

Bachelor Hotel Management Breda University of Applied Sciences

Report of the extensive programme assessment
15 and 16 April 2024

Colophon

Programme

Breda University of Applied Sciences
Postbus 3917
800 DX Breda

Bachelor: Hotel Management

Location: Breda

Mode: full-time

Croho-number: 34411

Panel

Bert Reul, chair

Ingrid Eras, member

Mark Delmartino, member

Emanuel Donhauser, member

Jasmijn Olsthoorn, student member

Tiita Buising, secretary

The panel was presented to the NVAO for approval.

The panel assessed on the basis of NVAO Framework 2018

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Summary

On April 15 and 16 2024 an assessment panel of AeQui visited the Bachelor Hotel Management at Breda University of Applied Sciences (BUAs). The programme is taught in English and is offered in the following tracks (all offered in full-time mode): a regular four-year track (240 EC), an accelerated three-year track (180 EC) for students with a VWO diploma and a three-year track (240 EC, with a maximum of 60 EC exemption) for students with a vocational background. The programme is currently developing a new curriculum, in which courses are more integrated and the alignment between courses will be strengthened. The new curriculum will be implemented in academic year 2025 – 2026. The panel assesses that the programme meets each standard; the overall quality of the programme meets the standard.

Intended learning outcomes

The intended learning outcomes tie in with (inter)national requirements for the field of international hotel and hospitality management. The intended learning outcomes are also in line with Dublin descriptors. The BUAs+ goals and the focus on internationalisation are unique selling points of the programme.

The programme succeeds in educating ‘+shaped’ professionals; professionals with a broad view that can find their way in a challenging future. The professional field is actively involved in the design and the execution of the programme. The panel assesses that the programme meets this standard.

Curriculum

The development of professional skills is at the core of the programme. This is addressed in a variety of ways including the involvement of guest lecturers, the practical training company Sibelicous, external projects in each phase of the programme, field trips, (international) placements and extra-curricular activities. In addition, research skills are adequately addressed throughout the programme. These skills are integrated in several projects and in the bachelor’s thesis.

The content of the programme enables students to achieve the intended learning outcomes. The

content offered is relevant and up to date. The study guides are very helpful for students to understand the focus and organisation of the programme.

The international character of the programme is reflected in the content and set-up of the programme, in the international profile of the staff involved, the international students attending and the international character of the field. Moreover, the programme offers students ample international experience. Lecturers involved are experienced in English-language teaching to students from diverse disciplinary and cultural backgrounds. The site visit showed that both staff and students have excellent command of English.

The structure of the learning environment allows for interactive contact between students and lecturers. Different teaching formats are used, that leave room for individual and group work. In addition, the teaching formats foster small-scale education. This is reflected in the small group size of 20 students maximum. The focus on learning communities and personalisation also contributes to the student-centred approach of the programme.

The legal enrolment criteria are applicable to the programme. The programme has a thorough selection procedure in place that ensures that motivated students enrol the programme. The panel

assesses that the programme meets standards 2, 3, 4 and 5.

Staff

The staff involved is very committed and competent. Sufficient lecturers are available to execute the programme and to maintain the small-scale didactical concept of the programme. The academy offers ample opportunities for training of staff members. The onboarding programme for new staff members ensures that staff receives a warm welcome and is introduced to the didactical concept and way of working in the programme. The panel assesses that the programme meets standard 6.

Facilities and support

The programme has appropriate facilities in place. These include the training company Sibelicious, the Taste Lab and the preparation kitchen. In addition, the tutoring matches the increasing independence of bachelor students. The tutoring includes a dedicated coach, the soft-landing programme with warm welcome for students and BUAs wide facilities for additional support. The panel assesses that the programme meets standards 7 and 8.

Quality assurance

The programme has an effective system of quality assurance in place. The PDCA cycle with formal evaluations and the involvement of committees with all relevant stakeholders, are at the heart of this system. Students in general feel heard by the programme and the programme acts on their feedback. The panel assesses that the programme meets standard 9.

Assessment

The assessment system is adequate. The quality assurance of the assessment system is solid and

effective measures are taken to guarantee the validity, reliability and transparency of the assessments. These include using test blueprints, answer models and marking schemes, the four-eye principle, written feedback for students and calibration between lecturers. A variety of assessment methods is used, and the programme implements new methods that are less affected by the use of AI.

The board of examiners and testing committee are pro-active in safeguarding the quality of the assessments and the end level of the programme. The panel assesses that the programme meets standard 10.

Achieved learning outcomes

The programme has an adequate graduation procedure in place. In assessing the thesis multiple examiners, including an external examiner, are involved.

Based on the sample of theses, the panel concludes that the level reflected in the studied thesis is high and that students achieve the required bachelor's level; some of the better theses are even close to master's level. The studied theses were well presented, and the panel agreed in general with the grades given. The studied theses also demonstrated a high level of English proficiency. The topics addressed in the theses are quite varied and in certain cases went beyond the mere field of hotel and hospitality management. Based on the meeting with representatives from the professional field, the panel notes that programme succeeds in educating '+shaped' professionals; professionals with a broad view that can find their way in a challenging future. The panel assesses that the programme meets standard 11.

Suggestions

To bring the programme to an even higher level of quality in the future, the committee issues the following suggestions:

- to make internationalisation and intercultural competences as well as the BUas+ goals more explicit in the intended learning outcomes of the new curriculum;
- to act on its ambitions to attract more international students;
- to keep safeguarding lecturers' workload and to take effective measures if needed;
- to consider letting students keep their coach in the third year, since students are very committed to their initial coach and still contact them in the third year when they have been assigned a new coach;
- to find ways to ensure that students spend enough time on the research part of their thesis (and not only on the literature review and the context).
- to explore other formats than a thesis for the final phase of the programme.

The assessment was carried out according to the schedule presented in attachment 2. The panel has carried out its assessment in relation to, and in consideration of, the cluster of programmes in which this programme is placed. The contextualisation of the programme within its cluster was conducted by the complete panel during the preliminary meeting and the final deliberations. The knowledge required for this was present in (part of) the panel.

The programme has made several developments, based on the results of the former assessment (see attachment 3). The panel considered these developments as an integral part of the current assessment.

The panel assessed the programme in an independent manner; at the end of the visit, the chair of the panel presented the initial findings of the assessment to representatives of the programme.

All standards of the NVAO assessment framework are assessed positively; the panel therefore awards a **positive recommendation** for the accreditation of the programme. The panel also assessed the Small Scale and Intensive Learning feature and concludes that the programme **meets these criteria**. This is described starting on page 25 of this report.

On behalf of the entire assessment panel,
Utrecht, June 2024

Bert Reul
Chair

Titia Buising
Secretary

Intended learning outcomes

Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

In line with BUAs's vision, the programme aims to equip students for more than just a profession and to provide them with the knowledge and skills that allow them to work in different domains, across domains, in new domains and new jobs that emerge in the future. The programme therefore places a high value on cross-domain learning in addition to the domain-specific education. The programme intends to make students competent in transcending topics, such as artificial intelligence and data management, sustainability, intercultural competency and understanding, or certain functional disciplines such as marketing, research skills and analytical thinking. This converges in educating '+shaped' professionals, who can think and work in a transdisciplinary manner. The programme notes that these transversal skills (such as problem-solving skills, critical and creative thinking, teamwork, communication, data savviness, entrepreneurship and leadership) will also serve the graduates for life. The programme aims for graduates to pair these skills with an attitude of openness, curiosity, civic duty, optimism, initiative, an inquisitive mindset, and drive.

In addition to the above BUAs qualifications, the programme adheres to the Professional Educational Profile (PEP) for Dutch bachelor programmes in hospitality management. This profile was renewed in 2023 and contains the 21st century programme learning outcomes in international hospitality business and the learning

outcomes 'working in international hospitality management'. The PEP is validated by the professional field. The learning outcomes in the PEP are aligned to the Dublin Descriptors at bachelor level and the Netherlands Qualifications Framework (NLQF) level 6 (bachelor).

