

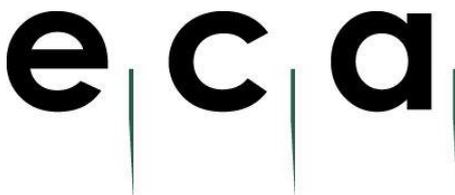
Assessment report

# Hospitality Management

Hotel Management School Leeuwarden  
NHL Stenden University of Applied Sciences



Certificate for Quality in Internationalisation



European consortium for accreditation



## Assessment report

- Associate Degree (Ad) Hotel Management
  - Bachelor (Ba) Hotel Management
- Master (Ma) in International Hospitality and Service Management

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ECA OCCASIONAL PAPER

**European Consortium for Accreditation in Higher Education**



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## Glossary

EHEA	European Higher Education Area
HE	Higher education
QA	Quality assurance
UAS	University of Applied Sciences
HMSL	Hotel Management School Leeuwarden
Ad	Associate degree
BA	Bachelor
MA	Master
W&S	Work and Study
MILTEM	Master in Leisure Tourism and Events Management
DBE	Design Based Education
GMM	Global Mind Monitor
PPD	Personal and Professional Development (coaching programme focuses on professional and personal development to create awareness on own learning and behavioural patterns that can influence professional roles and performance)
STER	Team Member Support staff from central department's
RWL	Real World Learning
NHG	NHL Stenden Hospitality Group
AIHR	Academy of International Hospitality Research
Industry Partners	Companies with whom a cooperation is constructed in which the Industry Partner delivers a Design Challenge, meeting pre-set criteria, and for whom students are developing a Professional Product to solve the Design Challenge, providing workplaces for developing RWL skills & graduation projects + Advisory Board
Design Challenges	Assignments delivered by Industry Partners which can be local or international entrepreneurs, (international) hotel chains, government agencies etc., looking for a solution to their problem which are dealt with by students.

## 1. Executive summary

This report evaluates the Associate Degree (Ad), Bachelor (Ba), and Master (Ma) programmes in Hotel Management at the Hotel Management School Leeuwarden (HMSL) based on the CeQulnt criteria for internationalisation. The assessment covers five standards: intended internationalisation, international and intercultural learning outcomes, teaching and learning, staff, and students. The evaluation is based on a site visit, during which discussions were held with students, faculty, and management, alongside a review of programme documentation and experiences.

### **Standard 1: Intended Internationalisation**

The internationalisation goals of all three programmes are clearly documented and supported by both internal and external stakeholders. HMSL's internationalisation strategy is aligned with the broader strategic goals of NHL Stenden, focusing on preparing students for the global hospitality industry through an inclusive, intercultural approach. This is evident in the institution's focus on hostmanship, global thinking, innovation, and talent development. In the Ad programme, the internationalisation goals are reflected in the opportunities for students to engage with international partners, albeit to a lesser extent than in the Ba and Ma programmes. The Ba programme has well-defined internationalisation objectives, that ensure that students are prepared for the global hospitality industry, with internationalisation embedded throughout the curriculum. The Ma programme is heavily focused on international leadership in hospitality, preparing students to lead in an ever-evolving global environment. The goals across all three programmes are supported by a range of international collaborations and partnerships, including the Grand Tour and exchange programmes. However, the verifiable objectives for tracking the achievement of internationalisation goals could be enhanced, particularly in the Ad and Ba programmes, where the data on the outcomes of internationalisation initiatives is still developing. The impact on education is well-articulated across all programmes, particularly through the integration of intercultural and international dimensions into the curriculum, ensuring that internationalisation enhances the quality of teaching and learning.

### **Standard 2: International and Intercultural Learning Outcomes**

All three programmes have established learning outcomes that reflect their internationalisation goals. The Ad programme focuses on developing practical and professional skills that align with the demands of the international hospitality industry, although the explicit integration of intercultural competencies could be more pronounced. The Ba programme clearly incorporates international and intercultural learning outcomes, such as fostering global citizenship and sustainability, into its curriculum, ensuring that students are prepared to work in diverse, multicultural environments. The Ma programme places strong emphasis on developing strategic and critical thinking skills in a global context, with clear links between the intended learning outcomes and internationalisation goals.

Student assessment methods are well-suited to measuring these outcomes, particularly in the Ba and Ma programmes, where the use of design challenges and international internships provides ample opportunities for students to demonstrate their international

competencies. However, the Ad programme could benefit from more explicit connections between its assessment methods and the measurement of intercultural competencies. In terms of graduate achievement, while all programmes provide opportunities for students to gain international experience, data on the long-term success of graduates in international and intercultural contexts is still being developed, particularly for the Ad and Ba programmes. The Ma programme has stronger connections to international research and industry, which helps demonstrate the achievement of international learning outcomes.

### **Standard 3: Teaching and Learning**

The curriculum in all three programmes is structured to support the achievement of international and intercultural learning outcomes. The Ad programme uses Design Based Education (DBE) to create real-world learning experiences that foster international and intercultural skills. The curriculum is flexible, allowing students to tailor their learning to their individual needs and international experiences.

The Ba programme has a more developed international focus, with its curriculum embedding international design challenges, intercultural management, and personal development throughout. The integration of hostmanship and global citizenship into the curriculum ensures that students are well-prepared for global challenges. The Ma programme provides a structured learning experience with a focus on international research and design challenges, alongside elective courses that offer international excursions, such as the Berlin co-creation workshops.

The teaching methods in all programmes, based on DBE principles, are suitable for achieving internationalisation goals. The learning environments are well-designed to facilitate international and intercultural experiences, with extensive opportunities for students to engage in global learning through real-world challenges, study abroad, and internships.

### **Standard 4: Staff**

The composition of the staff across all three programmes is well-aligned with the internationalisation goals. Staff diversity is a strength, with a significant proportion of faculty having international backgrounds or experience. The Ad programme benefits from a small, cohesive team that brings together international and industry expertise. The Ba programme has larger, more diverse faculties, together with the Ma it has with strong connections to global industry and research.

Staff are supported through various professional development opportunities, including international conferences, mobility programmes, and the RUN-EU network. The services provided to staff, such as cultural sensitivity training and language development, are consistent with the programme's internationalisation goals. However, concerns about workload and staff well-being were raised.

### **Standard 5: Students**

The student composition in the Ad and Ba programmes is predominantly Dutch, which limits the natural diversity of the classroom. Although efforts have been made to provide international exposure through mobility programmes, there is a need for a more strategic approach to increasing the proportion of international students. The Ma programme attracts a more diverse student body, better aligning with its internationalisation goals.

In terms of internationalisation experiences, the Ad programme offers structured opportunities such as short study trips, while the Ba programme provides extensive

internationalisation experiences through the Grand Tour and internships with global companies. The Ma programme integrates international design challenges and research projects, offering students rich international engagement.

The services provided to students are well-suited to their needs. The Student Care department offers valuable support, particularly for mental health, and the Student Mobility Centre provides guidance for students participating in study abroad programmes. Housing services, particularly through Student Stay, ensure that international students have access to accommodation, and international student associations help create a supportive community.

### Conclusion

Overall, all three programmes demonstrate strong alignment with the CeQuInt criteria for internationalisation. While there are areas for improvement, particularly in the diversity of the student body and the long-term tracking of graduate achievement, the programmes provide robust internationalisation experiences and support services. The Ad programme is making progress in integrating internationalisation into its curriculum and learning environment, while the Ba and Ma programmes offer extensive international opportunities that are well-aligned with their global focus.

In chapter 6 an overview of the assessment scores is given.

### Recommendations

The key recommendations for the three Hotel Management programmes (Ad, Ba, and Ma) at HMSL based on the CeQuInt criteria are as follows:

1. **Enhance Student Diversity**

While the programmes provide significant international experiences, the composition of the student body, particularly in the Ad and Ba programmes, remains predominantly Dutch. A strategic approach is needed to increase the proportion of international students, which would enrich the international and intercultural learning environment. Targeted recruitment efforts and stronger international partnerships could help attract a more diverse student population.

2. **Improve Tracking of Graduate Achievement**

Although the programmes offer robust international opportunities, there is a lack of comprehensive data on the long-term success of graduates in relation to their international and intercultural competencies. It is recommended that the programmes develop a systematic approach to tracking graduates' career trajectories, especially in international contexts, to better assess the achievement of internationalisation outcomes.

3. **Further Embed Internationalisation in Assessment**

In the **Ad programme**, there is room to strengthen the connection between student assessment methods and the measurement of intercultural competencies. It is recommended that the programme makes explicit links between its flexible, student-centred assessment approach and the specific international and intercultural learning outcomes.

4. **Address Staff Well-Being and Workload**

While the composition and international experience of the staff are strong assets, concerns were raised on workload. It is recommended that the programme management allocates more structured time for staff reflection and development, especially in the context of further innovations in internationalisation and teaching methods.

5. **Strengthen Internationalisation Services for Students**

The services provided to students are generally well-received, but ongoing support for international students remains crucial. It is recommended that HMSL continues to work closely with partners like Student Stay to ensure international students have adequate accommodation and to further develop support services that cater specifically to the needs of a diverse student body.

By addressing these key areas, the programmes can further align their internationalisation strategies with their educational goals and ensure continued progress in fostering a global learning environment.

## 2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

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

Bert Reul is an experienced education professional and former director of Rotterdam Academy at Rotterdam University of Applied Sciences. He has extensive experience leading accreditation processes and developing international partnerships in higher education.

Dr. Andrew Nazarechuk

Andrew Nazarechuk is a teacher and researcher at the University of St. Tomas, Manila. He has an extensive background in hospitality education and has held leadership roles in developing global academic programs.

Dr. Angelique Lombarts

Angelique Lombarts is a researcher and advisor in organizational anthropology and was formerly a professor at Hotelschool The Hague. She has been involved in the development of curricula in hospitality and leisure management.

Dr. Kelly Beekman

Kelly Beekman is a lecturer in Technology-Enhanced Assessment and Academic Director of the Master's programme in Assessment Expertise at Fontys University of Applied Sciences. She has led several projects focused on innovative assessment methods.

Aisling Tiernan MA

Aisling Tiernan is an educational expert at Griffith College Dublin, specializing in internationalisation policies. She is trained as a CeQulnt auditor and works on projects related to learning and development.

Wim Dupont

Wim Dupont is an experienced manager and consultant in the hospitality industry. He has worked with multiple international hotel chains and specializes in hotel management consultancy.

