develop and show their level of competences during this practical year in the internship and in the dissertation (ref. Standard 3). For their internship students work for a period of seven months in a tourism company to assist the manager or to work independently on a project. Students spend three months on the dissertation. In the *Reader for Industrial Placement* (2011-2012) the objectives and professional qualifications students have to achieve are listed. In the Reader the competences are mentioned as well although the relationship could be made clearer.

The panel has seen that most student secure appropriate placements where it is likely that they achieve significant learning. From the placement reports the panel has seen it seems that students are not used to a framework of learning outcomes that ensures comparability and consistency of achievement. The panel would like to advise ITM to pay more attention to such a framework. The current situation of the internship does not guarantee that all students train the management skills upmost and on the required bachelor level. During their placement students perform mostly regular duties and sometimes more complex tasks or their own projects. The company has to submit a list of activities or projects to be carried out by the students. The panel has not seen these lists and therefore the conclusion is based on the progress reports by the students.

The panel would like to advise ITM to reconsider the structure of the internship in such a way that the tasks are structured from day to day duties to more complex activities. In the current situation students get to know one company very thoroughly but lack comparison with other companies. It is even possible that a student performs day to day duties for seven months which seems like a long time to get acquainted with the work. The panel agrees that the tourism industry requires students to be familiar with the day to day basis before management skills can be learned. Besides, the industry requires more and more experience from new employees. An operational internship and a separate management internship might ensure a higher level of management skills as well as more experience (different companies) which will also help students in applying after graduation. The international character of the programme can be enhanced as well when one of the internships is done abroad.

The panel has seen that some students can do work during the internship on a particular project or do research for a company that can result in data for the dissertation. This can have a positive influence on the quality of the dissertations, because three months seems rather short for a serious dissertation.

Structure of the curriculum

The educational programme is characterised by a problem based, modular, interdisciplinary and thematic structure. The teacher is the facilitator who stimulates the students to develop their own learning style and learning path. The PBL-blended approach comprises a variety of didactical methods: problem based / competence based sessions (PBL, CBL), lectures, guest lectures, question and answer sessions, workshops, projects, individual and group assignments, field trips, online study and industrial placement.

The PBL/CBL sessions deal with tasks or cases in which problems, based on industrial relevance, are analysed, discussed and solved. The various lectures support the PBL process and provide greater clarity on certain themes within the modules. There are workshops on business economics, research, management skills, modern foreign languages and computer science. The panel has seen that the module book is the guide to the programme and the different sessions, and that it is supported by an online communication and information platform where literature, instructions and clarifications are published routinely (Blackboard). According to the students the panel has spoken to, the module books are a good source of information about the module. Although there is an emphasis on group work, there is also face-to-face instruction of students.

During the introductory module groups of students are coached through Personal Professional Development (PPD1), a series of group discussions, based on a core text. They address topics as awareness of programme structure and the role and importance of the professional competences, creating a portfolio, learning styles and teamwork. From the start of the second module the student is appointed to a study coach who maintains this role until the end of the third year. PPD2 includes three individual discussions with the study coach during which there is reflection on learning style, educational problems, group and individual behaviour, personal skills development, progress test results and forward study planning. In year two there are two meetings planned and in year three one meeting. The students the panel has interviewed, confirmed that during PPD sessions the competences are discussed based on the contents of their portfolio. A buddy, an older student, is appointed to all international students to get them acquainted with the Dutch school system and the Dutch social structure. The Dutch students can get a buddy as well.

At the end of the first year students who performed poorly get a negative Conditional Binding Study Advice (CBSA). The panel wonders what the effects of this CBSA are because after one year around 35 percent of the students get the propaedeutic diploma, after two years around 65 percent and after more than two years around 68 percent. ITM has a large inflow of German students. Most German students join the programme after completing the Arbitur school exam, so they possess a relatively high academic level.

ITM offers four different short tracks of the programme, based on formal agreements with around twenty-five feeder schools and colleges in three countries: Austria, Germany and Switzerland. The agreements are based on the analysis of the prior learning of the prospective student and a comparison of the programmes. Depending on the prior education there are short tracks of three years, two-and-a-half years, two years and one-and-a-half years. Besides ITM has an inflow of students on both September and February. All programmes and tracks consist of 240 EC, based on either the ITM programme, or on the ITM programme in combination with exemptions on the basis of accreditation of prior learning. Study routes are determined by the Examination Committee, after advice from the Admissions Committee. Exemptions are assessed by the Admissions Committee as well, and decided upon by the Examination Committee.