The 21st century programme learning outcomes in international hospitality business included ways of thinking (for example creativity, self-regulation and problem solving), ways of working (for example collaboration and communication), tools for working (for example information, media and digital literacy) and living in the world (for example citizenship and intercultural proficiency). The learning outcomes related to 'working in international hospitality management' cover different content areas such as hospitality, operations & supply management, finance & accounting and strategic hospitality and change management. Within these areas, the PEP (and the programme) focuses on sustainable hospitality.

The programme organises the learning outcomes of the PEP into the four Standards of the Economic domain: solid theoretical base, research skills, professional skills (craftmanship) and professional behaviour. The learning outcomes are translated into more specific learning goals for each course.

Input from the professional field is gathered through industry visits, industry projects, industry placements, conferences, guest speakers, research projects, memberships of industry-related organisations such as HSMAI (Hospitality Sales and Marketing Association International), Food Management Network, industry advisory board, Visiting Industry Professionals (VIPs) and

working with strategic partners such as Hilton Worldwide and Marriott International.

The BUAs wide industry advisory board, consists of more than twenty members from the professional field. The board discusses relevant trends and developments in the industry, both in education and research, competencies they regard as essential and the alignment between BUAs strategy and industry needs.

In addition, in 2023 the first BUAs-wide industry day was held, for the key accounts/partners of all BUAs knowledge domains. The Academy for Hotel & Facility management hosted a workshop called 'What kind of leadership is needed in the field of Hospitality and Facility Management in this ever-changing world?'

During the site visit, the panel met with several representatives of the professional field. They noted that students distinguish themselves by their broad and less traditional perspective on (the future of) hotel and hospitality management. In addition, students and alumni are down to earth, pragmatic and can address problems from different perspectives. Students are prepared to find their way in the challenging future of hotel management.

Considerations

Based on the interviews and the examination of underlying documentation, the panel concludes that the intended learning outcomes tie in with (inter)national requirements for the field of international hotel and hospitality management. In addition, the intended learning outcomes are in line with Dublin descriptors. Based on an overview of the relation between courses and intended learning outcomes, the panel notes that all intended learning outcomes are covered.

The panel advises the programme to make internationalisation and intercultural competences as well as the BUAs+ goals more explicit in the intended learning outcomes of the new curriculum. The panel is of the opinion that the BUAs+ and the focus on internationalisation are unique selling points of the programme.

Moreover, the panel concludes that the professional field is actively involved in the design and the execution of the programme.

The panel establishes that the programme meets this standard.

Curriculum

Orientation

Standard 2: The curriculum enables the students to master appropriate (professional or academic) research and professional skills.

Findings

The programme addresses the development of professional skills in various ways. In doing so, the programme aims to create a 'community of practice,' with industry partners playing an active part. Industry partners are involved in inspiring students for their case study in concept design but also teaching them product knowledge about water, coffee, tea, and beer, for example. Industry partners are often represented by the alumni and serve as guest lecturers, industry panel members, project clients and assessors. In addition, (international) field trips are organised in the first three years during which students interact with product specialists. The programme also appointed 'VIP's: Visiting Industry Professionals, staff members with a limited appointment size that also work in the industry.

In the practical training company Sibelicious first year students gain practical experience in the restaurant business and second year students learn to manage a team of first-year students. The first year also comprise 2 EC of service points, that allow students to gain practical experiences that matches their interests.

The programme comprises several integrated projects in which industry partners are involved. Examples are the Integrated Revenue

Management Project and the third year Creating Impact course. In the latter, students work in communities together with facilitators and industry to develop a sustainable strategic business design. The third year includes a mandatory international placement.

The programme organises several international study trips; in the first year to Berlin, in the second year an international wine field trip and in the third year a visit to Paris or another European destination.

The programme has long-lasting partnerships with several major hospitality organisations, for example Hilton Worldwide. The extracurricular Hilton Class programme, for which main-phase students can apply and get selected by Hilton, offers exclusive guest lectures, access to Hilton World wide's University e-learning programmes, two full-time placements abroad and support and advice from senior executives from Hilton Worldwide.

In the fourth year, students work together with lecturers/researchers and industry professionals (in learning communities) on their bachelor's thesis. Learning communities have been set up around topics such as sustainable development, experience management & design, business development and food service & gastronomy.

Students value, the committee learned during the site visit, the build-up of their professional and practical skills during the programme. In addition, the programme allows them to build and expand their network outside school, for

their future career. Students were also very appreciative of the industry events, field trips and involvement of guest lecturers.

In the development of research skills students are introduced to basic quantitative and qualitative methods. Students learn to collect and analyse data as part of different assignments of the first- and second-year R&D course. In the first year Capstone project and the integrated projects in the second year, students integrate the insights gathered through qualitative and quantitative research methods in an applied design research context, focusing on service improvement and innovation using the 'Stanford d.School' model. In the third year, students experiment with their own research design in the Creating Impact course where they design a guest experience that contributes to sustainable development.

In the fourth year, students apply their research knowledge and skills in the bachelor's thesis (30 EC). During this phase, students are coached in a self-selected learning community. Each community consists of a group of lecturers, researchers, content specialists and industry partners. Currently communities are in place on the topics of sustainable development, experience management & design, business development, marketing, consumer research & communication, food service & gastronomy, building & people and organisational behaviour & human resources.

Considerations

The panel concludes that the development of professional skills is at the core of the programme. The programme addresses the development of practical and professional skills in a variety of ways including the involvement of guest lecturers, the practical training company Sibelicious, external projects in each phase of the

programme, field trips, (international) placements and extra-curricular activities. In addition, the panel notes that research skills are adequately addressed throughout the programme. These skills are integrated in several projects and in the bachelor's thesis. The panel especially values the learning communities during the writing of the bachelor's thesis, where students learn from each other, lecturers and experts from the industry.

The panel establishes that the programme meets this standard.

Contents

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

Findings

The four-year programme is divided into eight semesters. Three study tracks are offered, based on the student's previous education:

1. A regular four-year track (240 ECT) for MBO-4 or HAVO graduates;
2. An accelerated three-year track (180 EC) for VWO graduates;
3. A three-year track (240 EC, with a maximum of 60 ECTS credits exemption) for MBO graduates.

The first year makes up the propaedeutic phase and focuses on foundational knowledge, skills, attitude, values & ethics. Students are introduced to operations management and management information systems in hospitality management organisations, in combination with the afore mentioned practical training in Sibelicious. In addition, students learn the basics of finance, economics, marketing, business law & ethics, and research & development in relation to the hospitality management industry.

English is taught in the first three years of the programme. In addition to English students choose a second modern language other than their mother tongue: Spanish, French, German, or Dutch (for international students).

The second and third year comprise the main phase of the programme. The fourth and the fifth semester of the programme are offered on an alternating basis. The main phase consists of three modules and the international placement. In the Developing People and Organisations module students follow courses that address the behavioural aspects of working with people in organisations. Courses included in this module are Organisational Behaviour, Business Law & Ethics, Research & Design and Economics. The module is concluded by an integrated project, a case study of a company through which previously acquired knowledge and skills is applied. The Managing Business Performance and Innovation module focuses on the business side of the industry and courses included are Accounting, Operations Management, Management Information Systems and Marketing. The module is finalized with the integrated project on Revenue Management.

In the Creating Excellence in Hospitality Management module the corporate strategic possibilities of organisations are examined, and students are encouraged to integrate, at a strategic level, what they have learned in previous courses.

In the five-month international practical placement students experience living and working in a real-life, cross-cultural hospitality environment abroad. All students are visited by their supervising lecturer during their placement.

The fourth year is the graduation phase of the programme consisting of Personalisation and the bachelor thesis (see standard 11). During the

graduation phase, students can opt for a minor, a second placement, exchange or to participate in an AFM research project as a research assistant.

The alumni that the panel met with during the site visit noted that the programme is up to date and on top of (and sometimes even ahead of) relevant developments in the field. Students the committee met with, value the second-year management week and the collaboration with other students in projects.

Alumni also value the international focus of the programme, the panel learned during the site visit. The international placement is a life-changing experience. International alumni noted that also at BUas campus students broaden their horizon by interacting with student with different backgrounds. In addition, students are encouraged to bring their own (international and cultural) perspective into the learning community.

