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Bachelor Hotel Management  
Zuyd University of Applied Sciences  
Report of the limited programme assessment  
15-16 May 2024

Utrecht, The Netherlands

September 2024

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*Assessment Agency for Higher Education*

## Colophon

### Programme

Zuyd University of Applied Sciences  
Maastricht

Bachelor: Hotel Management

Location: Maastricht

Mode: full-time

Croho-number: 34411

### Panel

Bert Reul, chair

Lieke Sauer, member

Florian Aubke, member

Lea Kleiber, student member

Linda van der Grijsparde, 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 15 and 16 May 2024 an assessment panel of AeQui visited the Bachelor programme Hotel Management at Zuyd University of Applied Sciences. The panel judges that the programme meets each standard; the overall quality of the programme meets the standard.

### Intended learning outcomes

The Hotel Management School Maastricht (HMSM) aims to educate students to become qualified and passionate hospitality professionals who are capable of making a contribution to the development and innovation of the international hospitality industry. The programme is in line with the national Professional and Educational Profile Hotel Management (2017). The intended learning outcomes from the national profile fit the level and orientation of the programme and are aligned with the expectations of the (international) professional field. To achieve an above-average level, HMSM scales some of the intended learning outcomes in its own profile higher than in the national profile. With the three tracks Hotel Management, Food-service and Horizons in Hospitality, the programme adds its own colour to the national profile. Besides, students acquire additional hospitality expertise on 3 focus areas: Connecting Gastronomy, Global Minds and Innovative Entrepreneurship. The programme has good relations with the professional field that help monitor current developments and the impact on the profile and the intended learning outcomes.

The panel assesses that the programme **meets** this standard.

### Teaching learning environment

The full-time programme (240 EC) is offered in a Dutch and English stream, with an identical content. Each of the four years consists of 4 modules of 15 EC. The contents of the programme enable students to achieve the intended learning outcomes with a translation of intended learning outcomes into learning objectives per module. With the Dutch stream, the HMSM allows students to slowly adjust to an English-language curriculum.

Students with an international passport and Dutch students who are confident about their ability to follow the programme in English are encouraged to choose the English stream. The programme has three above mentioned tracks that have been geared towards the three career options that match the study programme. Each track involves the choice of two, partly track-specific minors, participation in a management project, and a management internship. Students can also opt for an exchange programme abroad instead of two minors.

HMSM's vision on education leads to four educational principles: learning as a contextualised, active and social process, and learning as a process that increases in complexity. The programme has, wherever possible, opted for learning in communities through problem-based learning and project-based education. Students are part of various communities.

The HMSM has over 120 employees, teaching staff and support staff. With a total of approximately 1590 students, the student to (teaching) staff ratio fluctuates around 15 to 1. The programme has a strong teaching team for both streams. The various disciplines are well represented, as is practical experience in the various fields of work.

In conclusion, the programme, teachers and facilities form a coherent, inspiring learning environment. The panel appreciates the strong international focus, through the teaching, the staff, and the internationally oriented student community. The panel assesses that the programme **meets** this standard.

### Assessment

The programme has an adequate assessment system and assessment procedures. Multiple adequate assessment types are implemented in the programme: from written exams to oral presentations, and from individual to group assessments. The variety of assessment formats allows students to develop the necessary knowledge and skills. In particular, the panel appreciated the “real life” assessments, where students can demonstrate the real-world skills needed in a very concrete way. Quality assurance of assessment is ensured by a proactive Examination Board for the programme and a well-functioning Testing Board. The boards, focusing solely on this programme, show a very good knowledge of the programme and its assessment.

The panel assesses that the programme **meets** this standard.

### Achieved learning outcomes

The panel determines based on the study of products from the graduation programme and discussions with working field members and alumni that the programme succeeds in training entry-level hospitality managers. The programme prepares students very well for the job market and students end up in positions that fit the intended exit profiles.

The panel assesses that the programme **meets** this standard.

### Distinctive feature ‘Small-scale and intensive education’

The programme's objective and derived intended learning outcomes focus on an above-average level in several areas compared to the national profile. In addition, the programme focuses on broadening with its specific focus on hospitality services, hospitality products, hospitality concepts and hospitality processes in hotels and hotel functions. This can be seen in the 3 graduation profiles

and the 3 focus areas in the programme. The programme offers a wide range of extra-curricular activities with a visible relationship to the regular curriculum. The programme pays sufficient attention to involving international students even further in all (extra-curricular) activities and can expand this in the coming years. HMSM is excellent at providing a challenging learning environment with a learning community of students and staff. The environment is great for the different groups of students from different backgrounds and nationalities.

The programme initiated several improvement activities that fit well with the distinctive feature ‘Small-scale and intensive education’. The selection procedure is very thorough and aimed at selecting suitable students for this programme.

HMSM employs ample staff to provide small-scale and intensive (extra-)curricular instruction. Teachers work in the subject areas for which they have specific expertise and ample current work experience. HMSM provides training around providing the small-scale education. The amount of staffing, as measured by the FTE ratio, is good compared to comparable education. There is a lot of personal contact between faculty and students in the learning community, and students experience the contacts as very valuable and supportive.

HMSM offers students extensive learning facilities that are very well suited to small-scale and intensive education and extracurricular social activities. The student residence, the practical learning environment (hotel, restaurant, bar), the food and beverage lab, the food experience lab, the internship department, and tailor-made placement combine to create an excellent learning environment.

The content and level of the products fit the level and broadening of the programme as formulated in the profile and the derived intended learning outcomes. Graduates are well prepared for the job

market and are widely employable. In addition, a significant number of graduates are admitted to master's programs.

Based on the interviews and underlying documentation, the panel finds that the programme **meets** the seven criteria of the distinctive feature 'Small-scale and intensive education'.

### Recommendations

In order to bring the programme to an even higher level of quality in the future, the panel issues the following recommendations:

- When implementing the updated national profile, pay attention to sharpening the implications for the intended learning outcomes placed by the programme at a higher level than described in the national profile. Translate this in the assessment criteria of, for example, the final products, to show what the programme specifically expects from the students with regard to these intended learning outcomes.
- Carry out more specific measurement of individual student contribution in group projects and differentiate assessments and feedback accordingly.