Staff quality

Stenden's ambition is that 90 percent of the teaching staff should possess a minimum qualification of Master's degree by 2017, ten percent of whom should have a PhD (*Tourism Futures, Critical Reflection for the limited programme assessment of the programme Tourism Management (Hoger Toeristisch en Recreatief Onderwijs)*, Stenden University, Leeuwarden, 2012). The panel has seen the qualifications of staff and concludes that of ITM teaching staff 70 percent has a Master's degree and seven percent a PhD. Because of the growth of student numbers staff also grew in a couple of years from 15 to approximately 30 fte. Staff is formally encouraged to work on their academic development, on maintaining a direct link with a specific subject area and with the tourism industry. The panel has seen that many teachers combine their lecturing tasks with a job in the tourism industry. According to the lecturers they stay up to date by attending fairs, congresses, guest lectures and doing research (e.g. ETFI). The students the panel has interviewed, were generally speaking content with the lecturers, although say not all of them have recent experience in the tourism industry. Guest lecturers on the other hand have a lot of experience.

To assist in the development and implementation of the new curriculum ITM introduced Communities of Practice (CoPs). This approach allows developers to work freely and creatively in translating the ambitions of the *Course Document* into educational reality. Lecturers the panel has interviewed were pleased with how the CoPs work.

Quality of study programme-specific facilities

The panel was shown around the facilities of Stenden University. The required accommodation for PBL/CBL sessions, theory workshops, language tuition and management skills were all up to standard. Students told the panel that they miss a silence centre to study. The panel has seen possibilities in the library for students to study in a quiet environment. In the library the panel found enough books and journals on tourism management although the information on ecotourism, retail and events was limited. The panel was surprised to find hardly any information in the library on new topics like social media.

How is the quality of the educational learning environment guaranteed

The panel has interviewed members of different committees that help guarantee the quality of the programme. The Curriculum Committee developed the *Course Document* and steered the process of module development in the new curriculum. The Communities of Practice support the Curriculum Committee in this work. Students' input is achieved through the work of the STURA and student members of the Educational Committee. The STURA is the link between students and lecturers. They organise events and workshops, and advise the Educational Committee. In the NSE 2011 student involvement in improving the programme scored 3,5.

The Examination Committee is responsible for the quality of tests and examinations (ref. Standard 3).

Considerations and conclusion

The panel has seen a coherent programme with modules built up of different building blocks. In the NSE 2011 programme cohesion scored 3,7. The contents of the programme are useful to prepare students for the tourism industry. The panel would like to suggest to ITM to take into account some recent developments in the tourism industry as tourism is more and more connecting with other fields like retail, art or agricultural. One of the aims of the new programme was to get more awareness of the competences. The panel has seen this awareness during all the interviews. The panel is satisfied that the Body of Knowledge is covered by the modules. In the old programme everything was organised within a module. The panel has seen that ITM is now aiming at more coherence between modules (learning lines). An example of such a development is the research element in the programme. The panel is pleased with the research line and the work of the associate professors. However, other learning lines still need attention.

The translation of competences into module objectives is clear from the module descriptions, but the panel has not found a document in which the overall relationship between competences, different levels of competences, module objectives and testing criteria is made clear. ITM has shown in a spreadsheet how the competences are related to de Dublin descriptors and the learning objectives. ITM sent a document that shows that ITM is analysing the competences for the placement report and assessment.

The panel is satisfied that students secure appropriate placements. It would like to advise ITM to reconsider the structure of the industrial placement. In its current form it is not possible to guarantee comparability and consistency of achievements in the development of the competences and management skills on the required level. Students learn a lot about the day to day activities of the tourism industry but the panel is not sure that those activities always represent the bachelor level.

The panel is satisfied with the quality of staff and the quality of the facilities although the library could do with some additional literature.

The panel is convinced that ITM offers students an interesting programme preparing them for positions in the tourism industry. The recommendations the panel has made are meant to support ITM in creating an even more interesting programme.

Based on these considerations the panel comes to the judgement ***satisfactory***.

Standard 3 Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Findings

Assessment system

ITM's vision of testing is derived from competence-oriented education and is laid down in *ITM Testing & Assessments (ITM Testing & Assessments Policy Memo, 2010)*. This document is based on the Students' Charter which is part of the Student Statute and the *Teaching and Examination Regulations (TER)*. According to ITM: "In competence-oriented education, students must be tested on their skills, knowledge and attitude and therefore tests must relate to the specific characteristics of the professional context. The ITM test structure assumes an integral approach to diverse test forms in a coherent policy, which serves quality and feasibility." (*Tourism Futures, Critical Reflection for the limited programme assessment of the programme Tourism Management (Hoger Toeristisch en Recreatief Onderwijs)*, Stenden University, Leeuwarden, 2012).

In *ITM Testing & Assessments* the test per module are listed from both the old and the new programme. For each test the minimum percentage to pass the test is mentioned. ITM applies different tests to measure the competences and the knowledge of the students. Knowledge is principally assessed through the progress test. Skills are assessed through the production of professional products and demonstration of practical competences. Attitude is assessed through self reflection, peer assessment and Personal Professional Development.