Considerations

The panel considers that the content of the programme enables students to achieve the intended learning outcomes. The study guides are very helpful for students to understand the focus and organisation of the programme. The panel notes that the content of the programme is relevant and up to date. The international orientation of the programme is reflected in the content and set-up of the programme. Moreover, the programme offers students ample international experience.

The international character of the programme is reflected in the international profile of the staff involved, the international students attending and the international character of the field of study and research: hotel and hospitality management. The panel therefore concludes that

the international name of the programme is more than appropriate. The panel also agrees to the fact that the programme is entirely taught in English. In addition, the panel establishes that the lecturers involved are experienced in English-language teaching to students from diverse disciplinary and cultural backgrounds. The meetings during the site visit showed that both staff and students have excellent command of English.

The panel establishes that the programme meets this standard.

Structure

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

Findings

The programme aims to provide small scale and student-centred education. Close involvement with students is realised through (project) supervision and study coaching. Communication with supervisors, experts and coaches is intensive, personal and direct. Lectures and workshops are provided for groups of 20 students maximum. The site visit made clear that in larger more theoretical classes, multiple lecturers are involved, and students are divided into smaller groups.

Key elements of the programme's educational vision are learning in communities (with industry partners, lecturers and researchers, see standard 2), personalisation (see standard 3), a variety of didactic methods.

The didactical methods vary from traditional lectures, workshops and flipping-the-classroom set-ups to seminars, dialogue sessions, guest lectures, debates and practical instruction. In addition, the programme uses the Global Mind

Monitor and Lumina Spark as tools for personal and professional development (see standard 8).

In the training company Sibelicious, first- and second-year students work together. Second-year students manage, supervise and assess their first-year counterparts. The second-year students in particular experience a steep learning curve, the self-evaluation report notes. In the different integrated projects, students work together in small groups and collaborate with staff and industry. Teaching methods used are feedback during interactive workshops, Q&A sessions, industry fair, peer to peer assessments and final presentations.

The students the committee met with, value learning and working together in the learning communities. This allows them to engage with experts and to help each other. For all learning communities guest lecturers are invited every other week. Students are involved in inviting guest lecturers and in creating field trips to meet experts in their own daily practice. However, to get the most out of these communities it is important that all students attend.

Students also appreciate the options to personalise their programme and the way they are facilitated in pursuing their own interests and ambitions (for example specialising in food).

Considerations

The panel concludes that the structure of the learning environment allows for interactive contact between students and lecturers. Different teaching formats are used, that leave room for individual and group work. In addition, the teaching formats foster small-scale education. This is reflected in the small group size of 20 students maximum. The focus on learning communities and personalisation also contributes to the student-centred approach of the programme.

The panel establishes that the programme meets this standard.

Incoming students

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

Findings

The legal enrolment criteria apply to the programme. The programme has a selective admission procedure in place. Candidates must provide a cv and a motivation letter. Candidates must also complete an English proficiency test and a NOA competency assessment. Based on this, candidates are invited for a selection day. The selection day consists of 'speed-dating' sessions, a tour of the building, and a selection interview with two academy staff members, alumni and/or industry professionals. The latter can also include a pitch by the candidate.

Each year, the programme aims to admit on average 25% of international students. Currently

17% of the student population has an international background. It was noted during the site visit that the lack of on campus housing makes it more difficult to attract non-EU students.

Considerations

The panel concludes that the legal enrolment criteria are applicable to the programme. In addition, the programme has a thorough selection procedure in place that ensures that motivated students enrol the programme. Moreover, the panel is of the opinion that the programme ties in with the student's different backgrounds.

The panel notes that the programme's ambition to attract more international students is not yet translated in to concrete actions.

The panel establishes that the programme meets this standard.

Staff

Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Findings

The programme is part of the Academy for Hospitality & Facility Management. The academy employs 92 staff members (79 fte) of which almost 90% is involved as a lecturer, instructor or coach. The bachelor Hotel Management involves 56 fte.

In response to a recommendation from the previous visitation, the programme recruited staff with international experience. Currently approximately 40% of the educational staff are either international by birth or have worked outside of the Netherlands for more than five years.

The self-evaluation report shows the development of the student-staff ratio over the last few years. This ratio has improved over the years and is currently 1:15.

The academy aims for a well-rounded team with diverse backgrounds and to attract lecturers who, in addition to a solid academic background, have experience in the hotel industry. Lecturers with a background in the industry who do not possess a master's degree are required to obtain one within three years. Lecturers without a background in the industry are expected to familiarise themselves with it by visiting students doing their placements, joining company visits or student study trips, or doing a short internship in the industry. Completing a didactic / BKE course is a prerequisite for a permanent contract. 90% of the lecturers and tutors has obtained their didactic and/or BKE certificate.

In alignment with BUAs policy, the academy embraced team-based working to create more professional autonomy and leadership and a more agile organisation that can respond more quickly to the demands of an ever-changing world. To support this transition, team roles have been defined, a team coach is available and training sessions were organised. So-called home teams are responsible for coordinating a particular year of the curriculum to ensure an optimal student journey.

The academy organises Time-to-Share sessions twice a month during which academy staff share their latest insights and experiences with their colleagues. Furthermore, staff study days are organised every year to achieve progress in curriculum development and share best practices. And together with the other Dutch hotel management schools, an annual education and research day is organised for staff members of all schools. Several groups of colleagues (from all Dutch hotel management schools) with the same interest meet more often during the year in 'knowledge carousels' for professional peer reviews.

For new staff members an onboarding programme is organised. New staff members also receive educational support such as didactics, BKE and, when needed, English. Lecturers are encouraged to opt for internships with industry partners, to attend relevant conferences and to visit students during their placement. BUAs offers training opportunities for staff such as didactics, English, curriculum development, training for strategic topics and individual coaching. For experienced lecturers a refresher didactics is available. Within BUAs several cross-academy

learning communities focus on didactical topics, such as a soft landing for students. Every two years, the academy organises a so-called 'vlootshouw'.

The lecturers the panel met with during the site-visit are actively connected to the field and / or to research. This includes for example recent working experience in the field, research in co-operation with the field, an internship in the field, board member of relevant organisations or visiting students (and their organisations) during their placement. Lecturers feel supported by management to take on these roles. To engage the professional field in their classes, lecturers invite guest lecturers and incorporate cases based on relevant developments in the professional field. For each course several guest lecturers are invited. In addition, lecturers check during classes how the discussed theory resonates with student's practical experience.

Workload of lectures is discussed within the programme, the panel learned during the site visit. In taking up new tasks, lecturers are asked which tasks they no longer wish to engage in. In addition, it was noted that team-based working is helpful in spreading the workload and that lecturers help each other if needed.

The site visit also made clear that professors and researchers are actively involved in the programme. This includes guiding students in their graduation phase, involvement in courses and developing material for different courses.

Regarding their lecturers, students noted during the site visit that they actively try to incorporate

students' different backgrounds during classes and make the classes personal for all students. Moreover, lecturers are very involved, approachable and bring in their own professional experience.

Considerations

The panel considers that the staff involved is very committed and competent. In addition, sufficient lecturers and tutors are available to execute the programme and to maintain the small-scale didactical concept of the programme. The panel already noted that the staff involved has an excellent command of the English language.

The panel notes that the academy offers ample opportunities for training of staff members. The panel especially values the onboarding programme for new staff members; this ensures that staff receives a warm welcome and is introduced to the didactical concept and way of working in the programme. The panel recommends the programme to keep safeguarding lecturers' workload and to take effective measures if needed.

The panel is of the opinion that the programme's definition of international staff as staff that has worked outside of the Netherlands for more than five years is less appropriate.

The panel establishes that the programme meets this standard.

Facilities and support

Accommodation

Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

The programme (and academy) is housed in the Horizon Building at the BUas campus, together with the Academy for Tourism. The facilities include the afore mentioned training company Sibelicious, the Taste Lab and the preparation kitchen. Sibelicious includes a restaurant, visitor centre, bar, service for banqueting and several outlets. The Taste Lab is used by students and lecturers to test food and beverage concepts and to measure emotions with the available software. In addition, the Taste Lab can be used to create pop-up restaurants where emotional responses to culinary concepts and food products are gauged using advanced cameras.