Sophie Huften

Sophie Huften is a Hotel Management student at Zuyd University of Applied Sciences, engaged in various projects related to hospitality management.

The panel was supported during the site visit by Liza Kozłowska, NVAO certified secretary.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from NVAO upon simple request.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting 15 March 2024. The site visit took place on 18-19-20 March 2024. ([Annex 3: Site visit programme](#))

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on October 2024. It was then sent to NHL Stenden to review the report for factual mistakes. The panel amended the report where necessary. The panel approved the final version of the report.

### 3. Basic information

**Qualification:** *Associate degree Hotel Management*

Number of credits:	120
Specialisations (if any):	–
ISCED field(s) of study:	Hospitality, hotel operations, hotel management, marketing, human resource management, finance, languages

**Qualification:** *Bachelor Hotel Management*

Number of credits:	240
Specialisations (if any):	–
ISCED field(s) of study:	Hospitality, hotel operations, food and beverage, rooms division, sustainability, hotel management, marketing, human resource management, finance, languages, research, strategy

**Qualification:** *Master in International Hospitality and Service Management*

Number of credits:	60
Specialisations (if any):	–
ISCED field(s) of study:	Hospitality and service, hospitableness, sustainability, personal leadership and value creation

**Institution:** NHL Stenden Hotel Management School

Type of institution:	European Higher Education Area University of Applied Sciences
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**Status:**

QA / accreditation agency:	NVAO
Status period:	permanently

## 4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

<b>Unsatisfactory</b>	<p>The programme does not meet the current generic quality for this standard.</p> <p>The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
<b>Satisfactory</b>	<p>The programme meets the current generic quality for this standard.</p> <p>The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
<b>Good</b>	<p>The programme surpasses the current generic quality for this standard.</p> <p>The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
<b>Excellent</b>	<p>The programme systematically and substantially surpasses the current generic quality for this standard.</p> <p>The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.</p>

## 5. Assessment criteria

### Standard 1: Intended internationalisation

#### Criterion 1a: Supported goals

*The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

The internationalisation goals for the Associate Degree (Ad), Bachelor's (Ba), and Master's (Ma) programmes in Hotel Management are documented and aligned with the overarching strategy of the Hotel Management School Leeuwarden (HMSL) and NHL Stenden. These goals are detailed in key strategic documents, including the Strategic Internationalisation Policy 2019-2024 and the Internationalisation Policy 2019-2024: Building Worldwide Education. HMSL is part of NHL Stenden, which defines internationalisation as an inclusive approach that values diverse cultures, norms, and values, both domestically and across the Global Network community.

HMSL's internationalisation strategy is heavily focused on preparing students to become "game changers" in the hospitality industry and beyond. This concept is a guiding principle in the Game Changers in Hospitality and Beyond strategic plan, which outlines a vision for producing students who are innovative, service-oriented, and capable of transforming processes, culture, and structures in the hospitality industry. The HMSL manifesto breaks down this mission into concrete goals for each level of education (Ad, Ba, and Ma), ensuring a consistent focus on internationalisation throughout all programmes.

The strategy is built around four pillars: Global Thinking, Innovation, Hostmanship, and a Focus on Talent. These pillars ensure that internationalisation is deeply embedded in the curriculum, community, and external partnerships. The emphasis on these pillars allows HMSL to adapt its internationalisation approach based on the specific needs of its student body, providing tailored experiences for Ad, Ba, and Ma students. Partnerships with international institutions—such as those in South Africa, Thailand, Italy, Indonesia, and the upcoming collaboration with Auburn University in the United States—further reinforce the institution's commitment to internationalisation.

#### Conclusion for Criterion 1a: Supported Goals

##### Associate Degree (Ad) Hotel Management

The internationalisation goals for the Ad programme are well-documented and align with the broader strategies of HMSL and NHL Stenden. The Ad programme provides a foundation for students to develop international and intercultural competencies through collaborative projects and partnerships with international institutions. However, the Ad programme could benefit from making more explicit connections to international goals in its everyday operations. Overall, the goals are well-supported by internal and external stakeholders.

##### Bachelor (Ba) Hotel Management

The Ba programme's internationalisation goals are clearly articulated and strongly aligned

with the institution's strategic vision. The focus on developing "game changers" ensures that students are prepared for the global hospitality industry, with internationalisation embedded throughout the curriculum. Stakeholders, including students, faculty, and industry partners, actively support these goals, and the programme leverages global partnerships to enrich the student experience.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme is closely aligned with the internationalisation goals of HMSL. It emphasises producing leaders who can innovate and lead in the global hospitality sector. The programme's internationalisation goals are well-supported by stakeholders and partnerships, and they are reflected in the curriculum and student experiences.

In summary, the internationalisation goals for all three programmes are well-documented and supported by a wide range of stakeholders, ensuring that these goals are effectively implemented.

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

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.*

HMSL's internationalisation goals for the 2018-2022 period were translated into annual objectives, which were incorporated into the school's Year Plan and reported on in trimester reports. This systematic approach allowed for regular monitoring and evaluation of the progress towards internationalisation goals. The objectives were jointly formulated at the HMSL level, reflecting a unified approach to internationalisation across programmes.

Looking ahead, HMSL is shifting towards strategic focus areas for the 2024-2030 period rather than specific annual goals. This change is designed to provide the flexibility needed to adapt to the rapidly evolving global landscape. The international strategic focus areas will continue to be broken down into yearly goals and reported in the year plans and R-reports, ensuring that progress remains measurable and trackable.

The strategic focus areas for 2024-2030 include:

- **Study Abroad Opportunities:** Expanding hybrid international experiences and exploring deeper relationships with existing international partners, while developing new collaborations, particularly through the RUN-EU consortium.
- **Building a Welcoming HMSL Community:** Increasing international student enrollment, fostering staff participation in exchange programmes, and embedding internationalisation as a mindset within the institution.
- **Offering a World-Class Curriculum:** Ensuring that learning outcomes are internationally focused, with intercultural competencies embedded into the curriculum, and offering immersive, reflective experiences for students.

The panel observed that the 2018-2022 objectives aligned well with HMSL's internationalisation goals, such as increasing student mobility to 70% and establishing a robust international alumni policy. Some objectives were impacted by external factors, including the COVID-19 pandemic and Dutch political policies that limited international student intake. Nevertheless, the panel concluded that HMSL's strategic focus areas for 2024-2030 are well-positioned to continue supporting the institution's internationalisation goals.

## Conclusion for Criterion 1b: Verifiable Objectives

### Associate Degree (Ad) Hotel Management

The Ad programme's internationalisation objectives are embedded in HMSL's overall strategy. The shift towards broader strategic focus areas for 2024-2030 provides the Ad programme with flexibility to adapt to global changes, though more specific and measurable objectives for the Ad programme itself would strengthen its alignment with the internationalisation goals. Overall, the objectives are verifiable but could benefit from greater detail in tracking progress specific to the Ad programme.

### Bachelor (Ba) Hotel Management

The Ba programme's internationalisation objectives are well-documented and regularly monitored through HMSL's reporting structures. The shift to strategic focus areas provides continuity and flexibility while maintaining a clear connection to the programme's internationalisation goals. Some previous objectives, such as increasing student mobility, have been successfully integrated into the new strategy, ensuring that the programme continues to move forward in its international efforts.

### Master (Ma) in International Hospitality and Service Management

The Ma programme's internationalisation objectives are effectively integrated into HMSL's broader strategic plan, with clear annual reporting and evaluation processes. The flexibility provided by the new strategic focus areas allows the programme to adapt to external changes while continuing to pursue its internationalisation goals. The programme's objectives are verifiable and align well with its aim of producing globally competent leaders.

Overall, HMSL has developed verifiable internationalisation objectives that are regularly monitored and adapted. However, greater specificity in objectives for the Ad programme and continued tracking of outcomes will enhance the overall effectiveness of the institution's internationalisation efforts.

## Criterion 1c: Impact on education

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

HMSL's internationalisation strategy has a direct and significant impact on the quality of teaching and learning across all three programmes (Ad, Ba, and Ma). HMSL views internationalisation not just as a strategy but as an approach that permeates various aspects of the educational experience. This is evident in the teaching methods, curriculum structure, and opportunities for both students and staff to engage in international experiences. Several key measures are in place to ensure the internationalisation goals positively impact education:

- **Recruitment of international staff:** The presence of international staff contributes to a diverse learning environment where students are exposed to different perspectives and teaching approaches. Staff are encouraged to engage in international

exchanges and professional development, further enhancing their intercultural competence.

- **Curriculum flexibility for international experiences:** The curriculum in all programmes is designed to provide students with the opportunity to study abroad, take part in international projects, and work in diverse groups. This ensures that students develop intercultural and international skills in a real-world context.
- **Internationalised learning outcomes and curricula:** The internationalisation strategy is strongly embedded within the curricula of all three programmes, with a focus on intercultural competence and global citizenship.

Examples of how this impact is reflected in the programmes include international excursions, such as those offered to students in the Ad and Ba programmes as part of language studies. These trips provide immersive, real-world experiences where students engage with foreign cultures and reflect on their learning in an international context. Additionally, the RUN-EU network has enabled students to participate in hybrid learning programmes that combine online and face-to-face learning with peers from various international institutions. In the Ba programme, Design Challenges serve as a key method through which students acquire knowledge. These challenges often originate from international partners, further enhancing the global scope of the curriculum. Tools such as the Global Mind Monitor and MapsTell help students reflect on their personal and interpersonal development, particularly in terms of intercultural competence.

The Ma programme has also embraced internationalisation through its international excursions linked to elective courses, allowing students to travel to destinations like Berlin and Nepal. The programme's focus on critical thinking, strategic leadership, and international hospitality management ensures that internationalisation is fully integrated into the learning process. Intercultural workshops and reflection tools such as MapsTell and Belbin provide both students and staff with the opportunity to explore diversity and divergent thinking.

### Conclusion for Criterion 1c: Impact on Education

#### Associate Degree (Ad) Hotel Management

The Ad programme incorporates internationalisation into its educational framework by offering students international excursions and exposure to diverse cultural contexts through collaborations with international universities and projects. This contributes positively to the overall quality of education by broadening students' perspectives and intercultural skills. However, the programme could benefit from a more systematic integration of international experiences throughout the entire curriculum. The impact on education is evident, but there is potential for further development.