Some forms of assessments are:

- True/false tests / Progress tests in de new programme
- Short answer tests
- Different types of reports
- Presentation
- Participation
- Assignments and projects
- Skills and attitude tests
- Oral tests

With the introduction of the new programme a new test form was introduced as well: the progress test. This is an individual summative test to assess the level of knowledge and specific business economics skills (BoK) acquired by the student. Expertise knowledge from different modules are input for this test. Students have to take the progress test twice a year, at least passing one of these attempts. The two sittings allow ITM to monitor the progress of learning of the student as the level of the questions is always the same. The panel has seen the tests and is convinced that the introduction of the progress test is an improvement. According to students the panel has interviewed, the progress test measures adequately the knowledge acquired during the modules.

The panel was not able to check how students perform on skills and attitude tests. Skills such as management skills, language skills and IT skills are assessed during educational units. In the module Tourism Industry Operations for example the management skills are assessed on the basis of active participation. The panel has not seen proof of how these skills are assessed and what the outcome is, as it has not seen appraisal sheets or assessments reports. Attitude is mostly assessed during a reflective interview or a reflection assignment. The panel has seen some examples of written reflections in the placements reports of the fourth year students. The quality of these reflections differs from weak to rather good which is in line with the grading.

One of the main issues of competence based learning is the integration of knowledge, skills and attitude which the student has to show in an industry related situation. From the Module Books the panel has learned that these situations are created within a specific module (ref. Standard 2) but not on the level of what the student should have achieved after e.g. one or two years. The integration of knowledge, skills and attitudes is finally assessed during the internship in the fourth year. Then students have to show that they have mastered all ten competences (ref. appendix D of the *Critical Reflection*).

At the end of the programme students have to do an individual research project and write a dissertation on the findings. Which competences a student uses depends on the project.

For the internship and for the dissertation different assessment forms are used, as can be found in the *Reader for Industrial Placements* (International Tourism Management (2011-2012), (2010-2011) and (2007-2008)). There is an appraisal form for the placement-company, an appraisal sheet for the dissertation and a form for the final interview where students have to present and defend their dissertation. The appraisal form for the dissertation that will be used from now on is based on the Dublin Descriptors and criteria for the dissertation. All the dissertations the panel has seen were assessed with the older forms in which no link with the Dublin Descriptors was made.

The appraisal forms the panel has seen all mentioned in part I the study points for the internship, based on three progress reports, problem statement and research proposal, and the report of the practical training. In part II the study points for the dissertation are scored. The rest of the form consists of criteria for the dissertation and the presentation that are scored as insufficient, poor, sufficient, more than sufficient, good or excellent. There is little room for written comments. The panel has seen forms with similar scores that result in different grades. There were no other comments that could explain these differences. It is not clear from the forms how the internship, the dissertation and the presentation are related and how they are scored by the company supervisor and the Stenden supervisor. The panel learned in the interviews that the supervisors have a discussion about the reports and the performance of the student that results in a grade. The panel is satisfied with this procedure. The panel would like to recommend ITM to make it more transparent how each supervisor individually assesses the student and what arguments were used for a grade. Then it is possible for an external body like the examination board to check the quality of the testing procedures.

According to ITM there are always two assessors: the Stenden supervisor and the company supervisor when the research is done in the company or another supervisor from Stenden.

The panel strongly supports the view that a more independent assessor should be involved in the final assessment. The panel appreciates the fact that a Dissertation Moderation Committee, consisting of four PhD graduates, checks the grading of a random sample of dissertations.

The panel has interviewed members of the Examination Committee. The panel is convinced that this board takes its tasks seriously. They form an independent body that has meetings with the management of the programme on a regular basis. The Examination Committee supervises two committees: the Test Committee and the Admission Committee. In their annual report they suggested to introduce external assessors to check the quality of the dissertations. The panel supports this idea. The Examination Committee has formulated regulations and criteria for assessors. There is a list of qualified assessors.

Realisation of the intended learning outcome

The panel has seen 18 placements reports and dissertations. Four of these were selected by ITM and sent to the panel beforehand. The panel has studied these four carefully and has interviewed the graduates and their supervisors. The panel assessed the remaining fourteen reports during the site visit. At the end of the visit each member of the panel took home two placements reports and dissertations to investigate more in-depth.

The placement reports the panel has seen give a broad outline of the tasks the student has performed. Most of the tasks are regular activities within the company, as assistant of for instance the product manager. The panel is not sure that those internships have enough to offer to guarantee that students can develop their competences at a bachelor level (ref. Standard 2). In the course of the internship some students get more responsible tasks to perform or work in which they can operate more independently. Then they can achieve professional qualifications like 'the student has learned to solve questions/problems independently' (*Reader for Industrial Placements*, International Tourism Management 2011-2012). The panel has not seen reports in which students get to work on more complex activities.

The dissertations the panel has seen were all of bachelor level, although some of them were only just satisfactory. The panel agrees with the supervisors on the grading of the dissertations in the sense that it thinks the higher and the lower marks are justified. Generally speaking the panel would grade the dissertations a little lower than the supervisors did. The panel found it difficult if not impossible to trace the arguments of the supervisors for the grading of the dissertations (see above).