In addition to the above, different small and bigger classrooms and the chapel are available. The Horizon building being part of a former convent, the chapel functions as a lecture hall for large or special guest lectures, events and ceremonies. All classrooms are equipped with a writing wall and a smartboard. BUas campus offers multiple options for food and spaces for collaboration between students. The staff room does not have coffee facilities: staff and students meet at the coffee machine which (according to the self-evaluation report) contributes to the staff's approachability and a sense of community.

The building also houses the library, Information Management and Information Communication

Technology Office (IM&ICT), Campus & Workplace Services (C&WS), and the Service Desk.

The digital learning environment informs students about the programme, the content and assessment of the different courses, hosting online learning resources, assignments and assessing submitted work of students.

Considerations

Based on the documentation and the tour of the facilities during the site-visit, the panel concludes that the programme has appropriate facilities.

The panel establishes that the programme meets this standard.

Tutoring

Standard 8: The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.

Findings

In the first year, the Management Development Programme (MDP) starts, which focuses on personal and professional development. This programme is currently realigned with the BUas soft-landing programme and BUas skills for life. Part of the MDP are the Global Mind Monitor and Lumina Spark. The latter provides students with insight in their strength and developmental areas. It helps students to develop skills needed in the workplace such as adaptability, agility, a growth mind-set, partnering, authenticity, and the ability to lead self and others. The Global Mind Monitor is used for students'

development of Global Competences. This monitor consists of an online questionnaire about for example multicultural personality, cultural intelligence, language skills, and intercultural activities of the student. The results provide insight into absolute/relative scores and offer reflection on good aspects and aspects for improvement, for which the Global Mindset toolbox can be used.

In addition, every student has a personal coach, and one-to-one meetings are regularly planned. The coach monitors students' academic progress and identifies potential problems but also opportunities for excellent students. An individual placement coach guides student during the international placement and the graduation phase. Once a year lectures /coaches visit the placement students and their respective placement companies. During the other semester several online meetings with the student and the placement supervisor are scheduled. Students who do their graduation internship in the Netherlands, are visited in person by the graduation coach. This coach meets with the student and the company supervisor to evaluate the student's progress and further development needs. For the students abroad, MS Teams meetings with the supervisor are scheduled.

To provide extra support, study counsellors are available who can contact one of the BUAs psychologists or the general practitioner for individual support or advice. In addition, students can use the online Miro modules for special support. And by means of BEST (BEtter STudying), BUAs offers skills and behavioural training activities, such as studying with a disability, assertiveness training and activities in which students learn to cope with fear of failure.

The academy organises the non-mandatory InterSib event for all first-year students. This is

hosted by second, third- and fourth-year students and consists of social activities and aims at helping students in the process of getting to know each other. After this event, the Study Start Week is organised. This week provides students with an introduction to the programme, the campus and their study coach. BUAs wide a broad variety of clubs is available for students, including for example a cooking club, film society club, LGBTQ+ club and gardening club. And a BUAs wide soft-landing programme for new students will be introduced next academic year. This programme aims to make students feel at home and to provide them with the support needed for a successful start.

The site visit learned that the programme organises several online meetings with international students prior to the start of their education. These meetings allow for international students to get to know each other and to ask questions (for example related to housing). International students are connected to a buddy from the Erasmus programme.

The alumni that the panel met with value the tutoring and guidance they received during their studies. It was noted that a lot of guidance is available, but it is up to the student to claim and use it. Alumni also highlighted the international placement as a pivotal and transformative moment in their maturity as students.

During the site visit, students were appreciative of the soft landing. This prepared them for studying at BUAs. Students also noted the approachability of and personal contact with their coaches.

Considerations

The panel concludes that the programme has a wide range of tutoring activities in place, that match the increasing independence of bachelor students during their study.

The panel appreciates the academy's and BUAs's efforts to provide a soft landing and warm welcome for students. In addition, the panel notes the efforts the programme is taking to ensure that all students (including students with a functional disability) are able to experience an international placement.

The panel noted that students are very committed to their initial coach and still contact them in the third year when they have been assigned

a new coach. The panel suggests the programme consider letting students keep their coach in the third year.

The panel establishes that the programme meets this standard.

Quality assurance

Standard 9: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development

Findings

The programme's quality assurance system is in line with BUAs's quality care system. The BUAs quality care system focuses on a continual and systematic quality improvement process in education, didactics, personal and facilities. At institutional level, responsibility for quality assurance lies with the Executive Board. Within the academies, this responsibility lies with the directors and management.

Within the academy, several committees are involved in the process of quality assurance. The curriculum committee maintains the overview of the curriculum, approves suggested changes at course level and at curriculum level, and ensures that the curriculum is up to date and in line with the vision and principles of BUAs. The curriculum committee consists of several lecturers and an educational advisor. When necessary, students, colleagues and industry representatives join the curriculum committee.

The degree programme committee (DPC) monitors the quality of education and, with input from students and staff, advises the management team on educational matters. The DPC consists of an equal number of staff and student members. The DPC provides advice to the management team and gets its input from students and staff.

Staff and students are also represented in the Academy Participation Council (APC). The council is involved in the decision-making process

and communication within the academy. The APC provides advice to the management team and gets input from students and staff.

The board of examiners and the testing committee are also part of the quality control process. This will be further elaborated on in standard 10.

In 2022 – 2023 the academy adopted the PCDA cycle in the regular evaluations within the programme. Part of this cycle is that each year the management (advised by the DPC and curriculum committee), determines which curriculum components are evaluated. Each designated curriculum component is digitally evaluated by students at the end of the education period. The results are discussed and interpreted in roundtable meetings. These two forms of evaluation, supplemented with the test analysis of the relevant educational component, are summarised in a module report. This report includes suggestions for improvement for the following year. The module report is discussed between the course manager, the educationalist, MT representative, and the curriculum committee in a PDCA meeting. During this meeting, decisions are made and points for improvement for the next academic year are determined and recorded. After the module report has been shared with the education team, the DPC and the students, the actions are implemented, after which the cycle continues. In addition, each course manager draws up a yearly improvement plan.

The programme has been successfully audited by the United Nations agency of the World Tourism Organization (UN-WTO), according to the standards of their Quality Assurance Programme for Tourism Educational Institutions

(TedQual). The programme is the only one in the Netherlands with this certificate. In addition, the programme is accredited by The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE). This is a global organisation for accreditation, benchmarking, and quality enhancement in tourism, hospitality, events, and culinary arts, with a network of 44 members in 19 countries across four continents.

During the site visit, students noted that class representatives are involved in collecting feedback during several round-table meetings.

Considerations

The panel concludes that the programme has an effective system of quality assurance in place.

The PDCA cycle with formal evaluations and the involvement of committees with all relevant stakeholders, are at the heart of this system.

Based on the discussions during the site-visit and the documentation studied, the panel determines that students in general feel heard by the programme and that the programme acts on their feedback.

The panel establishes that the programme meets this standard.

Assessment

Standard 10: The programme has an adequate student assessment system in place.

Findings

The BUAs testing framework provides direction and support for academies to formulate a testing policy and to develop measures that guarantee the quality of testing. The academies testing policy outlines the premises and procedures for the design, organisation, administration, and evaluation of testing. The testing policy is revised every three years. The testing policy is monitored by the board of examiners and the testing committee and approved by the academy's management team. The yearly testing plan provides an overview of when, where and how student achievement is tested.

Important elements of the of the academy-wide testing policy are:

- Knowledge examinations follow Bloom's taxonomy. In the propaedeutic phase, examinations emphasise basic knowledge. Tests in main phase 1 focus on comprehension and application, while main phase 2 emphasises analysis, synthesis and evaluation.
- Tests are always linked to the learning outcomes. By assessing the annual testing plan, the testing committee checks the variety in testing. The curriculum committee checks whether all learning goals are covered.
- Within each phase of the programme, there is a variety of distinct types of tests (for example multiple-choice tests, open ended tests, essays, video's, reports and presentations). The type of test is aligned with the learning goals, learning activities, students' behaviour aimed for, and assessment criteria.