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 committee has assessed the programme in an independent manner. At the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme.

All standards of the NVAO assessment framework are assessed positively; the assessment panel therefore awards a positive recommendation for the accreditation of the programme. The seven criteria of the distinctive feature 'Small-scale and intensive education' were also evaluated positively by the panel. On that basis, the panel gives a **positive recommendation** around retaining the distinctive feature for HMSM.

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

Bert Reul  
Chair

Linda van der Grijspaarde  
Secretary

## 1. Intended learning outcomes

### Findings

The Hotel Management School Maastricht (HMSM) mission is as follows: The Bachelor in Hotel Management programme at Zuyd University of Applied Sciences educates students to become qualified and passionate hospitality professionals who are capable of making a contribution to the development and innovation of the international hospitality industry. It does this by educating young people and conducting research.

The programme is in line with the national Professional and Educational Profile Hotel Management (2017). The intended learning outcomes of HMSM were taken from this national profile. They are formulated and divided into the following: Creating Value through hospitality (professional content) and 21st-century skills in international business (ways of thinking, ways of working, tools for working and living in the world).

In the Professional and Educational Profile Hotel Management, 10 of the 11 intended learning outcomes are at level 2 of the AUCOM model. One intended learning outcome is at level 1. Level 2 is considered bachelor's level. HMSM chooses to scale several intended learning outcomes at level 3 in their own profile. Level 3 is described in the AUCOM model as a level that can only be realised by experienced practitioners. All students are required to achieve Level 3 in two learning outcomes (Business Improvement and Management of Information). In addition, the programme describes in their self-assessment that, in addition, depending on their profile, students must also achieve level 3 on 3-4 other learning outcomes. In discussions with

the programme during the visitation, it became clear that the latter is in practice 2 to 3 other learning outcomes.

With the three graduation profiles Hotel Management, Foodservice and Horizons in Hospitality, the programme adds its own colour to the national profile. Finally, students acquire additional hospitality expertise on the 3 focus areas that are not included in the Professional and Educational Profile Hotel Management: Connecting Gastronomy, Global Minds and Innovative Entrepreneurship.

In October 2023, an updated Professional and Educational Profile was approved by the Vereniging van Hogescholen. In this version of the profile, that applies from 2023 until 2028, more focus has been put on sustainability, technology and 21st century skills. Implementation of new elements of the updated profile is planned for 2025-2026.

With regard to the content of the programme, the programme is assisted by the International Hotel Advisory Board and various soundboards, all of which are staffed by experts from the field.

### Considerations

The programme uses the intended learning outcomes from the applicable national profile, the Professional and Educational Profile Hotel Management, as the programme's intended learning outcomes, defining some learning outcomes at a higher level than prescribed in the national profile. The committee assesses that the intended learning outcomes from the national

profile fit the level and orientation of the programme and are aligned with the expectations of the (international) professional field. By placing some intended learning outcomes in its own profile at a higher level, HMSM's intended learning outcomes more than meet the bachelor's level. The panel judges that the programme further adequately adds its own colour to the profile by offering three graduation profiles and 3 focus areas in the programme that are not included in the national profile.

The panel appreciates the programme's intention to implement the updated national profile but considers an implementation in September 2025 to be on the late side. The panel recommends that as adjustments are made, attention be paid to sharpening the implications for the intended learning outcomes placed by the programme at a higher level than described in the national profile. From the documentation and the interviews, it was hard for the panel to see how the programme operationalises the relevant intended learning outcomes and compares

them with the level of intended learning outcomes in the national profile. In addition, the panel suggests translating the focus areas and profiles, which also distinguish the programme from the other hotel schools, into added intended learning outcomes or add them as colour accents to the existing set of intended learning outcomes. This, according to the panel, will provide a clearer translation of the programme's profiling into the applied set of its own intended learning outcomes.

The panel appreciates the programme's good contacts with the professional field. The panel notes that the programme's good relations with the professional field enable it to continuously monitor current developments and incorporate them into the programme's profile and programme.

The assessment panel establishes that the programme **meets** this standard.

## 2. Teaching learning environment

### Findings

#### Contents and structure

The full-time programme (240 EC) is offered in a Dutch and English stream. The modules are identical in content for the Dutch and English stream. Each of the four years consists of 4 modules of 15 EC, for a total of 16 modules. The intended learning outcomes are translated into learning objectives per module at three different levels.

With the Dutch stream, the HMSM allows students to slowly adjust to an English-language curriculum. Students with an international passport and Dutch students who are confident about their ability to follow the programme in English are encouraged to choose the English stream.

The programme focuses on the following areas of expertise: marketing, sales and distribution; finance and accounting; operations management; strategic hospitality management and change; leadership and people; business improvement, management of information. Learning paths, including learning objectives are formulated for each area of expertise. For each area of expertise, a 'lead' expert is appointed to ensure that the learning path is embedded in the curriculum.

The programme offers English, German, French, Spanish and Dutch as a foreign language. In language teaching, the focus is on acquiring knowledge and skills in English at C1 level and at least one other foreign language (German, French, Spanish) at level B1 or B2. For English, language learning in the first two years of the course is integrated with the themes of the

various modules; the second foreign language courses are integrated in this manner in the first year.

All students start their studies by participating in an extracurricular introduction week. In this week, students are familiarised with the programme and immersed in the culture of the hospitality industry. The introduction continues through two practical modules when students start working in the Teaching Hotel. In the first 10 modules the different areas of expertise are covered. From the first year onwards, students work on their personal and professional development, supported by the coaching programme My Success Story.

The English and Dutch stream are both internationally oriented, with all core subjects taught from an international perspective. All students complete an internship abroad in the second year. From the third year onwards, international and Dutch students work together as much as possible, with English as language of instruction. All minors are also offered in English. In this phase, exchange students, who are guests of the programme for six months, also join the programme.