For the dissertation students have to research a specific problem or write a business plan for a particular company or sector within the tourism industry (*Reader for Industrial Placements*, International Tourism Management 2011-2012). Students can choose to research a problem within the company of their industrial placements during their internship. They can also choose to do the internship first and the research project afterwards. First the students have to hand in a document with the problem statement and the research proposal. For the research part they have to do desk research to provide secondary data and field research for the primary data.

In the dissertations the panel has seen students fulfil these requirements. Most students put in a significant level of effort and show an enthusiasm for the issues with which they have engaged. Not all students succeed in making a coherent report in which the problem is stated clearly, theory and research are justified, and conclusions are formulated giving a solution for the problem. These differences could be linked to the grades for the dissertations. The panel thinks more emphasis could be laid on the formulation of the problem the student wants to look into, on the justification of the choice of theories and research methods, on the connection between problem statement and conclusions. The recently developed research line will prepare students in a better way. On the other hand the panel realises that the span of time in which students have to write the dissertation is very short, ten weeks only. According to the panel maybe ITM should reconsider the balance between internship and dissertation, taking into account where the competences may best be realised on a bachelor's level.

For the field research students can use either qualitative or quantitative methods. In view of the limited time most of the students select a qualitative method. The panel wonders whether graduates from this programme need to be able to perform quantitative research. This will most of the time be done by a research institute. On the other hand graduates must be able to judge the outcomes of this type of research.

The panel has seen rather traditional ways of presentation in the placement reports and the dissertation. In view of the demands from the professional field the panel wonders if students should not be introduced to more up to date forms of presentation. More attention could sometimes be given to the layout, division of chapters and text(blocks) and the use of figures and tables. But also the use of social media and e-readers could challenge students to innovate their presentations.

Considerations and conclusion

The panel has seen an assessment system in progress. The newly introduced progress test is a valuable asset to the programme and a good example of how quality can be assured. On the other hand competence based learning offers more opportunities to assess students' skills and attitude than ITM is using at the moment.

At the end of the fourth year students should have achieved all the competences at the bachelors level. Some competences are shown in the dissertations others are dealt with during the internships. The panel is satisfied that the level achieved in the dissertations represents the bachelor level. The internships do not always provide the surroundings where students can practice or show the required competences. The panel finds it difficult to trace where the ten competences (21 competences in the old programme), especially the ones in the internship, are assessed at bachelor's level. The panel therefore advises ITM to reconsider the fourth year programme in order to create a more balanced programme.

The panel is satisfied that students are adequately graded. Supervisors discuss students' performances which results in a grade. The panel would like to advise ITM to adjust the appraisal forms to make them more transparent for external reviews.

Based on these considerations the panel comes to the judgement **satisfactory**.

3 Final judgement of the study programme

Assessments of the standards

The audit team comes to the following judgements with regard to the standards:

Standard	Assessment
1 <i>Intended learning outcomes</i>	Satisfactory
2 <i>Teaching-learning environment</i>	Satisfactory
3 <i>Assessment and achieved learning outcomes</i>	Satisfactory

Considerations and conclusion

The audit panel assesses the quality of the hbo-bachelor Tourism Management study programme of Stenden University as **satisfactory**.

4 Recommendations

Standard 1:

1. The panel recommends to provide a competence breakdown to indicate different levels of the competences that students should achieve during the years. This competence breakdown will clarify for students what they have to achieve during a certain period.
2. An international benchmark is required to strengthen the international position of ITM. As this international context is emphasized in the mission statement of ITM

Standard 2:

3. An operational internship and a separate management internship will ensure a higher level of management skills as well as more experience (different companies) which will also help students in applying after graduation.
4. The panel advises ITM to create more coherence in the curriculum where entrepreneurship, eco tourism, retail and social media are included in the curriculum the be market relevant and up to date.

Standard 3:

5. Transparency about the assessment of the internship, dissertation and presentation is recommended. Furthermore the contents of the discussion and feedback on the progress reports should be documented.
6. ITM might reconsider the balance between internship and dissertation, taking into account where the competences may best be realised on a bachelor's level and the time needed for a dissertation.

5 Annexes

Annex 1: Number of registered and instream students

Bachelor ITM (Full time)

Academic year	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Total registered students (1 Oct.)	278	323	440	555	657	755	779	828
Intake data for academic year								
Total intake in course year	133	142	221	259	250	257	230	191

Annex 2: Through and outstream

Uitval Voltijd	Instroom	UJ.01	%	UJ.02	%	UJ.3-6	%	Totaal	%
2002	87	33	37,9%	4	42,5%	2	44,8%	39	44,8%
2003	95	29	30,5%	4	34,7%	1	35,8%	34	35,8%
2004	113	32	28,3%	4	31,9%	4	35,4%	40	35,4%
2005	109	29	26,6%	2	28,4%	3	31,2%	34	31,2%
2006	171	43	25,1%	5	28,1%	7	32,2%	55	32,2%
2007	181	50	27,6%	4	29,8%	9	34,8%	63	34,8%
2008	176	43	24,4%	11	30,7%	5	33,5%	59	33,5%
2009	170	32	18,8%	4	21,2%	3	22,9%	39	22,9%
2010	148	31	20,9%	3	23,0%			34	23,0%
2011	166	29	17,5%					29	17,5%
Totaal	1416	351	24,8%	41	27,7%	34	30,1%	426	30,1%