#### Bachelor (Ba) Hotel Management

The Ba programme demonstrates a clear and structured approach to embedding internationalisation within the educational experience. The use of design challenges from international partners and the integration of global tools such as the Global Mind Monitor and MapsTell ensure that students are consistently exposed to intercultural learning. The curriculum's focus on global citizenship, sustainability, and intercultural competence has a direct and positive impact on the quality of teaching and learning. The internationalisation strategy is well-integrated and enhances the educational experience for students.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme provides a highly internationalised learning environment, with a strong emphasis on international research, intercultural workshops, and global collaboration. International excursions, reflection tools, and the integration of international design challenges ensure that students are well-prepared for leadership roles in the global hospitality industry. The programme’s approach to internationalisation significantly enhances the quality of education, aligning with its strategic goals.

Across all three programmes, the impact of internationalisation on education is evident, particularly through the integration of global perspectives, intercultural competence, and real-world international experiences. While the Ad programme has room for further enhancement, the Ba and Ma programmes demonstrate a well-developed alignment between internationalisation and the overall quality of education.

## **Assessment of Standard 1: Intended Internationalisation**

### **Associate Degree (Ad) Hotel Management**

The Ad programme shows a clear alignment with HMSL’s internationalisation strategy. The internationalisation goals are well-documented and supported by stakeholders, and the programme offers verifiable objectives for monitoring progress. The internationalisation goals have a positive impact on education, with opportunities such as international excursions and collaborative projects helping students develop intercultural competencies. However, there is potential to more explicitly integrate internationalisation across the curriculum and improve the tracking of outcomes specific to the Ad programme. Overall, the assessment for this standard is **Satisfactory**.

### **Bachelor (Ba) Hotel Management**

The Ba programme is strongly aligned with HMSL’s internationalisation goals, with well-documented objectives that are regularly reviewed and updated. The programme’s focus on creating “**game changers**” in the hospitality industry is directly supported by its internationalisation strategy, which is embedded throughout the curriculum and learning environment. Verifiable objectives ensure that progress is regularly monitored, and the internationalisation goals have a clear and positive impact on the quality of education. The integration of global perspectives and international collaborations within the curriculum strengthens the programme’s alignment with internationalisation goals. The assessment for this standard is **Good**.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme excels in its alignment with HMSL’s internationalisation strategy, with well-defined goals and objectives that are effectively integrated into the curriculum and learning environment. The programme is designed to produce leaders in the global hospitality industry, and its internationalisation strategy is fully embedded in the learning experience through international research, design challenges, and intercultural workshops. The impact of internationalisation on education is significant, and the programme demonstrates strong evidence of achieving its internationalisation goals. The assessment for this standard is **Good**.

## Standard 2: International and intercultural learning

### Criterion 2a: Intended learning outcomes

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

The intended international and intercultural learning outcomes for the three Hotel Management programmes at HMSL (Ad, Ba, Ma) are designed to prepare students for the global hospitality industry. These outcomes are embedded in the overall internationalisation strategy of HMSL and reflect the institution's commitment to creating professionals who are capable of working in diverse, international contexts. The intended internationalisation outcomes are well aligned with national and international frameworks, including the EQF levels 5, 6, and 7 for the Associate Degree, Bachelor, and Master programmes respectively. These outcomes prepare students to be 'game changers' in the hospitality industry, in line with professional and academic expectations.

For the **Ad programme**, the learning outcomes focus on practical skills and professional development that are aligned with the demands of the international hospitality sector. The programme ensures that students are exposed to an international learning environment by working in diverse groups, engaging with international organisations, and participating in international activities. However, while the learning outcomes include these international elements, the explicit focus on intercultural competence could be further strengthened.

In the **Ba programme**, the intended learning outcomes are more explicitly linked to internationalisation. The programme's educational profile is designed to develop professionals who are not only skilled in hospitality management but also capable of critical thinking, leadership, and adaptability in a global context. Three of the ten learning outcomes directly address international and intercultural aspects. These include fostering a sustainable mindset, understanding global citizenship, and reflecting on personal and ethical behaviour in a professional environment. These outcomes clearly reflect the programme's commitment to preparing students for international challenges and ensuring they develop strong intercultural competencies.

The **Ma programme** is designed to produce leaders in the global hospitality industry, with a focus on critical and reflective professionals who can navigate the complex challenges of an internationalised world. The intended learning outcomes for the Ma programme reflect the need for in-depth knowledge, strategic skills, and the ability to create solutions for complex, global problems. The focus on international and intercultural competence is strongly embedded in the programme, ensuring that graduates are well-prepared for leadership roles in the international hospitality and service management sector.

### Conclusion for Criterion 2a: Intended Learning Outcomes

#### Associate Degree (Ad) Hotel Management

The intended learning outcomes for the Ad programme provide a solid foundation for developing international and intercultural competencies, but they could be more explicitly defined in relation to internationalisation goals. The focus on practical and professional skills aligns

with the needs of the international hospitality industry, but more direct attention to intercultural competence would strengthen the programme's alignment with its internationalisation objectives.

### **Bachelor (Ba) Hotel Management**

The Ba programme presents clear and well-defined learning outcomes that align with the institution's internationalisation strategy. The inclusion of global citizenship, sustainability, and ethical reflection in the learning outcomes ensures that students develop the necessary international and intercultural competencies to succeed in the global hospitality industry. The alignment between the learning outcomes and internationalisation goals is strong and supports the programme's mission to prepare "game changers" for the industry.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme's intended learning outcomes are well-aligned with HMSL's internationalisation goals. The programme focuses on developing leaders who can address global challenges with strategic insight and intercultural competence. The strong emphasis on international and intercultural learning outcomes ensures that graduates are well-equipped to lead in an increasingly globalised hospitality sector.

Overall, the intended learning outcomes across all three programmes reflect HMSL's internationalisation goals, though the Ad programme could benefit from a more explicit focus on intercultural competence. The Ba and Ma programmes demonstrate a clear alignment between their learning outcomes and the internationalisation objectives, ensuring that students are prepared for the challenges of the global hospitality industry.

### **Criterion 2b: Student assessment**

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

The assessment methods used across the three programmes (Ad, Ba, and Ma) at HMSL are designed to measure the achievement of the intended international and intercultural learning outcomes. These assessment methods are described in detail in the Assessment Work Plan, the Teaching and Examination Regulations, and the annual reports of the assessment and examination committee.

In the **Ad programme**, the assessment approach follows the principles of Design Based Education (DBE), where students are encouraged to take responsibility for their own learning and showcase their skills through real-world projects. The programme offers flexible, path-independent assessments that allow students to demonstrate their learning outcomes, including their international and intercultural competencies. Students are guided through increasingly complex assessments as they progress, allowing for a gradual development of both academic and professional skills. Reflective assessments, in particular, encourage students to analyse their own intercultural development. While the assessment methods support internationalisation, more explicit links between assessments and intercultural learning outcomes could strengthen this alignment.

The **Ba programme** implements Programmatic Assessment, which focuses on progressive assessment throughout each semester. Students work on Design Challenges, often with international partners, and collect data points to build a portfolio demonstrating their achievement of learning outcomes. This method ensures continuous feedback and development, with final high-stakes assessments conducted at the end of each semester. The portfolio-based approach allows for the integration of both academic and intercultural learning outcomes, as students reflect on their progress in relation to the global hospitality industry. The use of professional assignments and personal development plans further supports the assessment of international competencies.

In the **Ma programme**, a variety of assessment methods are used to measure international and intercultural competencies. These include DBE assignments, presentations, essay tests, and the master's thesis. Each of these assessment forms is designed to reflect real-world industry challenges, with a strong emphasis on intercultural communication and collaboration. Group projects and peer assessments ensure that students can apply their learning in an international context, while the master's thesis serves as the final evaluation of a student's ability to critically analyse global issues in hospitality. The inclusion of reflective tools, such as personal leadership development and intercultural workshops, further strengthens the connection between assessment and internationalisation.

### Conclusion for Criterion 2b: Student Assessment

#### Associate Degree (Ad) Hotel Management

The Ad programme employs flexible and student-centred assessment methods that allow students to showcase their international and intercultural competencies. While the reflective assessments and increasing complexity of tasks support internationalisation, a more explicit connection between these assessments and the measurement of intercultural outcomes would enhance the programme's alignment with its internationalisation goals.

#### Bachelor (Ba) Hotel Management

The Ba programme's **Programmatic Assessment** approach ensures that students receive continuous feedback on their progress towards achieving international and intercultural learning outcomes. The use of portfolios, design challenges, and professional assignments provides a comprehensive method for assessing these competencies. The programme's assessment methods are well-suited to measuring internationalisation goals and are effectively integrated into the overall learning process.

#### Master (Ma) in International Hospitality and Service Management

The Ma programme uses a wide variety of assessment methods that are closely aligned with the programme's internationalisation objectives. The integration of real-world challenges, peer assessments, and the master's thesis ensures that students' international and intercultural competencies are thoroughly assessed. The programme's emphasis on reflective learning further strengthens the connection between student assessment and internationalisation goals.

Across all three programmes, the assessment methods are suitable for measuring the achievement of international and intercultural learning outcomes. However, the Ad

programme could benefit from more direct links between assessments and intercultural competencies, while the Ba and Ma programmes demonstrate strong alignment with their internationalisation objectives.

**Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.*

The extent to which graduates of the three Hotel Management programmes (Ad, Ba, and Ma) at HMSL achieve the intended international and intercultural learning outcomes is demonstrated through various measures, though the data is still developing, especially for the Ad and Ba programmes.

In the **Ad programme**, the introduction of the Business Research Design graduation module in 2020-2021 has helped integrate Design Based Education (DBE) into the final phase of the programme. This module allows students to deliver professional products that are assessed based on clear analytic rubrics, tied to the intended learning outcomes. In 2021, a pilot was conducted where students could develop their own scoring rubrics for the final assignment, promoting greater ownership and reflection on their learning. However, the programme has limited empirical data on the long-term achievement of international and intercultural competencies by graduates. The 2023 graduate survey, which had a 50% response rate, provides some insight into graduate achievement.

The **Ba programme** includes a 10-month international internship in the final year, which allows students to apply their international and intercultural skills in real-world professional environments. As of April this year, 30% of the 515 students undertaking internships were placed with companies outside the Netherlands. This global exposure provides strong evidence of students engaging with international contexts. Additionally, tools such as the Global Mind Monitor (GMM) help students reflect on their progress during internships, offering further validation of their development of intercultural competencies. The four-eye principle is applied to the evaluation of graduation projects, ensuring that external assessors, including those from HMSL's international campuses, contribute to the assessment of students' international achievements. However, like the Ad programme, the data on long-term graduate outcomes is still emerging, with ongoing research into employability and the use of the 2023 graduate survey to better understand the impact of the programme on international career paths.