The programme has three tracks that have been geared towards the three career options that match the study programme: Hotel Management, Connecting Gastronomy, Horizons in Hospitality. Each track involves the choice of two, partly track-specific, minors in Modules 11 and 12, participation in the management

project (Modules 13 and 14), and the management internship (Modules 15 and 16).

Students can also opt for an exchange programme abroad instead of two minors. This involves completing a six month programme at a foreign university/university of applied sciences. HMSM cooperates with several partner universities in other countries.

Students wishing to continue after the bachelor's programme with the master programme in International Business or the master programme in Management of Learning at Maastricht University can take the pre-master minor, offered by the Faculty of Commercial Management, in modules 11 and 12. This programme has been developed in close cooperation with Maastricht University. By opting for this pre-Master programme, students choose to specialise in research and acquire academic skills.

The final year is the graduation phase. The content is elaborated in standard 4.

Three research centres are linked to HMSM: the Future of Food research centre, the Global Minds@Work research centre, and the Data-Driven Hospitality research centre.

#### **Didactic approach**

HMSM's vision on education leads to four educational principles: learning as a contextualised, active and social process, and learning as a process that increases in complexity.

The programme has chosen to provide education in a practice-oriented learning environment in which the tasks are as realistic as possible. For example, in Modules 1 and 2, students work in a hospitality setting in the Teaching Hotel Château Bethlehem. Under the supervision of experienced practical supervisors, they are

introduced to all the facets of the hotel at an operational level.

The programme has opted for an activating learning environment in which projects and tasks are the core focus. An active learning process is promoted by setting new tasks which require an increasing amount of responsibility and a higher extent of transfer.

The programme has, wherever possible, opted for learning in communities through problem-based learning and project-based education. Students are part of various communities.

The programme has decided to have the professional tasks increase in degree of difficulty, extent of transfer and responsibility: the level at which students have to master the intended learning outcomes needed to complete a real professional task continues to increase throughout the programme.

The international classroom is part of the entire curriculum of the English stream and of the final two years of the Dutch stream. It is populated by students and staff with a mix of cultural, educational and professional backgrounds.

#### **Staff**

The HMSM has over 120 employees, teaching staff and support staff. With a total of approximately 1590 students, the student to (teaching) staff ratio fluctuates around 15 to 1.

Lecturers combine various tasks with their teaching duties. For example, they may be internship supervisors or study coaches.

## Considerations

The committee has established that the contents of the programme enable students to achieve the intended learning outcomes. The programme is based on the national profile and has added its own content in the form of three focus areas in the programme all students sit and three contemporary tracks. The programme consists of integrated modules which each highlight a theme related to the profession and which focus on collaborative learning by creating professional products.

The panel is positive about the connection with three research centers, which secures a current and future-oriented orientation.

The panel appreciates the strong international focus, through the teaching, the staff, and the internationally oriented student community. The programme runs partly in English: there is an all-English stream and a Dutch stream that is English-language in the third and fourth years. Because the alumni are trained to function in a very international working environment, the panel finds the choice for English-language education appropriate. The panel also considers it a well-founded decision that the Dutch stream offers students the opportunity to slowly get used to English-language education. The panel found that especially for students with an MBO background this benefits them, as well as part of the students with a havo or vwo background. The panel notes that all staff members have adequate English language skills for teaching.

Although students in the Dutch stream receive their education in Dutch in the first two years, they are very well prepared for the international placement in their second year, the panel notes. Several modules prepare for this, and the language teaching also contributes to the good preparation.

Within the school community, HMSM is focused on creating an English language environment on campus with staff who are adequately proficient in English to communicate and teach in the international learning community. In order to strengthen the international community, the previous accreditation panel (2018) advised making the combination of the Dutch and the English stream more gradual and organising joint events in year 1 and year 2. The current panel observes that HMSM has taken a number of initiatives over the past 6 years to implement the panel's recommendations, but at the same time sees that much work remains to be done to achieve the desired level of inclusion and diversity. Areas of concern include compliance with the language of instruction in English when foreign students are present and the smooth integration of international students. As the number of international students increases, these are important development points, the panel notes. The study association has offered to help (inform) international students about practical matters in the Netherlands, such as how things work with illness and doctor visits, but the panel advises HMSM not to leave this to the association alone and to take its own initiatives in this area. The panel is positive that HMSM itself recognises these concerns and has the issues keenly on its agenda in the coming years.

In the eyes of the panel the didactic concept of the programme structures the programme and supports the learning process of the students. The educational formats are adequate. The committee is very positive about the impact of the group meetings and working on projects in small groups. The students learn a lot from each other and are inspired by each other, the students and alumni indicated to the committee.

The panel observed that the programme has a strong teaching team for both streams. The various disciplines are well represented, as is practical experience in the various fields of work. The panel observes that the staff is also qualified for the execution of the programme in terms of educational expertise. The multidisciplinary nature of the programme is reflected in the broad range of expertise among the staff.

The panel notes a very good atmosphere. Students and alumni indicate that they find the lecturers very approachable and helpful. The panel understands that it can be challenging for new staff to settle in properly. To this end, the programme has set up an intensive onboarding programme, which works well, the panel notes. The programme regularly deploys guest lecturers, mostly from practice. These are of great

added value, the panel notes, although students have varying opinions on the quality of the experience these guest lecturers convey.

The tutoring and provision of information to students are conducive to study progress and tie in with the needs of the (international) students. The committee noted, based on the discussions with alumni, that the programme invests actively in offering students guidance throughout the programme.

According to the panel, the programme, teachers and facilities form a coherent, inspiring learning environment. The assessment panel establishes that the programme **meets** this standard.

### 3. Assessment

#### Findings

Most modules of the first years include four assessments: an assessment of knowledge, an assessment of professional skills, an assessment of management skills and an assessment of the second foreign language. Examples of assessment forms are written tests, practicals, individual oral defences, and portfolios. The second foreign language is tested by a continuous assessment (oral assessment, writing skills, reading skills and listening skills).

The programme's learning objectives are the basis for the assessments. A test matrix has been created for each written test and an assessment design template for each professional assignment. Detailed descriptions are available in the module book, and all relevant preparation materials are accessible in the digital learning environment. Instructions are provided to both students and assessors, along with an answer key to ensure fairness and transparency.