UJ: uitvaljaar

Rendement Voltijd	Instroom	AJ.04	%	AJ.05	%	AJ.06	%	Totaal
2001	34	17	50,0%	6	67,6%	3	76,5%	43
2002	55	34	61,8%	9	78,2%	3	83,6%	67
2003	62	38	61,3%	9	75,8%	5	83,9%	86
2004	73	50	68,5%	7	78,1%	2	80,8%	102
2005	88	52	59,1%	19	80,7%	7	88,6%	114
2006	126	95	75,4%	12	84,9%	1	85,7%	161
2007	132	72	54,5%	22	71,2%		71,2%	176
Totaal	570	358	62,8%	84	77,5%	21	81,2%	723

AJ: afstudeerjaar

Annex 3: Ratio teacher - student

Ratio teacher-student

Year	Number of students*	Number of teachers FTE**	Teacher-student ratio
2007-2008	555	19.6	1:28.3
2008-2009	657	27.7	1:23.7
2009-2010	755	28.6	1:26.4
2010-2011	779	31.7	1:24.6
2011-2012	828	34.7	1:23.9

* number of students enrolled on 1 October of the academic year

** number of teaching fte on 1 October of the academic year

Annex 4: Face-to-face instruction per year

Face-to-face instruction per year of the Bachelor programme				
Programme year	Contact hours*	Internship	Dissertation	Self study
1	584	-	-	1096
2	621	-	-	1059
3	402	-	-	1278
4	-	1176	504	-
Total	1607	1176	504	3433

* Contact hours comprise lectures, workshops, PBL-sessions, intervision meetings and consultation hours.

Annex 5: Final qualifications of the study programme

HBO- domain competences Bachelor of Business Administration

1. Development of a vision on changes and trends in the external environment and developing relationships, networks and chains.
2. Analysing policy problems and translating these in policy objectives and alternatives, and preparing for decision-making.
3. Implementation of Human Resource Management in view of the strategy of the organisation.
4. Organising, controlling and improving business and organisational processes.
5. Analysis of the financial and legal aspects, internal processes and the company or organisation's environment in order to strengthen connection and interaction.
6. Development, implementation and evaluation of the change process.

HBO domain competences Generic

7. Social and communicative competence (interpersonal and within the organisation)
8. Self Management (self steering competence)

Tourism Management specific competences

9. Balancing between People, Planet and Profit

HBO domain competences of Commerce

10. Initiating, creating and marketing of products and services.
-

Annex 6: Survey study programme

Bachelor Tourism Management Programme Structure

	Module 1	Module 2	Module 3	Module 4
Year 1	Introduction to the Tourism Profession (9 EC)	Organisations and Personnel 1 (12 EC)	Tourism Marketing (12 EC)	Tourism Product (9 EC)
	English 1 (3 EC)	English 2 (3 EC)	English 3 (3 EC)	Progress Test Year 1 (3 EC)
	Personal Professional Development 1 (3 EC)			Tourism Exploration 1 (incl. PPD 2) (3 EC)
Year 2	Organisations and Personnel 2 (12 EC)	Tourism Resource Development (12 EC)	Destinations Marketing & Management (12 EC)	Tourism Industry Operations Management (9 EC)
				Progress Test Year 2 (3 EC)
	Foreign Language 1 (3 EC)	Foreign Language 2 (3 EC)	Foreign Language 3 (3 EC)	Foreign Language 4 (3 EC)
Year 3	Strategic Management (12 EC)	Tourism Research Project (9 EC)	Minor (15 EC)	Minor (15 EC)
	Progress Test Year 3 (3 EC)	Institute Activities (3 EC)		
		Tourism Exploration 2 (3 EC)		
Year 4	Industrial Placement (42 EC)			Dissertation (18 EC)

Annex 7: Expertise members audit panel and secretary

Mr. D.H. Sloan, chair

Mr Sloan has primarily been asked due to his extensive experience of educational management as Head of Oxford School of Hospitality Management. His role includes management of all educational provision, external engagement, alumni relations, overseas collaborative provision and academic research. He is Founder and Chair of Oxford Gastronomica, the UK's only food and cultural studies centre, through which Oxford Brookes now offers a Master of Arts in Food, Wine and Culture, in association with the Burgundy School of Business. He is familiar with the accreditation system based on previous audit visits, has wide (international) knowledge of (higher) education and educational processes based on his qualifications and work experience. He has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education

1992 BA Hotel and Catering Management, University of Strathclyde
1998 Postgraduate Certificate of Teaching in Higher Education, Oxford Brookes University