- Several courses offer students the possibility to choose their own type of assessment. In addition, self-assessment is used.
- The standards of the economic domain are tested (in the Sibelicious training company, MDP, Service Points, Management & Leadership skills, Languages, Projects, and International Placement).

Within the academy, assessment serves two key purposes: 1) summative assessment determines a student's competency at a specific point in time and 2) formative assessment focusing on improving the learning process, as well as providing ongoing feedback to guide students and enhance their skills. Formative assessment evolves in the programme from instructor-led feedback to self-assessment and peer assessment, encouraging student responsibility and collaboration.

Each core knowledge course undergoes at least one summative examination and preferably one formative test per level to ensure students meet the required knowledge levels. In the programme, all knowledge core courses are tested at end level before the graduation phase.

The academies testing policy also outlines the quality standards for testing. These include for example the involvement of more than one expert in designing a test, developing a test blueprint and rubric, making test information available to students in good time, the use of evaluation tools to ensure the reliability of tests (scoring rules, pass marks, four-eyes principle) and the regular scrutinizing of tests.

Regarding the thesis, review/realignment sessions are held each semester with all internal examiners.

External examiners the panel met with, feel well prepared for their role as an advisor in the assessment. The regular meetings at BUAs about the programme and assessments as well as the calibration with the other internal examiners involved, are very helpful in this.

Students value the different forms of assessment and the feedback from their lecturers, the committee learned during the site visit.

Board of examiners and testing committee

The academy's board of examiners is responsible for ensuring the quality of the assessment and the end level of the programme. In addition, the board of examiners is also concerned with the binding study recommendation regarding the continuation of studies, deciding on the application of the teaching and exam regulations and establishing whether personal circumstances justify deviation from the rules.

The board writes a yearly report and reports directly to the Executive Board. The board has delegated the task of controlling the quality of assessment to the academy-wide testing committee. One of the testing committee's members is the chair of the board of examiners.

The testing committee is responsible for validating tests which are new in the testing plan or when feedback or results indicate that extra attention is needed. At the beginning of the year, the testing committee is provided with the original test, the resit, the test blueprint, the student manual, answer models and marking scheme. This enables the testing committee to scrutinise the quality of the test both at item level and at general test level. The testing committee uses screening lists that are filled out by the lecturers.

The testing committee also analyses the results of the tests together with lecturers. The testing committee reports to the board of examiners.

In response to the developments in artificial intelligence, the academy has implemented oral debates as a testing method. This allows for individual testing without reliance on written material. In addition, reporting standards have been revised, referencing the use of AI-generated content. The BUAs AI taskforce organises mandatory training for lecturers on a general introduction to AI (recent developments, but also fundamental use cases), with follow-up training sessions in the next academic year.

During the site visit, the panel met with representatives of the board of examiners and the testing committee. It became clear that the chairs of the different boards of examiners within BUAs meet on a regular basis to discuss transcending issues and to learn from each other. It was also mentioned that the testing committee was expanded by two members. And it was made clear that the testing committee collects all information about all tests at the beginning of each academic year. The testing committee reviews a sample from that once a year.

The board of examiners checks a sample of theses and their assessments four times a year. In its most recent assessment, the board of examiners concluded that the bachelor level is reflected in the final works but that the feedback on how the actual grade was arrived at can be improved. The personalisation part of the graduation phase was not yet included in the sample but has been debated by the board of examiners.

Considerations

The panel is of the opinion that the programme has an adequate assessment system in place.

The quality assurance of the assessment system is solid and effective measures are taken to guarantee the validity, reliability and transparency of the assessments. These include using test blueprints, answer models and marking schemes, the four-eye principle, written feedback for students and calibration between lecturers.

The panel notes that a variety of assessment methods is used and that the programme implements new methods that are less affected by the use of AI.

The board of examiners and testing committee are pro-active in safeguarding the quality of the assessments and the end level of the programme. The board systematically checks the quality of the final level four times a year. The panel support the board in its intention to also check the level of personalisation part of the graduation phase.

The panel establishes that the programme meets this standard.

Achieved learning outcomes

Standard 11: The programme demonstrates that the intended learning outcomes are achieved.

Findings

The graduation phase of the programme consists of the bachelor's thesis (30 EC) and the personalisation part (30 EC). Students can decide on the order in which they wish to complete both. Students outline their plans for this final year in a graduation preparation assignment.

The personalisation part can be filled in with an industry placement, a research assistantship, a minor, entrepreneurship or an international exchange. Assessment of each of these personalisation options is contextualised, for instance for the industry placement students produce a professional product by order of the placement/research client as well as an accountability video, justifying choices made in the creation of the professional product.

For the thesis, students are free to select a topic which falls within the scope of one of the graduation communities within the hospitality context. To ensure this, students are required to submit a graduation plan before the thesis semester, outlining in broad terms the focus of their thesis. This plan is evaluated by one of the coaches in the community the students will subsequently join.

Both the thesis product and assessment criteria provide flexibility to the students to develop a product that suits their interests and professional development wishes while safeguarding the exit qualifications of the BA in Hotel Management. The diversity of products that students can submit for the thesis can range across an advice, product or implementation plan,

business or design plan or a research paper. To support this diversity of products, the programme developed a holistic assessment form for the thesis.

Students defend their thesis product to an assessment committee consisting of their coach, an internal assessor, and a preselected industry professional. Prior to this defence a 'go'/'no go' assessment determines whether students can participate in the defence. In this 'go'/'no go' assessment, four of the eight criteria are assessed, regarding the introduction of the context and the problem, the knowledge, business or design aim(s), the research and/or design process and method(s) used and the quality and style of the product. In the final assessment, all eight criteria are assessed in the defence presentation, considering both the defence and the thesis product itself.

During the site visit it was made clear that in the development of the new curriculum, new and other formats for the thesis will be explored. This will for example allow for students to also graduate with a professional product or a format that matches their future career perspective.

The programme stays in touch with alumni through the LinkedIn group and the alumni database. In addition, the academy publishes a newsletter for alumni (twice a year), invites alumni to special celebrations and organizes an alumni event (every two years). Alumni are involved in the programme as a guest lecturer, in coaching students during placements, as a client in projects, or in informing prospective students during Open Days and Selection Days. An alumnus is invited to give an inspirational

keynote during each graduation ceremony about 'lessons learned after graduation'. Approximately 25% of the graduates continue their education in a master's programme.

To prepare for a master's programme, students can opt to work as an assistant researcher in their personalisation phase or follow a pre-master programme at BUAs for specific master programmes. In addition, students can work on publications with their lecturers.

Alumni the panel met with, feel very well prepared for their continuous education in a master's programme and for their career. Students value the guidance during the development of their thesis. The learning communities are very valuable in this.

Considerations

The panel concludes that the programme has an adequate graduation procedure in place. In assessing the thesis multiple examiners, including an external examiner, are involved. The panel values the personalisation part of the graduation phase. This offers student ample room for creating their own path. The panel notes that the personalisation part of the graduation phase is properly assessed.

To assess whether students achieve the required end-level and the intended learning outcomes qualifications, the panel studied 15 theses. Based on this, the panel concludes that the level reflected in the thesis is high and that students achieve the required bachelor's level; some of the better-quality theses are even close to master's level. The studied theses were well presented, and the panel agreed in general with the grades given. The studied theses also demonstrated a high level of English proficiency.

The panel notes that the studied theses share a somewhat similar format, including a context analysis, a literature review, research methodology and results and conclusions. The panel is of the opinion that especially the context analyses and literature reviews were very well executed. The panel also noted that in the theses with higher grades, the other parts were also very well executed. In the theses with lower grades, students experienced not enough time to elaborate on this. The panel recommends the programme to find ways to ensure that students spend enough time on the research part of their thesis.

The topics addressed in the theses are quite varied and in certain cases went beyond the mere field of hotel and hospitality management.

The panel supports the programme in exploring other formats than a thesis for the final phase of the programme. This was also supported by students during the site visit.