The four educational principles derived from the vision of learning, which describe learning as an active, social and contextualised process that increases in complexity, are integrated into the assessment process. Contextualised learning is supplemented by context-related assessments and realistic professional assignments that authentically reflect current and future professional practice. For these types of assessments, personal competence must be demonstrated through successful performance in specific, context-bound situations. An activating learning environment is achieved by summative assessments, formative feed-up, feedback and feed-forward. For the social aspect of the learning process, HMSM has chosen to add group

assessments to the individual assessments. Skills required for the hotel or hospitality industry, such as working together in teams and providing leadership, are practised through these group assignments. Increasing complexity is reflected in assignments which, as the study programme progresses, assess an increasingly higher level of complexity, transfer and responsibility.

For the design of each assessment, the four-eyes principle is applied as well as the guidelines from the HMSM document Assessment Development Guidelines. In oral assessments, especially where the stakes are high, two examiners are assigned to conduct the oral. New examiners are paired with a more experienced examiner. Evaluations take place to monitor the quality of the assessment.

The Examination Board and the Testing Board are in charge of ensuring the quality of examinations and assessments. The Examination Board fulfils its statutory executive and assurance functions. The Testing Board is part of the Examination Board and focuses on ensuring the quality of the assessments. At the request of the Examination Board, the Testing Board monitors the assurance agenda that validates the assessments.

In 2023-2024, approximately 50% of educational staff have BKE and/or SKE. In the self-evaluation report HMSM notes that a large number of new lecturers have joined the programme since 2020. They first acquire basic didactic competence (BDB). They are supported when assessing, with buddies and dual control.

Pillars of HMSM for raising quality of testing and assessment are making resits less attractive, more room for formative testing in addition to summative testing, and a better balance between individual and group testing.

## Considerations

The committee judges that the programme has an adequate assessment system and assessment procedures. Multiple adequate assessment types are implemented in the programme: from written exams to oral presentations, and from individual to group assessments. The panel notes that the variety of assessment formats allows students to develop the necessary knowledge and skills. In particular, the panel appreciated the “real life” assessments, where students can demonstrate the real-world skills needed in a very concrete way.

The panel notes that the feedback on assessment forms of, for example, final products is not always of the same level. In a number of cases, for example, the feedback only mentions points for improvement, so that the grounds for the judgment are not in line with the outcome from the completed Rubric. In addition, the panel concludes from the conversation with students and alumni that in group assignments there is not always sufficient attention to the individual

contribution, and assessments are then insufficiently differentiated according to everyone's performance. The panel suggests that in calibration sessions, for example, attention should be paid to assessing individual contributions in group work.

The programme aims to educate students for a number of intended learning outcomes to a level above bachelor's level and higher than described in the national profile. For standard 1, the panel indicated that the programme should make clearer how the programme operationalises this higher level. Also, in the assessment criteria of, for example, the final products, the panel recommends that the programme makes more concrete in the Rubrics and explanatory notes what the programme specifically expects from the students with regard to these intended learning outcomes.

According to the panel, quality assurance of assessment is ensured by a proactive Examination Board for the programme and a well-functioning Testing Board. The boards, focusing solely on this programme, show a very good knowledge of the programme and its assessment.

The assessment panel establishes that the programme **meets** this standard.

## 4. Achieved learning outcomes

### Findings

The programme considers the entire fourth year as a graduate programme. It consists of three parts.

In Modules 13 and 14, students complete, in groups of 4 to 6 students, a consultancy assignment for an industry client. The relevance of the final products to the industry is one of the most important requirements. This aspect also weighs heavily in the assessment carried out by the external assessor. Over the course of the project, the students remain in close contact with the client and are supported by a supervisor and (on request) content experts. The internal assessor ensures that the project is completed using correct research methodology. Students can also attend a number of just-in-time workshops in the course of this module period. Supervision and assessment are separated to some extent, in the sense that the first supervisor works with a second internal supervisor to assess the research report and with an external assessor to assess the professional product. The individual oral assessments are done by the second supervisor in collaboration with the external evaluator.

In the final semester (modules 15 and 16), students complete a five-month internship in a national or international business or organisation. Students select a company that matches their track choice and ambitions. This may be a hotel, a company in the food business sector, or, for instance, an organisation in the field of care and cure. They can choose whether they take on a management or staff position in a department of their choice. In addition to carrying out their regular internship duties, students work on an

individual business process improvement report. They set up a recommendation for a relevant management issue and, if possible, implement the recommendation and assess the results. The management summary of their recommendation is included in the internship report. The assessment is carried out by the internal supervisor who takes the advice of the company mentor into account.

The third part is an individual final assessment. Students reflect on their personal and professional development as a young professional during the final assessment at the very end of the study programme. In a free-form presentation, students explain which choices they have made and how they have developed. They support this by referring to a Profile document in which they substantiate their development with proof, for example assignments completed in the third and fourth year or extracurricular activities. Student presentations are assessed by an internal assessor and a representative from the industry.

The International Hospitality Advisory Board provides a monetary award for the most impressive achievement each semester.

In a recent study involving 3,620 alumni, insights into the career development of alumni were revealed. The study indicates that 31% of alumni pursue careers in the hotel sector after graduation. Alumni hold various job titles, becoming managers and working as consultants one year after graduation. Other common positions after 5 years include general manager, while after 10 years, it is more typical to be a director or owner.

On average 32% of graduates continue their studies with renowned master's programmes.

Graduates keep in touch with HMSM. HMSM has its own website for alumni and annually publishes the alumni magazine 'Fundament'. There is a dedicated alumni officer and regular alumni meetings are organised abroad, known as chapters. These chapters take place in London, Berlin, the United Arab Emirates and Curaçao. HMSM has a close-knit and valuable network of 9,084 alumni spanning over 80 countries, with 6,406 actively engaged on the online platform. 18% of the alumni are actively contributing to their alma mater, with guest lectures being the most favoured method of giving back.