Work experience

2003 – present Head of School, Oxford School of Hospitality Management, Oxford Brookes University
2007 – present Chair, Oxford Gastronomica: the centre for food, drink and culture
2001 – 2003 Deputy Head of School, Oxford School of Hospitality Management
2000 – 2001 Hospitality Liaison Officer – National Learning and Teaching Support Network (LTSN)
1997 – 2001 Senior Lecturer, Human Resource Management, School of Hotel and Restaurant Management, Oxford Brookes University
1996 – 1997 Research Assistant, Strathclyde Food Project, University of Strathclyde
1994 – 1996 Teaching Assistant, Scottish Hotel School, University of Strathclyde

Publications:

Sloan D (due 2012) Food and Drink: the cultural context, Goodfellow, Oxford
Sloan D (Ed) (2005) Culinary Taste, Elsevier, Oxford

Mr Dr. G.E. van Keken

Mr Van Keken has primarily been asked due to his professional area of expertise in the domain leisure management and tourism management. He is (guest)lecturer in this domain at various universities of professional education and at JIETT Nanjing China. His working activities in the tourism industry provide him with extensive field expertise; his international projects give insights into the international developments in this field. Besides his working activities as a (guest) lecturer, he works independently and acts as a project manager at the Foundation Smaek of Zeeland (food festivals in Zeeland). Mr Van Keken was a panel member at previous audits and has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

2003 – 2011 PhD faculty Business Administration, Erasmus University Rotterdam
1989 – 1991 Social Geography, University of Utrecht
1984 – 1987 NHTV (Nationale Hogeschool voor Toerisme en Verkeer) - Breda
1975 – 1981 VWO Eemland College, Amersfoort

Work experience

- 2000 – present Project manager Foundation Smaek of Zeeland
2006 – present Lecturer NHTV, Hogeschool Zeeland, Haagse Hotelschool, JIETT Nanjing China
2006 – present Independent consultant
1997 – 2006 Project manager/researcher, Agency for Tourism Zeeland, Middelburg
1991 – 1996 Researcher/projectmanager Advies- en Onderzoeksgroep Beke, Arnhem
1981 – 1989 Various jobs

Publications during the past 5 years:

* Keken, G.E. van, *De constructie van regionale Identiteit; strategieën van place branding en place making*, thesis, March 2011.

* Publication in 'Vrijtijdsstudies', March 2009:

Keken, G.E. van en S. Bleijerveld, *Ansjovinisme, reuzen en andere impulsen voor de creatieve industrie in Bergen op Zoom; ontwikkeling van creatieve industrie in een middelgrote stad*

Mrs M.P. Groen

Mrs Groen has primarily been placed due to her professional area of expertise in the domain leisure and tourism management and due to her insight in the international developments in this domain. She has educational expertise because of her working activities as Head Education at D-Reizen. She has also contributed to the development of the dual course of NHTV and lifelong learning ANVR both at mbo and hbo level. Mrs Groen has audit expertise because of her participations in previous audits and has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

Education:

- 2004 – 2007 Italian Course, Dante Alighieri
2002 – 2004 Italian Course, Public University Utrecht
2000 Leisure and Retail Management, Senior and Middle Management, D-Reizen Education
1989 Sales & marketing, ANWB Educations
1989 Greek Course and Hospitality Management, Chios Greece
1989 FQT: Fare Quotation & Ticketing, Rates and ticketing / level II
1989 Employee Recreation and Tourism, Euro College Hilversum
1989 SEPR professional qualification for travel industry, Euro College Hilversum
1989 HBO Leisure & Hospitality Management – AD HBO, Euro College Hilversum
1988 VWO, Atheneum College Blaucapel Utrecht

Work experience:

- 2007 – present Director / owner of La Differenza (www.ladifferenza.biz)
2004 – 2006 Board member Education Policy Advisory Group, ANVR
2004 – 2006 Board member National Key Questions Bank Tourism / Recreation, ANVR
2003 – 2006 Manager Personal & Quality development (member MT), D-Reizen
2002 – 2006 Board member Foundation Examinations and Testing for the Travel Industry, ANVR
1997 – 2003 Manager Quality development & Training, D-Reizen
1995 – 1997 Quality coordinator & Management Development Coach, D-Reizen
1994 – 1995 Intermediary, Office Manager, National Account Manager, Unique
1993 Intermediary Catering and holiday work activities, Randstad uitzendbureau
1992 Hospitality & Marketing & Sales, Holiday Inn Hotel Utrecht
1990 – 1991 Tourist consultant and insurance intermediary, ANWB.

Freelance jobs:

- Sales and organisation of meetings and conferences, Hotel Colossos Beach, Rhodos, Greece
- Project manager and Marketing & Sales concerning international seminars and conferences, among others in Chateau Marquette, Heemskerk
- Organizer and hostess excursions and tours Dutch tourism
- Manager and organizer international events Koninklijke Jaarbeurs Utrecht.