The **Ma programme** has more developed mechanisms for tracking the achievement of international and intercultural outcomes. Graduates are actively tracked via LinkedIn to monitor their job placements and career progression. The master's thesis serves as the primary instrument for assessing a student's achievement of the intended learning outcomes, with a rigorous evaluation process involving both internal and external assessors. The use of international research topics and industry partnerships in the thesis process ensures that students are applying their skills in global contexts. Additionally, the programme's connections with international industry partners and research projects provide further evidence of the relevance of the Ma programme to global career success.

## Conclusion for Criterion 2c: Graduate Achievement

### Associate Degree (Ad) Hotel Management

The Ad programme has taken steps to integrate international and intercultural competencies into its assessment process, particularly through the Business Research Design module and the use of student-generated rubrics. However, the current data on graduate achievement is limited, particularly regarding long-term outcomes related to internationalisation. The **2023** graduate survey provides some insight but lacks a comprehensive representation of international graduates. More systematic tracking of international and intercultural outcomes is needed to fully demonstrate graduate achievement.

### Bachelor (Ba) Hotel Management

The Ba programme offers strong internationalisation experiences through internships and the use of tools such as the Global Mind Monitor to track student progress. The involvement of external assessors in the evaluation of graduation projects adds to the robustness of the assessment process. However, while international internships provide substantial evidence of graduates' engagement with global industries, more detailed tracking of long-term outcomes and career success in international contexts would provide a clearer picture of graduate achievement.

### Master (Ma) in International Hospitality and Service Management

The Ma programme provides the strongest evidence of graduate achievement in terms of international and intercultural competencies. The master's thesis is rigorously assessed, and the programme's use of international research topics ensures that graduates are well-prepared for global careers. Tracking through LinkedIn provides ongoing data on graduate success, though more comprehensive tracking methods could further strengthen this area. Overall, while all three programmes have made efforts to measure graduate achievement in terms of international and intercultural outcomes, the data is still in its early stages, particularly for the Ad and Ba programmes. The Ma programme demonstrates stronger evidence of success, but all programmes would benefit from more systematic and comprehensive tracking of graduate outcomes in international contexts.

## Assessment of Standard 2: International and Intercultural Learning Outcomes

### Associate Degree (Ad) Hotel Management

The Ad programme has established learning outcomes that are aligned with HMSL's internationalisation goals, though the explicit focus on intercultural competence could be more pronounced. The assessment methods support the measurement of these outcomes, particularly through flexible, student-centred approaches like the Business Research Design module. However, the programme would benefit from more direct links between assessments and the specific measurement of intercultural competencies. While there is some evidence of graduate achievement, particularly through the 2023 graduate survey, the data is still limited, and a more comprehensive approach to tracking graduate outcomes is needed. The overall assessment for this standard is **Satisfactory**.

### **Bachelor (Ba) Hotel Management**

The Ba programme presents well-defined international and intercultural learning outcomes that are embedded throughout the curriculum. The assessment methods, particularly the Programmatic Assessment approach, are well-suited to measuring these competencies, with a strong emphasis on continuous feedback and reflection. The use of tools like the Global Mind Monitor and professional assignments further supports the assessment of internationalisation goals. The programme offers robust internationalisation experiences through internships, though more systematic tracking of long-term graduate outcomes would enhance the evidence of graduate achievement. The overall assessment for this standard is **Good**.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme provides clear and well-structured international and intercultural learning outcomes that align with its goal of preparing students for leadership roles in the global hospitality industry. The assessment methods, including the master's thesis and international research topics, are closely linked to the programme's internationalisation objectives. The programme demonstrates strong evidence of graduate achievement, with graduates actively tracked via LinkedIn and engaged in global careers. The overall assessment for this standard is **Good**.

Across all three programmes, the learning outcomes are generally well-aligned with the internationalisation goals, and the assessment methods are suitable for measuring international and intercultural competencies. While the Ad and Ba programmes would benefit from more comprehensive tracking of graduate outcomes, the Ma programme provides strong evidence of success in this area.

## **Standard 3: Teaching and Learning**

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

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

The content and structure of the curriculum in the three Hotel Management programmes (Ad, Ba, and Ma) are designed to ensure that students achieve the intended international and intercultural learning outcomes. The curricula are built on the Design Based Education (DBE) principles, which provide a flexible, student-centred learning approach, integrated with real-world professional challenges.

In the **Ad programme**, the curriculum is structured around Design Challenges, with students working independently or collaboratively in an atelier environment. These challenges are based on real-life cases from the hospitality industry, including international elements, offering students the opportunity to engage with diverse cultural perspectives. The programme is divided into four semesters, during which students progressively develop their skills from an operational to a professional level. The curriculum also provides flexibility in how students achieve their learning outcomes, with opportunities for them to choose their

learning paths based on personal interests and professional goals. Personal and Professional Development (PPD) sessions further support students in reflecting on their own skills and experiences in an international context.

The **Ba programme** takes a similar DBE approach, but with a stronger emphasis on internationalisation. The curriculum is built around four key elements: High-quality international curriculum, Hostmanship, Innovation, and Global Role. The focus on Hostmanship is central to the programme and is integrated throughout the curriculum, ensuring that students develop the necessary hospitality and service skills in an international and intercultural context. Students engage with Design Challenges that often come from international partners, allowing them to work on real-world problems with a global focus. The programme also introduces roles such as Manager, Strategist, Entrepreneur, and Leader preparing students to tackle international challenges in various professional capacities. The concept of the Responsible Global Citizen is also embedded throughout the curriculum, enabling students to explore their impact on regional, national, and global phenomena.

In the **Ma programme**, the curriculum is more advanced and structured within a one-year academic calendar. It offers a combination of core modules and electives in the last 10 weeks, some of which involve international experiences, such as excursions to Berlin, Nepal, or Portugal. These international experiences are designed to give students practical exposure to global hospitality issues and challenges. The Ma curriculum is closely linked with the AIHR research institution, which focuses on international and intercultural research topics. Additionally, the curriculum includes a strong focus on developing leadership and strategic skills in a global context, preparing students for leadership positions in international hospitality.

### **Conclusion for Criterion 3a: Curriculum**

#### **Associate Degree (Ad) Hotel Management**

The curriculum in the Ad programme provides a solid structure for achieving the intended international and intercultural learning outcomes. The integration of Design Challenges from international sources and the flexibility offered in the learning path help students develop the skills needed for the global hospitality industry. However, there could be more emphasis on explicitly connecting these challenges with broader international goals. Overall, the curriculum is well-suited for developing practical and professional competencies in an international context.

#### **Bachelor (Ba) Hotel Management**

The Ba curriculum is well-designed to achieve international and intercultural learning outcomes. The focus on Hostmanship, combined with the use of Design Challenges and international collaboration, ensures that students are consistently exposed to global issues. The curriculum's structure, which introduces key professional roles and integrates the concept of Responsible Global Citizenship, aligns well with the programme's internationalisation goals. The curriculum is comprehensive and provides a strong foundation for students to develop intercultural competencies and global leadership skills.

#### **Master (Ma) in International Hospitality and Service Management**

The Ma curriculum is structured to provide a high level of international exposure, with a clear focus on leadership and strategic thinking in a global context. The integration of

international electives and excursions ensures that students have practical experience in international hospitality, while the connection with the AIHR research institution enhances the academic and professional relevance of the programme. The curriculum is well-aligned with the intended international and intercultural learning outcomes and prepares students for leadership roles in the global hospitality industry.

Overall, the curriculum across all three programmes is well-designed to achieve the intended international and intercultural learning outcomes. Each programme provides structured opportunities for students to engage with international issues, though the Ad programme could further strengthen its explicit connection to internationalisation goals. The Ba and Ma programmes are particularly strong in integrating global perspectives throughout the curriculum, ensuring that students develop the necessary competencies for success in the international hospitality industry.

### Criterion 3b: Teaching methods

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

The teaching methods used across the Associate Degree (Ad), Bachelor's (Ba), and Master's (Ma) programmes at HMSL are designed to support the achievement of the intended international and intercultural learning outcomes. These methods are structured around Design Based Education (DBE), which is central to the educational philosophy of HMSL. DBE encourages students to engage in real-world, problem-solving activities through Design Challenges, fostering collaboration, innovation, and intercultural cooperation.

In the **Ad programme**, teaching methods focus on providing students with opportunities to work on Design Challenges in an atelier setting. This approach is multidisciplinary and collaborative, encouraging students to engage with diverse cultural perspectives as they work in groups. The real-life cases brought in from the hospitality industry expose students to international contexts, even at an early stage. The programme also emphasizes Personal and Professional Development (PPD), where students reflect on their intercultural growth and global skills. The teaching methods are designed to gradually increase in complexity, supporting students as they move from foundational skills to more advanced international competencies.

The **Ba programme** uses DBE more intensively, with a strong focus on progressive assessment through Design Challenges that are often sourced from international industry partners. The collaborative nature of these challenges allows students to work alongside peers from different backgrounds, enhancing their intercultural and international skills. The four guiding principles of the curriculum—high-quality international curriculum, innovation, hostmanship, and global engagement—are embedded in the teaching methods, ensuring that internationalisation is a consistent focus. Atelier Facilitators, who often have international experience, guide students in their work, helping them reflect on both the outcomes and the intercultural processes involved. Additionally, tools like the Global Mind Monitor and MapsTell support students in developing personal and professional awareness related to international contexts.

In the **Ma programme**, DBE is firmly rooted in social and cognitive constructivism, with teaching methods that are student-centred and focus on developing critical and strategic thinking. The students work on Design Challenges and real-world projects that come from international partners, ensuring that they are constantly applying their learning in a global context. Group work is a core aspect of the Ma programme, providing opportunities for students to collaborate across cultural boundaries. Additionally, the programme integrates international excursions and reflection tools like MapsTell and Belbin, which are used to enhance intercultural awareness and teamwork. The teaching methods are designed to build leadership skills, preparing students to take on international roles in hospitality management.

### **Conclusion for Criterion 3b: Teaching Methods**

#### **Associate Degree (Ad) Hotel Management**

The Ad programme employs teaching methods that are well-suited to achieving the intended international and intercultural learning outcomes. The focus on Design Challenges and collaborative work in an atelier setting provides students with practical experience in working with diverse cultural contexts. However, the connection between these teaching methods and explicit intercultural learning outcomes could be strengthened. Overall, the methods are appropriate for fostering the development of international skills, though more structured reflection on intercultural competence would enhance the learning experience.