## Considerations

To form an opinion about the final level of the students, the panel read recent final products of module 13/14 and module 15/16 of a total of 15 graduates and viewed the assessments of these works. The sample included final products from students of the Dutch and English streams and were a selection of lower and higher grades. The panel found that all of the graduate works attested to the undergraduate level. Adequate research ability is evident in all studies. The quality of the works varies, with the grade given corresponding to the panel's assessment of quality. In a majority of business process improvement reports, the panel found the evidence-based literature and methods used to be on the lean side. The panel recommends that the

programme more sharply direct and guide students on this component of the final product.

The programme chose to test several intended learning outcomes at the highest level (level 3) in module 13/14, and then at level 2 in module 15/16. The reason for this is that the individual projects in the last semester usually do not contain the complexity required to demonstrate Level 3. The panel understands this choice, but recommends that the programme re-evaluate the entire graduation programme, especially in light of the (high) level to be achieved on a number of intended learning outcomes and how this is tested in the final phase. In addition, the panel recommends re-evaluating the choice of Level 3 for several intended learning outcomes. After all, according to the AUCOM model, this level "can only be achieved by experienced practitioners and will only be achieved incidentally as part of the programme," as the programme describes in its HMSM In Review programme document.

The panel appreciates HMSM's efforts to maintain contact with alumni and engage them in the programme. From surveys and conversation with alumni, the panel concludes that the programme prepares students very well for the job market and that students end up in positions that fit the intended exit profiles.

The assessment panel establishes that the programme **meets** this standard.

## Distinctive feature ‘Small-scale and intensive education’

The programme has the distinctive feature ‘Small-scale and intensive education’. This distinctive feature was also assessed in this visitation. In this chapter, the panel provides its findings and considerations for each of the seven criteria of the assessment framework. The panel concludes that the programme meets each criterium and gives a positive recommendation around retention of the distinctive feature for the Hotel Management programme.

### Criterion A. Intended learning outcomes

*The objectives and intended learning outcomes are aimed at achieving an above-average level in one or more academic disciplines and/or professional practices in the domain concerned. In addition, the programme focuses on the broadening and development of related personal attitudes and skills.*

#### Findings

The programme aims to educate students to become qualified and passionate hospitality professionals who are capable of making a contribution to the development and innovation of the international hospitality industry. The hotel and hotel processes play a pivotal role in the programme. It uses the hotel as a metaphor for hospitality, as all processes which may be part of providing hospitality are under one roof.

The programme is in line with the national Professional and Educational Profile Hotel Management (2017). HMSM's intended learning outcomes are derived from this national profile. To achieve an above-average level, HMSM scales some of the intended learning outcomes in its own profile higher than in the national profile.

With the three tracks Hotel Management, Food-service and Horizons in Hospitality, the programme adds its own colour to the national profile and by doing so, focuses on the broadening and development of related personal

attitudes and skills. Besides, students acquire additional hospitality expertise (broadening) on the 3 focus areas that are not included in the Professional and Educational Profile Hotel Management: Connecting Gastronomy, Global Minds and Innovative Entrepreneurship. These focus areas have been defined in consultation with the industry.

#### Considerations

The panel observes that the programme's objective and derived intended learning outcomes focus on an above-average level in several areas compared to the national profile. In addition, the panel notes that the programme focuses on broadening with its specific focus on hospitality services, hospitality products, hospitality concepts and hospitality processes in hotels and hotel functions. According to the panel, this can be seen in the 3 graduation profiles and the 3 focus areas in the programme.

The panel recommends that attention should be paid to sharpening the implications for the intended learning outcomes placed at a higher level than described in the national profile. According to the panel, it is important to further concretise the higher level and to clarify how the levels achieved on the relevant intended learning outcomes are actually of a higher level than those of students in similar programs. In addition, the panel suggests translating the focus areas and profiles, which also distinguish the

programme from the other hotel schools, into added intended learning outcomes or add them as colour accents to the existing set of intended learning outcomes. This, according to the panel, will provide a clearer translation of the programme's profiling into the applied set of its own intended learning outcomes.

The assessment panel establishes that the programme **meets** this criterion.

### Criterion B. Curriculum: contents

*The curriculum and the extracurricular activities are inextricably bound. Their contents tie in with the intended level and the broadening as formulated in the intended learning outcomes. Students and staff share responsibility for the organisation of the extracurricular activities.*

#### Findings

The deepening and broadening are made possible in the programme through the choice of one of the tracks, and the three focus areas: Innovative Entrepreneurship, Connecting Gastronomy and Global Minds. Each focus area is linked to a research centre. Research programmes are defined that contribute to further knowledge development within the three focus areas.

Besides, the programme gives extensive individual attention to the development of 21st-century skills (supported by the four-year individual coaching programme, the management skills programme, etc.) and to the development of intercultural competence and promotion of students' social engagement.

Other activities also contribute to the broadening of the programme and community building. Examples include the offer of several minors and study coaching across the entire curriculum to

support students in personal and professional development.

HMSM, together with the student association, offers a range of extracurricular opportunities across the curriculum. Examples include the student life on the campus (student residence, teaching hotel and education building, sport field and student association) and activities such as a career event.

HMSM hosts several excellence programmes and competitions. An example is the HMSM Excellence programme. This programme is an extra-curricular activity running alongside module 5 and 6 (in year 2), initiated by a group of ambitious students who wanted to get more out of their study. The participants follow an additional in-depth programme of 20 weeks. The programme is organised by a group of students in co-creation with representatives from the hospitality industry and a group of enthusiastic lecturers.

The student association Amphitryon for HMSM students plays a role in the social life of its members, organising sporting, recreational and cultural activities. The association's board, which changes every year, is a consultation partner for the management of the school. Amphitryon operates its own clubhouse on campus, which serves as a meeting room and location for get-togethers.

#### Considerations

The panel finds that the programme's broad offerings shape the deepening and broadening excellently. The panel considers that the programme offers a wide range of extra-curricular activities with a visible relationship to the regular curriculum. The programme pays sufficient attention to involving international students even further in all (extra-curricular) activities and

can expand this in the coming years, the panel assesses.

The assessment panel establishes that the programme **meets** this criterium.