Based on the meeting with representatives from the professional field, students and the alumni, the panel notes that programme succeeds in educating '+shaped' professionals; professionals with a broad view that can find their way in a challenging future.

The panel establishes that the programme meets this standard

Attachment: Distinctive Feature small scale and intensive education

The bachelor programme in Hotel Management meets all criteria of the Distinctive Feature small scale and intensive education. During this initial assessment, the panel noted that the programme is already delivering on its small scale and intensive education ambitions. The goals and scope are more ambitious than what is usually expected of a bachelor's programme, and this bachelor+ level is reflected already in part of the current intended learning outcomes. The programme includes sufficient extra-curricular activities that involve both staff and students and in which students also take the lead in organising. The learning environment is based on creating learning communities, personalisation and small-scale interactive education. The programme has a selective and comprehensive admissions process. Staffing is adequate, both in terms of quantity and quality, and lecturers teach according to the principles of small scale and intensive education. The facilities at BUAs are suitable for an interdisciplinary setting and support efficient and effective learning, as well as community building. The bachelor thesis surpasses baseline quality and is sometimes even close to master level. Moreover, the programme prepares students both for relevant positions in the hotel management domain and for pursuing a masters' degree. In addition to these positive considerations, the panel noticed that two elements require further attention:

- The ambitious scope and goals of the programme (the Buas + dimension) are already visible in the set-up and delivery of the curriculum, but this bachelor+ level can be formulated more explicitly in the intended learning outcomes.
- As the drop-out rate is relatively high and study success not better than in other regular programmes, the panel advises the programme to explore these figures and – upon identifying the causes – take measures accordingly.

According to panel, the bachelor programme in Hotel Management meets the criteria of the Distinctive Feature small scale and intensive education.

Findings

A: Intended learning outcomes

The panel noted that the goals and scope of the Hospitality Management programme are more ambitious than what is usually expected of a bachelor's programme.

The intended learning outcomes regarding Hotel Management are derived from the Professional Educational Profile (PEP) for Dutch bachelor programmes in hospitality management. This profile contains the 21st century programme learning outcomes in international hospitality business and the learning outcomes

'working in international hospitality management'.

The 21st century programme learning outcomes in international hospitality business included ways of thinking (for example creativity, self-regulation and problem solving), ways of working (for example collaboration and communication), tools for working (for example information, media and digital literacy) and living in the world (for example citizenship and intercultural proficiency). The learning outcomes related to 'working in international hospitality management' cover different content areas

such as hospitality, operations & supply management, finance & accounting and strategic hospitality and change management. Within these areas, the PEP (and the programme) focuses on sustainable hospitality. In the PEP, the minimum level of the learning outcomes has been set at level 2 (of 3 levels based on the AUCOM model). The programme achieves the intended learning outcomes regarding marketing, Sales & Distribution, operations management, strategic hospitality management and change and leadership & people at level 3.

In addition, the programme adheres to the BUAs wide learning outcomes regarding education +shaped professionals. These include:

- Integrating and shaping the future in a hyperconnected world
- The capability to have societal impact through meaningful learning experiences
- Guts and professional leadership to become a self-directing professional.

Moreover, the following intended learning outcomes have been formulated for the MDP programme and the Business Law and Ethics course:

- Understanding BUAs community: Developing a full understanding of the BUAs community and its digital and physical environment.
- Critical thinking: Participate actively in a dialogue displaying an attitude of openness, objectivity, active listening, and a critical reflection towards oneself and others.
- Multicultural Education: Becoming culturally sensitive in one's interactions with others.
- Interpersonal relationships: Establish effective (working) relationships with lecturers, coaches and peers and being part of the BUAs+ community.
- Good learner: Want to know BUAs, to get familiarized with the industry, master study

material and to achieve high standards in professional perspective. Being a (self-) responsible (ownership) and belonging student in the learning community.

- Engaging in self-regulated learning: Having a realistic self-image and ability to regulate oneself.
- Intentional and self-directed learning: Becoming an intentional learner and being a reflective practitioner.

The site visit made clear that, as part of the re-design of the new curriculum, the programme will also refine the intended learning outcomes. This includes the formulation of learning outcomes in the area of internationalisation (at level 3) and the incorporation of the BUAs identity in the intended learning outcomes.

The panel concludes that, in addition to the learning outcomes from the Professional Educational Profile, the programme (and BUAs) formulated cross-domain learning outcomes. These learning outcomes, focusing on educating +shaped professionals, stress students' ability to think and work in a transdisciplinary manner by using transversal skills such as problem-solving skills, critical and creative thinking, teamwork, communication, data saviness, entrepreneurship and leadership. The panel is of the opinion that this broadens students' skills and perspectives.

In addition, the programme formulated part of the intended learning outcomes from the Professional Educational Profile (PEP) for Dutch bachelor programmes in hospitality management, at a higher level.

The panel supports the integration of the BUAs+ goals and the domain specific learning outcomes from the PEP in the new curriculum. The panel recommends the programme to make

this high level of ambition explicit in the formulation of the intended learning outcomes for the new curriculum. According to the panel, this explicit formulation will also do justice to high level of implementation of the programme, which is already very clearly visible.

B: Curriculum contents

Students work on the development of their academic, professional and social skills both within the curriculum and outside of it. The curriculum related part is assessed positively by the panel and is covered in standard 2, regarding the teaching learning environment. The extra-curricular activities include:

- The Hilton Class programme, with extra guest lectures, two placements and training by Hilton;
- Courses on Wine and Beer;
- BEST courses regarding study success and student well-being;
- Network events such as Hotellotop, HSMAl and Food Service Network;
- Competitions such as Young Hotelier Summit in Lausanne and the EM-CUP organised by Hotellotop;
- The research and education day organised by the Dutch Hotel Management Schools and;
- BUAs's industry fair;
- The Clubs@BUAs;
- The soft-landing programme;
- InterSib (introduction) programme;
- The Taste Lab, in which students and lecturers learn and explore together opportunities in relation to food concepts and experiences;
- Activities organised by the student association.

In addition, the programme offers curricular activities aimed at developing the +shaped profile. These include for example the international

study trips in the first three years of the programme. The study trips in the second and third year are organised by students and lecturers together.

The students the committee met with during the site visit value the extra-curricular activities offered. They find this beneficial for their personal development and it helps them to broaden their network.

The panel concludes that there are many extra-curricular activities, of which a lot are organised by students. In addition, many events involve both students and staff. The panel concludes that the curriculum and the extracurricular activities are intrinsically linked and complement each other. The extracurricular activities aim to broaden students' mindset, skills and perspectives.

C: Learning environment

The educational concept underlying the programme is based on three principles: learning in communities (with industry partners, lecturers and researchers), personalisation and a variety of didactic methods. These principles have been addressed in the previous section teaching learning environment (standard 4) and constitute important and strong pillars of the programme, according to the panel.

In terms of small scale and intensive education, the panel understood from the written materials and the site visit that close involvement with students is realised through (project) supervision and study coaching. In addition, communication with supervisors, experts and coaches is intensive, personal, and direct. Students have a considerable number of contact hours, on average 20 hours per week in the first year. Lectures and workshops are provided for groups of 20 students maximum. And students work in

smaller groups on their projects (together with industry partners, lecturers and researchers). The site visit made clear that in larger more theoretical classes, multiple lecturers are involved, and students are divided into smaller groups.

The didactic methods used facilitate small scale and intensive education. These methods include lectures, workshops and flipping-the-classroom set-ups to seminars, dialogue sessions, guest lectures, debates, Q&A sessions, industry fair, peer to peer assessments, final presentations and practical instruction. Moreover, the use of the Global Mind Monitor and the Lumina Spark tool (part of the mandatory Management Development Programme) provides students with insights in their own cross-cultural competences, in their self-understanding and their cooperation with others.

The curriculum is structured in such a way that students can finish the entire curriculum within the nominal period. Staff and students confirmed to the panel that the study load the programme is doable. The programme believes that coming to class and actively participating during class are essential for study success. And that students should be intrinsically motivated to attend class, not just because they have to. The programme therefore offers practical hands-on education, with guest lecturers, facilitators, industry involvement, one-to-one coaching. Moreover, the programme maintains close contact with students.