#### **Bachelor (Ba) Hotel Management**

The Ba programme makes extensive use of DBE and Design Challenges, which are integral to the teaching methods and provide a strong foundation for achieving international and intercultural learning outcomes. The collaborative nature of the curriculum, combined with the use of global tools like the Global Mind Monitor, ensures that students develop both personal and professional international competencies. The programme's teaching methods are well-designed to support continuous reflection and growth in intercultural competence, making them highly effective for achieving the programme's internationalisation goals.

#### **Master (Ma) in International Hospitality and Service Management**

The Ma programme's teaching methods are designed to provide students with advanced skills in critical thinking, collaboration, and intercultural leadership. The emphasis on Design Challenges and real-world international projects ensures that students are consistently applying their learning in a global context. The use of group work and reflection tools further supports the development of intercultural awareness, making the teaching methods well-aligned with the programme's internationalisation goals.

Across all three programmes, the teaching methods are well-structured and suitable for achieving the intended international and intercultural learning outcomes. The use of DBE and Design Challenges provides practical, real-world learning experiences that help students engage with international issues. While the Ad programme could benefit from more explicit reflection on intercultural outcomes, the Ba and Ma programmes demonstrate strong alignment between teaching methods and internationalisation goals.

**Criterion 3c: Learning environment**

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

The learning environment across the three Hotel Management programmes (Ad, Ba, and Ma) at HMSL is designed to facilitate the achievement of the intended international and intercultural learning outcomes. The learning environments provide students with access to both physical and digital resources, as well as real-world experiences through collaboration with international partners, all of which support their development in an international context. Additionally, the launch of Notiz Hotel offered students a future-proof learning environment, allowing them to explore technology, room management, and the complexities of running a rooms division department, frequently hosting international guests.

In the **Ad programme**, the learning environment includes specialised facilities at both the Emmen and Leeuwarden campuses, such as ateliers, where students engage in Design Challenges and professional projects. These physical spaces are complemented by digital tools like Microsoft Teams, Blackboard, and SharePoint, allowing students to collaborate and access resources in a flexible manner. The programme also provides access to various learning companies, giving students the opportunity to gain hands-on experience in hospital-ity management while interacting with professionals from diverse cultural backgrounds. The ZelCom model ensures that as students progress through the programme, they are given increasingly complex challenges, aligning with their growing independence and skills. Additionally, Personal and Professional Development (PPD) sessions, company visits, and guest lectures from international experts enhance the learning environment by offering students diverse perspectives and intercultural experiences.

The **Ba programme** builds on this foundation by offering a more expansive international learning environment. The programme is entirely taught in English and attracts a diverse student body, with a significant number of international students and faculty. Approximately 30% of Design Challenges come from international partners or carry international dimensions, further enriching the global learning environment. Students also benefit from tools like the Global Mind Monitor (GMM) and MapsTell, which help them reflect on their international competencies on a personal level. SAPs and excursions in year 2 are worth mentioning in this respect as well. Moreover, many Ba students participate in the Grand Tour or study abroad during their minor semester, offering significant international exposure. Around 30% of fourth-year students also complete their internships abroad, providing additional opportunities for global engagement. The learning environment is therefore structured to consistently expose students to diverse international experiences.

The **Ma programme** provides a highly international learning environment, with a substantial proportion of international students, creating a natural international classroom. Group work, intercultural learning, and design challenges from international partners are central to the learning environment, ensuring that students are consistently engaging with global perspectives. The programme also offers international excursions linked to elective courses, such as those to Berlin, Nepal, and Portugal, providing practical international experiences. These excursions are aligned with the learning outcomes of the Ma programme, giving students the opportunity to apply their knowledge in real-world international settings. The Ma programme also integrates international guest speakers and workshops into the curriculum, further enriching the learning environment with global expertise.

## Conclusion for Criterion 3c: Learning Environment

### **Associate Degree (Ad) Hotel Management**

The learning environment in the Ad programme provides a good balance of physical and digital resources that support students in achieving international and intercultural learning outcomes. The inclusion of real-world challenges through learning companies, guest speakers, and company visits helps students gain exposure to international contexts. The use of the ZelCom model ensures that students' learning experiences grow in complexity, preparing them for global professional environments. However, further enhancement in integrating international elements consistently throughout the curriculum could strengthen the overall impact of the learning environment.

### **Bachelor (Ba) Hotel Management**

The Ba programme offers a highly internationalised learning environment, with a strong emphasis on collaboration with international partners through Design Challenges, internships, and study abroad programmes. The presence of international students and faculty, along with the use of reflective tools like Global Mind Monitor and MapsTell, ensures that students are consistently exposed to global perspectives. The learning environment is well-designed to support the programme's internationalisation goals, providing students with ample opportunities to develop international and intercultural competencies.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme benefits from a naturally international classroom and provides a range of opportunities for students to engage with global issues, both through the curriculum and through international excursions. The programme's strong focus on real-world international projects, combined with international guest speakers and intercultural workshops, ensures that the learning environment is well-aligned with the programme's internationalisation objectives. The learning environment is comprehensive and supports the development of students' international leadership skills.

Overall, the learning environments across all three programmes are well-suited to achieving the intended international and intercultural learning outcomes. The integration of physical and digital resources, real-world international projects, and intercultural experiences provides students with a rich learning environment. While the Ad programme could benefit from more consistent international elements, the Ba and Ma programmes demonstrate strong alignment between the learning environment and internationalisation goals.

## Assessment of Standard 3: Teaching and Learning

### **Associate Degree (Ad) Hotel Management**

The Ad programme provides a solid framework for international and intercultural learning through its structured curriculum, flexible teaching methods, and learning environment. The use of Design Challenges and real-world industry collaboration offers students valuable exposure to international contexts, although there is room for further enhancement in explicitly connecting these experiences to broader international goals. The learning environment, with its balance of physical and digital resources, ensures that students have the tools to develop

international competencies, but a more systematic integration of international elements throughout the programme could improve the overall impact. The overall assessment for this standard is **Satisfactory**.

#### **Bachelor (Ba) Hotel Management**

The Ba programme demonstrates a well-developed alignment between curriculum, teaching methods, and the internationalisation goals. The use of Design Based Education (DBE) and Design Challenges from international partners, combined with a highly international learning environment, ensures that students are consistently exposed to global perspectives. The integration of reflective tools like Global Mind Monitor (GMM) and MapsTell further enhances the programme's ability to foster personal and professional international competencies. The curriculum, teaching methods, and learning environment are highly supportive of the programme's internationalisation objectives, and the overall assessment for this standard is **Good**.

#### **Master (Ma) in International Hospitality and Service Management**

The Ma programme provides an advanced and highly international learning experience. The curriculum is well-structured to develop leadership and strategic thinking in a global context, while the teaching methods, which focus on Design Challenges and real-world international projects, ensure that students are consistently engaged with international and intercultural issues. The learning environment, which includes international excursions, guest speakers, and workshops, further supports the programme's internationalisation goals. The overall assessment for this standard is **Good**.

Across all three programmes, there is strong alignment between the curriculum, teaching methods, and learning environments in supporting the achievement of international and intercultural learning outcomes. While the Ad programme could benefit from more explicit integration of international elements, the Ba and Ma programmes provide comprehensive and effective frameworks for internationalisation.

## **Standard 4: Staff**

### **Criterion 4a: Composition**

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

The composition of the staff across the Associate Degree (Ad), Bachelor's (Ba), and Master's (Ma) programmes at HMSL is designed to facilitate the achievement of the intended international and intercultural learning outcomes. The staff body includes a diverse mix of nationalities and backgrounds, bringing a wide range of international experience to the programmes. As of January 2024, HMSL employs 171 staff members, of which 149 are faculty, and 22 are support staff. These staff members are spread across the three programmes, with the Ad programme having a relatively small team, the Ba programme having the largest teaching body, and the Ma programme being supported by a dedicated team of 11 lecturers. A

significant proportion of the staff have international backgrounds or experience, enhancing the programme's capacity to support its internationalisation goals:

- 22% of the staff are international (non-Dutch or dual nationality), representing 26 different nationalities.
- 40% of the staff have an international background (defined as having lived abroad for more than 6 months).
- 33% of the staff hold international degrees, having studied at universities in 38 countries.

The **Ad team** has been consolidated from the Emmen and Leeuwarden campuses, and the programme has undergone some staff restructuring. While the team brings a variety of industry and international expertise, there are some concerns about the challenges that come with managing such transitions, particularly as new staff members are onboarded.

The **Ba team**, with its large pool of 125 lecturers, includes many faculty members with strong international work experience and industry connections. This diversity of backgrounds supports the programme's goal of creating an international learning environment. Recruitment efforts for both national and international candidates continue to focus on ensuring that lecturers have experience in international contexts and proficiency in English.

The **Ma programme** benefits from a highly specialised team of 11 lecturers, all of whom have significant international experience. These staff members bring both academic expertise and industry knowledge, contributing to a global perspective in the classroom.

The institution has also focused on staff development, requiring all academic staff to hold or be working towards a master's degree. Additionally, staff must complete the Basic Didactic Qualification (BDB) and either a Basic Qualification in Examination (BKE) or Senior Qualification in Examination (SKE) to ensure they are equipped to meet both teaching and assessment standards. HMSL has also implemented efforts to improve staff well-being, including appointing a Staff Happiness Officer and organising Academy Days every 10 weeks to foster team connections and provide workshops.

The panel recognises the international experience and qualifications of the staff, which align well with the internationalisation goals of the programmes. However, similar to the observations in the NVAO report, the panel notes the increasing workload of staff due to organisational changes. The institution should consider allocating more time for staff reflection and professional development to ensure continued quality and innovation in teaching.

### Conclusion for Criterion 4a: Composition

#### Associate Degree (Ad) Hotel Management

The Ad programme benefits from a diverse and internationally experienced staff team, but the ongoing restructuring and onboarding of new staff members present challenges. While the team is well-qualified to support the internationalisation goals, attention should be given to managing workload and ensuring that the team has sufficient time for reflection and development. The staff composition facilitates the achievement of the learning outcomes but could be strengthened through more stability and additional development opportunities.