### Criterion C. Curriculum: learning environment

*The teaching concept is based on a challenging learning environment, education substantiated in a small-scale and intensive manner, and a learning community of students and staff. The small-scale and intense nature of the education is demonstrated by the level of participation and preparation that is expected from students. The curriculum is structured in such a manner as to ensure nominal study progress by the students, including extracurricular activities.*

#### Findings

The four guiding principles for the teaching-learning environment are: activating, realistic, community-focused, increasing complexity and independence. Forming a learning community is an important starting point and goal for the teaching-learning environment of the programme. HMSM expects active participation, preparation, commitment, cooperation, etc. from students. Lecturer guidance is strongly focused on guidance through individual continuous feedback.

The programme initiated several improvement activities. Examples include the project to revitalise the core values, the Healthy Choices project to promote student wellbeing and the renewal of study coaching to the four-year programme.

The total number of scheduled contact hours for students in the propaedeutic year averages 26.3 hours per week in year 1 and 13.5 hours per

week in year 2. Most of the contact hours are in a small-scale context.

#### Considerations

The panel finds that HMSM is excellent at providing a challenging learning environment with a learning community of students and staff. The environment is great for the different groups of students from different backgrounds and nationalities. The programme initiated several improvement activities that fit well with the distinctive feature 'Small-scale and intensive education'. The panel notes that students do not always experience smallness of scale in some forms of education where there is a group size of thirty people. They indicate that in most cases the group size is twelve people. The panel concludes that the group size for most activities and the formation of a learning community effectively achieve a small-scale learning environment.

In particular, the panel positive about the development and use of the Global Mind Monitor, developed by the HMSM research center Global Minds at Work, mainly in the evaluation of international internships. The Global Mind Monitor is a tool to measure and evaluate multicultural personality, cultural intelligence, language skills and intercultural activities of the student.

The assessment panel establishes that the programme **meets** this criterium.

### Criterion D. Intake

*The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students, in which the criteria include suitability for and interest in the small-scale and intensive educational concept, in combination with extracurricular activities.*

### Findings

In order to attract suitable candidates to the study programme, HMSM actively presents itself within the Netherlands and internationally. Throughout the year, the school organises open days on location and virtual open days for prospective students and their parents. In addition, candidates attend a webinar. Every year, Hotel Management School Maastricht receives a significantly higher number of prospective student applications than the number of student places available. Approximately 25% of the applicants are admitted.

Every year, the most suitable candidates are selected from the applicants for the Dutch and English stream of the programme. The selection process lasts two days. The assessment criteria consist of a mix of content-related criteria (assessing the match between the candidate's basic theoretical knowledge and practical experience and the propaedeutic phase) and personality criteria (personal skills and motivation). HMSM also tries to equally spread the numbers of new students across the two intakes in February and September.

HMSM aims at a more diverse intake and a further strengthening of the selection.

### Considerations

The panel judges that the selection procedure is very thorough and aimed at selecting suitable students for this programme. The comprehensive information and procedure ensure that students are well informed about the small-scale and intensive educational concept and the (extra-)curricular activities offered therein.

The assessment panel establishes that the programme **meets** this criterium.

## Criterium E. Staff

*The number of staff is sufficient in terms of providing small-scale and intensive education, substantiating close contact between staff and students, and providing individual counselling to students outside the educational context. The staff demonstrably command the specific expertise and skills required to achieve the objectives of small-scale and intensive education. The programme actively monitors that teachers hold the required qualifications and, if necessary, ensures that teachers are trained in these aspects.*

### Findings

The HMSM has over 120 employees, teaching staff and support staff. With a total of approximately 1590 students, the student to (teaching) staff ratio fluctuates around 15 to 1.

Lecturers guide individual learning processes in the small-scale and intensive learning environment: guidance of students in their learning process, intensive guidance on internships, and study coaching.

Central to HMSM's HRM policy are training as part of a professionalisation plan with 5 priorities (internationalisation, assessments, professional expertise, research skills, digital competencies), team building and onboarding.

### Considerations

The panel finds that HMSM employs ample staff to provide small-scale and intensive (extra-)curricular instruction. Teachers work in the subject areas for which they have specific expertise and ample current work experience. HMSM provides training around providing the small-scale education. The panel finds the amount of staffing, as measured by the FTE ratio, good compared to comparable education. As confirmed by students and alumni, there is a lot of personal

contact between faculty and students in the learning community, and students experience the contacts as very valuable and supportive. Policies around teacher training and evaluation of teacher quality, specifically with regard to teaching in a small-group setting, are more than adequate, according to the panel.

The assessment panel establishes that the programme **meets** this criterium.

## Criterion F. Facilities

*The programme has its own infrastructure with facilities for small-scale and intensive education and common extra-curricular social activities.*

### Findings

HMSM is housed on its own campus in Maastricht. The campus includes the Teaching Hotel Château Bethlehem, the school building with a library and a student restaurant, student residences, and the home of Amphitryon student association.

In their first year, students live, work, and study on campus. This offers them an opportunity to get to know one another and to establish new friendships. Students are expected to behave in an appropriate manner that befits a professional in the hospitality industry. HMSM has formulated five values including a code of conduct which students are expected to adhere to. The code is based on the principles of the institute and provides guidelines for the way students are expected to behave and present themselves.

In 2010, Château Bethlehem was renovated and converted into Teaching Hotel Château Bethlehem, to integrate contextualised education. It allows students to apply what they have learned in a realistic hotel environment right from the first year onwards. The school building has a student restaurant, where students also gain practical experience.

The school building has a number of classrooms of different sizes, a lecture hall, and a large number of project rooms in which small groups of students can work together on group assignments, with or without supervision. HMSM also has a food and beverage lab in which students actively work on the detailed aspects of the food and hospitality industry. In an immersive cave, students are able to work with virtual reality tools to enrich gastronomic experiences. The HMSM research centres have a specific Research and Design Space where students, lecturers and researchers can work together. Finally, an extensive library is available for teaching staff and students and provides a wide range of facilities supporting the study programme.