Ms M. Wijers

Ms Wijers has been asked as a student panel member. After she passed the Bachelor degree programme Hotel Management School at Hogeschool Zuyd Maastricht, she is now finishing her Masters in International Business – Strategic Marketing at University Maastricht Business of Economics. She represents the students' view on teaching methods, facilities and quality of field work. Ms Wijers is familiar with audit visits for instance during her traineeship in a hotel in the United States; in this case she has been given additional individual briefing about audit visit procedures and NQA's working method.

Education:

2006-2010 Bachelor Hotel Management School Maastricht
2010 (half year) Pre-master International Business – University Maastricht
2010-2011 Master International Business – Strategic Marketing – University Maastricht Business of Economics
2011 (half year) Travelling through South-East Asia – voluntary work

Work experience

2009 (half year) Traineeship Renaissance Mayflower Marriott in Washington DC
2010 (half year) Management traineeship Unilever Foodsolutions Nederland
2010 (2 months) Research Marketing Efficiency Trade Marketing Unilever Foodsolutions
2011 Junior Catmix Manager Unilever Foodsolutions

Audit Panel member NQA: Ms drs. P. Göbel

Ms Göbel is deployed as NQA auditor. Apart from more than ten years' experience with audit visits in almost all sections of HBO [higher professional education], her auditor qualities are based on many years of assessment experience as well as having attended auditor courses at Lloyd's Register. She has worked in higher professional education for twenty years. Ms Göbel participated in the NVAO training for certified audit secretary.

Education:

1971 – 1976 Grade two teacher training: Dutch and English;
1976 – 1979 Utrecht University, Dutch Language and Literature.

Work Experience:

1980 – 1993 Lecturer of linguistic competence at Saxion Hogeschool Enschede:
1987 – 1995 Student counsellor at Saxion Hogeschool Enschede
1994 – 1997 Director at Saxion Hogeschool Enschede
1997 – 2000 Project leader at Saxion Hogeschool Enschede
2000 – 2004 Policy advisor of Quality Assurance at HBO-raad [Netherlands Association of Professional Universities]
at present NQA Auditor.

Annex 8: Program for the site visit

Secretary: also indicate titles discussion partners.



Stenden
meetingu

conferences & events office

Programme Visitation
Tourism Management
25 April 2012

Panel

Time	Activity	Location
11.30 – 11.45	Arrival	Stenden University Hotel
11.45 – 12.00	Welcome	Lobby Stenden University Hotel
12.00 – 13.30	Lunch & preparations	Contemplation Centre
13.30 – 14.10	University tour	Stenden University
14.10 – 15.45	Consultation & preparations	Contemplation Centre
15.45 – 16.00	Presentation STURA	Contemplation Centre
16.00 – 16.15	Deliberations	Contemplation Centre
16.15 – 16.30	Presentation Module Tourism Industry	
	Operations	Contemplation Centre
16.30 – 19:00	Preparations	Contemplation Centre
19:00 – 20:00	Dinner	Restaurant.NL
Stenden meeting u		The Art of Organizing

Panel

Time	Activity	Location
08.10 – 08.20	Welcome	Lobby Stenden University Hotel
08.20 – 08.30	Guidance to Contemplation Centre	Contemplation Centre
08.30 – 09.15	Discussion with placement supervisors	Contemplation Centre & company supervisors
09.15 – 09.30	Deliberation & preparation	Contemplation Centre
09.30 – 10.15	Discussion with alumni & students year 4	Contemplation Centre
10.15 – 10.30	Deliberation & preparation	Contemplation Centre
10.30 – 11.15	Discussion with students year 1, 2 & 3	Contemplation Centre
11.15 – 11.30	Deliberation & preparation	Contemplation Centre
11.30 – 12.15	Discussion with lecturers	Contemplation Centre
12.15 – 13.15	Lunch	Contemplation Centre
13.15 – 14.00	Discussion with programme management	Contemplation Centre
14.00 – 14.15	Deliberation & preparation	Contemplation Centre
14.15 – 15.00	Discussion with assurance committees	Contemplation Centre
15.00 – 15.15	Deliberation & preparation	Contemplation Centre
15.15 – 15.45	Presentation research professors & ITM	Contemplation Centre
15.45 – 16.45	Research Coordinator Evaluation visitation	Contemplation Centre
16.45 – 17.30	Second discussion with programme	Contemplation Centre
	Management & rounding off	
Stenden meeting u		The Art of Organizing