D: Intake

The bachelor programme in Hotel Management is allowed to select its students. To study at the programme, prospective students need to meet four criteria: intrinsic motivation, affinity with hospitality, personal qualities and level of English. The selective process is intensive and starts

with an initial screening of the prospective students cv, list of grades, motivation letter, English proficiency test and the NOA competency assessment. Based on this, prospective students are invited for a selection day. The selection day consists of 'speed-dating' sessions, a tour of the building, and a selection interview with two academy staff members, alumni and/or industry professionals. The latter also includes a pitch by the prospective student. During the selection interview the four criteria (intrinsic motivation, affinity with hospitality, personal qualities and level of English) are discussed and assessed by means of a grading form. Based on this assessment, prospective students are admitted to the programme.

The panel notes that with the different tracks, the programme is able to tie in with students' different backgrounds.

The programme aims for 220 new students per academic year. The site visit learned that in general, approximately 600 prospective students apply, of whom circa 400 are admissible and are invited for a selection day. 220 students are admitted.

The panel is of the opinion that the programme has a thorough and well-functioning admissions procedure in place. The programme aims to select motivated students who actively seek a demanding programme in an international community. The admissions criteria are well specified in the rubric in the grading form. The panel encourages the programme to engage current students in the intake procedure; this can be very informative for prospective students.

E: Staff

The panel noticed in the previous section in standard 6, that the staffing at the programme is adequate, both in terms of quantity and

quality. The staff involved at the academy consists of 92 staff members (79 fte). The majority of staff is involved in both bachelor programmes of the academy (Hotel Management and Facility Management). The staff-student ratio is 1 on 15 (or 1 on 18, if only counting the teaching staff). The panel understands that this ratio is more favourable than in regular programmes.

The programme provides an onboarding programme for new staff and opportunities for dedicated training. This includes educational support such as didactics, BKE and, when needed, English. Also training on strategic BUAs topics such as intercultural classroom, artificial intelligences, team-based working and student well-being are offered. In addition, lecturers can follow work or content related training and are encouraged to opt for internships with industry partners, attend relevant conferences and visit students while they are working in the industry during their internship.

As mentioned in standard 6, students are very enthusiastic about their lecturers, in particular their approachability, the references during class to their own professional experience and their efforts to involve students' different backgrounds in the class.

F: Facilities

The programme (and academy) is housed in the Horizon Building at the BUAs campus, together with the Academy for Tourism. The layout of the building ensures that staff and students can mix easily. The facilities are addressed in standard 7 of the previous section.

The building is organised around a central meeting place and the Taste Lab. In the central meeting place, lecturers and students meet at

the coffee machine (the staff room does not have coffee facilities). This contributes to the staff's approachability and a sense of community. And in the Taste Lab, students and lecturers test food and beverage concepts and measure emotions with the available software. In addition, the Taste Lab is used to create pop-up restaurants where emotional responses to culinary concepts and food products are gauged using advanced cameras.

The student association helps with bar service, and when bigger events take place, staff operate the bar and kitchen. Student associations make use of the facilities. Alumni dinners, charity events and board changes are organised by the student association on campus. For international students, including exchange students, welcoming drinks are organised and every year several staff members join the group of international students during the weekend for a trip to experience Dutch culture and history. And three days a week students and staff can gather in the bar to engage in a more informal way.

During the guided tour, the panel noticed that the facilities are suitable for an interdisciplinary setting and support efficient and effective learning, as well as community building.

G: Achieved learning outcomes

The panel has established in the previous standards that the modules and courses, the assessments and the bachelor thesis are in line with the intended learning outcomes. The teaching and learning environment ensures, according to the panel, that students achieve the intended learning outcomes and the accompanying domain-specific and transversal competencies. Moreover, based on the studied bachelor theses, the panels concludes that the level of the

studied thesis quality is good and, in some cases, clearly surpasses the baseline quality.

The written materials and the discussions on site have provided ample evidence to the panel that the programme prepares students for both relevant positions in the domain of international hospitality and follow-up degree programmes at master level. Approximately 25% of the students continue their studies in a master's programme. It was noted that graduates also often work outside the field of hotel and hospitality management. The panel concludes that graduates are wanted in a wide variety of professional fields, including banking, recruitment, health-care and event management.

Several students/alumni have been recognised for their exceptional talent, by winning 'Talent of the Year Award' during the Hotellotop in several years, by winning the 'Multatuli' Dutch thesis award. In addition, students have won the European Mise en Place Cup, an annual competition between more than 30 European hotel management schools.

The drop-out rates are stable over the last few years. The Binding Study Advice (BSA) threshold is 60 ECTS (during the Covid pandemic this threshold was dropped). The 60 EC BSA is responsible for the reasonably high dropout in the first year. This 60 EC BSA also makes it hard to compare drop-out rates between schools.

For the 2022 cohort the dropout rate (after the first year) was 22%, lower than the BUAs wide drop-out rate of 28%. During the site visit it was noted that quite a lot of students take more time to graduate. Discussions with recent alumni and fourth-year bachelor students demonstrated that the reasons for students to delay their studies are taking on extra roles or courses, extending their stay abroad or dealing

with personal issues. It was noted the programme is do-able in four years.

The panel suggests the programme to look into these figures and - upon identifying the causes - to adjust accordingly and to promote that students finish their studies within the designated timeframe.

Considerations

Based on the written materials and the discussions on site, the panel assesses that the bachelor programme in Hotel Management meets all the criteria of the Distinctive Feature small scale and intensive education. The assessment of the Distinctive Feature small scale and intensive education is a so-called initial review (before the assessment in practice); which implies that criterion G is assessed as a plan.

Combining its findings and considerations from the previous sections on the overall programme quality with the elements that address in particular the small scale and intensive education components, the panel considers that the programme is already delivering on its ambitions.

The panel concludes that the programme's ambitions are formulated at bachelor+ level. This is reflected in the BUAs+ goals and in part of the current intended learning outcomes. The panel recommends the programme to make this level even more explicit in the formulation of the intended outcomes of the new curriculum.

The programme includes sufficient extra-curricular activities which are organised (and attended) by both students and staff.

The learning environment consists of learning communities of students, lecturers and industry practice (or researchers). The programme enables small scale and student-centred learning.

The study load of the curriculum is ambitious yet feasible.

The panel notes that a comprehensive admissions process is in place and that this selection results in cohorts of motivated students. The panel establishes that staffing of the programme is adequate, both in terms of quantity and quality. Lecturers and tutors deliver teaching according to the principles of small scale and intensive education. The facilities at BUAs fit the interdisciplinary setting and support efficient and effective learning, as well as community building.

As mentioned in standard 11 of the previous part, the panel notes that the level of the studied thesis is high and sometimes even close to master level.

The panel also notes however that the dropout is relatively high, compared to other programmes with this qualification. The panel recommends the programme to further explore this and take measures accordingly.

Attachment 1: assessment panel

drs. H.A.J. (Bert) Reul, MBA, chair

Former programme manager economic Ad's and bachelors, chair at AeQui

E. Donhauser,

Academic Director Swiss Education Group

I. Eras MBA

Executive VP Belmond hospitality group

M. Delmartino

Independent international consultant in education

J. Olsthoorn, student-member

Student B Finance & Control at Hogeschool Rotterdam

The panel was supported by Titia Busing, as a certified secretary.

All panel members have completed, signed, and submitted a statement of independence and impartiality to NVAO.