All students at Zuyd can make use of the facilities of the university of applied sciences, for example extra services for students with a disability or students who sport at top level.

### Considerations

The panel finds that HMSM offers students extensive learning facilities that are very well suited to small-scale and intensive education and extra-curricular social activities. The student residence, the practical learning environment (hotel, restaurant, bar), the food and beverage lab, the food experience lab, the internship department, and tailor-made placement combine to create an excellent learning environment, according to the panel. The panel notes that HMSM manages to establish a pleasant, personal atmosphere on their Campus.

The assessment panel establishes that the programme **meets** this criterium.

## Criterion G. Achieved intended learning outcomes

*The content and the level of the tests and final projects are in line with the level and the broadening as set down in the intended learning outcomes. Graduates are admitted to demanding postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes that do not carry the distinctive feature, and are at least on a par with other relevant programmes that have been granted this distinctive feature.*

### Findings

The entire fourth year of study is a graduation year. Students complete three final projects. Students are assessed as a group and individually. In the final criterion-based assessment, students reflect on their personal and professional development. They include their curricular and extra-curricular activities.

According to research among alumni and study progress surveys, HMSM has an above-average "progression rate to the second year" compared to the other schools with the distinctive feature. HMSM has a well above average "Graduation rate", which is also higher than that of the other schools with the distinctive feature. HMSM also has a "Further studies rate" (master studies) well above average (almost twice as high) compared to the other schools including those with the distinctive feature.

### Considerations

The panel determines, based on the examination of final products and assessments of various modules, that the content and level of the products fit the level and broadening of the programme as formulated in the profile and the derived intended learning outcomes. The panel

does note that demonstrating the achievement of an above-average bachelor's level on a number of learning outcomes is not straightforward based on the current assessment criteria and the other information provided by the HMSM from, for example, comparison studies with other hotel schools. The panel recommends that if the programme maintains this higher level on a number of learning outcomes, it should further specify this level.

The panel finds that the success rates are substantially higher than those of other relevant programmes that do not carry the distinctive feature and are at least on par with other relevant programmes that have been granted this distinctive feature.

The programme has an Advisory Board with members from the various fields in the industry. The panel concludes from talking to members of this board and industry partners that students and graduates are well prepared for the job market and are widely employable. In addition, a significant number of graduates are admitted to master's programs.

The assessment panel establishes that the programme **meets** this criterium.

## Conclusion distinctive feature 'Small-scale and intensive education'

Considering the seven criteria, the panel judges that the programme meets all criteria of the special characteristic "Small-scale and intensive. On that basis, the panel issues a positive recommendation around retention of the distinctive feature for the Hotel Management programme.

## Attachment 1: assessment panel

drs. Bert Reul MBA, chair  
Trained chair AeQui, owner Truvi Consult

dr. Florian Aubke, panel member  
Head of Study Programs, Fach Hochschule Wien der WKW

Lieke Sauer MSc, panel member  
Greendish Impact Officer and Coach, owner Smart Cookie

Lea Kleiber Student-member  
Student B Hotelmanagement, Breda University of Applied Sciences

The panel was supported by drs. Linda van der Grijspaarde, as a NVAO-certified secretary.

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

## Attachment 2: site visit schedule

Hotel Management School Maastricht, Bethlehemweg 2, 6222 BM Maastricht

### Day 0: Arrival (14 May)

Time	Meeting	Members
18.00 – 19.00	Welcome drinks with students and staff	
19.00 – 19.30	Teaching Hotel Tour	Two students

### Day 1: Exploration (15 May)

Time	Meeting	Members
09.00 – 09.45	Meet & Greet Panel & Management Team (MT)	Director Hotel & Facility Management Head of Programme "Post Propedeuse", MT Head of Innovations & Programme "Tracks", MT General Manager Teaching Hotel, MT Professor Future of Food, MT Advisor Campus Development, MT Professor Global Minds@Work, MT Head of Programme "Propedeuse", MT Head of Internships, MT EN, Year 4, Horizons in Hospitality EN, Year 3, Foodservice
09.45 – 11.15	Showcase: School tour with stops	
11.30 – 12.15	Distinctive feature small-scale and intensive education	Lecturer Strategic Revenue, Coordinator Coaching Relation Manager Student Residence, International Mindset Committee Senior Lecturer Marketing, Coordinator ComIn, Curriculum Board Lecturer French, Accreditation PM Senior Lecturer, Coordinator Selection Head of Internships, MT Lecturer Finance, Coordinator M6
13.15 – 14.00	Meeting with students (core phase)	EN, Year 3, Student & Participation Council DU, Year 2, Excellence Programme EN, Year 3, Amphitryon International Committee EN, Year 2 EN, Year 3, Excellence Programme EN, Year 2-3

14.15 – 15.00	Meeting with students (track phase)	DU, Year 3, Hotel Management, Student Chapter Writer DU, Year 4, Hotel Management EN, Year 4, Horizons in hospitality DU, Year 3, Hotel Management DU, Year 3, Hotel Management DU, Year 4, Foodservice EN, Year 3, Hotel Management
15.15 – 16.00	Meeting with staff (core phase)	Senior Lecturer Hospitality Management, Coordinator M1 Lecturer French, Researcher Lecturer Hospitality Management, Internships Senior Lecturer, Researcher, Coordinator Global Minds Track Senior Lecturer Innovative Entrepreneurship, Curriculum Board Lecturer Sustainable Hospitality, Researcher, Coordinator
16.15 – 17.00	Meeting with staff (track phase)	Lecturer, Researcher, Coordinator Foodservice Senior Lecturer Hospitality Management Senior Lecturer Innovative Entrepreneurship, Coordinator M13-14 Coordinator Hotel Management & Minor Strategic Revenue Coordinator Horizons in Hospitality Coordinator Internships, Curriculum Board Senior Lecturer Research Skills and Statistics, Coordinator
17.45 – 18.00	Feedback of initial findings	Head of Programme "Post Propedeuse", MT Curriculum Board Chair, Testing Board Member Lecturer French, Accreditation PM