#### Bachelor (Ba) Hotel Management

The Ba programme has a large and diverse staff body that includes a significant proportion of international and internationally experienced lecturers. This diversity aligns well with the

programme's internationalisation goals, supporting a rich international learning environment. Recruitment efforts continue to focus on attracting staff with international experience, ensuring that the programme remains aligned with its global objectives. However, staff well-being and workload need ongoing attention to ensure that the team can continue to contribute effectively to the programme's goals.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme benefits from a small, specialised team of lecturers with significant international expertise. This team is well-equipped to support the programme's internationalisation objectives, bringing both academic and industry perspectives into the classroom. The composition of the staff is well-aligned with the internationalisation goals, though, like the other programmes, continued attention to staff workload and well-being is recommended. Overall, the composition of the staff across all three programmes is diverse and internationally experienced, supporting the achievement of international and intercultural learning outcomes. However, attention to staff workload and well-being is crucial to ensure that the programmes continue to meet their internationalisation objectives effectively.

### **Criterion 4b: Experience**

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

The staff members at HMSL possess substantial internationalisation experience, intercultural competencies, and language skills that support the achievement of the intended international and intercultural learning outcomes across the Associate Degree (Ad), Bachelor's (Ba), and Master's (Ma) programmes. The institution has focused on recruiting and developing a faculty that brings both international and industry expertise into the classroom.

Since September 2022, HMSL staff have been engaged in Learning Communities, where team leaders are responsible for facilitating collaboration among staff and students. Although the organisation of the academy is formalised through leadership roles in academic affairs and operations, the actual day-to-day activities are more flexible and organised around themes and networks, which promotes dynamic collaboration and knowledge exchange.

Many HMSL staff members are active in international research and frequently present at international conferences. For example, some staff members have contributed to research on preparing graduates for the tourism, hospitality, and events sectors, which has been submitted to international journals. The faculty has also hosted international conferences in Leeuwarden, including the Eurhodip conference and the Council for Hospitality Management Education (CHME) Annual Research Conference, further demonstrating their active involvement in global academic and industry discussions.

In terms of intercultural competencies, staff members are required to complete Cultural Sensitivity Training to better understand and engage with diverse student populations. Moreover, HMSL has focused on improving the English proficiency of its staff. Two staff members have earned Cambridge English Certificates equivalent to CEFR B1 (Intermediate) and C1 (Advanced) levels, with most academic staff achieving C1 or C2 fluency. Recognising a gap between the English proficiency of academic staff (92%) and practical facilitators (40%), HMSL introduced a specialised course in 2023. This course was developed by an intercultural trainer

and included sessions on intercultural communication and English usage in an international environment, tailored to the needs of practical facilitators working with international students. These initiatives ensure that staff are equipped to engage effectively with students from diverse backgrounds and provide a globally relevant learning experience. While the experience and competencies of the staff are strong, the panel noted that ongoing development opportunities in intercultural communication, particularly for practical facilitators, could continue to support the overall staff experience and further align with the internationalisation goals of the programmes.

### **Conclusion for Criterion 4b: Experience**

#### **Associate Degree (Ad) Hotel Management**

The staff in the Ad programme possess the necessary international experience and intercultural competencies to support the programme's internationalisation goals. Participation in Cultural Sensitivity Training and the focus on improving English proficiency ensure that staff are well-equipped to teach and interact with a diverse student body. However, additional opportunities for intercultural communication training, particularly for practical facilitators, would further strengthen the programme's alignment with its internationalisation objectives.

#### **Bachelor (Ba) Hotel Management**

The Ba programme benefits from a large team of staff members who bring extensive international experience into the classroom. Their involvement in international research, conferences, and collaborations ensures that they are up-to-date with global industry trends and academic developments. The emphasis on language proficiency and intercultural training further enhances the staff's ability to contribute to the programme's internationalisation goals. While the staff's experience is well-aligned with the programme's objectives, continued focus on professional development, particularly for practical facilitators, will ensure that the programme maintains its international relevance.

#### **Master (Ma) in International Hospitality and Service Management**

The Ma programme is supported by a small team of lecturers with substantial international experience and strong intercultural competencies. The staff's active involvement in international research, as well as their participation in global academic networks, ensures that students benefit from up-to-date knowledge of global trends in hospitality. The programme's focus on intercultural training and language development is well-suited to its internationalisation objectives. While the staff are highly experienced, further opportunities for professional development in intercultural communication would enhance the programme's ability to meet its goals.

Overall, across all three programmes, the staff possess sufficient international experience, intercultural competencies, and language skills to support the achievement of the internationalisation goals. However, continued professional development, particularly for practical facilitators, would further strengthen the alignment between staff experience and the programmes' internationalisation objectives.

#### **Criterion 4c: Services**

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

The services provided to staff at HMSL (e.g., training, facilities, staff exchanges) are designed to support the development of international experiences, intercultural competencies, and language skills. These services align with the overall composition of the staff and help facilitate the achievement of the intended internationalisation goals for the Ad, Ba, and Ma programmes.

HMSL has implemented a range of initiatives to support staff in their international development. For example, staff members are regularly encouraged to attend international conferences, covering a variety of topics related to internationalisation. These conferences provide opportunities for staff to share research, network with global peers, and stay updated on the latest developments in the hospitality industry. Staff can also collaborate with international partner universities through the RUN-EU network, which promotes joint programme development and cross-cultural cooperation. This network offers the chance for staff to participate in Short Advanced Programmes (SAPs), providing valuable mobility opportunities in a condensed timeframe. These experiences help staff build global connections and bring new insights back into the classroom.

The panel noted that while internationalisation has been a key focus in the past, recent educational developments, particularly the shift towards online education, meant that staff professionalisation had to pivot to address new challenges. However, the management team at HMSL is committed to refocusing on internationalisation and ensuring that staff receive the necessary support to continue their development in this area.

In terms of practical support for international staff, HMSL has partnered with the International Welcome Center North Netherlands to improve the relocation process for international employees. This partnership has facilitated access to the Dutch Immigration and Naturalisation Service, providing international staff with smoother transitions into the region. Additionally, HMSL offers language training to help staff improve their English proficiency, with a particular focus on practical facilitators, who may not yet be as fluent as their academic counterparts. A recent training programme rolled out by an intercultural trainer included sessions on English language usage and intercultural communication in hospitality, which were well-received by staff.

These services are crucial in ensuring that staff are well-prepared to engage with an international student body and deliver an internationally oriented curriculum. The institution's commitment to ongoing staff development and international mobility aligns with its internationalisation goals, though continued emphasis on intercultural training, particularly for practical staff, would further enhance the effectiveness of these services.

#### **Conclusion for Criterion 4c: Services**

##### **Associate Degree (Ad) Hotel Management**

The services provided to Ad programme staff are consistent with the programme's internationalisation goals. The opportunities for international collaboration, participation in the RUN-EU network, and access to intercultural and language training ensure that staff are well-

equipped to support the development of international competencies in their students. The partnership with the International Welcome Center further supports international staff, making the institution an attractive workplace for non-Dutch employees. Continued focus on intercultural training, particularly for practical facilitators, would strengthen the programme's alignment with its internationalisation objectives.

#### **Bachelor (Ba) Hotel Management**

The Ba programme benefits from robust services that support staff in their international development. The availability of international mobility opportunities, such as participation in Short Advanced Programmes (SAPs), allows staff to build global connections and enhance their intercultural skills. The partnership with the International Welcome Center also provides essential support for international staff, ensuring smooth relocation and integration. Continued professional development in intercultural communication for practical facilitators will further enhance the services offered to staff, supporting the programme's internationalisation goals.

#### **Master (Ma) in International Hospitality and Service Management**

The Ma programme benefits from the same range of services provided across HMSL, with additional opportunities for staff to engage in international research and academic exchanges. The support for staff development through international conferences, staff exchanges, and intercultural training ensures that lecturers are well-prepared to deliver a globally relevant curriculum. The partnership with the International Welcome Center and the focus on language proficiency training provide additional support for international staff. The services offered are consistent with the programme's internationalisation goals, though further emphasis on intercultural training for all staff would enhance the programme's effectiveness.

Overall, the services provided to staff across all three programmes are well-aligned with the institution's internationalisation goals. The focus on professional development, international mobility, and intercultural training ensures that staff are equipped to support students in developing international and intercultural competencies. Continued emphasis on intercultural training for practical facilitators will further strengthen the alignment between staff services and the programmes' internationalisation objectives.

### **Assessment of Standard 4: Staff**

#### **Associate Degree (Ad) Hotel Management**

The composition of the Ad staff reflects a diverse and internationally experienced team that supports the programme's internationalisation goals. Staff members are provided with a range of services, including intercultural and language training, as well as opportunities for international collaboration through the RUN-EU network. Overall, the staff composition and services provided are sufficient to achieve the programme's internationalisation objectives. The overall assessment for this standard is **Good**.

#### **Bachelor (Ba) Hotel Management**

The Ba programme benefits from a large and diverse staff body, many of whom have extensive international experience and academic qualifications. The services provided, including

opportunities for participation in international conferences and Short Advanced Programmes (SAPs), support the continuous professional development of staff. The partnership with the International Welcome Center ensures that international staff receive adequate support when relocating. However, continued attention to intercultural training, particularly for practical facilitators, will further enhance the effectiveness of the services. The overall assessment for this standard is **Good**.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme is supported by a small but highly experienced and internationally active faculty. The services provided, such as participation in international conferences, exchanges, and intercultural training, are well-suited to the needs of the programme. The focus on professional development, including opportunities for international research collaboration, ensures that staff remain up-to-date with global trends in the hospitality industry. The support for international staff through the International Welcome Center is also a positive aspect. Continued emphasis on intercultural training for all staff members will enhance the programme's alignment with its internationalisation goals. The overall assessment for this standard is **Good**.

Across all three programmes, the composition of the staff is diverse and internationally experienced, and the services provided support the achievement of internationalisation objectives. While the Ad programme requires further development in terms of stability and intercultural training, the Ba and Ma programmes demonstrate strong alignment between staff services and internationalisation goals.

## **Standard 5: Students**

### **Criterion 5a: Composition**

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

The composition of the student body across the three programmes (Ad, Ba, Ma) at HMSL is generally aligned with the institution's internationalisation goals, though there are some challenges, particularly in the Ad and Ba programmes, where the proportion of international students has declined in recent years.

For the **Ad programme**, while efforts have been made to introduce internationalisation experiences, the overall student population remains predominantly Dutch. This limits the natural exposure students have to international and intercultural perspectives in their daily learning environment. However, the programme compensates for this through opportunities such as study trips and collaborative projects with international students from partner institutions, including short design sprints with students from Aruba and VIVES University of Applied Sciences. The Ad programme's composition does not fully reflect its internationalisation goals, but it provides alternative pathways for students to engage with international contexts.