Participants in the interviews

Tour

Sarika van Slooten

Stura

Lea Huesmann

Mareike Puth

Nicole Ehlenz

Matthias Fabian

Tourism Industry Operations

Lea Rupp

Sarah Mross

Placement supervisors

Jorg Wenzel

Peter Nonhof

Manuela Gluth

Maaïke de Jong

Iris Verheul

Sabine Bossert

David Ruetz

Nadine Zindler

Alumni / 4th year students

Ika Albers

Robin Bartholomäus

Lyanca Feenstra

Marie Kirsten

Ines Schuller

Mireille Dijkstra

Marja Bos

Teresa Baumgarten

Maxi Beck

Students Year 1,2,3

Irina Dragomir

Ilona Stupp

Zhuqing Cheng

Christian Sparr

Welmoed Ubels

Melanie Blocher
Luisa Basler
Susanne Arkema
Tess van der Heuvel
Fabio Bühlmann
Sarah Mross

Lecturers

Lina Dafesh
Manuela Gluth
Jörg Wenzel
Aly Boonstra
Brigitte Nitsch
Christine Pratley
Peter Singleton
Hanny Kadijk
Herman Wassens

Management

Falco de Klerk Wolters
Kenneth Miller
Marcus Götz
Diana Leigh

**Assurance
committees**

Anne Klaas Schilder
Martin Haanstra
Sarah Seidel
Manuela Gluth
Konstantin Gridnevskiy
Annemarie Kurbach
Mieke van der Ley

**Associate Professors,
ETFI**

Albert Postma
Hans Revier
Hanny Kadijk

Annex 9: Documents examined

Actieplan Natraject Opleiding HTenRO, 2008

Analyse NSE-gegevens Onderwijstijd HTRO, 2011

Annual Report COPs

Assessment frameworks for the higher education accreditation system Programme assessment (limited/extensive), NVAO, 2011

Convenant Leerkracht van Nederland (Dutch Teaching Personnel Agreement) in the Higher Professional Education sector. Dated 17 November 2008

Curriculum 2010 matrix (G drive file)

Elsevier Guide 1 October 2011

Evaluation ITP, L. Dafesh

Evaluation first year, L. Dafesh

HRM plan 2011

HRM plan assessment sheet

ITM Alumni Policy

ITM Alumni Survey Sustainability, A. Folmer, 2009

ITM Alumni Survey, C. van der Ham, 2012

ITM Articulation Agreements and Exemption Routes for Supplier Schools, 2012

ITM Booklist 2011-2012

ITM Course Document

ITM Curriculum 2010 Module Blueprints (G drive file)

ITM Curriculum 2010 Module Books (study year 2011-2012) (G drive file)

ITM Institute Activity Policy, 2012

ITM Internationalisation report, M. van der Ley

ITM Literature list

ITM Research Line, 2012

ITM Study Guide 2011-2012

ITM Test matrix

ITM Testing and Assessments Policy Memo

Kwaliteit in verscheidenheid, Strategische Agenda Hoger Onderwijs, Onderzoek en Wetenschap, Ministerie van OCW, 2011

Lectoraatsplan Scenarioplanning, A. Postma, Stenden 2011

Maatwerkrapportage bij Aansluitingsmonitor 2010-2011 (HTRO)

Minutes Advisory Board

Minutes LO L&TM December 6th, 2011

Minutes MT Meeting November 2011

MTO 2009

New University, strategieplan 2008-2012, Stenden hogeschool, 2008

Output of World Tourism Day meeting, 27th September 2011

Overview actions upon visitation 2006

Overview Placement Companies 2010/11

Personal Professional Development 1 guide book

Praktijkbeschrijving studiekeuzegesprekken Stenden Hogeschool, 2011

Professional Training Profile Tourism and Recreation Manager, LO L&TM, 2009

Q reports 2007-2011

Q1 Report School of Leisure & Tourism Management, 10 May 2011

Reader Industrial Placements International Tourism Management.

Research line proposal / COP Annual Report

CV overview 2011/HRM Plan 2011

Strategic agenda for higher education, research and science policy (Rinnooy Kan Commission Report), November 2007 and the Stenden University Development Plan

Strategic HRM Plan

Worldwise Education, Live Learn Lead, Stenden Educational View, 2009

Year 1 panel evaluation / COP1 Annual report

<http://themis.unwto.org/en/content/unwtotedqual-certification-system>

www.etfi.eu

www.studiekeuze123.nl

Annex 10: Summary theses

Below a summary of the students whose theses have been examined by the panel.
According to NVAO's rules only student numbers are included.

68056

69497

73131

67249

69382

61286

61544

61467

63932

64926

58853

61545

72144

63256

63573

59837

71920

57785

Annex 11: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



Declaration of completeness and accuracy of the information

concerning the assessment of

Study programme: Tourism Management (HTRO)

Organisation: Stenden Hogeschool

Date of visit: April 26th 2012

Undersigned: F. de Klerk Wolters

representing the management of the above mentioned study programme,

in the position of: Head of School Leisure Tourism Management

declares that all information on behalf of the accreditation of the above mentioned study programme is made available in completeness and accuracy, *including information on alternative graduation routes that (have) exist currently and/or during the past 6 years*, so the visitation panel can come to a properly fact-based judgment.

Signature:

A handwritten signature in blue ink, appearing to be 'F. de Klerk Wolters', written over a horizontal line.

Date:

3 april 2012