Attachment 2: site visit schedule

Monday 15 April 2024

Time	What	
11.45 – 12.00	Arrival panel	
12:00 – 13:00	Deliberations & Lunch	Internal consultation panel
13:00 – 13:45	Board & management	Introduction, purpose and programme of the assessment, pitch
14.00 – 14:30	Associate professors & researchers	Research, role and position in the programme
14.45 – 15.30	Show-cases of projects & products	Demonstration-possibility for the programme
15:45 – 16:45	Alumni & Industry partners	Connection between programme and industry, examination and intended learning outcomes
16.45 – 17:15	Deliberations	Internal consultation panel
17:15 – 17:30	Evaluation day 1	Focus-points for the next assessment day
17:30- 18:00	Tour Campus	
18:00 - 20:30	Dinner panel at Sibelius	

Tuesday 16 April 2024

Time	What	
08:45 – 09:00	Arrival panel	
09.00 – 10.00	Teaching staff	Intended learning outcomes, programme, examining, quality of staff
10:15 – 11:00	Board of examiners Testing Committee	Assessment policy, examining, testing and learning outcomes achieved
11:15 – 12:15	Students	Programme, testing, quality of staff, final results
12:15 – 13:45	Lunch	
13.45 – 14.15	Campus tour	
14:15 – 15:00	Internationalisation officers	Internationalisation, role and position in the programme
15:15 – 15:45	Open dialogue / Discussion items	
15:45 – 17:45	Wrap-up session panel	Additional research, formulating conclusions
17:45 – 18:00	Feedback and closure	Feedback of findings and conclusions

Initiated by the programme, a development dialogue will be planned in the course of 2024. The results of this development dialogue have no influence on the assessment presented in this report.

Attachment 3: follow-up on former assessment

Recommendations standard 5:

The programme offers an online test and brush-up course in financial education as additional preparation. The panel advises offering a similar test in other relevant knowledge areas, for instance, economics. The panel advises hiring a specialised recruiter for the academy or the Hotel Management programme.

Actions:

The responsibility for participating in online brush-up courses, as recommended by the panel, rests with the individual students. Despite these courses not being directly provided by BUAs, significant emphasis is placed on them during information sessions with prospective students. This ensures that every student aspiring to take part in the selection process is well-informed about the knowledge areas they must cultivate for our programme.

Since the previous accreditation process, AHF has undertaken the development of an expansive recruitment plan. This plan serves as a strategic framework for marketing initiatives in student recruitment, encompassing aspects such as conversion rates, the customer journey of prospective students, and study choice activities. In February 2020, BUAs appointed an employee exclusively dedicated to student recruitment marketing. This commitment has facilitated collaboration with Unibuddy, an online platform that furnishes tools and insights to effectively engage prospective students throughout the entire enrolment journey. Additionally, students are afforded the opportunity to engage in online chats with lecturers during their enrolment procedures. All these endeavours are meticulously orchestrated to attract suitable candidates for our Hotel Management programme.

Looking to the future, a soft-landing programme will be established to cover fundamental knowledge and skills. As described in Chapter 6, this soft-landing programme will be an integral component of the new Hotel Management curriculum. Additionally, a 'bridging course' is being developed especially designed for challenging subjects. Moreover, MBO entrants have access to an optional pre-course aimed at smoothing the transition from MBO to HBO before starting the programme. Furthermore, an expansion of resources includes increased availability of online materials, promoting a conducive environment for independent study, such as the English Language Programme 'Hogeschool taal Engels'. These enhancements underscore our dedication to providing a comprehensive and supportive learning experience for our students.

Recommendations standard 6:

The panel advises to continue the efforts to increase the number of international staff, in order to further stimulate the international and cross-cultural environment.

Actions:

In 2018, the NVAO advised AHF to recruit more international staff and since then AHF has hired several

staff members with international backgrounds. In December 2022, approximately 40% of the educational staff are either international by birth or worked outside of the Netherlands for more than five years. As can be seen in the overview with the LinkedIn profiles, most AHF staff involved in the programme have experience in the industry and they represent a diverse array of international and cultural backgrounds. Since the previous accreditation process, the academy has moved to the BUas campus, fostering increased interaction with other academies and other BUas colleagues. This set-up facilitates easy connections for national and international colleagues to engage with other international individuals. As a result, the international community for both staff and students has expanded.

Recommendations standard 10:

Students need the board of examiners' approval when choosing a minor that is not offered by the academy. The board checks the student's choice for relevance of content and the required bachelor's level. The panel advises to also check if the student's external minor choice contributes to the BBA standards. The panel strongly recommends improving the assessment procedure of the bachelor's thesis, by (1) formally appointing an independent second internal examiner, (2) making sure that internal examiners have the final say in determining the final mark after the oral defense, (3) documenting how the thesis and the oral defense contribute to the final mark, and (4) providing more feedback on the assessment form. The panel advises the board of examiners to take an active role in this process.

Actions:

In the light of the previous accreditation process, the board of examiners has established certain criteria that a minor is preferably expected to meet. One key criterion is that the minor should fall within the economic domain. However, this is not an absolute requirement; for instance, a minor such as 'Psychology for Young Professionals' has been approved, even if it is offered in a domain different from the economic field. As long as a minor contributes to the expansion and/or deepening of the student's own education, the board of examiners deems it a valuable addition.

Regarding the bachelor's thesis, several improvements have been implemented since the previous accreditation process:

- A second reader is always involved in the evaluation process.
- Internal BUas assessors consistently exert the most influence on the mark awarded to the student.
- The rubric forms have been enhanced, providing clear visibility of feedback given both before and after the defense.
- Academy staff undergo training in delivering constructive feedback.
- The board of examiners conducts periodic sampling to assess the proper execution of the thesis procedure.

Attachment 4: documents

- Self-evaluation report
- BUas Strategic Direction 2022-2025
- PEP Business of Arts in Hospitality Management 2023
- PLOs PEP vs Curriculum
- Notes on BUas-Wide Industry Day 2023 (in Dutch only)
- BUas Industry Board 2024
- Education@work Educational vision 2014-2024
- Best Practice Cases of Integration of Research into Teaching at AHF
- Overview Hotel Management programme
- Student Recruitment Marketing Plan 2023-2024
- Student Recruitment 2023-2024 HM & FM
- PowerBI Student Accreditation Report by Cohort
- Selection Interview Instructions
- Selection interview grading form 2024
- AHF Dropouts and Switchers
- Overview of international AHF colleagues
- Overview of AHF staff
- HR accreditation numbers
- Infographic of BUas MTO Hotel&Facility 2022
- MTO 2022 Report on AHF
- BUas+_Community_Organisation_Task_Policy_AHF_Document
- Team-Based Working at BUas 2020
- Description of team roles
- NSE external Benchmark on Counselling
- Bureau Future overview
- Campus Compass
- Policy Plan on Student Well-Being
- Implementation Plan on Student Well-Being
- Overview of BEST activities
- Kick-Start Your Career programme 2023
- NSE 2023 Hotel Management
- BUas Quality Assurance System for Education
- Quality Agreements 2019-2024
- AHF design brief
- DPC get to know us flyer
- Stergiou and Airey, 2012 – Using the Course Experience Questionnaire
- Preliminary course evaluation OB 2022-2023_January 2023

- Testing Framework
- AHF Testing Policy
- HM Testing Plan 2023 2024
- Annual report Board of Examiners AHF 2022_2023
- Syllabus Bachelor Theses 2022-2023
- Syllabus Personalization
- Beoordelen_is_mensenwerk_(Eindrapport_expertgroep_Protocol)
- BT Assessment Form October 2023
- Notes and slides BT calibration meeting 29 January 2024
- Criteria for External Examiners in the Graduation Phase
- Kick-off Wing track 2024
- HBO monitor 2021 Hotel Management
- Small Scale Intensive Education Plan
- Graduation phase BT memo year 4 BT staff
- Graduation work of 15 students

Attachment 5: Overview

The judgements per standard are presented in the table below.

Standard	Judgement
1. Intended learning outcomes	<i>Meets the standard</i>
2. Orientation of the curriculum	<i>Meets the standard</i>
3. Contents of the curriculum	<i>Meets the standard</i>
4. Structure of the curriculum	<i>Meets the standard</i>
5. Qualifications of incoming students	<i>Meets the standard</i>
6. Staff: qualified and size	<i>Meets the standard</i>
7. Accommodation and infrastructure	<i>Meets the standard</i>
8. Tutoring and student information	<i>Meets the standard</i>
9. Evaluation of the programme	<i>Meets the standard</i>
10 Assessment system	<i>Meets the standard</i>
11 Achieved learning outcomes	<i>Meets the standard</i>
Overall	Positive