In the **Ba programme**, the student composition is similarly dominated by Dutch students. Despite being an English-taught programme that emphasises global thinking and

international hospitality, the programme has faced challenges in increasing its international student numbers. Around 30% of students participate in internships abroad, and 80% take part in exchange programmes or the Grand Tour, which offers substantial international exposure. However, the everyday classroom environment would benefit from a more balanced mix of national and cultural backgrounds to better align with the internationalisation goals. The **Ma programme** has a more diverse student body, with a significant number of international students. This diversity naturally creates an international classroom where students engage with different perspectives and cultural backgrounds, enhancing the intercultural learning experience. The Ma programme's composition is more in line with its internationalisation goals, given the higher proportion of non-Dutch students and the global nature of the curriculum. Additionally, the programme's structure, which includes international excursions and design challenges, supports this diversity by offering further opportunities for intercultural collaboration.

### **Conclusion for Criterion 5a: Composition**

#### **Associate Degree (Ad) Hotel Management**

The Ad programme's student composition is primarily Dutch, which limits the exposure to diverse international perspectives within the classroom. Although the programme compensates for this through international collaboration projects and study trips, the overall student population could be more diverse to better align with the programme's internationalisation goals. The current composition does not fully reflect the institution's global ambitions, though alternative opportunities provide students with some international exposure.

#### **Bachelor (Ba) Hotel Management**

Similar to the Ad programme, the Ba programme has a predominantly Dutch student body, which does not fully align with the programme's focus on international hospitality. While many students take part in international internships and exchange programmes, the daily learning environment would benefit from a more diverse mix of nationalities and cultures. This would help the programme better reflect its internationalisation goals and create a more globally oriented classroom experience.

#### **Master (Ma) in International Hospitality and Service Management**

The Ma programme's student composition is more closely aligned with its internationalisation goals, with a higher proportion of international students compared to the Ad and Ba programmes. This diversity enhances the learning environment and provides students with natural exposure to different cultural perspectives, supporting the development of intercultural competencies. The Ma programme's composition reflects the global nature of its curriculum and prepares students for leadership roles in the international hospitality industry.

Overall, while the Ma programme achieves a student composition that aligns with its internationalisation goals, the Ad and Ba programmes face challenges in attracting and retaining a more diverse student body. Increasing the proportion of international students in these programmes would better support the institution's internationalisation ambitions.

**Criterion 5b: Experience**

*The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.*

During the site visit, the panel had the opportunity to learn about several international student experiences. The internationalisation experiences provided to students across the three programmes (Ad, Ba, Ma) at HMSL are generally well-aligned with the institution's internationalisation goals, offering students multiple opportunities to engage with international contexts both within and outside the classroom. However, the extent of these experiences varies between the programmes.

In the **Ad programme**, students are offered international experiences through short study trips, such as the design sprint in Aruba, where students collaborate with local students from EPI. Additionally, the VIVES project includes an exchange programme focused on intercultural management, incorporating lectures from international guest speakers. While these initiatives provide valuable opportunities for students to engage with international perspectives, they are relatively limited in scope compared to the Ba and Ma programmes. However, efforts are being made to expand these opportunities, including the potential for participation in Short Advanced Programmes (SAPs) through the RUN-EU network. Despite the small scale of these experiences, they help to bridge the gap in international exposure for Ad students, compensating for the predominantly Dutch student population.

In the **Ba programme**, internationalisation is embedded in various parts of the curriculum, with many students taking advantage of opportunities such as the Grand Tour, where students can study abroad for six months in locations such as South Africa, Indonesia, Thailand, and Italy. Also SAPs and international excursions are worth mentioning in this respect. Around 80% of students participate in some form of international experience during their minor semester, offering substantial global exposure. Additionally, 30% of fourth-year students complete internships abroad, allowing them to gain practical experience in international hospitality settings. Design challenges with international partners, collaborations with global companies, and tools like Global Mind Monitor also contribute to students' international and intercultural learning. These opportunities ensure that Ba students gain significant international exposure, aligning with the programme's internationalisation goals.

The **Ma programme** offers a highly international experience, with a naturally diverse student body and a curriculum designed to provide students with international exposure through design challenges and international excursions. Students can participate in trips to Berlin, Nepal, and Portugal, where they work on real-world challenges linked to the hospitality industry. These excursions are directly integrated into the curriculum, ensuring that they are more than just optional experiences—they are part of the students' formal education. The Ma programme also encourages students to engage with international research topics, guided by internationally oriented researchers. Moreover, international guest lecturers and workshops further enhance the global experience, helping students build intercultural competencies critical to leadership roles in the hospitality industry.

**Conclusion for Criterion 5b: Experience**

**Associate Degree (Ad) Hotel Management**

The Ad programme offers students valuable but limited international experiences, such as

short study trips and collaborative projects with international partners. While these opportunities provide exposure to international contexts, they are not as extensive as those in the Ba and Ma programmes. The programme is working to expand these experiences, but the current internationalisation opportunities are somewhat limited in scope. Still, these initiatives contribute positively to the development of students' international and intercultural competencies.

### **Bachelor (Ba) Hotel Management**

The Ba programme provides substantial international experiences, both inside and outside the classroom. With 80% of students participating in study abroad programmes during their minor semester and 30% completing internships abroad, the programme ensures that students gain significant international exposure. The integration of design challenges, Global Mind Monitor, and international collaborations further strengthens the students' internationalisation experience. The programme is well-aligned with its internationalisation goals, offering a robust framework for students to develop intercultural competencies.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme offers a highly international experience, with numerous opportunities for students to engage in real-world global challenges through design challenges and international excursions. The curriculum integrates these experiences directly, ensuring that students are well-prepared for international leadership roles. Additionally, the programme's diverse student body and international guest lectures provide a rich intercultural learning environment. The Ma programme is fully aligned with its internationalisation goals, offering students an immersive global experience.

Across all three programmes, students are provided with opportunities to engage in international experiences, though the scope and scale of these experiences vary. The Ad programme offers limited but growing international exposure, while the Ba and Ma programmes provide extensive internationalisation opportunities, well-aligned with the institution's global ambitions.

### **Criterion 5c: Services**

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

The services provided to students across the Associate Degree (Ad), Bachelor's (Ba), and Master's (Ma) programmes at HMSL are well-aligned with the institution's internationalisation goals. These services ensure that students receive the necessary support to thrive both academically and personally within an international learning environment.

In the **Ad programme**, students benefit from academic and personal support services provided by HMSL's Student Care department, which assists students with both personal challenges and academic workload. This department has proven particularly valuable during the pandemic, when the need for mental health support increased. The panel observed that students highly appreciate the support they receive, which includes both Dutch and international students. The programme's internationalisation efforts are also supported by the

Student Mobility Centre, which helps students interested in participating in short study trips or other international mobility programmes. However, given the relatively low number of international students in the Ad programme, the services are more focused on providing Dutch students with international exposure, rather than supporting a diverse international student body.

The **Ba programme** offers comprehensive services to support its more internationally diverse student population. The Student Mobility Centre, in particular, plays a crucial role in facilitating the international experiences of Ba students, such as helping students plan their Grand Tour or exchange programmes. The centre also supports students participating in international internships and RUN-EU projects, such as Short Advanced Programmes (SAPs). Ba students also benefit from Student Care services, which provide mental health and academic support, including for international students who may face challenges adapting to life in the Netherlands. The panel noted that HMSL places great emphasis on student well-being, including providing personalised support to students affected by global events, such as the war in Ukraine. Additionally, student housing is made more accessible through Student Stay, a housing service that guarantees accommodation for non-EU students who meet certain deadlines, ensuring they have access to safe and convenient housing. Worth to mention are the International Student Association (ISA) and the Hospitality Network for Students (HNS) who play an active role in fostering a welcoming community for international students.

In the **Ma programme**, services are similarly comprehensive and well-suited to the needs of a highly international student population. The Student Mobility Centre and Student Care department provide essential support for both academic and personal challenges, ensuring that students are well-prepared to navigate the demands of an international programme. International students, in particular, benefit from the availability of Student Stay, which offers guaranteed accommodation for non-EU students, provided they apply by the relevant deadlines. This housing service helps international students integrate more easily into their new environment. Additionally, the International Student Association (ISA) and the Hospitality Network for Students (HNS) play an active role in fostering a welcoming community for international students, organising events and activities that help them feel more connected to the HMSL community and Dutch culture.

Across all three programmes, the availability of Diploma Supplements is another key service that aligns with HMSL's internationalisation goals. These supplements ensure that graduates have a clear record of their academic achievements, which is recognised internationally, further supporting the employability of HMSL graduates in global markets.

### Conclusion for Criterion 5c: Services

#### Associate Degree (Ad) Hotel Management

The services provided to Ad students are well-suited to their needs, offering essential support in both academic and personal areas. The Student Mobility Centre helps students access international opportunities, though the relatively low number of international students limits the focus on supporting a diverse student body. Student Care services are appreciated by students and play a vital role in ensuring well-being. The services are aligned with the programme's internationalisation goals, though they primarily support domestic students in gaining international exposure.

### **Bachelor (Ba) Hotel Management**

The Ba programme offers a robust set of services that support its more diverse and international student population. The Student Mobility Centre and Student Care provide essential assistance for students participating in international programmes and managing personal challenges. The availability of Student Stay for housing ensures that international students have access to safe and convenient accommodation. Additionally, the focus on personalised support for students facing global crises reflects the programme's commitment to student well-being. The services are well-aligned with the programme's internationalisation goals, ensuring that both domestic and international students receive the support they need.

### **Master (Ma) in International Hospitality and Service Management**

The Ma programme provides comprehensive services that are highly suitable for a diverse international student body. The Student Mobility Centre and Student Care offer essential support for international students, while Student Stay ensures that non-EU students have access to housing. The active role of the International Student Association (ISA) and the Hospitality Network for Students (HNS) further enhances the community experience for international students. These services are well-aligned with the programme's internationalisation goals, providing both academic and personal support to ensure student success.

Across all three programmes, the services provided are comprehensive and supportive of the institution's internationalisation objectives. The focus on student well-being, mobility, and housing ensures that students, whether domestic or international, receive the support they need to succeed in a global learning environment. While the Ad programme could benefit from more services tailored to a diverse student body, the Ba and Ma programmes demonstrate strong alignment between student services and internationalisation goals.