### Day 2: Deepening (16 May)

Time	Meeting	Members
09.00 – 10.30	Development conversation	Director Hotel & Facility Management Head of Programme "Post Propedeuse", MT Professor Global Minds@Work, MT Head of Programme "Propedeuse", MT Head of Innovations & Programme "Tracks", MT Senior Lecturer English, Coordinator Language Dpt., Curriculum Board Member
10.45 - 11.30	Meeting Participation Council and Curriculum Board	Senior Lecturer, Coordinator M4, Chair Participation Council Senior Lecturer Management Skills DU, Year 4, Member Participation Council DU, Year 3, Member Participation Council DU, Year 4, Member Participation Council Curriculum Board Chair, Testing Board Member Senior Lecturer English, Coordinator Language Dpt., Curriculum Board Member
11.45 – 12.30	Meeting with Exam and Testing Board	Chair Exam Board Senior Lecturer Leadership and People Curriculum Board Chair, Testing Board Member Lecturer Research Skills, Testing Board Member

12.30-13.30	Work lunch with alumni	Operations Manager at LBG Hotels General Manager at Postillion Hotel
13.30 – 14.15	Meeting with industry partners and advisory board (IHAB)	Area Vice President Marriott International Managing Director Bidfood B.V. Algemeen Directeur at Postillion Hotels Chief Operating Officer Event Hotels Manager Operations at The Food Company Professor in Hospitality Management PennState University Partner THG Creative Agency
14.30 – 15.15	Optional extra meeting: complementary questions to MT	Not used
16.30 – 17.30	Final feedback	

Initiated by the programme, the development dialogue took place during the visitation. The results of this development dialogue have no influence on the assessment presented in this report.

The open consultation took place online prior to the visitation. One student signed up for this. The chair and secretary met with the student and shared the findings with the entire panel for inclusion in the judgment process.

### Attachment 3: follow-up on former assessment

Recommendation previous accreditation panel June 2018:

*Standard 2: The panel advises making the combination of the Dutch and the English stream more gradual and organizing joint events in year 1 and year 2.*

Over the past 6 years, HMSM has taken a number of initiatives: to implement the panel's recommendations, to realise its ambitions for internationalisation and to strengthen the international community. In terms of staff and the use of English as a formal and professional language, HMSM considers itself successful. In terms of integrating the Dutch and international student flows, HMSM has taken steps, but is not yet where it wants to be. International students still feel less 'at home' and want more opportunities to integrate. HMSM describes in the self-evaluation report that this means that it still has a lot of work to do and that integration and diversity will remain on the agenda in the coming years.

## Attachment 4: documents

- Self-Evaluation (including Student Chapter)
- Development Memo

### Graduation year productions and assessments

- Modules 13-14 instructions
- Modules 15-16 instructions
- Graduation works of 15 students: M13 14 Consultancy project, Management internship report, Business Process Improvement report
- Selected Production and Assessments

### Support documents for the Self-Evaluation

- Education and Examination Regulations Bachelor Hotel Management 2023-2024 (English)
- HMSM Code of 10
- HMSM Lines of communication
- HMSM in review
- HMSM Values HMSM Ambition plan 2023 2024
- HMSM NVAO report 2018
- HMSM Full Audit report 2021
- HMSM Self-Evaluation 2021
- Appendix to HMSM Ambition Plan 2022-2023
- Appendix to HMSM Ambition Plan 2023 2024
- The ICE and NVAO Feedback 2018
- Jaarplan Curriculumcommissie 2023 2024
- Jaarverslag Curriculumcommissie 2022-2023 PEP 2017 Standard 1
- HMSM PLO Matrix per module 2023
- Learning Path Connecting Gastronomy 2024
- Focus Area Global Minds 2024 Focus Area Innovative Entrepreneurship
- HMSM IHAB Members 2024
- HMSM Sounding Boards 2024
- Self-Evaluation Report HMSM Research Centers 2023
- Annual Report HMSM Research Centres 2023
- Final Report BKO Audit Zuyd Research Centres
- Learning Path Business Improvement/ Management of Information
- Learning Path Leadership and People
- HMSM ComIn Projects
- PEP HM 2023
- HEO Sector Plan 2023 Sustainability in the HMSM Curriculum
- HMSM Sustainability Plan
- Overview of all HMSM Sustainable Workgroup Actions since 2021
- HMSM Coaching Journey
- Zuyd's vision on modern day professional education 2021

- Keys to Study-feasibility 2017
- Language Split at Intake in English Stream 2024
- HMSM PLO Matrix per module and minor 2024
- HMSM Extracurricular Activities 2024
- HMSM Assessment Plan 2021 202 5
- WEvent overview 2024
- COIL Revenue Optimization Business Game
- HMSM Contact Hours
- Example of TED-talk in the English classroom
- NSE 2023 HMSM Professionalisation Plan 2021 2025
- HMSM Coaching and Evaluation New teachers 2021
- HMSM Medewerkertevredenheidsonderzoek 2022
- HMSM Staff Data 2024
- Ontwerpopdracht Herontwerp Propedeuse
- Ontwerpopdracht Herontwerp Post Propedeuse Fase
- Voorstel Blended Onderwijs HMSM
- Plan van Aanpak Blended Onderwijs HMSM
- Projectplan Blended Learning "Over-All" 2021
- Opbrengsten from Project Blended Learning "Over-all"
- HMSM Code of Conduct
- Healthy Choices and Prevention HMSM
- My Story Coaching Program
- D&I Research Results 2024
- Student Profile Project 2024
- Working Group International Mindset, Policy Advice, March 2022 Toetskompas, kaders voor het bewaken en versterken van toetskwaliteit van opleiding van Zuyd Hogeschool
- Kwaliteit van toetsing onder de loep 2015
- De touwtjes in handen: toetskwaliteit in het hbo 2016
- Assessment Samples
- Assessment Development Guidelines 2021
- Jaarverslag Examen Commissie 2022 2023
- Module Book Modules 13-14
- Module Book Modules 15 16
- Business Process Improvement Project Students Instructions
- Instruction Guide Final Assessment
- HBO Monitor 2020 22
- HMSM Destinations of Graduates
- HMSM International Ambition 2020