## **Assessment of Standard 5: Students**

### **Associate Degree (Ad) Hotel Management**

The Ad programme provides students with opportunities to engage in international experiences, such as study trips and international collaboration projects, though the student body remains predominantly Dutch. While the services offered, including Student Care and the Student Mobility Centre, are well-received and help students access international opportunities, the overall composition of the student body limits daily exposure to diverse cultural perspectives. The programme is working towards expanding these opportunities, but currently, the internationalisation experience is somewhat limited. The services are aligned with the programme's internationalisation goals, though more focus on supporting a diverse student body would enhance the programme's internationalisation impact. The overall assessment for this standard is **Satisfactory**.

### **Bachelor (Ba) Hotel Management**

The Ba programme offers substantial international opportunities, with 80% of students participating in study abroad programmes and 30% completing internships abroad. The programme's composition, while still primarily Dutch, benefits from a more diverse student body and a well-developed set of services to support international students. The Student Mobility Centre and Student Care play a crucial role in facilitating international experiences and ensuring students' well-being. Housing services such as Student Stay also ensure that

international students can integrate smoothly into Dutch life. Although the student composition could be more globally diverse, the overall internationalisation experience for students is strong, and the services provided are well-aligned with the programme's internationalisation goals. The overall assessment for this standard is **Good**.

#### **Master (Ma) in International Hospitality and Service Management**

The Ma programme excels in terms of student composition, with a highly diverse and international student body that naturally creates an intercultural learning environment. The internationalisation experiences provided, such as design challenges, international excursions, and guest lectures, are well-integrated into the curriculum, ensuring that students develop strong international and intercultural competencies. The services, including housing support through Student Stay and personal and academic support from the Student Mobility Centre and Student Care, are highly suitable for an international student population. The active involvement of the International Student Association (ISA) and the Hospitality Network for Students (HNS) further enhances the international student experience.

The programme's systematic approach to fostering intercultural competencies, coupled with outstanding support services and a highly engaged international student community, surpasses generic quality expectations. The panel is of the opinion that the programme excels across all underlying criteria and could serve as a model for internationalisation in higher education. The overall assessment for this standard is **Excellent**.

## 6. Overview of assessments

### Associate degree

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	satisfactory
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	satisfactory
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	satisfactory
	5b. Experience	
	5c. Services	

## Bachelor

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	good
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	good
	5b. Experience	
	5c. Services	

## Master

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
6. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
7. International and intercultural learning	2a. Intended learning outcomes	good
	2b. Student assessment	
	2c. Graduate achievement	
8. Teaching and learning	3a. Curriculum	good
	3b. Teaching methods	
	3c. Learning environment	
9. Staff	4a. Composition	good
	4b. Experience	
	4c. Services	
10. Students	5a. Composition	Excellent
	5b. Experience	
	5c. Services	

## Annex 1. Composition of the panel

### Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Reul		X	X	X	
• Nazarechuk	X	X	X	X	
• Lombarts	X	X	X		
• Beekman			X	X	
• Tiernan		X	X	X	
• Dupont	X	X	X		
• Huften					X

Subject: Subject- or discipline-specific expertise;  
 Internat.: International expertise, preferably expertise in internationalisation;  
 Educat.: Relevant experience in teaching or educational development;  
 QA: Relevant experience in quality assurance or auditing; or experience as student auditor;  
 Student: Student with international or internationalisation experience;

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

Bert Reul is an experienced education professional and former director of Rotterdam Academy at Rotterdam University of Applied Sciences. He has extensive experience leading accreditation processes and developing international partnerships in higher education.

Dr. Andrew Nazarechuk

Andrew Nazarechuk is a teacher and researcher at the University of St. Tomas, Manila. He has an extensive background in hospitality education and has held leadership roles in developing global academic programs.

Dr. Angelique Lombarts

Angelique Lombarts is a researcher and advisor in organizational anthropology and was formerly a professor at Hotelschool The Hague. She has been involved in the development of curricula in hospitality and leisure management.

Dr. Kelly Beekman

Kelly Beekman is a lecturer in Technology-Enhanced Assessment and Academic Director of the Master's programme in Assessment Expertise at Fontys University of Applied Sciences. She has led several projects focused on innovative assessment methods.

Aisling Tiernan MA

Aisling Tiernan is an educational expert at Griffith College Dublin, specializing in internationalisation policies. She is trained as a CeQuInt auditor and works on projects related to learning and development.

Wim Dupont

Wim Dupont is an experienced manager and consultant in the hospitality industry. He has worked with multiple international hotel chains and specializes in hotel management consultancy.

Sophie Huften, student-member

Sophie Huften is a Hotel Management student at Zuyd University of Applied Sciences, engaged in various projects related to hospitality management.

## Annex 2. Documents reviewed

- Self Evaluation Report
- Course Document Ad full time 2023-2024
- Course Document Ad W&S 2023-2024
- Course document Ba full time 2023-2024
- Course Document Ba W&S 2023-2024
- Course Document MA IHMS 2023-2024
- PEP 2017-2022
- Overview Staff Deployed
- Minutes of the Advisory Board (2021, 2022 and 2023)
- Alumni Policy
- Manifesto Hotel Management School
- Educational Vision HMSL
- Module Books:
  - Compass for the Art of Hostmanship
  - Home Group – PPD Compass 2023-2024
  - SVCIH Course Description 2022-2023
  - Syllabus – ICM Level 1 HMSL
- Minutes of the Curriculum Committee:
  - 2022-2023
  - 2023-2024
- Minutes of the Programme Committee:
  - 2021-2022
  - 2022-2023
- List of Placement Students (Internship during 2022-2023)
- Action Plan after NVAO Accreditation
- Module Evaluations
- Communications and surveys regarding NSE
- Quality Assurance Documentation:
  - Annual self-evaluation report 2021-2022
  - Annual self-evaluation report 2022-2023
  - HMSL Activity Plan 2022

- HMSL Tactical Plan 2023
  - Proposals to MT by student Advisor 2022-2023
- Minutes Quality Representatives meetings (2022, 2023)
- Teaching and Examination Regulations
- Examination Committee Ad and Ba:
  - Annual Report (2021-2022, 2022-2023)
  - Summary and recommendations ExCom Report MP
- Examination Committee Ad and Ba:
  - Annual report (2021-2022, 2022-2023)
- Minutes Assessment Committee (2022, 2023)
- Assessment overviews Ad
- Test Policy 2023-2024 Ad Staff
- Test Policy 2023-2024 Ad Students
- Assessment Work Plan Ba 2023-2024
- Draft Research Report Hospitality Ba (December 2022)
- External Assessor Reports Ba
- Report MP Supervision Academic Year 2022-2023
- Reports of Second Assessment Committee
- MIHSM Testing and Assessment Policy up tot 2022-2023 – update
- External Assessment Reports Ma
- End Works of Ad, Ba and Ma

*Supporting Documents:*

- 30 Jaarplan 2023 Academie HMS final
- 201006 Covid-19 Pandemic – Educational Quality Assurance
- AIHR Business Plan 2015-2020
- Alumni Policy 2023-2025
- Assessment Work Plan 23024 Hotel Management School
- FW Project Move The Syllabus
- Graduation Atelier Compass 2023-2024
- Graduation Atelier Supporting Documents 2023-2024
- HMS Borchure new organizational structure 2021-2022
- HMS Strategic Plan 2019-2024
- HMSL Tactical Plan 2023
- MIE Ad IHM December 2021



- MIE Reflection on Ad Programme
- Strategic Institutional Plan 2019-2024
- Structure of the L&C program



## Annex 3. Site visit programme

### Overview

<b>Date:</b>	18-20 March 2024
<b>Institution:</b>	NHL Stenden University of Applied Sciences Stenden Hospitality Management School
<b>Programme:</b>	<i>3 programmes were assessed simultaneously:</i> <b>Associate degree Hotel Management</b> <b>Bachelor Hotel Management</b> <b>Master International Hospitality Management</b>
<b>Location:</b>	Rengerslaan 8-10 8917 DD Leeuwarden The Netherlands

### Programme

Day 0	Monday 18-03-2024
Time	Activity
12.00 – 12.30	Welcome audit panel
12.30 – 14.00	Lunch (panel only)
14.00 – 16.00	Campus tour by students
16.00 - 17.00	MT (presentation + discussion)
17.00 - 19.00	Preparations by audit panel
19.00 - 22.00	Dinner audit panel

<b>Day 1</b>	<b>Tuesday 19-03-2024</b>
<b>Time</b>	<b>Activity</b>
07.30 – 08.30	Breakfast audit panel
08.30 – 09.00	Preparations by audit panel
09.00 – 09.45	Faculty Ad full time and Work & Study (Ad and BA), including team leader
09.45 – 10.00	Preparations by audit panel
10.00 – 11.00	Students Ad full time and Work & Study (Ad and BA)
11.00 – 11.30	Preparations by audit panel
11.30 – 12.30	Meeting with Exam-, Assessment-, Programme Committee, Curriculum Committee (all programmes)
12.30 – 13.30	Lunch
13.30 – 14.15	Meeting with Faculty MA, including team leader
14.15 – 14.45	Preparations by audit panel
14.45 – 15.30	Meeting with current and former MA students
15.30 – 16.15	Preparations by audit panel
16.15 – 17.00	Meeting about distinctive feature Internationalisation
17.00 – 18.30	Meeting audit panel
18.30 – 21.00	Dinner (panel only)

Day 2	Wednesday 20-03-2024
Time	Activity
07.30 – 08.30	Breakfast
08.30 – 09.00	Preparations by audit panel
09.00 – 10.00	Meeting with the team leaders of the BA programme
10.00 – 10.30	Preparations by audit panel
10.30 – 11.30	Meeting with Lectures BA programme
11.30 – 12.00	Preparations by audit panel
12.00 – 13.00	Meeting with students BA programme (year 1-4)
13.00 – 14.00	Lunch
14.00 – 14.20	Visit atelier - DBE
14.20 - 14.30	Walking by industry event
14.30 – 14.45	Preparations by audit panel
14.45 – 15.30	Meeting about BA graduation phase with management project supervisors, account managers and coaches
15.30 – 16.00	Break
16.00 – 16.30	Departure by bus to Post Plaza Leeuwarden
16.30 – 16.45	Preparations by audit panel
16.45 – 17.30	Meeting with chair advisory board, Ad, BA, W&S alumni and industry relations officer
17.30 - 17.45	Break
17.45 - 18.30	Informal drinks with HMSL staff and industry
18.30 - 19.30	Panel meeting on findings of programmes
19.30 - 21.30	Dinner / audit panel meeting
21.30	Departure to Notiz hotel by bus

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